

Adult Third Culture Kids (ATCKs): Working With Their Language Skills and Intercultural Competence

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Dedication

To all the Adult Third Culture Kids across the globe, who truly enrich the business world with their language skills and intercultural competence.

This is for us.

Abstract

This PhD thesis studies how the language and intercultural competence of Adult Third Culture Kids (ATCKs) is put to use in their daily workplace. The range of this ATCK research project benefits from its worldwide reach. Applying a mixed methods approach, data was collected both by an ATCK Questionnaire and ATCK In-depth Interviews in 2019. The participating, pre-screened ATCKs all held a salaried employment position at the time of the research project. The data consists of 1,191 completed online ATCK surveys, from which 13 ATCK interviewees were selected and semi-structured interviews with episodic elements were conducted. Thanks to the use of a purposive sampling procedure with a maximal variation approach, all of the traditional TCK backgrounds (Foreign Services/Diplomatic Kids, Corporate Brats/Kids, Missionary Kids or Military Brats/Kids) are represented. Moreover, certain Cross-Cultural Kids (CCK) subgroups, such as kids with bi-national parents or kids that moved numerous times due to their parent's academic employment pursuits, are also represented. The main objective of the ATCK In-depth Interviews is to attain a deeper and more thorough understanding the experiences, feelings and behavior of the participating ATCKs in connection with their questionnaire contributions. Motivated by the main research question: "Do Adult Third Culture Kids (ATCKs) have specific linguistic skills and intercultural competence that they use regularly in their jobs?", the joint data reveals these key research results:

- (1) The 1,191 ATCKs, who participated in this research project, are from all parts of the world. While a clustering can be found in the U.S., Europe and Asia, contributions from South American and African ATCKs have been recorded as well. This ATCK sample group has strong language skills and often they speak two or more languages on a mother tongue level. Of this sample group, 2/3 are bi- or multilingual. In self-assessment, 3/4 believe they have intercultural competence. The ATCKs participating in this study are a highly mixed age group. They present an extensive range in work experience, with 1/3 having 20 years or more to reflect and comment on.
- (2) Only a small share of the ATCKs in this study have had educational training in translating, interpreting or in the area of intercultural communication. The majority of the sampled ATCKs gained their language skills and intercultural competence naturally through their personal experiences and unique, international upbringing in childhood and adolescence.
- (3) In the six months prior to this study, nearly half of the participants, around 600 ATCKs, were asked to complete language and intercultural competence tasks at by their colleagues or boss. These tasks were in addition to their normal workload. Of the

approx. 600 ATCKs, half were asked rarely, but the other half were asked regularly, or even frequently, to complete such additional tasks.

- (4) During completion of the additional language or intercultural competence tasks, the large majority of the ATCKs said they felt good to great. Almost all of the ATCKs of this study stated feeling comfortable doing these additional tasks, with only a small group feeling uneasy about them. Interestingly, the questioned ATCKs answered even more positively when asked about requested tasks requiring their intercultural competence.
- (5) In the data collected by the ATCK Questionnaire, an unexpected parity is found between the additional language and intercultural competence tasks. The studied ATCKs were requested to complete language and intercultural competence tasks in more or less equal amounts by other company staff. The data of the ATCK In-depth Interviews shows that the interviewees refer more often to extra workload connected to their language skills rather than their intercultural competence. Overall, it remains an unclear outcome whether one skill-set is called upon more predominately than the other.
- (6) Of the 1,191 ATCKs contributing to this research study, 2/3 believe they could use their intercultural competence more effectively at work. It appears this competence remains under-utilized within companies and offers future potential to both the employers and ATCK employees to tap into.
- (7) 50% of the ATCKs contributing to this research study were not asked to complete additional language or intercultural competence tasks at work by other staff members in the half year prior to this study. This is most likely due to the fact that there were no such tasks to be completed, the ATCKs were monolingual and did not have the prerequisite to complete extra language tasks, or because a large portion of employers neither recognize the ATCKs hidden talents in the areas of language skills and intercultural competence, nor are they using them in a strategic way in business opportunities.
- (8) Beyond the anticipated and major outcomes of this research study, two additional topics were identified in the ATCK In-depth Interviews which were addressed by (several or) all of the sampled ATCK participants. These are: their intercultural competence development through international schooling, and the growing importance of Google Translate.

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Most importantly, I will always treasure the online face-to-face interviews with the far-flung 13 ATCKs who openly shared their interesting lives and experiences with me. Their input, in their own words, bestows this thesis with a validation a mere survey could never communicate. Beyond that, it was a joy just to speak with them and share experiences, from ATCK to ATCK. Even though the communication with them has died down - as we global nomads know it must - I think of them and their stories often.

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Glossary of Terms and Abbreviations

ACCK	An Adult Cross-Cultural Kid (ACCK) is a person who grew up as a CCK.
<i>ad hoc</i>	Latin for “made or happening only for a particular need, not planned before it happens”
AI	Short for “Artificial Intelligence”
approx.	approximately
ASA	American Sociological Association
ATCK	An Adult Third Culture Kid (ATCK) is a person who grew up as a TCK.
bilingual	A person who speaks two languages on mother tongue level, having strong language skills
CAATCK	Confucian Asian Adult Third Culture Kids (CAATCKs) are Adult TCKs who were born in Confucius Asian countries including China, Japan, South Korea, and other Eastern Asian countries, but have traveled outside of their passport countries while growing up as TCKs.
CAPTCHA	Completely Automated Public Turing test to tell Computers and Humans Apart
CCK	Cross-Cultural Kid. A Cross-Cultural Kid (CCK) is a person who is living in – or meaningfully interacting with – two or more cultural environments for a significant period of time during the developmental years of childhood (up to age 18).
CV	<i>Curriculum Vitae</i> ; Latin for „Personal Resume”
Exceptionally strong language skills	A person who speaks three or more languages on mother tongue level, a multilingual
e.g.	for example
<i>et al.</i>	<i>Et alii</i> , Latin for “and others”
FIGT	Short for “Families in Global Transition”
Global Nomad	a person of any age or nationality who has lived a significant part of his or her developmental years in one or more countries outside his or her passport country because of a parent’s occupation.
GMI	Short for “Global Mindset Inventory”
HR	Short for “Human Resources”
HRD	Short for “Human Resource Development”
IP Address	a series of numbers that identifies which particular computer or network is connected to the internet. IP is an abbreviation for “Internet Protocol”.

language / language skills	Language: a system of communication which consists of a set of sounds and written symbols which are used by people of a particular country or region for talking and writing. ¹ Language skills: the ability to use language. ² Used interchangeably with “linguistic skills” throughout this thesis. The focal point of this PhD work lies on the “language skills” of the ATCKs.
linguistics / linguistic skills	Linguistics: the scientific study of language and the science of language, including phonetics, phonology, morphology, syntax, semantics, pragmatics and historical linguistics. ³ Linguistic skills: used interchangeably with “language skills” throughout this thesis. The focal point of this PhD work lies on the “language skills” of the ATCKs.
max.	maximum
MNCs	Short for “Multi-National Corporations”
<i>modus operandi</i>	Latin for „a particular way of doing something“
monolingual	A person who speaks one language on mother tongue level
multilingual	A person who speaks three or more languages on mother tongue level, having exceptionally strong language skills
PhD	Doctor of Philosophy
PNG	Short for “Papua New Guinea”
Strong language skills	A person who speaks two languages on mother tongue level, a bilingual
TCA	Third Culture Adult
TCK	A Third Culture Kid (TCK) is a person who has spent a significant part of his or her developmental years outside the parent’s culture. The TCK frequently builds relationships to all of the cultures, while not having full ownership in any. Although elements from each culture may be assimilated into the TCK’s life experience, the sense of belonging is [often] in relationship to others of similar background.

¹ As defined in the Collins Dictionary and retrieved from the World Wide Web on August 10th, 2024 (Collins Dictionary, 2024a).

² As defined in the Collins Dictionary and retrieved from the World Wide Web on August 10th, 2024 (Collins Dictionary, 2024b).

³ As defined in the Collins Dictionary and retrieved from the World Wide Web on August 10th, 2024 (Collins Dictionary, 2024c).

TESOL	Teaching English to Speakers of Other Languages
URL	Uniform Resource Locator
U.S.	United States (of America)
U.S.A.	United States of America
vs.	versus, indicating that two figures, ideas, choices, teams or people are opposed/against each other.

1. Contextualizing the Study

1.1 Introduction

“Third Culture Kids (TCKs)” are growing in numbers due to the impact of globalization and heightened international lifestyles. In the past, much research has been done on TCKs as children, teenagers and people in their early twenties. However, less research has been directed towards adults TCKs. Contributing to academic knowledge on “Adult Third Culture Kids (ATCKs)” the intention of this thesis will revolve around the question whether ATCKs have attained and developed specific skills and competence due to their international upbringing, and how they are able to use these in their daily professional work-life.

In the 3rd edition of their book “Third Culture Kids – Growing Up Among Worlds” David C. Pollock, Ruth E. Van Reken and Michael V. Pollock updated their definition of TCKs in 2017:

“A traditional third culture kid (TCK) is person who spends a significant part of his or her first eighteen years of life accompanying parent(s) into a country or countries that are different from at least one parent’s passport country(ies) due to a parent’s choice of work or advanced training.” (Pollock et al., 2017, p. 27).

An adult TCK (ATCK) is a person who has grown up as a TCK. While being raised, an ATCK will have encountered, lived in and been actively engaged with at least one other culture than his or her home one. He or she may have also had to learn and speak an additional or multiple language(s) different than his or her mother-tongue(s). As an adult, the ATCK may still be proficient in the language(s) and willing to share his or her deeper cultural knowledge about the place(s) he or she spent a considerable part of time in, while growing up.

In a business context, the language skills and intercultural competence that an ATCK might have acquired while growing up internationally, and may now be bringing along to his or her job, could very well be beneficial both to the employer of the ATCK as well as the ATCK itself. When looking at job descriptions of mid-sized or large enterprises, two criteria are commonly listed among various other ones for open positions: (1) often applicants should preferably speak an additional language at a high level; and (2) applicants should have some intercultural knowledge or competence. It seems that in today’s globalized business world, having a workforce well-versed in intercultural dialogue and capable of working in different languages is deemed important to a company’s success. But not only the company’s perspective is key here. Finding ways to utilize an ATCK’s skills and competence in their daily professional position allows them to work at their utmost potential. Also, it gives them opportunities to shine

and to make active use of the proficiencies they learned and developed throughout their international childhood.

The following story exemplifies the potential that may be slumbering in many companies, as most probably employ at least one ATCK – likely more – in their workforce. Edmund McAlister is an ATCK born to American parents who used to work for the U.S. military. He grew up in Germany, the U.S.A., Panama and Italy during the first eighteen years of his life and recollects:

“My favorite example of ‘random’ exploitation of my language skills came when I was a relatively junior lawyer in a large law firm here in Chicago. We received an email from one of the senior partners asking if anyone knew a ‘certified’ Italian speaker. His client was an Italian manufacturer being sued here in the U.S., and there were significant issues that he had to communicate to the client. The client’s English was not nearly up to the task (of course, the partner saw no irony in the fact that he spoke not a word of Italian).

I responded to the email, and was met with skepticism. After all, I have a Scottish last name, and the partner was concerned (as he put it) that he needed more than ‘high school Italian.’ I told him that my Italian was near-fluent, and that we could do one conference call with the client. If he was unsatisfied with my abilities, that would be it. As we prepared for the call, I told the American group that we should expect five minutes or so of social banter before we got down to business; Italians tend to be far less direct than Americans (or Germans, for that matter) in moving directly to the issues at hand. We wound up with about five minutes of weather, food, and family chatter, and then got to the problems associated with the case.

Needless to say, the American group was shocked that I could carry on a fairly high-level conversation in a foreign language. I wound up defending the client in deposition (in Italian) and became the client liaison for the entire case.” (E. McAlister, personal communication, February 6, 2019)⁴.

As Edmund McAlister’s story shows, he learned Italian well enough as a child to later fulfill the high-level language requirements needed for a specific job within his company. Additionally, he also had innate cultural knowledge and the competence to direct his American boss and colleagues regarding what to expect on the cultural sidelines of the task at hand. As an ATCK, Edmund McAlister was still proficient in the childhood-learned language needed at his workplace and he was willing to share his deeper knowledge about Italian culture with his team. Looking at the globalized business world of today with this example in mind, what kind of business potential might be slumbering in other companies employing ATCKs, just waiting to be discovered?

⁴ Personal email from Edmund McAlister to Jennifer Kuhne, February 6, 2019. Used with permission.

While this PhD study validates existing academic research on, for example, the more general characteristics of ATCKs and their language and intercultural talents, it is the first of its kind to focus on the actual use of these language skills and intercultural competence in a work setting. The clear information gained on the nature of additional tasks the surveyed ATCKs were asked to complete at work in connection with their skillsets is an original finding. Distinguishing how frequently their skills are utilized and how the ATCKs feel when they complete such tasks additionally to their normal workload is a completely new and a fresh contribution to current academic knowledge on ATCKs. This study helps create an understanding of how the sampled ATCKs use their language skills and intercultural competence in their daily work life. It offers direction towards uncovering future potential possibilities while at work, both for businesses as well as the employed ATCKs. When awareness for the use of language skills and intercultural competence of ATCKs in companies grows, both sides' prospects stand to gain.

1.2 Problem Statement

Through globalization, companies are ever more forced to provide services and products to an international market on a world-spanning scale. To do this effectively, their employees often need to be adept at working in an intercultural and multilingual context. However, training staff in languages and intercultural competence is often perceived as too time intensive and costly while the return on investment is not always easy to measure. What if some of a firm's employees already possess such language skills and intercultural competence as a result of their unique upbringing?

TCKs were described as children growing up as the multicultural offspring of globally employed parents as early as the 1950s. Previous major studies, which will be described in Chapter 2.3 of this thesis, attest to their language and intercultural skills. The first generations of ATCKs may already be retired, but subsequent ones are still actively working in salaried employee positions. Next generations of TCKs are currently growing up and will follow into the business markets soon. Undoubtedly, countless companies already have at least one ATCK, likely more, on their payroll. However, these companies may not be recognizing the ATCK backgrounds and the potential they bring to their workplace. It is likely that the ATCK's language skills and intercultural competence may not be put to use in the best possible ways.

A research study highlighting this discrepancy will add to the growing academic knowledge on working ATCKs. It can help internationally active companies know what to look

for in their existing employee pool or when they are seeking to hire new staff. They can cost-effectively enhance the firm's position in today's competitive business by utilizing their existing payroll employees' language skills and intercultural competence. Emphasizing the ATCKs language skills and intercultural competence may lead them to excel in their professional work in a more balanced way in the future. This research study hopes to simultaneously benefit both firms and the ATCKs they employ, now and in future, with its findings.

1.3 Purpose and Significance of the Problem

The purpose of this PhD research work is to more closely examine the language skills and intercultural competence of the sampled ATCKs, especially in connection with their working environment. Building on previously conducted research on ATCKs, this thesis strives to facilitate a better understanding of the uniqueness of ATCKs in the professional business world. Past research has shown that American ATCKs feel their skills and competence have not been utilized at work in the way they would have hoped (Cottrell, 2002). Focusing on language skills and intercultural competence specifically, this study will investigate whether the perceived limited utilization of the past still holds true today, or if perhaps it has changed for the better.

The significance of this PhD research work lies in the fact that the studied ATCKs – through their unique upbringing – have intercultural competence and language skills that are possibly not being used in day-to-day business contexts. Bringing this to light, promoting the distinctiveness of ATCKs for a company's workforce and appreciating their unique skill-set, would be a win-win situation for both sides.

This study will survey on a global scale. Furthermore, this study would like to determine in what contexts ATCKs use their language skills and intercultural competence at work, if at all. In certain business situations and tasks, their skills and competence will presumably be sought out, while in other contexts the ATCKs will remain an idle asset. The intention of this thesis is to shed light on these situational differences and add reliable data to the academic discourse. Companies should be able to differentiate between language focused and/or intercultural competence oriented business tasks, which might be just as easily performed by an ATCK on their payroll.

Desiring to equip their staff with proficiencies needed in today's globalized world, businesses are presumably investing in outsourced language and intercultural training courses rather than utilizing the talent already available on their workforce. Instead of looking internally, they tend to consider buying in-house trainings instead, though often rejecting offers because of the cost. Firms could become more efficient and effective, were they to examine currently untapped ATCK talents and make more strategic use of them going forward.

It is likely that the ATCKs, if aspects of their unique talents are recognized at all, are being asked to assist in language-oriented tasks. However, there is more to being an ATCK, than just strong language skills. Many might feel they have considerable intercultural competence, which they are not able to utilize at their daily work. This side of them may remain invisible within the company, though it makes up much of their essence.

A next generation of young ATCKs' entrance into the workforce is imminent. Knowing what to scan for when looking at application packages and knowing what skills and competences ATCKs might bring to the company, due to their international upbringing, could give the hiring firms a decided advantage in the marketplace. As long as the business world stays as globalized as it is, who wouldn't be interested in utilizing available skills and competence that otherwise are the realm of training programs or consultants?

1.4 Main Hypothesis

The main hypothesis this PhD research work tests and aims to prove is that: the language skills of ATCKs of this study are generally recognized by the companies they work for, but most often under-utilized. The ATCKs are regularly approached by other company staff members to complete additional tasks connected to their language skills. As the ATCKs complete these tasks in addition to their regular work, and, because they have not been trained as a translator/interpreter or hired for these specific tasks, the ATCKs' language skills appear to be rather taken advantage of by the company. At the same time, the company staff members often do not recognize and utilize the ATCKs intercultural competence, which remains an idle resource asset within the company. The ATCKs unique language skills and intercultural competence are not being used in a balanced way.

1.5 Research Aims and Objectives

The aim of this PhD research study is to collect data from ATCKs to achieve the following:

- i. Classify whether the ATCKs participating in this study have attained and developed language skills and intercultural competence throughout their developmental years.
- ii. Identify whether these ATCKs are able to use their language skills and intercultural competences in their daily professional life.
- iii. Interpret if language skills and intercultural competence are used more frequently in the daily business life of these ATCKs than other soft-skills, and why.
- iv. Determine how the language skills and intercultural competence of these ATCKs' could be used more effectively and efficiently in business settings in the future. With more insight on this aspect, ATCKs in general might be able to use their language skills and intercultural competences more effectively in their professional work. At the same time, the employing companies could better harness the existing resources within their workforce, saving investment of time and money on personnel development.

1.6 Research Questions

This PhD research study intends to answer the following set of research questions. They have been split into the main and sub-set research questions.

1.6.1 Main Research Question

The main research question of this PhD research study is: “Do Adult Third Culture Kids (ATCKs) have specific linguistic skills and intercultural competence that they use regularly in their jobs?”

1.6.2 Sub-Research Questions

The main research question is sub-divided into the following ten specific sub-research questions:

1. Who are ATCKs?
2. Do ATCKs have linguistic skills and intercultural competence?

3. Are these linguistic skills and intercultural competence ATCKs specific, or do other people also have them as well?
4. In their own opinion, do ATCKs use their linguistic skills and intercultural competence in their work life? In what frequency?
5. Are ATCKs regularly approached by other company staff members with tasks connected to their linguistic skills or intercultural competence?
6. Do ATCKs complete these linguistic or intercultural competence tasks in addition to their regular workload?
7. If ATCKs are regularly approached by other staff members to execute linguistic or intercultural competence related tasks, how comfortable do they feel doing them?
8. When ATCKs are approached by other staff members with tasks connected to their linguistic skills or intercultural competence, is there an even balance? Or is one more predominately called upon than the other?
9. Do ATCKs have a personal preference: would they prefer to use their linguistic skills or intercultural competence more often and to better effect in their professional lives? Why?
10. Do companies recognize and embrace the linguistic skills and intercultural competence of the ATCKs they employ? Or do they remain “a hidden asset”?

1.7 Assumptions and Limitations

This research study is based on several key assumptions, which are pointed out next. While conducting the research, it became apparent that different limitations exist, which must be named here to offer a more balanced academic view and approach to the data.

1.7.1 Assumptions

In setting up the research design of this study, a number of assumptions were made by the researcher. While some of them can successfully be proven as being correct, others are not supported by the data substantially enough.

The first assumption that was made, was that it would be possible to reach many ATCK solely with a digital approach using different online opportunities such as emails, newsletters or postings in different social media channels. This assumption proved true, as 1,191 ATCK respondents filled out the online survey. It was possible to gather a substantial amount of data and to approach the ATCKs on a world-wide scale through online options on the internet. The

researcher did not meet any of the ATCKs participating in this research study in person, whether they completed the survey or participated in the in-depth interviews.

A second assumption was that it would be easy to attract ATCKs of all different backgrounds to participate in this research study. Prior to collecting the data, it was believed that it would be possible to gather data from all kinds of ATCKs no matter their gender, age, how many languages they speak fluently at mother-tongue level, how many different countries they grew up in between the ages of 0-18 and how many years they lived abroad between 0-18. While a detailed presentation and analysis of the data connected to the participant characteristics is discussed in Chapter 4 and Chapter 5, it can already be stated here that the assumption can generally be considered to be proven positive, even though certain differentiations must be made.

Interestingly, while it was possible to attract a more or less equal share of ATCKs to participate in the survey from an age perspective, approximately two thirds of the respondents are female and only one third are male. The respondents are equally spread out and divided into three groups when it comes to the number of countries they grew up in between the ages of 0-18. One third of the respondents lived in two different countries, another third lived in 3 different countries and the final third lived in more than three different countries, while growing up. Looking at the years that the respondents lived abroad in total the majority of the group (nearly 45% of the ATCKs) lived abroad for more than 10 years or more, meaning they lived in a foreign country for the largest parts of their childhood. Remarkably, approx. one third of the respondents of the survey state they only speak one language fluently at mother-tongue level. When setting up the research design, it was assumed by the researcher that all the participating ATCKs would be fluent in at least two languages. This assumption is proven to be somewhat wrong, however it makes sense if one factors in that many of the ATCK responders of the survey have an American background. As English is still *the* most widely spoken language in the world, perhaps speaking English made the necessity to learn other languages less pressing.

The third and final assumption made prior to conducting the actual research of this thesis, was that most ATCK respondents of the survey would generally be using more than one language at work and that they would be approached by their bosses or colleagues at regular intervals with extra language or interculturally sensitive tasks. Here it is apparent that this assumption cannot be considered true in its entirety, as merely half of the respondents support this assumption with their answers. Since the data only half supports this line of thinking, it is

pertinent to examine this area of the research study in great detail, and to adjust the line of argumentation.

1.7.2 Limitations

As with all research projects, this study has certain boundaries and limitations. The key existing limitations to this research thesis need to be factored in early on.

This research project is neither conceived as a comparative study along with data from a non-ATCK control group, nor are the ATCK participants all from within one closed pool. These are limiting factors. The research results presented in this work cannot be considered universal in the sense that it has not been possible to collect the responses of *all* the people with an ATCK background in the world. The data collected and presented here merely highlights the input, thoughts and comments of the 1,191 ATCKs who participated in both the survey as well as in the 13 in-depth interviews. In itself, this survey group is heterogeneous and was randomly formed. Also, the data presented here can only be a snapshot of the current situation, opinions and reactions of the ATCKs participating in this research study. A few months or years later, the participants of the study may give other answers, depending on their added personal experiences and new situations. However, as it has been possible to attract such a strong number of participants for the survey, there is a certain solid basis from which the outcomes are formulated. In other words, there is a strong amount of data backing the statements made throughout the thesis.

Another limitation is that the answers provided by the ATCK participants of the survey and the in-depth interviews, are their own personal perceptions of how they see themselves and their work surroundings. All their answers are thus made in self-assessment and should be considered biased and not neutral. As it is not possible to add a level of validation to the research design due to time constraints, it is important to remember that the data presented in this thesis is from people with an ATCK background only. It would have been interesting to add on another level of detail to the data, such as by speaking directly with the bosses or colleagues that the survey asks the ATCKs about, and corroborating the ATCK statements made. Nevertheless, there is a large amount of data, which will surely allow for certain generalizations to be made, as some level of mass backing in numbers exists.

As the study was only conducted in English, there may have been numerous ATCKs who would have liked to participate in the study, but did not have the opportunity to do so.

There is admittedly a certain language bias, and the data might be influenced regarding regional factors. Furthermore, as the data for this research was collected solely by the researcher and not by a wider research group, the language skills of the researcher are the limiting factor here, as no other language research possibilities as an add-on option were available.

Furthermore, there are some technical limitations that need mentioning. This study is based on data collected via an online survey questionnaire that was circulated to the participating ATCKs in a snowballing system via the internet. The researcher never personally met with the ATCKs who contributed to the study. To actively participate, the surveyed ATCKs needed to have a certain online presence. They needed to have an active email or social media account, as well as stable, high-speed internet access. With these pre-requirements there were surely ATCKs who could not participate in the study. Therefore, this PhD thesis has the shortcoming of not being able to connect with ATCKs in those regions of the world that might not have the fastest internet available, such as parts of Africa, Asia and South America. While this study includes many ATCK nationalities, and the survey link crossed the globe and offers more international data than other prominent ATCK studies, there is still a certain clustering of regions to be found in the data.

Another technical limitation should also be pointed out: to ensure that the participants of the survey had easy access, there was neither a token-based response enabled, nor were the participants required to register before being allowed to complete the survey. As the survey was anonymous and no personalized data⁵ was collected, the only data that was tracked regularly were the URLs of the respondents as well as the date and time of their completions, which were stamped. Also, cookies were set to prevent repeated participation, offering a degree of access control. However, it cannot be guaranteed that there were not “fake completers” who participated in the ATCK survey. They may both not have fit the criteria to participate and entered false details, or there may have been completers who tried to fill out the survey multiple times. But the numbers should be marginal, if they exist at all. Since the data pool is quite large, clear trends can be seen in the answers to the questions of the survey, without necessarily having to drill-down to each individual survey data set. Also, all of the 13 ATCK Interviewees clearly fit the study’s participating criteria, which offers a first, initial sense of validation that the data was not completely collected outside of prescribed research guardrails.

⁵ The only personalized data that was collected within the ATCK survey is at the very end. The final question of the survey asked the ATCK participants if they would like to take part in the second part of the Ph.D. research, which was the in-depth interview. If they said yes, they were then asked to submit their full name and email address. Otherwise no personal data was requested or saved.

A final admission is in the fact that the researcher herself is an ATCK. It is possible she may have been biased while working on the research project, reading more into the data, perhaps seeing it through tinted lenses, and she may well have analyzed and discussed the data in a predisposed way. ATCK issues inspired the researcher and her initial ideas and research questions of this PhD thesis, after having personally experienced work in companies with international clientele and global scope. By strictly obeying academic codes of conduct and carefully observing ethical considerations (please see sub-chapter 3.5), this researcher has, however, given much effort not to impact the research study or limit it through personal inclinations.

1.8 Framing Aspects

There are several aspects framing this PhD research project which should be clearly defined. The Glossary of Terms and Abbreviations proves to be a solid starting point for the clarification of important terminology. Throughout this thesis, the terms “language skills” and “linguistic skills” are used interchangeably. “Language”, on the one hand, is a system of communication which consists of a set of sounds and written symbols used by people of a particular country or region for talking and writing.⁶ “Linguistics”, on the other hand, is the scientific study of language and the science of language, including phonetics, phonology, morphology, syntax, semantics, pragmatics and historical linguistics.⁷ While the terms “linguistic skills” and “language skills” are used interchangeably in the course of this study, the focal point of this PhD work will be on the ATCKs’ “language skills”, as in the ability to use their language(s).⁸

Furthermore, it is crucial to highlight the way the terminology “hypothesis testing” is applied in this research study, namely in a general or more colloquial and everyday fashion. In this sense, a hypothesis is defined as “a tentative assumption made in order to draw out and test its logical or empirical consequences” (Merriam-Webster Dictionary, 2025). Testing a research hypothesis is the general act of formulating an assumption and ascertaining whether the collected data supports the supposition, or challenges it in such a way that it needs to be altered, or perhaps discarded completely. Another connotation of “hypothesis testing” is the structured

⁶ As defined in the Collins Dictionary and retrieved from the World Wide Web on August 10th, 2024 (Collins Dictionary, 2024a).

⁷ As defined in the Collins Dictionary and retrieved from the World Wide Web on August 10th, 2024 (Collins Dictionary, 2024c).

⁸ As defined in the Collins Dictionary and retrieved from the World Wide Web on August 10th, 2024 (Collins Dictionary, 2024b).

statistical procedure method, often used in its more strict sense in quantitative research (Lehmann & Romano, 2022). Again, the former general definition is the intention behind the terminology as applied in this PhD thesis.

As previously outlined in subchapter 1.7.2 the data examined and discussed in this thesis is that of the 1,191 ATCKs who contributed to the mixed-methods study, by partaking and completing a questionnaire, and the 13 ATCKs who followed up with in-depth interviews. As the entire ATCK population world-wide is an unknown figure, and ATCKs can have very heterogeneous and diverse backgrounds, no absolute statements about all ATCKs globally can be made. For this reason, the data presented and discussed in this study allows only for statements regarding this particular study's ATCK group, though the data is based on a relatively large sample pool.

Expanding on the source of the data of this PhD thesis, it is wholly based on self-assessments made by the ATCKs participating in a survey and interviews, so that a certain level of bias cannot be ruled out. This means that virtually no hard evidence can be presented other than the illuminating personal opinions and narratives of the ATCK sample group. These form the rich core of this PhD's data, offering new insights and knowledge gleaned from this group of surveyed ATCKs and their particular work settings.

A further, more neutral layer might have counterbalanced the data collected through self-assessments, for example if a larger subgroup of the sampled ATCKs could have been observed in the field, busy in their places of work (Flick, 2018, p. 61). The time and financial constraints of the research project did not allow for direct observation. Since the study's design attracted ATCKs living in the far corners of the globe, this would have required a huge investment in travel and time.

One possibly contentious aspect of this PhD is how the concept of "individual multilingualism" is understood and applied to this thesis. A century ago, there was consensus among scientists that languages must be well developed and mastered in the same way. Leonard Bloomfield, for example, defined bilingualism as the "native-like control of two languages" (Bloomfield, 1923, p. 56). This strict rationale was later relaxed mid-century by the academics Hall & Ithaca's acclaimed belief that:

"the term [bilingualism] normally refers to any situation in which the speaker is able to either converse in another language besides his native speech, or read material written in another language. Often enough, the degree of control of the second language is quite slight; [...] the border-line between a very imperfect bilingualism

and a mere smattering of the second language is shadowy” (R. A. Hall & Ithaca, 1952, p. 16).

Over time, this perspective progressed further. For academics Li, Piller, as well as Gogolin & Lüdi, for instance, when regarding “individual multilingualism”, primary focus is no longer on how well two or more languages are mastered, but much more on the abilities of the person to communicate in multiple language contexts (Gogolin & Lüdi, 2015; Li, 2010; Piller, 2016). With Grosjean’s “Complementarity Principle”, contemporary attention is given to the fact that individuals develop and use their languages quite differently, depending on the context they are in, the people they are with and the intentions they are following (F. Grosjean, 2024).

The wider academic debate on “individual multilingualism” now also includes the notion of “translanguaging” (Anyia, 2017; García, 2009b; García, O., & Li Wei, 2014; Guzula et al., 2016; Makalela, 2015; Wei & Lin, 2019; C. Williams, 1994), where the focus is less on the languages and structures themselves, but more on the linguistic repertoires of multilingual speakers and how they use them in their communicative practices. An associated idea, viewing multilingual linguistic repertoires as a resource for use in the classroom for example (Cenoz & Gorter, 2020; Chimbutane, 2017; Creese & Blackledge, 2010; Fabricius & Preisler, 2015; French, 2018; García & Sylvan, 2011; Holmen, 2015; Nkoala, 2024; Xu & Krulatz, 2023) has grown in awareness, as has the concept of “the commodification of language” (Duchêne & Heller, 2013; Heller, 2010; Park & Wee, 2012; P. Tan & Rubdy, 2008), whereby language is seen as an important business resource with exchange value in the globalized market economies of the world.

Circling back to the framing of this thesis, the more traditional interpretation of “individual multilingualism” is followed throughout. While Bloomfield’s original definition may not be applied meticulously at all times, the thesis does follow the more general idea that the language skills of the ATCKs are on a high level, reflected not just in their abilities of communication, but also in the mastery of the languages they speak. At the same time, Grosjean’s “Complementarity Principle” also applies.

In the details, the questioned ATCKs clearly distinguish between their differing languages adeptness themselves. Those ATCK interviewees, who classify themselves as being bi- or multilinguals, noticeably differentiate between the languages they believe to speak on (nearly) mother tongue level and those that they further acquired throughout their lives but are not on par with their mother tongue(s). The interviewed ATCKs often consider the different ways they use their languages in daily life, according to which context they are in, the people

they are speaking to and the activities they are doing. While some aspects of “translanguaging” and “language commodification” are occasionally mentioned, the interviewed ATCKs did not highlight them as strong issues.

Before concluding the framing of this thesis, the definition of culture, as applied here, deserves special mention. In one corner of the academic debate, the ideas and concepts of “cultural dimensions” of, for example, Hofstede, Hall and Trompenaars form the more traditional and nationally-oriented cultural models (E. T. Hall & Hall, 1990; Hofstede et al., 2010; Trompenaars, 1993). With the idea of cultural dimensions, these academics describe what they saw as generally valid, universal criteria that appears to exist in every culture and use the dimensions to compare the different cultures with each other. Their approaches are often defined as essentialist theories of culture.

In another corner of the academic debate, there are the newer discussions, including non-essentialist or anti-essentialist theories, where culture is seen as dynamic and liquid (Bolten, 2013, 2014; Moosmüller, 2020) and in constant flux. The idea of “multicollectivity” (G. T. Chao & Moon, 2005; Zolfaghari et al., 2016), for instance, supports the idea that an individual concurrently belongs to a variety of collective (sub-)cultures at any given time, e.g. family, work team, friend groups, and more broadly, generational groups, religious and political affiliations, gender, minority classifications etc. The interesting debate around “culture hybridity” (Bhabha, 1994; K. E. I. Smith & Leavy, 2008) argues that, with a mixing of cultures, the emergence of a new, third culture is the inevitable result, while the idea of “transculturality” proposes the notion that cultures are interconnected, highly-mixed and transcend classical boundaries (Glover & Friedman, 2015; Welsch, 1999, 2017; Wieland & Baumann Montecinos, 2018).

In this thesis, the non-essentialist theories may indeed correspond to how ATCKs connected with and were immersed in different cultures while growing up. The debate around “culture hybridity” applies as well, when considering that most of the sampled ATCKs grew up in multiple different cultural backgrounds as children and teens in their international settings, while also upholding a family culture at home. Presumably, the cultural understanding of these ATCKs will have grown quite multifaceted over time, as they had so many impressions and opportunities to interact with differing cultures over longer periods. Who is not to say that they would adopt the cultural elements they like best along the way, with the result of having a genuinely hybrid and individual culture in their late teens?

The theories on “multicollectivity” are just as apt when considering that many of the participating ATCKs in this study moved abroad because their parents were working for a national military or foreign service department or a missions-church. These sponsoring organizations, with their own distinct organizational cultures, structured many parts of the lives of the sampled ATCKs for long periods of time during their childhood and adolescent years. These experiences, too, will have impacted the cultural understanding of the ATCKs. There are interesting statements in the ATCK In-depth interviews that link to this concept of “multicollectivity” (please see Chapter 4.3).

That all being said, the more traditional and essentialist theories regarding the concept of culture are woven throughout this thesis. When talking about their cultural experiences and interactions, the participating ATCKs often express statements that seem to adhere more to the nationally-oriented cultural models of e.g. Hofstede, Hall and Trompenaars than the newer, non-essentialist paradigms. Especially when the ATCKs are referring to past situations in their international childhoods they often portray an “us” vs. “them” mentality when reflecting on their intercultural encounters (please see Chapter 4.3). There may be many reasons for this, but one simple one could be that the essentialist culture models have been around longer than the non-essentialist ones and that the ATCKs will have had more opportunities to hear about them in the past. As Alexander Frame and David Bousquet recently pointed out: “People still resort to such solid notions of cultural identity in a wide variety of contexts [...]. Essentialised notions of culture thus remain an important part of public discourse [...]” (David Frame & Bousquet, 2024, pp. 352–353). This statement also rings true when examining the data of the ATCKs of this research work (please see Chapter 4).

Framing the way the concept of culture is used within this thesis – in any absolute terms – is difficult. While non-essentialist theories could be applied to ATCK cultural issues, as a whole the sampled ATCKs do lean more towards the nationally-oriented models in their statements. In this way, the collected data of this research project bears out a more traditional approach.

After having provided a contextual overview and general positioning of this PhD study, the relevant academic literature this research thesis connects to will be presented next.

2. Overview of the Literature

2.1 Introduction

While conducting preliminary research for this PhD thesis, it quickly became obvious that there are several different lines of thought required to be covered in the literature review, in order to provide a holistic view of the research topic. On the one hand, background should be provided on issues such as language skills connected to bilingualism and multilingualism. Of equal importance is the concept of translating in social settings, and the idea of being a “natural translator” needs to be explored. Likewise, some context to the research area on intercultural competence should be given. On the other hand, detailed information must be examined on the concepts and terms revolving around (Adult) Third Culture Kids, as well as the fields that have attracted research attention surrounding this group of individuals in the past. The academic literature on (A)TCKs in the business field must be investigated and presented, as should the literature dedicated specifically to (A)TCKs in connection with their language skills and intercultural competence.

With this in mind, it makes sense to split the literature review of this thesis into two parts. In the first stream, a concise overview of the academic discourse on language skills connected to bilingualism, as well as multilingualism and linked concepts will be presented. Relevant academic background information on intercultural competence will provide a contextual foundation to the research thesis. In the second stream, the academic discourse around (A)TCKs will be presented in much detail. An overview of the terminology and current concepts will be offered. Aside from showing past and current research interests in the field, special focus will be given to the research realm of ATCKs. Employment issues along with research dedicated specifically to ATCKs, their language skills and intercultural competence will be spotlighted. At the end of this chapter, the literature review will be completed by joining both discourse streams. Positioning this dissertation within the wider academic debate and finding connections to the literature reviewed will then be possible.

2.2 First Stream: Discourse on Language, Culture, Skills and Competence

When looking at the first stream, the question of what constitutes a “skill” and/or “competence” quickly arises. According to Merriam-Webster’s dictionary, a skill is: “a learned power of doing something competently: a developed aptitude or ability” (Merriam-Webster

Dictionary, 2023). Per definition, a skill is not automatically something positive but more neutral at first. A skill is not innate, but something a person has learned and perfected over time. This also means that not everyone has the same skills, and that people and their skills differ, depending on what aptitude or ability a person has developed. Having “competence” is, according to Collins Dictionary, “the ability to do something well or effectively” (Collins Dictionary, 2023a).

Why are these definitions important? Adult Third Culture Kids, for example, are frequently said to have strong language skills, as many were raised as bi- or multilingual children. Similarly, being raised internationally at a young age, ATCKs are often equated with having formidable intercultural competence, as they started to develop these competences at an early age in an international context. Undoubtedly, research exists on how skills or competence can be isolated and cleanly measured. However, expanding on these measurement details is not of importance here, as the level of (mathematical) precision is unnecessary for the argumentative cause. What is important in regards to the ATCK research in this PhD thesis, and what can be seen in the data compiled, is that many of the sampled ATCKs do in fact have specific language skills, such as being bi- or multilingual, and/or have intercultural competence.

2.2.1 Bilingualism and Multilingualism

First, it is important to gain an overview of some of the most important general topics, concepts and theories within the research field of bi- and multilingualism:

The following academic volume proves to be helpful, when focusing specifically on bilingualism. Stefan Schneider’s book *Bilingualer Erstspracherwerb*⁹ is an excellent starting point (Schneider, 2015), as it offers academic background and concepts on the notion of bilingual first language acquisition, meaning the learning of two languages simultaneously from birth. He provides special focus to the time period of children’s language acquisition from birth to the age of three. In his book Schneider informs on the aspects of linguistic, developmental psychology, cognitive and social aspects of bilingual language acquisition (Schneider, 2015).

Continuing the academic literature search, it quickly becomes clear that one main research focus in the field of bilingualism is that of early language acquisition and differentiation in bilingual infants and young children (Anstatt & Rubcov, 2012; Arnberg & Arnberg, 1985; Bhatia & Ritchie, 1999; Ellen Bialystok et al., 2010; Bosch & Sebastián-Gallés,

⁹ The English translation of the book is: “Bilingual First Language Acquisition“. Own translation.

2001; Byers-Heinlein et al., 2010; Cantone et al., 2008; David & Wei, 2008; Genesee, 1989; Hulk & Müller, 2000; Johnson & Zamuner, 2010; Lanza, 2004; Liu, 2014; Meisel, 2001; J. Paradis, 2007; Porsché, 1983; Redlinger & Park, 1980; Ritchie & Bhatia, 1999; Romaine, 2009; Serratrice, 2012; Siebert-Ott, 2012; Vihman, 1985; Volterra & Taeschner, 1978; Yip & Matthews, 2007).

Another academic debate revolves around the period of language acquisition and whether children or adults are better at learning a second language, or even if a critical period exists (Flege, 2019; Hartshorne, 2022; Hartshorne et al., 2018; Krashen et al., 1979; Lillo-Martin, 2018; Long, 1990; Muñoz, 2008; Newport, 2020; Smalle et al., 2018; Yun et al., 2023).

A further strong academic focus is found in the neurolinguistics and cognitive aspects of bilingualism (Albert & Obler, 1988; Barac & Bialystok, 2012; Bassetti & Cook, 2011; Ellen Bialystok, 1992, 2009; Ellen Bialystok & Martin, 2004; Costa & Sebastián-Gallés, 2014; Fabbro, 2014; Goetz, 2003; Groot, 2015; R. J. Harris, 1992; Hernández et al., 2010; Kovács & Mehler, 2009; Kroll & Bialystok, 2013; Kuhl, 2010; M. Paradis, 2004; Rodríguez-Fornells et al., 2002; Rodríguez-Pujadas et al., 2013; Schwieter, 2010; Sundara et al., 2008; Wattendorf et al., 2014), which is complemented by a growing field of research in the area of bilinguals and aging issues such as e.g. Alzheimer and cognitive impairment (Calabria et al., 2020; Gollan et al., 2017; Gollan et al., 2023; Ivanova et al., 2016).

Raising and educating bilingual children is another research focal point (Arnberg, 1987; Baker, 2005; Baker & Wright, 2021; Barron-Hauwaert, 2004, 2011; Cunningham-Andersson, 1999; Döpke, 1992; García, 2009a; Harding & Riley, 2003; Kielhöfer & Jonekeit, 2006; Leist-Villis, 2016; Mills & Mills, 1993; Montanari & Meisel, 2002; Nodari & Rosa, 2006; Okita, 2002; Pearson, 2008; Saunders, 1982, 1988; Triarchē-Herrmann, 2006).

A good overview on relevant topics connected to these two research fields is provided in the edited volume of Ingrid Gogolin and Ursula Neumann. It offers academic articles on bi- as well as multilingualism from various viewpoints, bringing together the linguistic, historical, political, policy and educational research perspectives (Gogolin & Neumann, 2009).

In deeper focus on the topic of multilingualism, several academic sources offer a holistic overview (Angelis & Dewaele, 2011; Aronin, 2012; Auer & Wei, 2007a; Busch, 2013; Hoffmann, 2001; Jańczak, 2012; Martin-Jones et al., 2012; N. Müller et al., 2011). While some past research has focused on perceived problem areas or supposed limitations of multilingualism (Auer & Wei, 2007b; Matteis, 1978) others have interwoven the research field

with aspects such as creativity and emotions (Bürger-Koftis, 2010; Dewaele & Wei, 2012; Kharkhurin, 2012; Pavlenko, 2006). Furthermore, researchers have focused on multilingualism in the early infant and children years (Barnes, 2006; Busch, 2014; Chilla et al., 2010; Jørgensen, 2008; Laurén, 2006; Maneva, 2004; Montanari, 2000; N. Müller & Schmitz, 2020), as well as on elderly people and their language skills in the late stages of life (Bot & Makoni, 2005; Kavé et al., 2008).

Focusing on the topics of bi- and multilingualism in connection with work life, different research areas have been established. Multilingualism is discussed in a general job setting, for example, in Roger L. Hewitt's article "Multilingualism in the Workplace" (Hewitt, 2012) or in Britt-Louise Gunnarsson's article published one year later under the exact same title in a different journal (Gunnarsson, 2013). One can also quickly find research connecting bi- or multilingualism to different sectors of work (Meyer, 2008). Eva Codó, Katrijn Maryns and Gabriele Slezak, for example, collected data and published their separate pieces of work on bi- and multilingualism in the areas of immigration, bureaucracy and legal settings (Codó, 2008; Maryns, 2012; Slezak, 2010). Another field receiving academic attention is the medical one, where bi- and multilingualism is addressed in combination, e.g. with doctor-patient conversations (Menz, 2011; Meyer, 2004). The edited book: "Multilingualism at work: From policies to practices in public, medical and business settings" by Bernd Meyer and Brigit Apfelbaum gives much food for thought as it highlights multilingual work situations in three different sectors throughout Europe, North America and South-Africa (Meyer & Apfelbaum, 2010).

Beyond the more general academic exchange on bi- and multilingualism in the workplace and in different work sectors, other more specific debates on this topic have arisen as well. One interesting example will be spotlighted here: the discourse on the question whether bilinguals are socially more flexible than monolinguals, due to their backgrounds, or not. Elif Ikizer and Nairán Ramírez-Esparza made this claim, believed it to be true and published their data and research study in 2017 (Ikizer & Ramírez-Esparza, 2018). In the following year, 2018, the researchers Marc Lluís Vives, Lydia Repke and Albert Costa, joined together and submitted their academic response, stating that Ikizer and Ramírez-Esparza's "arguments are not theoretically sound and that their observations are not compelling enough to reach this conclusion" (Vives et al., 2018, p. 952). They listed the shortcomings they saw in the initial research of Ikizer and Ramírez-Esparza. This debate is interesting, as it connects bilingualism with the attribute "(social) flexibility", a trait often mentioned in combination with intercultural competence. More information on intercultural competence will be provided later on in this

chapter. First, a brief overview will be given to the research area of translating and the concept of “Natural Translators” – which may be a feature of many ATCKs’ working lives – will be introduced.

2.2.2 Translating & “Natural Translators”

To gain a basic overview in the academic field of Translation Studies, the compilation book “*Handbuch Translation*”¹⁰ is a solid starting point (Snell-Hornby et al., 2015). The 114 articles presented in the book offer insight into professional translation practices and trainings, the basics and specifics of translation science as well as interpreting. Furthermore, it covers the didactic aspects and the evaluation of translation services. Mary Snell-Hornby’s “Translation Studies. An Integrated Approach” is also often mentioned as *the* work integrating the previously known separate fields of Linguistics and Literary Studies into an interdisciplinary one, namely that of Translation Studies (Snell-Hornby, 1988), though other scholars, such as James Holmes, José Lambert and Raymond van den Broeck, voiced similar interdisciplinary thoughts (Holmes et al., 1978). Alongside Mary Snell-Hornby, José Lambert markedly shaped the Translation Studies landscape by establishing a research program and summer school in Translation Studies at the *Katholieke Universiteit Leuven* in 1989 and by, for example, co-founding “Target, International Journal of Translation Studies” with Gideon Toury in the same year. By now, this discipline has become well established, as can be seen in more recent publications (Kittel et al., 2004; Pym et al., 2008; Toury, 2012), with connections being made between Translation Studies and, for example, the approach of international companies to language diversity, or the effects that technology as well as mobility may bring to the translation field. This shows a continuing need for interdisciplinary approaches in Translation Studies (Gambier & van Doorslaer, 2013; Janssens et al., 2004; Lambert, 2015; O’Hagan & Ashworth, 2002; Snell-Hornby et al., 1994).

Multiple sub-disciplines have emerged in Translation Studies over time, most of which lead too far afield from the focus of this PhD research work. However, the current focus of Klaus Kaindl, Waltraud Kolb and Daniela Schlager on “literary translators” is of importance, as it positions the translator – as a person – at the heart of any translation work. Thus, these three scholars highlight the roles, identities and personalities of translators and are presently affording them more visibility in the academic debate by addressing the human factor in any

¹⁰ The German title of this book is “*Handbuch Translation*”, which can be translated into English as “Handbook on Translation Studies”. Own translation.

translating context. The focus is no longer purely on the translating task at hand, but the individual behind the task becomes visible (Kaindl, Kolb, & Schlager, 2021). This approach is interesting and within scope of this research project, as it focuses more on the actual person doing the translation work than the concrete work itself. This may be of relevance when observing how and why translation requests are put forward to the ATCKs of this study by their work colleagues or boss. These ATCKs might be perceived as the perfect person for quick translation tasks, due to their international background and the language skills they bring along.

In certain aspects, this rationale of recognizing the person doing the translation work and not just the work as such, is also applicable to the concept of being a “Natural Translator”, which was initially introduced into the academic translation field by Brian Harris in 1973 (B. Harris, 1973). His concept gained traction between 1975 and 1976 when Harris presented a revised version of a paper at the AILA World Congress in Stuttgart (B. Harris, 1976). Here he made the innovative statement that:

“All Bilinguals can translate. In addition to some competence in two languages Li and Lj, they all possess a third competence, that of translating from Li to Lj and vice versa. Bilingualism is therefore a triple, not a double, competence; and the third competence is bi-directional.” (B. Harris, 1976).

Furthermore, Harris clearly defined “Natural Translation” to be “the translation done by bilinguals in everyday circumstances and without special training for it” (B. Harris, 1976). The following year, Harris published a study jointly with Bianca Sherwood that was based on raw data collected by Merrill Kathleen Swain in 1972 for her unpublished PhD (Swain, 1972). In their study, Harris and Sherwood analyzed Swain’s data and offered a new model centered around their argumentation that translation is an innate competence found in children as early natural translators (B. Harris & Sherwood, 1978). Again, an interesting connection between the concept of natural translation and ATCKs could be made, if one could argue that most ATCKs do not have an academic background in translation studies, but are perhaps being asked to do such tasks at work. Following the natural translation line of thought, the ATCKs as bi- or multilinguals may still be adept and proficient enough to fulfill such jobs and do them well, even without having professional training.

Shifting the focus away from the translation studies to the interpreting studies field, the issues of community interpreting as well as Vera Ahamer’s concept of “*Unsichtbare Spracharbeit*”¹¹ will now be addressed.

¹¹ Vera Ahamer’s “*Unsichtbare Spracharbeit*” can loosely be translated to “invisible language work” in English. Own translation.

2.2.3 Interpreting & “*Unsichtbare Spracharbeit*”¹²

Where better to start in the realm of “interpreting” than with Franz Pöchhacker and his book “Introducing Interpreting Studies”, which was published in its third edition in 2022 (Pöchhacker, 2022). This handbook offers an in-depth overview of interpreting, covering all important concepts, models and approaches, from the spectrum of international conference interpreting to community-based interpreting. This most current volume also offers insight on contemporary topics such as technology-assisted and technology-mediated interpreting. In Pöchhacker’s book, interpreting is discussed from both the spoken as well as signed approach (Pöchhacker, 2022). Other volumes present more background information to interpreting in general, offering input towards a sound basic understanding of this research field (Angelelli, 2002; Gambier & van Doorslaer, 2013; Gerver & Sinaiko, 1978; Kaindl, Pöllabauer, & Mikić, 2021; Pöchhacker, 2017).

Turning to the sub-discipline “community interpreting” (Carr et al., 1997; Grbić & Pöllabauer, 2008; Hale, 2007; Hertog & van der Veer, 2006; Meyer, 2008; Mikkelsen, 1996, 1999; Pöchhacker, 1999; Roberts, 2002; Valero Garcés & Martin, 2008; Wadensjö, 2009), it quickly becomes obvious that, for example, the health sector in conjunction with community interpreting has received quite a bit of academic attention in the past. The interest was continuous, with multiple publications issued in the past 20 plus years (Angelelli, 2004, 2008; Barkowski, 2007; Bischoff et al., 2006; Kaufert & Putsch, 1997; Meyer, 2000, 2004, 2009, 2018; Meyer et al., 2003; Meyer & Bührig, 2013, 2014; Meyer, Bührig, et al., 2010, 2012; Pöchhacker, 2006, 2009a, 2009b, 2013; Pöchhacker & Kadrić, 1999; Pöchhacker & Shlesinger, 2007). The judicial sector is a second area in the community interpreting academic field to attract attention. Interpreting in courtrooms (Berk-Seligson, 2017; Hale, 2004; Kadrić, 2006; Moeketsi, 1999; Pöllabauer, 2005; Shlesinger & Pöchhacker, 2010; Wadensjö, 1992) as well as for police interrogations (Berk-Seligson, 2009; Meyer & Kolloch, 2023; Stanek, 2011) have been and currently still are durable focal issues. When thinking about ATCKs and their multilingual, international backgrounds, one immediately starts to wonder if, perhaps, they, too, are involved in interpreting work without having any actual training in this line of profession. Are they being asked to step into ad hoc translating situations due to their abilities in (multiple) languages, thus being nudged into (a) community interpreting role(s) as well?

¹² As a reminder, Vera Ahamer’s “*Unsichtbare Spracharbeit*” can loosely be translated to “invisible language work” in English. Own translation.

Over the past thirty years, attention has also been placed on the role children and teenagers play in interpreting situations in the field of community interpreting. Many academic contributions focus on these youths in a more generalized way (Acoach & Webb, 2004; Antonini, 2016; Bullock & Harris, 1997; R. K. Chao, 2006; Faulstich Orellana, 2001; Faulstich Orellana et al., 2003; N. Hall, 2002; Ivancok, 2019; Kaur & Mills, 1993; Kuljuh, 2003; Love & Buriel, 2007; McQuillan & Tse, 1995; Mittermayr, 2014; Rajič, 2006; Weisskirch & Alatorre Alva, 2002), while particular attention has been brought to the frequent use of children and adolescents as interpreters and family translators, for example, in the medical sector (Green et al., 2005; Meyer, Pawlack, & Kliche, 2010; Pöchhacker, 2008; Schmidt-Glenewinkel, 2014).

One key publication in the field of adolescents' involvement in community interpreting is Vera Ahamer's book "*Unsichtbare Spracharbeit*"¹³ (Ahamer, 2013). With her empirical study based on semi-structured interviews of 42 children and youths, 9 teachers, 2 mothers and 3 grown-ups, Ahamer follows her research question "how visible are children and youths as interpreters?" (Ahamer, 2013, p. 171) and ends up with the following eleven theses, with which she concludes her research work, adding to the wider general migrant and translation discourse in Austria:

1. "Community interpreting is a variable of language and integration policy.
2. There is widespread ignorance regarding the requirements of interpreting.
3. Community interpreting is seen as an obstacle to integration.
4. Multilingual communication in public institutions is completed to a large extent by children.
5. Interpreting carries risks for children.
6. Interpreting carries risks for parents.
7. Interpreting carries risks for institutions.
8. Interpreting has potential for children.
9. The L1 of immigrants is exploited in two ways.
10. Children and young people are invisible as interpreters. Children are visible as a 'problem'.
11. Community interpreting does not prevent integration, because community interpreting alone does not promote integration." (Ahamer, 2013, pp. 367–372).¹⁴

¹³ The full German title of the book published in 2013 is: "*Unsichtbare Spracharbeit – Jugendliche Migranten als Laiendolmetscher – Integration durch 'Community Interpreting'*" by Vera Ahamer. Translated into English this book can be called: "Invisible language work – young migrants as lay interpreters – integration through 'community interpreting'". Own translation.

¹⁴ Own translation. In German the original text of the eleven theses is: "1. Kommundolmetschen ist eine Variable der Sprachen- und Integrationspolitik. 2. Es besteht weitgehend Unkenntnis in Bezug auf die Anforderungen des Dolmetschens. 3. Kommundolmetschen wird als Hindernis für die Integration betrachtet. 4. Mehrsprachige Kommunikation in öffentlichen Institutionen wird in einem hohen Ausmaß von Kindern bestritten. 5. Dolmetschen birgt für Kinder Risiken in sich. 6. Dolmetschen birgt für die Eltern Risiken in sich. 7. Dolmetschen birgt für die Institutionen Risiken in sich. 8. Dolmetschen birgt für Kinder Potenziale in sich. 9. Die L1 von Immigranten wird auf zweifache Art und Weise instrumentalisiert. 10. Kinder und Jugendliche sind als Dolmetscher unsichtbar. Kinder als 'Problem' sichtbar. 11. Kommundolmetschen verhindert Integration nicht, den Kommundolmetschen allein fördert Integration nicht." (Ahamer, 2013, pp. 367–372).

Ahamer's research work is interesting in so far as it is the first larger-scale study on this topic, at least in the German speaking region of the world. Ahamer's work feeds into this PhD thesis, as it shows how children and adolescents are frequently asked to do translation or interpreting work in formal or less formal settings, even though they do not have education in this field. It will be interesting to see if the ATCKs, who contributed to this specific research project, might voice similar experiences from their own pasts. Or perhaps, evolving from their childhood experiences, they are still actively doing such language focused task as grown-ups within their work settings (where they may specifically be asked to do so) or in their private life (where they may feel the urge to help simply because they can). In her work, Ahamer dedicates one whole chapter to the grown-ups she interviewed on the retro-perspectives of their childhood community interpreting experiences, adding their now adult views on adolescent community interpreting to the academic dialog (Ahamer, 2013, pp. 349–366). A similar view on the recollection of young adults on their youth community interpreting activities was already taken in 2005 by Terri De Ment, Raymond Buriel and Christina Villanueva in their article: "Children as language brokers: A narrative of the recollections of college students" (De Ment et al., 2005).

After gaining an overview of the current literature connected to bi- and multilingualism, translating and (community) interpreting, as well as the concepts of "natural translators" and "*unsichtbare Spracharbeit*"¹⁵, it is now time to shift focus to the academic field of intercultural competence, as ATCKs are often equated to having particular strengths in this area.

2.2.4 Intercultural Competence

When embarking on a review of the research on intercultural competence, a starting point is to focus on literature discussing cultural diversity, cultural standards, cultural dimensions and intercultural trainings (Bolten & Ehrhardt, 2003; E. T. Hall & Hall, 1990; Hofstede & Hofstede, 2007; Hofstede et al., 2010; Koch, 2016; Kohls, 1979; Lewis, 2006; Schroll-Machl, 2009; Storti, 1999; Straub, 2007; Thomas et al., 2005; Waxin & Panaccio, 2005; Witzenleiter & Luppold, 2020), as well as relating to intercultural communication (Broszinsky-Schwabe, 2011; Dong et al., 2008; Gannon, 2008; Heringer, 2017; Kiesling & Bratt Paulston, 2005; Kumbier & Schulz von Thun, 2006; Samovar et al., 2012; Schugk, 2014; Witzenleiter & Luppold, 2020). While the above is a non-exhaustive list, it does provide a first overview.

¹⁵ As a reminder, Vera Ahamer's "*Unsichtbare Spracharbeit*" can loosely be translated to "invisible language work" in English. Own translation.

The next step is the study of “intercultural competence” and the general writings on the topic (Azad & Wendt, 2019; Barrett, 2012; Bolten, 2007; Chen & Starosta, 1996; Deardorff, 2009; Leung et al., 2014; Thomas, 2011; Ting-Toomey & Kurogi, 1998, p. 211) as well as texts centering on how intercultural competence may be measured (Fantini, 2009; Fritz et al., 2003; Fritz et al., 2002; Harss & Liebich, 2015; Sebald, 2008) to quickly gain understanding and deeper insight into the topic.

So far, no single definition has been agreed upon by the researchers in the field defining what “intercultural competence” is. The concepts and models differ. As rightly pointed out by the trio Leung, Ang and Tan more than ten years ago: “Recent reviews [...] include more than 30 intercultural competence models and more than 300 related constructs” (Leung et al., 2014, p. 490). Discussing all of the models would exceed the scope of this thesis. Highlights of some of the more widely accepted will now follow in chronological order, after which the intercultural competence model supporting this Ph.D. study will be defined.

In 1996, the researchers Guo-Ming Chen & William J. Starosta put forward their triangular model of intercultural communication competence (ICC), representing the aspects of cognition, affect and behavior on intercultural competence. This model is depicted in Figure 1. Chen & Starosta believed: “The cognitive aspect of intercultural communication competence is manifested in the ability of intercultural awareness, the affective aspect is in the ability of intercultural sensitivity, and the behavioral aspect is in the ability of intercultural effectiveness/adroitness.” (Dai & Chen, 2014, p. 19)

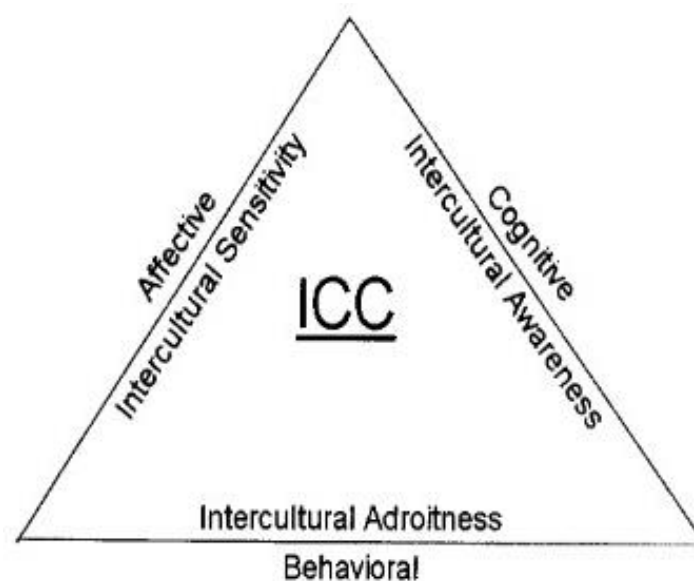


Figure 1: The Intercultural Communication Competence Model by Chen & Starosta; as presented in the book “Intercultural Communications Competence: Conceptualization and its Development in Cultural Contexts and Interactions” (Dai & Chen, 2014, p. 19).

More details were provided on the different sides of the triangle as well. Chen, for example, later stated on the aspect of intercultural sensitivity, that to “promote the ability of intercultural competence, interculturally sensitive persons must possess the following elements: self-esteem, self-monitoring, open-mindedness, empathy, interaction involvement, and non-judgment” (Chen, 1997, p. 6).

The triangular model of Chen & Starosta has been discussed countless times among other scholars in the intercultural competence field. While many concentrate their attention on single aspects of the model, such as only intercultural sensitivity, or only intercultural awareness or only intercultural adroitness, others evaluate, for example, whether the model also applies to different other cultural backgrounds as well. In such a test, the researchers Wolfgang Fritz, Antje Möllenberg and Guo-Ming Chen, measured the intercultural sensitivity in a German sample a few years after the model had been originally published and came to the conclusion that the new results were equally fitting and the instrument was helpful (Fritz et al., 2002). Only a year later, however, the extended researcher group of Wolfgang Fritz, Andrea Graf, Joachim Hentze and Antje Möllenberg, tested the intercultural sensitivity factor by replicating the Chen & Starosta model again, and this time the replication with German and American data failed. The researchers then stated they had serious hesitations concerning the validity of the intercultural sensitivity aspect of the model and argued that more detailed investigations in futures studies with data from non-western cultures was crucial (Fritz et al., 2003, p. 17).

Another widely discussed intercultural competence model is that of Stella Ting-Toomey and Atsuko Kurogi from 1998. As it is shown in Figure 2, this model highlights cognitive, behavioral and interaction factors and emphasizes the importance of Facework¹⁶ (Ting-Toomey & Kurogi, 1998, p. 211).

¹⁶ Stella Ting-Toomey and Atsuko Kurogi define the concept as follows: “Facework refers to a set of communicative behaviors that people use to regulate their social dignity and to support or challenge the other’s social dignity. Face and facework are about interpersonal self-worth issues and other-identity consideration issues. The study of facework has been linked to complimenting, compliance-gaining, politeness, requesting, Embarrassment, apology, shaming, decision-making and conflict behavior [...]. While face and facework are universal phenomenon, how we ‘frame’ the situated meaning of face and how we enact facework, differ from one culture to the next. Culture-specific lenses enhance and complement a culture-general framework in analysing facework negotiations across cultures. Culture-specific theoretical efforts [...] have been developed in a wide range of cultures” (Ting-Toomey & Kurogi, 1998, p. 188).

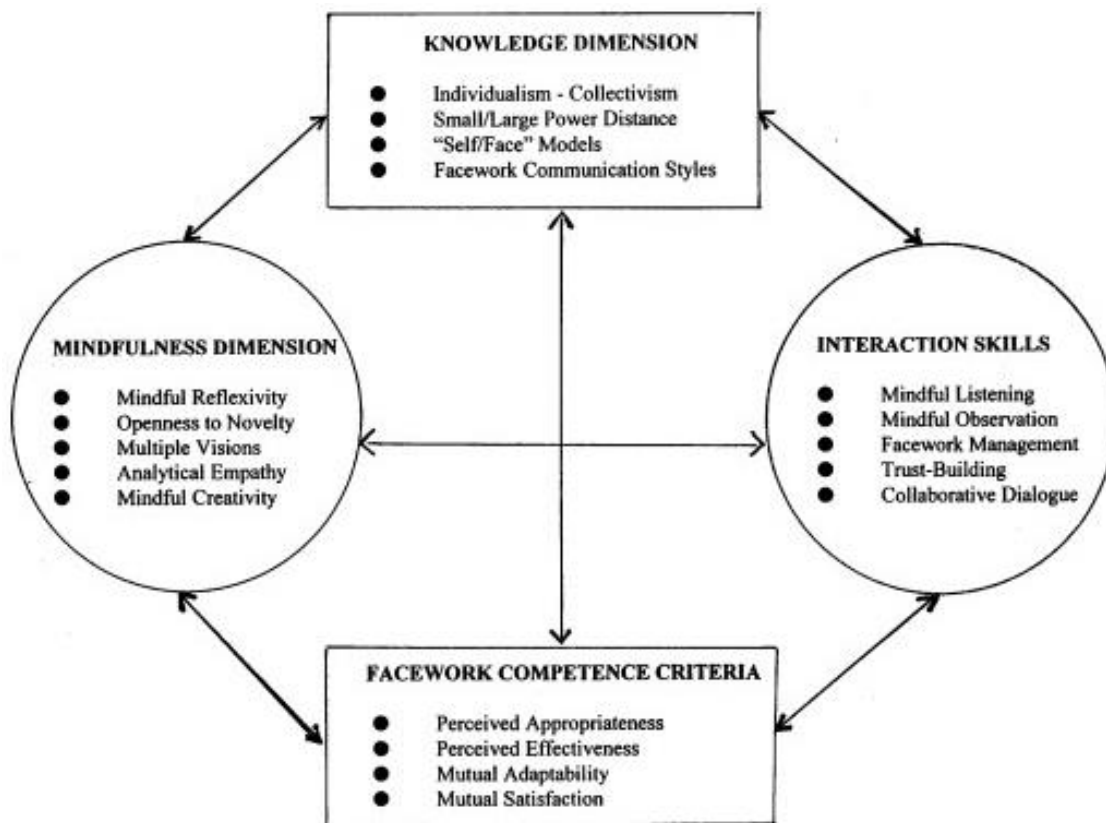


Figure 2: The Facework Competence Model: Composite Dimension by Ting-Toomey & Kurogi from 1998 (Ting-Toomey & Kurogi, 1998, p. 211).

The knowledge dimension is considered to be the most significant one and give emphasis to both the mindfulness dimension and the interactional skills one (Ting-Toomey & Kurogi, 1998, p. 201). The model shows, as the researchers Brian Spitzberg & Gabrielle Changnon later explain, that: "The knowledge component reflects the importance of understanding differences due to individualism and collectivism, power distance, negotiating self and other face, and facework styles" (Spitzberg & Changnon, 2009, p. 12). While the element of Facework is found in three of the four components, thus showing its importance and the interrelations among the components, the abilities to reflect, to be open-minded and empathetic, to be creative and to accept multiple ways of seeing things are represented in the mindfulness component. For Ting-Toomey & Kurogi, the interaction skills, which are important for intercultural competence, are being a mindful listener and observer, being able to build trust and being well-versed in Facework management as well as cooperative dialogues (Ting-Toomey & Kurogi, 1998, p. 211). According to Ting-Toomey & Kurogi, the: "Intercultural facework competence refers to an optimal integration of knowledge, mindfulness and communication skills in managing identity-related facework issues appropriately, effectively, adaptively and satisfactorily from

both parties' and interested group members' viewpoints" (Ting-Toomey & Kurogi, 1998, pp. 209–210).

First presented in 2006, Darla Deardorff's Process Model of Intercultural Competence is depicted in Figure 3. It has received much academic attention in the past as well. Deardorff believes: "[...] intercultural competence development is an ongoing process [...]" (Deardorff, 2009, p. 479) and, furthermore, that "[a]ttitudes – particularly respect (which is manifested differently in cultures), openness, and curiosity – serve as the basis of this model and affect all other aspects of intercultural competence" (Deardorff, 2009, p. 479).

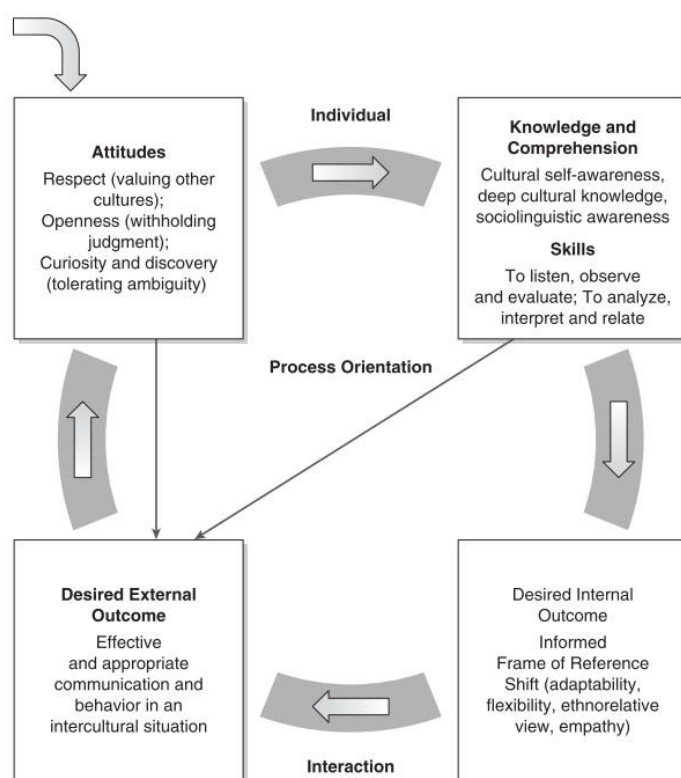


Figure 3: The Process Model of Intercultural Competence by Deardorff as described in the book "The Sage Handbook of Intercultural Competence (Deardorff, 2009, p. 480).

The model as shown in Figure 3, starts with "Attitudes" and continues clock-wise with "Knowledge and Comprehension" and so on. As Deardorff's model shows, combining one's attitudes with one's cultural knowledge, while adding on the important skills of listening, observing, analyzing, interpreting and relating will lead to a shift of one's frame of reference from an individual level to the interaction level. Doing this well suggests that an individual will become more adaptable, flexible and/or empathetic, and will be able to communicate more effectively or behave more adequately in intercultural situations, which ultimately is the desired

outcome. The level of intercultural competence that can be attained depends on the degree of attitudes, knowledge and skills (Deardorff, 2009, p. 480). It is interesting to note that Deardorff stipulates: “[...] three common themes can be found in most Western models of intercultural competence – empathy, perspective taking, and adaptability” (Deardorff, 2009, p. 265). On the one hand, this statement clearly signals that there are also non-Western intercultural competence models that should be evaluated to gain a comprehensive picture; on the other hand these three themes seem to offer a common denominator that can be agreed upon by many of the academics discussing the Western models.

Looking next to the work of researcher Jürgen Bolten from 2007, he believes that intercultural competence is not an independent, single competence, but made up of several important and specific partial intercultural competences. Bolten’s model of intercultural competence is shown in Figure 4:

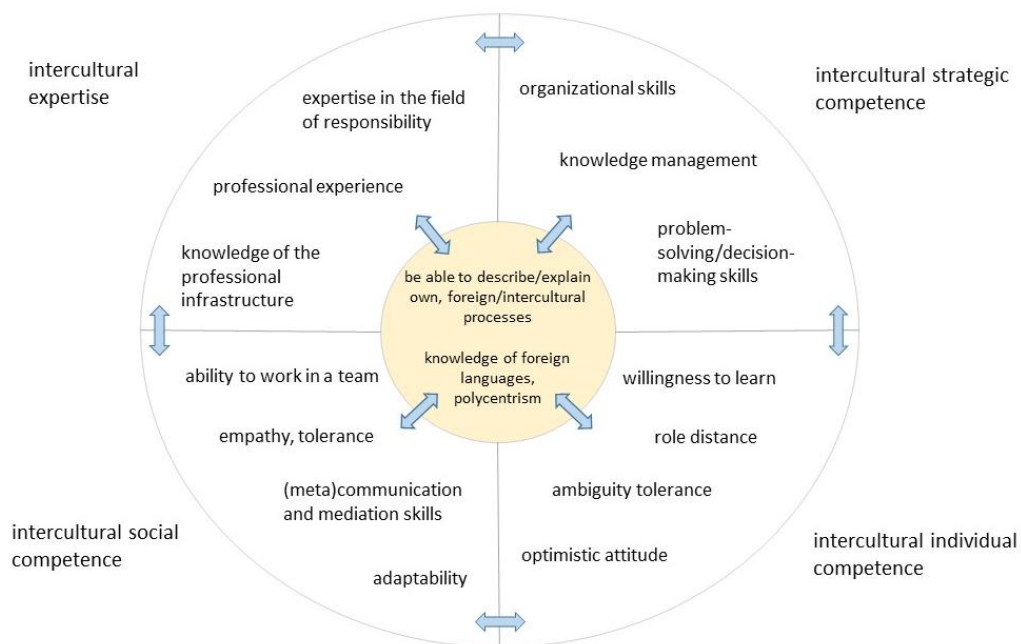


Figure 4: The Intercultural Competence Model as depicted by Bolten in the book “*Interkulturelle Kompetenz*” (Bolten, 2007, p. 86). The original model is in German. The version presented here is an own translation.

In Bolten’s model, there is an interplay of four intercultural competences (expertise, strategic, social and individual) with the skills he believes are required, such as having an optimistic attitude, being tolerant to ambiguity, being adaptable, empathetic, a team player, but also having expert knowledge in one’s professional field and having strong organizational, problem-solving and decision-making skills. Bolten sees:

“intercultural competence as the successful, holistic interaction of individual, social, professional and strategic actions in intercultural contexts. ‘Intercultural competence’ is thus a synergistic process concept that cannot be reduced to the area of ‘soft skills’ but rather affects the entire spectrum of actions. Someone is interculturally competent when they are able to shape this synergistic interaction of individual, social, professional and strategic actions in a balanced way.” (Bolten, 2007, pp. 87–88)¹⁷.

For Bolten the balance of these four context areas is pre-eminent. He argues that a person has strong intercultural competence when all areas are in a steadied interplay, with no one area dominating over another. If there is an area that is stronger than the others, then the person will be less interculturally competent than if all four areas are used in more equal measures (Bolten, 2007, p. 88).

Another scholar to focus on the development of intercultural competence is Alexander Thomas. In 2011, he argues:

*“Intercultural competence is demonstrated by the ability to understand, appreciate, respect and productively use cultural conditions and influencing factors in perception, judgment, thinking, emotions and actions in oneself and in strangers, in the sense of mutual adaptation, tolerance towards incompatibilities (culturally determined incompatibilities) and the development of potentially synergistic forms of living together, organizing one's life and dealing with problems.”*¹⁸ (Thomas, 2011, p. 15).

Thomas, in his model shown in Figure 5, describes how, with time, an individual is able to learn intercultural competence. Set with initial conditions, which are different per person depending on their personal and biographical backgrounds, an individual will be able to learn intercultural competence by advancing through the phases of (1) intercultural confrontation, leading to (2) intercultural experience formation. These experiences in turn help the individual attain (3)

¹⁷ The original text is in German. It is: “*interkulturelle Kompetenz als das erfolgreiche ganzheitliche Zusammenspiel von individuellem, sozialem, fachlichem und strategischem Handeln in interkulturellen Kontexten definieren. „Interkulturelle Kompetenz“ erweist sich damit als ein synergetischer Prozessbegriff, der folglich auch nicht auf den Bereich der „soft skills“ reduziert werden kann, sondern der das gesamte Handlungsspektrum betrifft. Jemand ist dann interkulturell kompetent, wenn er in der Lage ist, dieses synergetische Zusammenspiel von individuellem, sozialem, fachlichem und strategischem Handeln ausgewogen zu gestalten.*” (Bolten, 2007, pp. 87–88). Own translation.

¹⁸ The original text is in German. It is: “*Interkulturelle Handlungskompetenz zeigt sich in der Fähigkeit, kulturelle Bedingungen und Einflussfaktoren in der Wahrnehmung, im Urteilen, im Denken, in den Emotionen und im Handeln bei sich selbst und bei fremden Personen zu erfassen, zu würdigen, zu respektieren und produktiv zu nutzen und zwar im Sinne einer wechselseitigen Anpassung, einer Toleranz gegenüber Inkompatibilitäten (kulturell bedingte Unvereinbarkeiten) und der Entwicklung möglicherweise synergetischer Formen des Zusammenlebens, der Lebensgestaltung und der Bewältigung von Problemen.*” (Thomas, 2011, p. 15). Own translation.

intercultural learning. When the individual recognizes the intercultural input, then there is (4) intercultural understanding. Ultimately this process leads to intercultural competence.

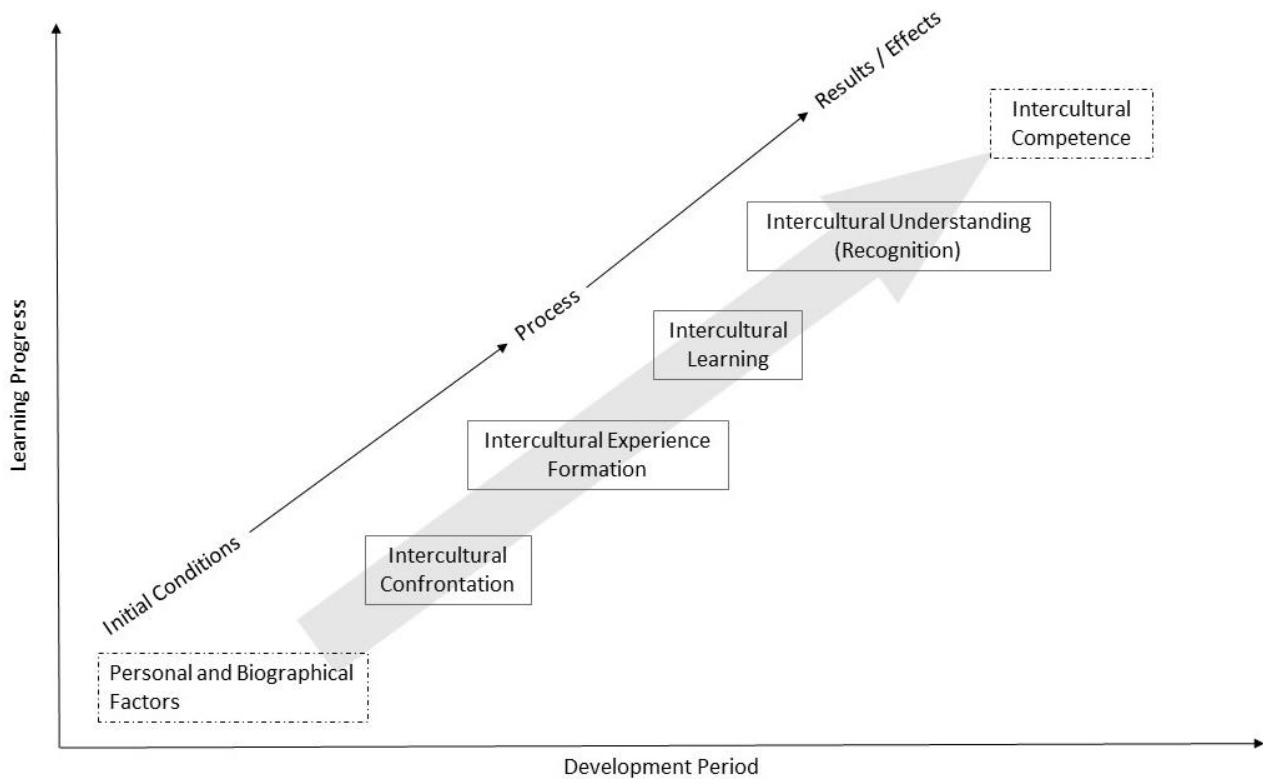


Figure 5: The Development of Intercultural Competence Model by Thomas explained in the book *“Interkulturelle Handlungskompetenz: Versiert, angemessen und erfolgreich im internationalen Geschäft”* (Thomas, 2011, p. 21) The original model is in German. The version presented here is an own translation.

Thomas believes that there are conditions in one’s personal life that favor the development of intercultural competence. While he lists several that are aimed at adults desiring to attain intercultural competence in business life through training, he points out that “organized intercultural exchange with the goal of intercultural learning (youth, school, student and intern exchanges)” is equally such a condition (Thomas, 2011, p. 22)¹⁹. Accordingly, Thomas holds that encounters where there is the possibility to value and be open about the foreign culture, to learn from the other culture, and where there is an inclination to think about one’s culture in comparison with the other culture on the basis of cultural orientation systems, help develop one’s intercultural competence. While Thomas says these exchanges do not guarantee the

¹⁹ The original text is in German. It is: *“Organisierter interkultureller Austausch mit dem Ziel des interkulturellen Lernens (Jugend-, Schüler-, Studenten- und Praktikantenaustausch)”*. (Thomas, 2011, p. 22). Own translation.

development of intercultural competence, they increase the likelihood (Thomas, 2011, pp. 21–22).

Based on his research, Thomas finds that there are certain personality traits that promote the development of intercultural competence. He lists these personality traits as: “openness and curiosity”, “self-confidence and self-efficacy”, “physical and psychological resilience”, “change of perspective” and “ambiguity tolerance” (Thomas, 2011, p. 22)²⁰. At the same time, Thomas states that there are situational factors which also lead to (un-)favorable conditions to developing intercultural competence, namely working conditions, position/status/role, social relationships, living and climatic conditions, as well as familiarity/similarity (Thomas, 2011, pp. 22–23).

As initially stated, there exists quite a range of intercultural competence models and no single definition has been agreed upon thus far by the academics in the field. Coming full-circle, it should be no surprise that models can still be discussed many years after they were first introduced. The model of Kurd Azad and Heike Wendt, who studied the intercultural competence of fourth graders in Germany in 2019, is such an example. Adapted elements of Chen and Starosta’s model of almost twenty years earlier can clearly be found in Azad & Wendt’s version, as Figure 6 shows:



Figure 6: The Learning Model of Intercultural Competence by Azad & Wendt as presented in the article “Intercultural Competence of fourth graders in Germany” (Azad & Wendt, 2019, p. 110).

²⁰ The original text is in German. It is: “*Offenheit und Neugierde*“, “*Selbstsicherheits- und Selbstwirksamkeits-Bewusstsein*“, “*Physische und psychische Belastbarkeit*“, “*Perspektivenwechsel*“ and “*Ambiguitätstoleranz*“. (Thomas, 2011, p. 22). Own translation.

While no more a triangle, Azad & Wendt argue that this model shows how developing intercultural competence is a lifelong endeavor and is a dynamic process with its circular geometry. The intercultural competence components can mutually influence each other and, as clouds, can move between the three different dimensions: cognitive, affective and conative (Azad & Wendt, 2019, p. 110). Being empathetic, ambiguity tolerant, open and respectful, while simultaneously being able to communicate well, being flexible and able to reflect, having relationships, cultural knowledge, understanding cultural differences and being able to take on different perspectives are the skills and competences that Azad & Wendt find are necessary to be an interculturally competent person. They also include the cognitive aspect of being able to speak different (foreign) languages (Azad & Wendt, 2019, p. 110). According to their research “most of the components of IC are built and developed during childhood [...] and they become increasingly complex and abstract through the course of life” (Azad & Wendt, 2019, p. 110).

Though not offering a model himself, Martyn Barrett offers a well-organized overview of what attitudes, skills, knowledge and behaviors he believes are at the heart of intercultural competence. As many of the elements are described in the models above, Barrett’s list is included here for the sake of completeness. Barrett says:

“[...] it is possible to argue that all of the following components form the core of intercultural competence:

Attitudes: respect for other cultures; curiosity about other cultures; willingness to learn about other cultures; openness to people from other cultures; willingness to suspend judgement; willingness to tolerate ambiguity; and valuing cultural diversity.

Skills: skills of listening to people from other cultures; skills of interacting with people from other cultures; skills of adapting to other cultural environments; linguistic, sociolinguistic and discourse skills, including skills in managing breakdowns in communication; skills in mediating intercultural exchanges; skills in discovering information about other cultures; skills of interpreting cultures and relating cultures to one another; empathy; multiperspectivity; cognitive flexibility; and skills in critically evaluating cultural perspectives, practices and products, including those of one’s own culture.

Knowledge: cultural self-awareness; communicative awareness, especially of the different linguistic and communicative conventions within different cultures; culturespecific knowledge, especially knowledge of the perspectives, practices and products of particular cultural groups; and general cultural knowledge, especially knowledge of processes of cultural, societal and individual interaction.

Behaviours: behaving and communicating effectively and appropriately during intercultural encounters; flexibility in cultural behaviour; flexibility in communicative behaviour; and having an action orientation, that is, a disposition

for action in society in order to enhance the common good, especially through the reduction of prejudice, discrimination and conflict” (Barrett, 2012, pp. 24–25).

It is now time to designate the model which will be used in this research project and how it links to the ATCKs of this study. Keeping the core components of what is attributed to intercultural competence and the different models in mind, the elegant model of Thomas (Figure 5) seems to fit the researcher questions of this PhD study best.

In their childhood and adolescent years, ATCKs follow their parents academic and career choices, living in different cultures at a young age. Many ATCKs live in more than one other culture while growing up. Being raised internationally, they come in contact with multiple diverse cultures throughout their youth and consistently need to find their personal positioning within them. Thomas’s model emphasizes how intercultural competence can be learned over time. Of course, the initial conditions, the personal, biographical and situational factors, play an important role. ATCKs, through the lifestyle of their parents, have ideal initial conditions to learn intercultural competence at an early age. They are not raised in only one country with only one dominant culture, as so many others. Furthermore, they are not merely on a school exchange for a short period of time. ATCKs are surrounded by other cultures early on in their lives, placed right in the middle of them. While any individual can learn intercultural competence, according to Thomas’ model, ATCKs have a head start. Living internationally and among another cultures than the home one, ATCKs constantly find themselves in situations, where they experience intercultural confrontations early on. The more intercultural experiences he or she has over the years, and the more intensive the learning curve is, the more intercultural understanding the ATCK may develop. Required to live among other cultures because of the parents’ academic or career choices as children and teens, thus being in a pole position, ATCKs usually go through the process described by Thomas more than once, resulting in profound intercultural competence as opposed to those desiring to acquire it in later years, such as the business people Thomas describes.

Intercultural competence not only requires learning – preferably in actual situations – but also traits, such as the kind of “open-mindedness” described by Chen, Tingtoomey & Kurogi, Deardorff, Thomas, Azad & Wendt and Barrett (Azad & Wendt, 2019, p. 110; Barrett, 2012, p. 25; Chen, 1997, p. 8; Deardorff, 2009, p. 480; Thomas, 2011, p. 22; Ting-Toomey & Kurogi, 1998, p. 211). Of course any person can consider him- or herself to be open-minded. At the same time, not everyone will have the opportunity to live in another culture for a longer

period of time. This immersion allows on to actually experience what having an intercultural open mind means in daily life, how having it affects one personally and in interaction with people of the other culture, especially in confrontational situations. ATCKs, for example, clearly have an early advantage here.

Deardorff's circular process model (Figure 3) shows how personal attitudes, knowledge and skills allow an individual to have effective intercultural communication interactions and that the cycle of learning can be repetitive. These aspects are also found in Thomas's written line of argumentation, though they are not visible in his actual model (Thomas, 2011, pp. 21–23), which he incidentally introduced to the academic community a few years later than Deardorff. Thomas's thinking might have been influenced by Deardorff and so parallels between the two academic lines of thoughts can be identified. With the ATCKs of this study in mind, however, it is the model of Thomas (Figure 5) that will be applied, as it best depicts how a) attaining intercultural competence is done in a learning process over time and that b) the personal, biographical and situational factors play an important role in the process.

The fact that ATCKs have lived in different international surroundings during their childhood and adolescent years will presumably have affected the development of their personal intercultural competence. While evaluating and discussing the data collected from the surveyed ATCKs, it will be interesting to see if they attest to having intercultural competence and are able to use it in their daily work situations, or not.

To round off this subchapter, it is of value to note that there is academic literature in the intercultural competence field, that, focuses on the health and the judicial sector, as we find in the academic interpreting field. Doctor-patient conversations, for example, are not only examined from a linguistic point of view, in the sense that both doctors and patients speak the same language or a translator of sorts is needed, but these conversations are also studied from an intercultural perspective, showing that communicational problems may also arise due to a lack of cultural understanding. Literature linking intercultural competence and communication skills to hospital or health care work has been in focus since the late 2000's (Behrens, 2011; Bose, 2014; Dreißig, 2015; Dressler, 2009; Gillessen et al., 2020; Peintinger, 2011; Sammons et al., 2023; Schlüter et al., 2021; Schmidhuber & Lager, 2022; Steinbach, 2011; Walter & Matar, 2018).

Another field attracting academic attention in connection with intercultural competence is the judicial field. Two foci, for example, can be found in the German-speaking regions of Europe. In Germany, one can find the pairing of police work with intercultural

competence as a more current research approach (Atali-Timmer, 2019; Frank, 2016; Grutzpalk, 2021). Additionally, intercultural competence and communication skills with regards to administrative bureaucracy work (Germershausen & Kruse, 2021; Riehle, 2001) and more specifically with asylum seeking procedures (Rienzner, 2011), have, for example, been of interest in Austria and Germany of late.

As these intercultural competence issues are addressed within the judicial sector, reoccurring intercultural-based questions and situations are academically explored and helpful insights are collected. These are presented to employees in the field to help them in their daily work. Looking ahead into the future, more policemen and -women, judges, attorneys, social workers and city clerks stand to benefit from increased intercultural training courses and more awareness of this topic in general. In our currently heavily globalized world, and with world crisis events, wars and migration, more people are moving internationally and crossing borders to stay permanently in new surroundings than ever before²¹. Thus, the need for better (cultural) understanding in national administrative settings has become crucial.

When comparing the literature of the interpreting academic field to that of intercultural competence, it is unsurprising to see that the latter has also placed academic emphasis on intercultural competence in young children and teenagers. Looking at the intercultural competence and communication skills of preschoolers in kindergarten (Förster & Di Hammes-Bernardo, 2017; Lamm, 2017), children in grade school (Azad & Wendt, 2019; Dziedziewicz et al., 2014), or teenagers in middle and high school (Bertels, 2011), there have been different academic approaches in the past twenty years. Linking intercultural competence to bilingualism has also been of interest (Luchtenberg, 2001). Adding intercultural competence attention to school curricula and pedagogy have been academically addressed, as well as raising awareness and developing this competence in the classrooms with the students (Auernheimer, 2016; Bektaş-Çetinkaya, 2020; Holzbrecher & Over, 2015; Scholten, 2007). In addition, depicting and assessing intercultural competence in children and teenagers has also been considered and studied in the past 10+ years (Metz et al., 2022; F. Müller et al., 2020; Reinders et al., 2011).

²¹ The German Federal Statistical Office writes: “281 million people worldwide lived outside their country of birth in 2020. This corresponded to 3.6% of the world population. The IOM [International Organization for Migration] comes to this estimate in its world annual report 2022 based on data from UN-DESA. Their numbers have increased over the last 50 years. In 1970, the number of migrants was around 84 million (2.3% of the world population). The largest immigration country is the United States, where over 51 million immigrants lived in 2020.” Retrieved for the World Wide Web on December 22, 2023 under: <https://www.destatis.de/DE/Themen/Laender-Regionen/Internationales/Thema/bevoelkerung-arbeit-soziales/bevoelkerung/Migration.html>. Own translation.

Academic research on children's and teens' intercultural competence is of interest for this PhD research project though the focus lies on *Adult* Third Culture Kids. Considering that the surveyed ATCKs moved internationally with their families while they were children, having had countless intercultural encounters in their young years, it make sense. It can be presumed that the ATCKs developed deep intercultural knowledge, are socially flexible, have strong observational skills, understand non-verbal communication cues easily, may be excellent problem-solvers and have sound lateral thinking and adaptation skills. Thus, a look into the research on intercultural competence of children and adolescents contributes to a more solid research foundation. This is especially true when comparing adults who spent significant amounts of time growing up in international surroundings with those who did not. An overview of the academic literature specific to ATCK intercultural competence currently available to researchers will be provided in the second stream of this chapter.

Finally, coming full-circle in the first literature stream, it is briefly interesting to note that academic research has also been conducted on intercultural competence for translators specifically. One example of this can be found in the edited book "Intercultural Competence for Translators" which was published in 2017. Nine international researchers focus on combining the teachings of intercultural competence in translator training, thus incorporating this competence in translation pedagogy and curriculum (Tomozeiu et al., 2017). This example shows that there is merit in connecting the language skill-set and training needed for translation work with intercultural competence. It allows for the recognition that there is always a human being performing the translation tasks at hand. Where such linguistically focused tasks arise, the translator can elevate his or her translation work with a more competent understanding of the cultural backgrounds involved. The work and the communication in general between all parties involved benefits greatly.

Having reviewed the language and intercultural competence aspects supporting this PhD project in the first stream, it is time to concentrate on the academic literature available in the ATCK research field. This second stream will now offer a thorough literature overview on Adult Third Culture Kids, the main topic of this thesis.

2.3 Second Stream: Discourse on (Adult) Third Culture Kids, (Adult) Cross-Cultural Kids and Global Nomads

This subchapter will focus on the literature specifically connected to Third Culture Kids, Cross-Cultural Kids and Global Nomads as well as Adult Third Culture Kids, Adult Cross-Cultural Kids and Third Culture Adults as relevant to this thesis.

2.3.1 Concepts, Terms and Evolution

As these six terms show, there is quite a bit of academic discussion on who is considered to be either a Third Culture Kid, a Cross-Cultural Kid, a Global Nomad or the adult versions of such. The academic debate is in flux and has been evolving over the past decades.

The term “Third Culture Kids (TCKs)” originates in the research work of the American sociologists Drs. John and Ruth Hill Useem, who lived and conducted research work in India in the 1950s. In the early years of that decade, their research focused on people who had received a higher education in a Western country (TCK World, 2023). In 1955, they published “The Western-Educated Man in India: A Study of his Social Roles and Influence” (J. Useem & Useem, 1955). Then, in the late 1950s, the Useems studied “Americans working in India in foreign service, technical aid projects, missions and business, i.e. representing the U.S. or U.S. based institutions in India” (Cottrell & Downie, 2012, p. 1). Their research, conducted jointly with John Donoghue, was published in the journal “Human Organizations” in 1963 under the title: “Men in the Middle of the Third Culture: The Roles of American and Non-Western People in Cross-Cultural Administration” (Cottrell & Downie, 2012, p. 1). It was here that they defined “Third Culture” as “the behavior patterns created, shared, and learned by men of different societies who are in the process of relating their societies, or sections thereof, to each other” (J. Useem et al., 1963, p. 169).

As Dr. Ann Baker Cottrell, who was one of Ruth Hill Useem’s doctoral students and later co-director of a joint major study²² on Adult TCKs with her, points out:

“Ruth, as an expat wife and feminist, associated with and took interest in the wives of the men they were studying. Many of the wives were involved in establishing an American School for their children, thus Ruth took a special interest in their children. She dubbed these children, who were growing up in the third cultures established by their parents and Indian counterparts, Third Culture Kids. It is important to note that

²² This major study was later published as Useem, R.H. & Cottrell A.B. (1996). “Adult Third Culture Kids.” In Smith, C.D. (Ed.) *Strangers at Home: Essays on the Effects of Living Overseas and Coming “Home” to a Strange Land* (pp. 22-35) Bayside, NY: Aletheia Publications. This study is presented later on in sub-chapter 2.3.2.

as originally defined [a] TCK is a child of parents working outside their passport countries in representative roles, i.e. they are sponsored.” (Cottrell & Downie, 2012, p. 1).

By extension, the term “Third Culture Kids” evolved when Useem concentrated on and described the children of the families they were studying. From the 1960s onwards, Useem, as a lecturer at Michigan State University, supervised different dissertations of graduates with third culture experiences. However, it took until 1978 for the actual words “Third Culture Children” to show up in academic titles. Until then it was common to write about “Overseas-experienced children” or “Third Culture-experienced children or dependents” (Cottrell, 2009).

Regarding the sheer numbers of Third Culture Kids affected by their parents’ lifestyle, Ruth Hill Useem and Richard D. Downie stated the following in their article of “Third-Culture Kids”, which was published in the September-October 1976 edition of “Today’s Education”. From an American perspective at the time, they explain that:

“Although some Americans were living outside the United States before World War II, the great burgeoning in numbers of Americans moving overseas began after the War. Now, there are approximately 300,000 school-age American children overseas. Their fathers are missionaries; visiting professors and teachers; representatives of the U.S. government [...]; employees of international and multinational corporations and financial institutions [...]; and American employees of international organization such as the World Health Organization and UNICEF. These fathers are usually highly educated or highly skilled people who are forging the networks that intertwine and interrelate the peoples of the worlds. [...] To be sure, Americans are not the only ones involved in third cultures. For example, Japanese businessmen work and live in the United States and in Southeast Asia, and diplomats from all countries represent their governments in posts all over the world.” (R. H. Useem & Downie, 1976, p. 103).

If there were already so many American children living overseas as TCKs in 1976, what must the numbers be like today?

Evolving the concept to reflect that TCKs grow up and become adults, the exploratory study conducted on ATCKs by Useem and Cottrell in the early 1990s attracted first serious attention by five separate publications on different aspects of the study in 1993-1994 in NewsLinks, the newspaper of International School Services. Awareness was again generated in 1996, when the main outcomes of the exploratory study were published under the title: “Adult Third Culture Kids” (R. H. Useem & Cottrell, 1996) in Carolyn Smith’s “Strangers at Home: Essays on the Effects of Living Overseas and Coming “home” to a Strange Land” (C. D. Smith, 1996). More particulars of this exploratory study will follow in the next sub-chapter of this PhD thesis.

Around the same time, Ruth van Reken came up with her original TCK model in 1996:

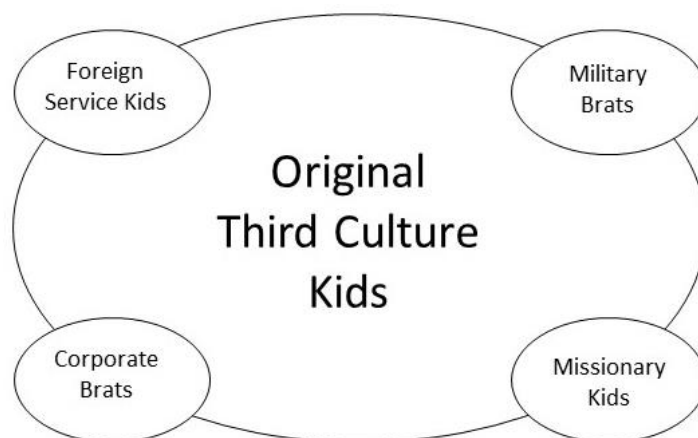


Figure 7: Original Third Culture Kids Model © 1996 Ruth E. van Reken, updated 2017; as presented in the book “Third Culture Kids – Growing Up Among Worlds (Pollock et al., 2017, p. 16)

Figure 7 shows the four backgrounds that were originally believed to make up the essence of what a Third Culture Kid is, namely children growing up internationally due to their parents’ occupation in the foreign services, military, missionary or corporate business field. This model, together with David Pollock’s description of TCKs, was originally published in the book: “Third Culture Kids – Growing Up Among Worlds” by Pollock and van Reken in 1999. It led to a heightened consciousness for the topic of TCKs and “took the research and growing awareness that this was more than sector- or culture-specific to the folks who were living it” (Pollock et al., 2017, p. 401). Sometimes referred to as the “bible” on TCKs, this book is by far one of the best known and most quoted in the field. It has been the source of initial understanding for countless (A)TCKs about the specific background they have and it has since been published in its third edition, including David’s son Michael Pollock as a third author and incorporating further evolved thoughts and concepts of this research field. In it, David Pollock’s classic definition of the term TCK is described as:

“A Third Culture Kid (TCK) is a person who has spent a significant part of his or her developmental years outside the parent’s culture. The TCK frequently builds relationships to all of the cultures, while not having full ownership in any. Although elements from each culture may be assimilated into the TCK’s life experience, the sense of belonging is [often] in relationship to others of similar background.” (Pollock et al., 2017, pp. 15–16).

While the concept of TCK became more wide-spread, people who had grown up cross-culturally were identifying with the term and using it, even though they themselves were technically not considered TCKs by academia, since they did not grow up internationally due to their parents’ occupation in the aforementioned foreign services, military, missionary or

corporate business field. For example, what to make, of international adoptees, children of refugees or children of bi-/multicultural parents?

In 2002, Ruth van Reken developed her original TCK concept further into a Cross-Cultural Kids (CCK) model, which she and Paulette Bethel published as a concise version in their article: “Third Culture Kids: Prototypes for Understanding Other Cross-Cultural Kids”, which was printed in the 2005 fall issue of *Intercultural Management Quarterly* (van Reken & Bethel, 2005). This line of thought was picked up by Cottrell in 2007 when she wrote on: “TCKs and Other Cross-Cultural Kids” increasing awareness of TCKs as an example of CCKs while comparing American TCKs with TCKs from other countries, especially Japan (Cottrell, 2007b). Both van Reken and Cottrell continued along their similar story lines in the general academic debate, with each of them publishing an article in the edited book: “Writing out of Limbo: International Childhoods, Global Nomads and Third Culture Kids” in 2012. In her article “Cross-Cultural Kids: The New Prototype”, van Reken gives an overview of how her and Pollock’s train of thought progressed from the TCK to CCK models and definitions (van Reken, 2012a), while Cottrell gives a more in-depth comparison on her previous research in her article “Explaining Differences: TCKs and Other CCKs, American and Japanese TCKs” (Cottrell, 2012).

This general discussion becomes ever more granular when taking single types of the CCK model, such as migrants, into the center of attention and comparing them with TCKs. This, for example, was done by Cottrell in 2014, when she presented her topic “TCKs: Privileged But Not Migrants” at the Meeting of European Association of Social Anthropologists in Tallinn, Estonia (Cottrell, 2014) or in the edited book: “Migration, Diversity and Education: Beyond Third Culture Kids” (Benjamin & Dervin, 2015). However, this very specific discussion is not of strong importance for this PhD thesis and is tangential to this literature review. It is sufficient to have this impulse at the back of one’s mind, when concentrating on the general CCK model.

In the third edition of Pollock’s and van Reken’s book “Third Culture Kids – Growing Up Among Worlds” this is how the Cross Cultural Kid model is depicted in its expanded version:

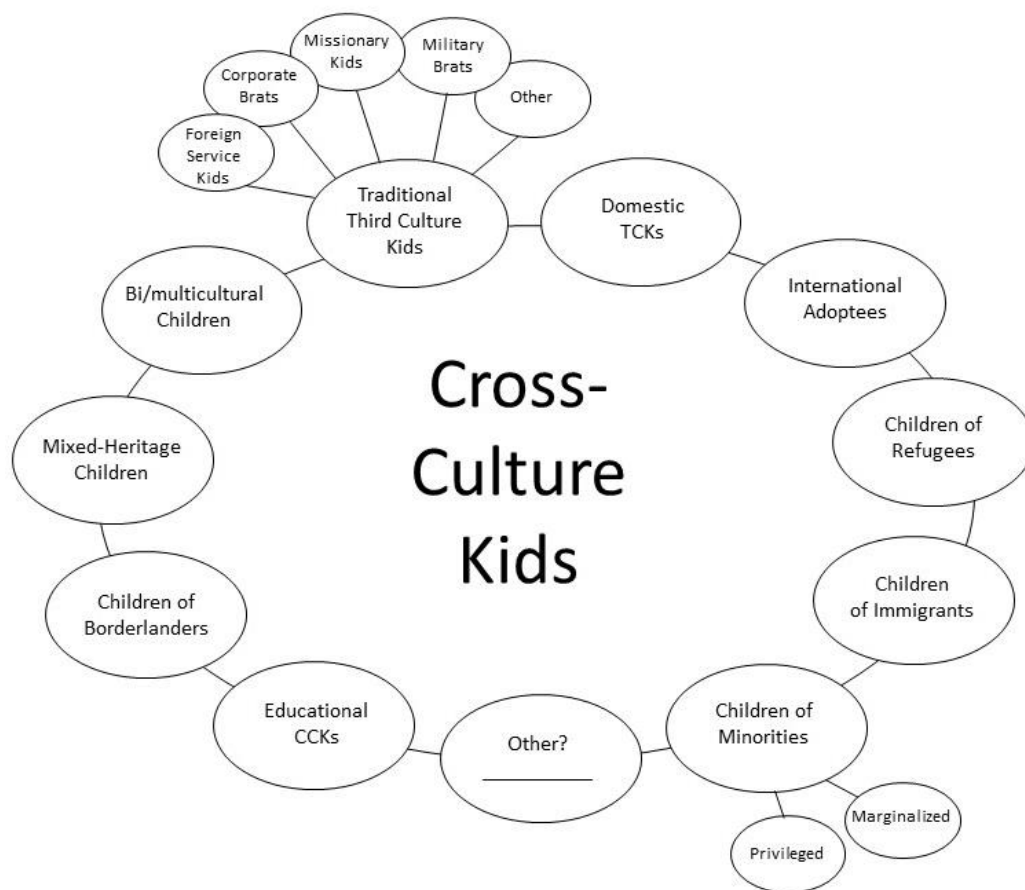


Figure 8: The Cross Cultural Kid (CCK) Model Expanded © 2002 Ruth E. van Reken, updated 2017; as presented in the book “Third Culture Kids – Growing Up Among Worlds (Pollock et al., 2017, p. 45)

As depicted in Figure 8, Pollock and van Reken’s offer the following explanation on the expanded model of CCKs in their book:

“The CCK “model is a representation of some of the types of CCKs we can consider:

- Traditional TCKs: Children who accompany parents into a country or countries that are different from a least one parent’s passport country(ies) due to a parent’s choice of work or advanced training.
- Children from bi/multicultural/multiethnic parents: Children born to parents from at least two cultures – may or may not be of the same racial heritage.
- Children with mixed-racial heritage: Children born to parents from at least two racial heritages – may or may not be of the same culture.
- Children of borderlanders: Children who cross borders frequently, even daily, as they go to school, or whose parents work across national borders.
- Educational CCKs: Children who attend a school with a different cultural base from the one they return to at home each night.
- Other: Any other way children grow up cross-culturally. You fill in the blank.
- Children of minorities: Children whose parents are from a racial or ethnic group that is not part of the majority race or ethnicity of the country in which they live.
- Children of immigrants: Children whose parents have made a permanent move to a new country where they were not originally citizens.

- Children of refugees: Children whose parents are living outside their original country or place due to circumstances they did not choose, such as war, violence, famine or natural disasters.
 - International adoptees: Children adopted by parents from another country other than the one of that child's birth.
 - Domestic TCKs: Children whose parents have moved in or among various cultures or subcultures within that child's home country.”
- (Pollock et al., 2017, p. 44).

Next to using the expanded CCK model, the following official definition for CCKs, provided initially by van Reken, has also been established in academia:

“A Cross-Cultural Kid (CCK) is a person who is living in – or meaningfully interacting with – two or more cultural environments for a significant period of time during the developmental years of childhood (up to age 18). An Adult Cross-Cultural Kid (ACCK) is a person who grew up as a CCK.” (van Reken, 2012a, p. 33).

Parallel to the one academic discussion thread on Third Culture Kids, Adult Third Culture Kids, Cross-Cultural Kid and Adult Cross-Cultural Kids, a second discussion thread commenced in 1984, when the term “global nomad” was introduced into the general academic debate by Norma M. McCaig. This was at the time when “the Adult TCK or ATCK terminology had not yet been introduced to distinguish those who were still in the ‘kid’ phase and those who grew up as TCKs but were now adults” (Pollock et al., 2017, p. 402). As van Reken recalls nearly 40 years later: “An ATCK herself, Norma didn’t like having the word ‘kid’ describe her when she was obviously an adult. In response, Norma coined the term “global nomad” to replace the TCK term [...]” (van Reken, 2012a, p. 30). According to Barbara Schaetti:

“The standard definition [of a global nomad] is ‘a person of any age or nationality who has lived a significant part of his or her developmental years in one or more countries outside his or her passport country because of a parent’s occupation.’ The term is generally used interchangeably with that of TCK.” (Schaetti, 2023).

McCaig was a strong advocate of the topic beside the terminology and raised awareness by, for example, organizing the first International Conference for Global Nomads in Washington, D.C. in 1988. Or by publishing articles such as “Raised in the Margin of the Mosaic – Global Nomads Balance Worlds Within” (McCaig, 2002), where McCaig promoted that college students with a global nomad background were highly qualified for positions of leadership in society. Barbara Schaetti also contributes to the global nomads discussion thread with her dissertation “Global Nomad Identity: Hypothesizing a Developmental Model”, where she discusses their cultural identity development (Schaetti, 2000) or with publications such as “Attachment Theory: A

View Into the Global Nomad Experience” (Schaetti, 2002). McCaig died prematurely in 2008 and as van Reken points out nearly ten years later:

“Sadly, since her death, the term global nomad has become popularized. For most in the general public or press, it has lost its meaning as referring to a person’s childhood experience. Instead, it seems anyone who had lived globally or traveled widely refers to themselves as global nomads, but that doesn’t change that Norma’s definition was clear and precise.” (Pollock et al., 2017, p. 402).

After having portrayed the backgrounds to the terms global nomad, CCK and ACCK as well as TCK and ATCK, it should still be briefly mentioned here that in the academic discourse of this field, the term Adult Third Culture Kid (ATCK) is not considered to be the same as Third Culture Adults (TCAs). The term TCA was first used at the 2001 FIGT²³ conference by Paulette Bethel and the participants of her session. As Schaetti points out and explains:

“[...] it speaks to the 'home grown' individual mentioned [...] whose international mobility began only in adulthood yet whose international experiences have wrought a profound identity change. No longer singularly rooted in one national culture, those who choose to self-define as TCAs recognize and are purposeful in the ways they engage the benefits and challenges of their mobile and multicultural lives.” (Schaetti, 2023).

As TCAs are not of focus in this dissertation, no further detailed presentation of this concept will be provided here.

On a final note, before moving on from the general concepts and terms, it seems that they are still in a constant mode of evolving. This can, for example, be seen in the article “Circle of Relationship: a counseling intervention for confucian-asian adult Third Culture Kids” by Yuima Mizutani and Phillip Waalkes, which was published in the International Journal for the Advancement of Counselling in 2022. In this article, the authors write about Confucian Asian Adult Third Culture Kids (CAATCK). They define “CAATCKs are Adult TCKs who were born in Confucius Asian countries including China, Japan, South Korea, and other Eastern Asian countries, but have traveled outside of their passport countries while growing up as TCKs” (Mizutani & Waalkes, 2022, p. 646). These researchers are grouping the ATCKs of one specific area of the world with their newly introduced term. While generally agreeing that few have researched (A)TCKs in this area of the world, it remains to be seen, if this new and again

²³ FIGT is short for Families in Global Transition and is a “welcoming forum for globally mobile individuals, families, and those working with them. We promote cross-sector connections for sharing research and developing best practices that support the growth, success and well-being of people crossing cultures around the world” (Families of Global Transitions (FIGT), 2023).

evolved terminology will continue on within the general academic debate and become more renowned with time.

Focus will now be shifted from the general concepts and terms debate to the different (A)TCK research topics found in the wider academic discourse.

2.3.2 General TCK & ATCK Research Fields

Next to the different (A)TCK academic research topics, which will be shown momentarily, it should first be mentioned here, that there are countless books portraying the personal stories and autobiographies of ATCKs. In fact, as Ann Baker Cottrell states: “initially the TCK literature was dominated by insightful essays and autobiographies by ATCKs who generally did not have a label to identify themselves other than perhaps MK or Brat” (Cottrell, 2009). It seems many feel the importance in writing down their stories; perhaps as a way to process and cope with their TCK childhood experiences, perhaps as a way to share their interesting international background stories with others or perhaps as a combination of both. Two better-known autobiographies are “Letters Never Sent” by Ruth van Reken (van Reken, 1988) as well as “Home Keeps Moving” by Heidi Sand-Hart (Sand-Hart, 2010). The topic remains current as the more recently published autobiography “Invisible Outsider” by Casey Bales (Bales, 2022) shows. It is interesting to note that quite a few autobiographies have been published in the past few years. One could assume that, without being able to travel and with more time spent at home in close-knit social circles, quite a few ATCKs used the “free time” during the global COVID pandemic (2020-2023) to write down and publish their own personal stories.

While each published personal story contributes to more awareness of (A)TCKs in general, the focus of this PhD literature review is necessarily limited to academic research and publications thereof. To gain an overview of the research conducted in the TCK and ATCK field, the compiled bibliography of Ruth Useem is an excellent starting point. It provides a summary of the books, journal articles and book chapters, theses and dissertations, and audiovisual materials as well as miscellaneous publications up until 1999 (R. H. Useem, 1999). Another recent summary, with its focus on (A)TCK psychosocial issues, is given in “A systematic review of third culture kids empirical research” (E. C. Tan et al., 2021).

Generally, it can be said that one main focus of research has been on issues connected to TCK identity formation and the concept of belonging (Cason, 2015; Cranston, 2017; Lijadi

& van Schalkwyk, 2017; Meneses, 2012; Miller et al., 2020; Moore & Barker, 2012; Schaetti, 2000; van Reken, 2012b). A newer spin, and with it recognizing the technological advancements of the 21st century, is provided by including the role of Social Media in TCK identity formation (Meier, 2015). Moreover, research now also includes an emphasis on personality, culture and identity of ATCKs (Abe, 2018; Cottrell, 1999; Greenholtz & Kim, 2009; Jordan, 2002; Kwon, 2019; Luring et al., 2019; McCammon, 2020; Pirinen, 2008; Rey, 2015; Sellers, 2011; Selmer & Luring, 2014; E. C. Tan, 2021; Walters & Auton-Cuff, 2009; T. L. Williams, 2013) or acknowledges that ATCKs have children themselves and that, for instance, their own TCK childhood upbringing may be affecting their parenting roles and styles (Karakostas, 2018).

Another strong focus of research can be found regarding TCK lifestyle in combination with international schooling. From the 1960's until 1985, Useem, for example, conducted field research on expatriate communities, international schools and TCKs in 76 countries in Asia, the Middle East, Africa and the United States. At the same time, she published the article "Third Culture Factors in Educational Change" (R. H. Useem, 1973). Jointly with Richard Downie, they published the article "Third-Culture Kids" combining a view on TCK childhoods in conjunction with international schooling experiences (R. H. Useem & Downie, 1976). More than 35 years later, the co-authored article again attracted attention when it was republished (R. H. Useem & Downie, 2012, pp. 18–24) in the 2012 edited book "Writing Out of Limbo: International Childhoods, Global Nomads and Third Culture Kids" (Bell-Villada et al., 2012, pp. 18–24). Throughout the TCK academic discourse, the research interest in TCKs in connection with international schools has been stable (Cockburn, 2002; Dellos, 2017; Fail, 1996; Gerner & Perry, 2002; Gerner et al., 1992; Hayden & Thompson, 1998; Langford, 2012; Rameker, 2006; Tanu, 2012), with some focus now also shifting towards ATCKs and the affects that their international schooling has had on their adult lives (Fail et al., 2004; Hartman, 2022).

A further strong focus of research is on TCKs and their transition phase growing away from their families and into their young adult (college) life. Much has been researched and written about TCKs maturing from their teens and entering their early twentysomethings, often to the new surroundings of their "home/passport" country and the struggles they face during their repatriation. Richard Dixon Downie already wrote about this in his PhD dissertation in 1976 (Downie, 1976) but the research topic is a reoccurring one, when examining the past three decades (Choi et al., 2010; Hervey, 2009, 2012; Huff, 2001; La Brack, 2012; Purnell & Hoban, 2014; V. M. J. Smith, 2011; Thurston-González, 2009; Wyse, 1998). Perhaps two of the most prominent books in this research area are Tina Quick's: "The Global Nomad's Guide to

University Transition” (Quick, 2010) and “The Art of Coming Home” by Craig Storti (Storti, 1996).

(A)TCKs in connection with their sponsoring organizations is yet another strong focus of research. Taking the more traditional (A)TCK backgrounds into account, research and literature can be found on young and adult “Military Brats” (M. Ender, 2000; M. G. Ender, 2002; Martin et al., 2000; Musil, 2012; Wertsch, 2006) and similarly on “Missionary Kids” (Bowers, 1998; Cameron, 2006; Hartman, 2022; Henderson-James, 2012; Hervey, 2009, 2012; Huff, 2001; Parker, 1936; Wyse, 1998) or “Foreign Service Kids” (Bell, 1997; Eakin, 1998). In contrast, it is harder to find dedicated literature focused merely on “Corporate Kids/Brats” (Liwen, 2016). Despite there being no single sponsoring organization, but due to continuous globalization and countless companies posting families internationally, the TCKs in this field are growing in numbers. As mentioned, not much research looking purely at this specific subgroup is available. It seems that in past research, TCKs with a parental business background have usually been grouped into larger TCK views and studies.

Another fact worth mentioning is that much of the academic research in the past has been completed with focus primarily on American TCKs and ATCKs. Since the beginning of the 21st century, however, there seems to be a growing awareness for (A)TCK topics on a more international scale. Researchers from other parts of the world are enriching the newly international academic debate with their work, adding unique cultural layers and questions to consider. Though not an exhaustive list: in Europe, for example, there is growing awareness in the Swedish (Wu & Koolash, 2011), Finnish (Pirinen, 2008; Warinowski, 2012), Polish (Trąbka, 2015) as well as the German speaking research societies (Baumgartner, 2011; Günther et al., 2005; Heib, 2011; Ittel & Sisler, 2012; Richter, 2011; Schnelle, 2008; Schuppener, 2006). On the other side of the globe, in Asia, for example, the academic work of Momo Kano Podolsky attracted international attention with her comparison of cross-cultural upbringing in the American TCK framework and the Japanese “Kaigai/Kikoku-shijo” studies (Kano Podolsky, 2004). Danau Tanu has been raising awareness of TCKs with Asian parents, particularly those living and going to international schools in Jakarta, Indonesia (Tanu, 2008, 2012, 2013) in connection with the University of Western Australia. Or consider “Down Under” where Lauren Purnell and Elizabeth Hoban presented their research on TCKs transitioning into Australian student life (Purnell & Hoban, 2014).

Circling back to Ruth Useem, in 1991 she conducted a first, large study on “the effects of how a Third Culture childhood impacts the individual once they reach adulthood” (R. H.

Useem, 1999, p. 2). This study was managed jointly with Dr. Ann Baker Cottrell, Dr. Kathleen A. Finn Jordan and Ruth's husband John Useem. The results of this "Third Culture Kids: Focus of Major Study" were published in five separate articles of "NewsLinks: The Newspaper of International School Services" between May 1993 and March 1994. (R. H. Useem & Cottrell, 1993-1994). Quoted countless times by academia when writing about ATCKs, this study portrays the responses of almost 700 adult American TCKs between the ages of 25 and 90 to a 24-page questionnaire on the long-term effects of having had a TCK childhood.

Interesting findings of this study range from the level of education that ATCKs attain, their transition and adjustment to U.S. culture as ATCKs, the maintained international dimension of their lives, their prolonged adolescence, general ATCK characteristics that were detectable, their occupational choices, their use of foreign languages to their choices regarding family commitments as adults (R. H. Useem & Cottrell, 1993-1994). A revision of the five articles first published in NewsLinks was published again in 1996 in Carolyn D. Smith book "Strangers at Home: Essays on the Effects of Living Overseas and Coming 'home' to a Strange Land" (C. D. Smith, 1996) with the chapter title "Adult Third Culture Kids" (R. H. Useem & Cottrell, 1996). Over the years, the academic research field of ATCKs career choices and their place within the business world has been growing. The literature on this topic will be discussed next.

2.3.3 Research on ATCKs in the Business Field

In 2002, Cottrell published the chapter "Educational and Occupational Choices of American ATCKs" (Cottrell, 2002) in Morton Enders edited book: *Military Brats and Other Global Nomads: Growing Up in Organizational Families* (M. G. Ender, 2002). In it, Cottrell reprocesses the data of the prior major ATCK study conducted jointly with Useem. Now studying 603 American ATCKs, Cottrell describes their educational achievement levels, as well as the influence their TCK upbringing has had on their educational choices. Cottrell also looks at the ATCKs occupations and presents the types of work, the work setting and the international dimension of the work they choose. Five years later, Cottrell additionally presented the major findings in a paper at the 8th Family in Global Transition Conference in Houston (Cottrell, 2007a). Describing the studied American ATCKs she surveyed with Useem as workers for the global economy, Cottrell states the following in her 2002 published chapter:

"All ATCKs have lived abroad, of course, and three-quarters of this sample report having used another language since high school. In addition, ATCKs in this study

agreed that they possess a number of traits often cited as important for various kinds of international work such as flexibility, risk taking, multilingual ability and so on. [...] While most felt they had much to offer in this increasingly globalized world, many felt that their ability to contribute and use those talents had been under utilized. Seventy-two percent agreed that they had more knowledge and skills than opportunity to use them. Similarly, less than half (45%) agreed that they were sought out for their transnational/cross-cultural knowledge or skills.” (Cottrell, 2002, p. 245).

With this statement in mind, placing this dissertation within the wider academic debate and within the literature review gradually becomes possible. If this was the data that Cottrell based her publishing on some twenty years ago, can it perhaps be that by asking similar questions today, the outcome has changed? More than two decades have passed and the world has become ever more globalized. Not forgetting that the results of that time were based on only American ATCKs, what would the current outcome be, if ATCKs were globally questioned and asked to participate? Both of these approaches are pursued with this PhD thesis.

Another study that garnered awareness in the academic field, and which is quoted widely when discussing ATCKs within the business setting, is that of Hon Lam and Jan Selmer. It was published twice in 2004 under the respective headings: “Are former ‘third-culture kids’ the ideal business expatriates?” (Lam & Selmer, 2004) and “‘Third-culture kids.’ Future business expatriates?” (Selmer & Lam, 2004). Here the two researchers study a group of 254 adolescents (not ATCKs!). They then compare survey data collected either from British TCKs currently living in Hong Kong, or their peers living in the host or home country. Lam and Selmer come to their conclusion that:

“More than the other adolescents, TCKs indicated that international experience, parental and institutional education, a second language, neutrality, open-mindedness and flexibility, attitudes towards other systems and cultures, respect for others, tolerance of others’ behavior and views, all contributed to the perception of being international.” (Lam & Selmer, 2004, p. 109).

Lam and Selmer derive from this conclusion that the TCKs’ perception of being international, as well as the characteristic traits that they develop early onwards and that are firmly established by the time they are young adults, lead them to be aware of cultural differences and to have an interest in internationally mobile careers. They suggest that globalizing companies should focus on ATCKs, as these may be ideal business expatriates (Lam & Selmer, 2004). At the end of their article, Lam and Selmer also highlight why employing ATCKs may be beneficial for companies, even if they do not want to send them on international assignments as business expatriates. Lam and Selmer state:

“Adult, former TCKs may even have some advantages working in their home country. For example, it could be worthwhile to make use of them as trainers for the

organisation's in-house cross-cultural training programmes for departing expatriates or incoming inpatriates. Former TCKs could play the role of a mentor or as a point of contact for expatriate executives on assignment providing vital advice on cultural matters. [...] Also, former TCKs could be useful in international negotiation roles as well as organisers for host function to important foreign visitors." (Lam & Selmer, 2004, p. 119).

As a reminder, these thoughts were of strong interest while framing this dissertation and thinking about how it could add new context to the wider academic ATCK debate. One of the smaller goals of this research project was asking ATCKs globally whether they are actually ever requested to assist in intercultural situations such as the ones mentioned above.

In 2010, Denise Bonebright once again turns the spotlight on the ATCK and business world with her paper "Adult third culture kids: HRD challenges and opportunities", published in Human Resources Development International (Bonebright, 2010). Here, Bonebright connects, among others, to Cottrell's 2002 chapter and the research of Lam and Selmer. Focusing not only on the ATCK angle of things, but also taking Human Resources Development (HRD) into account, Bonebright agrees that ATCKs could be used effectively as business expatriates and currently "represent an under-tapped source of high quality employees" (Bonebright, 2010, p. 358). Furthermore, Bonebright highlights her own thoughts and points to those of another scholar in the field:

"There is limited scholarly research on the HRD implications of adult TCKs in the workforce. Kano Podolsky (2005, 76) observed that much of the TCK research has been conducted by individuals who are adult TCKs and 'are about personal experiences of grief or emancipation, identity, and culture shock ... an approach to the issue that is individual rather than social-systematic.'" (Bonebright, 2010, p. 357).

Taking into account that there is altogether limited research on ATCKs in connection with the business world and seeing that much of existing academic literature focuses on issues such as ATCK identity, culture and belonging or on the younger adult years of transitioning and (re-)patriation, a strong motivation arose to build this dissertation specifically around global ATCKs who currently hold employment, are actively working and can be questioned about the way they can implement their language skills and intercultural competence in their daily jobs.

Within the academic debate, Louise Molteno connects to the lines of thoughts that Bonebright and Cottrell argue. In her Master Thesis of 2014, Molteno links ATCKs with Multi-National Corporations (MNCs). In her research, she wants to find out "if awareness existed within MNCs of the ATCK phenomenon, and to explore some of the reasons for the apparent under-utilization of this source of talent" (Molteno, 2014, p. iii). For this research, she interviews five participants in human resource management departments from different MNCs.

Though it must be kept in mind that Molteno's data pool is not very large, she comes to the conclusion that her interview partners from the MNCs only have limited awareness of ATCKs, though they "acknowledge the characteristic skillset of ATCKs to be a valuable asset to their organisations" (Molteno, 2014, p. iii). She correlates that, because there is only limited awareness of ATCKs and of how they specifically impact the workplace, their talents are not being used to their greatest potential (Molteno, 2014). Therefore, by placing this dissertation in the wider scholarly debate, it will be interesting to see if more general awareness of ATCKs in the business field exists nowadays, nearly ten years on. If not, this thesis aims to contribute to raising that awareness and bringing more attention to ATCKs in the business area.

Another researcher who focuses on ATCKs in the business world is Patricia Stokke. In her PhD dissertation she studies ATCKs and their perceptions to see if they are globally minded and have (global) leadership skills (Stokke, 2013). She is one of the few researchers in the field to combine quantitative research, by having 257 ATCKs complete the Global Mindset Inventory (GMI) developed by the Najafi Global Mindset Institute, with qualitative research, by asking 13 of these ATCKs to additionally complete an interview with her. According to Stokke:

"The findings suggest ATCKs have a higher likelihood of change in the score on the GMI for three elements of global mindset, Passion for Diversity, Intercultural Empathy, and Cosmopolitan Outlook, than the normative population. The interview analysis resulted in four emergent themes: changers, communicators, creative problem solvers, and global citizens, which supported the findings from the GMI analysis. The research informs Human Resource professionals concerning a promising population to draw from for recruiting international employees as well as discusses the viability of options for developing global mindset, such as mentoring or overseas assignments." (Stokke, 2013, p. ii).

Again, Stokke's research links with, for example, Selmer and Lam's, as it highlights that ATCKs are indeed globally minded and have global leadership skills. When looking at Stokke's research, it becomes obvious that there has been limited combined qualitative and quantitative research on ATCKs thus far. Therefore, this is another study looking at whether ATCKs hired for highly international jobs are seen as ideal candidates to be sent on overseas assignments.

What about ATCKs in their current, domestic positions? Would it not be possible to shed some light on their situations and see if their current employers are using their unique talents and language skills? In positioning this dissertation in the wider scholarly discourse, a mixed research methods approach has been chosen. Furthermore, the research questions concentrate on the ATCKs' use of their language skills and intercultural competence within

their current occupations domestically, rather than primarily focusing on them as talent pool that is up for (future) hire for overseas assignments.

It must also be mentioned that there is a clustering of academic research around the questions of if and how the educational and career choices of ATCKs are influenced by their international upbringing. However, this research does not only target ATCKs specifically, but also adolescents with the TCK background, as some of the studies are aimed at school or college/university students. For example, the research results of Michael Gerner and Fred Perry's quantitative, large gender study on high school students, with 1,076 participants on two continents, entitled "Gender Differences in Cultural Acceptance and Career Orientation Among Internationally Mobile and Non-Internationally Mobile Adolescents", point towards "the possibility that living abroad is a crucial experience to develop female interest in international careers" (Gerner & Perry, 2002, p. 165). More research insight to the topic of career choices is also offered by Kelly Wilcox in her dissertation: "'Citizens Of The Future'? – Exploring The Career Making Process For College-Aged Third Culture Kids" (Wilcox, 2017). In her qualitative research work, Wilcox interviews 23 college students on their college majors, career goals, and professional aspirations, as well as on the activities they follow to advance their career goals and how their experience as TCKs influences their choices (Wilcox, 2017, pp. 4–5). According to Wilcox:

"Findings suggest that participants are open to global placements in the their future careers, seek flexibility in their professional fields, value the Third Culture Kid experience, and the perceived benefits and professional competencies that were influenced by this experience. Participants navigated visa considerations, turned to their peers and family members for advice, and accessed university sponsored resources in navigating career related decisions." (Wilcox, 2017, p. 7).

With her findings, Wilcox draws parallels to similar discussion results as already provided by Selmer and Lam as well as Stokke.

With the research on educational and career choice from the perspective of TCK high school and college students in mind, it is worth noting the following three studies, where educational and career choices are examined from an ATCK perspective. It is important to note, though, that these three studies lay emphasis on the ATCKs sense of belonging and identity in connection with their vocational choices. As this is not the focal point of this dissertation, the studies will only be presented briefly here.

In 2014, Kelly Wisecarver published a Capstone Paper on "Adult Third Culture Kids: Does Their Concept of Home Have an Impact on Their Career Paths?" (Wisecarver, 2014). In

her quantitative research, she analyzes the survey results of 30 respondents between the ages of 25-40 years old. She primarily examines if there are links between an ATCKs' definition of home and his/her career development. She reaches the conclusion: "[...] that there is an overall connection between ATCKs' concept of *home* and their career paths" (Wisecarver, 2014, p. 36) on the basis of her following five findings: (1) a clear correlation between the number of moves before the age of 18 and after (2) a robust number of respondents choose professions in "helping" fields (3) an overwhelmingly number of respondents pursue higher education (4) the majority does not have a clear-cut definition of home and (5) the majority are known for their open-mindedness and cultural sensitivity (Wisecarver, 2014, pp. 36–39).

Christian Shull presented his Master Thesis "Educational and Career Choices of Adult Third Culture Kids: A Comparison Study Featuring Bicultural and Multicultural ATCKs" in 2018 (Shull, 2018), where in his quantitative study he analyzes the survey data of 516 ATCKs between the ages of 18 and 65+ on questions of their TCK identity, as well as their educational and career choices (Shull, 2018, p. 27). Looking past the American ATCK sphere, as his study includes ATCKs from multiple backgrounds, he reaches the conclusions:

"[...] that TCK identity traits are timeless. The fact that Cottrell's results and the survey are extremely similar, even after almost 20 years apart, shows that the educational and career choices of ATCKs are still following the same pattern." (Shull, 2018, p. 59).

Shull believes that these similarities can also be found in the subgroup of bi- and multicultural ATCKs: that a high number of ATCKs select educational and career choices with an international or service background, that there is little difference in the traits whether they are studied from younger or older ATCKs and that the high majority of them are highly contented with their TCK background (Shull, 2018, p. 60).

Finally, researcher Mikayla Carroll wrote her Master Thesis on the topic "How does growing up as a Third Culture Kid (TCK) impact life choices?: Effects of ATCKs and their educational and career experiences" a year after Shull (Carroll, 2019). In her study, Carroll combines quantitative research (110 survey participants) with qualitative research (3 written interviews) on ATCKs over the age of 18 and from 39 different countries. Carroll comes to the following deduction about them:

"They have developed a strong sense of identity and a sense of belonging rooted in relationships, time spent in a place and the ability to communicate. These TCKs realised that change is a normal part of the TCK experience, and of life today, but it has not hindered their life goals in any way, rather it has opened more doors for them. They all developed social skills and a cultural understanding which cannot be taught

in a standard classroom. They attended university in various countries around the world and studied subjects they are passionate about.” (Carroll, 2019, p. ii).

As pointed out before, Wisecarver, Shull and Carroll all link questions of identity and belonging to the educational and career choices made by the ATCKs they studied. While surely appealing, these topics divert away from the research focus of this PhD dissertation, though it is interesting to note their research comes full circle. Core statements made by Cottrell in 2002 on American ATCKs (Cottrell, 2002) are substantiated and corroborated more than two decades later, and from a wider, international ATCK research perspective.

As the previous outline of research on ATCKs in the business field has shown, quite a bit of research is available on ATCK in regards to their identity and sense of belonging (Wisecarver, Shull, Carroll), educational achievement levels, occupational choices, international work settings and mobile careers, starting with Useem’s and Cottrell’s large study on ATCKs in the early 1990’s. Since then, researchers such as Lam and Selmer have been advocating ATCKs as ideal business expatriates and Stokke promotes this group as a globally minded one with (global) leadership skills. In contrast, Bonebright and Molteno point towards the Human Resource side of the debate, showing that much work is still needed in promoting and raising awareness for ATCKs on the employer-side in the business world.

So far, it seems, not much academic work has been completed on how ATCKs actually conduct their work in their daily jobs and if they are able to utilize their language skills and intercultural competence in day-to-day settings. In 2002, Cottrell pointed out that a large portion of her and of Useem’s American ATCK respondents believed to have more knowledge and skills than the possibility to use them (Cottrell, 2002, p. 245). As this dissertation is placed in the present academic debate, it will be interesting to ascertain whether Cottrell’s statement remains accurate more than 20 years later, when researching on ATCKs globally. A survey among ATCKs, who currently hold a position of employment, on whether they can implement their language skills and intercultural competence in their daily jobs domestically, will hopefully raise more and much needed awareness and attention to the unique position of ATCKs in the business world. By combining quantitative and qualitative research methods, this PhD research will focus on ATCKs, not merely as great candidates to potentially send off on overseas assignments, but as employees whose unique skills and competences could be utilized much more efficiently and effectively domestically.

After having reviewed the relevant academic literature on ATCKs in the business field, the dedicated academic research available on ATCKs regarding their language skills and their intercultural competence will be turned to next.

2.3.4 Research on ATCKs & Language Skills and Intercultural Competence

When searching for dedicated academic research on (A)TCKs with regards to their language skills, there unfortunately seems to be only a very limited amount available. It appears that most often language aspects are considered as sideline topics to other major ones. It quickly becomes clear that this is an area to which many more scholars could contribute and help grow a dedicated language (A)TCK academic discourse. In regards to positioning this dissertation in the current debate, merely four academic articles and a master thesis are deemed suitable and will be discussed in the following. It should be stressed that three of these discuss TCKs, not Adult TCKs.

Perhaps the best-known article, which tracks a number of citations, is “The effects of multilingualism/multiculturalism on personality: no gain without pain for Third Culture Kids?” by Jean-Marc Dewaele and Jan Pieter van Oudenhoven. It was published in the *International Journal of Multilingualism* in 2009 (Dewaele & van Oudenhoven, 2009). The study is based on 79 teenagers from London, of which 41 are TCKs. It examines how multilingualism/multiculturalism and acculturation affect the personality profile, which is measured by the Multicultural Personality Questionnaire. In the data results of this study, Dewaele and van Oudenhoven show that:

“[...] TCKs scored higher on the dimension of Openmindedness and Cultural Empathy and scored lower on Emotional Stability. Language dominance [...] had a significant effect on the participants’ personality profile, with the multidominant group scoring significantly higher on Openmindedness, marginally higher on Cultural Empathy and significantly lower on Emotional Stability than participants dominant in one language only.” (Dewaele & van Oudenhoven, 2009, p. 443).

Basically, the study shows that higher-order personality traits may be affected when people speak multiple languages (Dewaele & van Oudenhoven, 2009, p. 457). TCKs, who often speak more than one language and go through the acculturation process of fitting into a new surroundings, have stronger character traits here. “Openmindedness and, to a lesser degree, Cultural Empathy are reinforced by the experience of fitting in” (Dewaele & van Oudenhoven, 2009, p. 458). For this research work, the results of Dewaele and van Oudenhoven are helpful,

as again they show – even viewed from a language standpoint – that grown up TCKs are particularly open-minded and culturally empathetic.

The second article is a paper Solange Silva presented at the Nasional Bahasa dan Sastra ke-1 in Palembang, Indonesia in 2021 called “Third Culture Kids: Language Acquisition Through Literacy Practices” (Silva, 2021). As Silva points out about TCKs:

“They can learn languages (second, third, forth) through informal and formal learning. They need to learn other languages not just to be able to study in the country where their parents moved, but also to be able to express themselves and to communicate with people around them, their peers.” (Silva, 2021, p. 34).

In her paper, Silva stresses that (international) schools play an important part in the language acquisition and literacy of children. When TCKs attend international schools, the literacy practices are often influenced by Western culture. This can have advantages or disadvantages on TCK learning literacy, depending on whether he/she has a Western culture background or not (Silva, 2021, pp. 34–35). Next to the international schools, the role of parents in the process of language acquisition is very important, as stipulated by Silva. This is especially crucial when the children are being taught literacy at a school where the language is not one of the parents’ mother tongue(s). According to Silva:

“Through much research we now know that children need to be literate in their parents’ mother tongues before acquiring another language. The role of the parents is to work closely with the school in order to provide an environment at home that will enable the kids to learn a new language without pressure and where the children are able to express themselves etc.” (Silva, 2021, p. 36).

For TCKs it is equally important to hold language literacy in their parents’ mother tongues, next to becoming literate in the language of the international school, so that they communicate soundly with their surroundings. In this way, many TCKs develop strong language skills.

Another article that reviews TCKs with societal language issues was published in 2014 under the title: “Third culture kids in the outer circle: The development of sociolinguistic knowledge among local and expatriate children in Singapore” (Starr et al., 2017). In the presented study, the sociolinguistic development of 50 local and 64 expatriate children between the ages of 5 and 19, and their sociolinguistic knowledge and norms are examined (Starr et al., 2017, p. 507). All of the children completed a regional identification task and did well. As a matter of fact, in the youngest group, the expatriate children performed better than the local ones. In the additionally completed occupational judgement task, those children (locals as well as expatriates) attending local, Singaporean schools presented themselves as being more aware of local norms than those attending international schools. According to Starr et al., the children

“mapped speakers to occupations by general prestige level, suggesting [they] rely on indirect knowledge of social status rather than direct experience with speakers in their development of sociolinguistic evaluation” (Starr et al., 2017, p. 507). While this study is certainly interesting in itself, and contributes to a slowly growing, general academic discourse on (A)TCK language related issue, it is not of much significance for this dissertation, as common connection points are low.

The fourth language focused article addresses the issue of multilingualism as opposed to identity. And while the article title attracts attention with the term TCK, the research done by Michal Tannenbaum and Jenny Tseng concerns only ATCKs. In their publication “Which one is Ithaca? Multilingualism and sense of identity among Third Culture Kids” the researchers study 54 study participants between the ages of 18-30 on the issues of cultural affiliation, identity and emotional expressiveness (Tannenbaum & Tseng, 2015). Their study reveals strong affiliations between the ATCKs’ sense of identities, as well as non-linguistic and language-related factors. According to Tannenbaum and Tseng the ATCKs use their multilingualism to define themselves, which they perceive as their “roots” and a way to express their identities (Tannenbaum & Tseng, 2015). Again, while this research certainly advances the much needed academic discourse on ATCKs in connection with language, its main focus is on the sense of identity formation and not on the use of language in the business and career fields of ATCKs.

The first and final linguistically dedicated piece of academic research on younger ATCKs, is the Master Thesis Tamara Imhof presented in 2011 with the title “Third Culture Kids as Interpreters? Bilingualism, Biculturalism and Interpreting Skills” (Imhof, 2011)²⁴. It is significantly of more interest for positioning this PhD thesis, as it offers insight to a noteworthy profession that ATCKs may choose to follow in a linguistically oriented career. In her thesis, Imhof focuses on the question whether TCKs are predestined and suitable to work as interpreters, since they often grow up with a bi- or multilingual and –cultural background. According to Imhof, these are specific capabilities that also trained interpreters need (Imhof, 2011, p. 9). In her qualitative study based on interviews, she questions nine younger ATCKs with a multicultural backgrounds who are enrolled as students of The Centre for Translation Studies at the University of Vienna. The results of her study show that all participants fulfill the definition of being a TCK. Furthermore, these multicultural and multilingual TCKs show that their personal backgrounds pose no disadvantages in regards to their interpreting skills. They

²⁴ The original German title of Tamara Imhof’s Master Thesis is: “*Third Culture Kids als Dolmetscher? Bilingualität, Bikulturalität und Dolmetschkompetenz*” (Imhof, 2011). Own translation.

are prime examples that interpreters do not need to be monoculturalists, but are, even if they have more than one cultural background, still able to work as impartial and neutral mediators when interpreting. All the younger ATCK participants of Imhof's study fulfill the interpreting requirements of bilingualism, as well as having the capability to understand and communicate with the cultures which they interpret in. However, according to Imhof, the participants believe that they need to learn and train to become interpreters. It is not an innate skill that they have from the get-go (Imhof, 2011, p. 99). Answering her initial question: "Are Third Culture Kids suitable interpreters?", Imhof states:

"Many TCKs are successfully able to complete a degree in interpreting despite the high linguistic and cultural requirements due to their mixed-cultural background, the need to constantly deal with and make friends with new people in different countries, and their often bilingual upbringing. Even if they have to learn one of their working languages from the beginning, in most cases, when compared to monolingual adults, it is easier for them simply because they have already grown up with several languages. Their cultural understanding that certain things are not "worse" or "better" in other countries, but just different, is helpful in their interpreting studies and subsequently in their professional work as an interpreter." (Imhof, 2011, p. 100).²⁵

Thus, TCKs can indeed make suitable interpreters but they, too, must learn the basics of the trade. That being said, it might be easier for them in some areas, due to the skills and competence training honed during their international childhoods. With her research, Imhof shows that this is one dedicated occupational track that ATCKs could follow, should they be inclined to.

Loosely related to the general topic, this dissertation therefore intends to discover if ATCKs have vocational training in this area of expertise when they are asked to do interpretation or translation tasks at their workplace regularly. Or are these additional tasks on top of their normal workload and how do ATCKs feel doing these tasks, if they are requested to do so?

Reviewing these five language dedicated TCK research pieces, a basically boundless opportunity to further develop this specific research field on ATCKs clearly becomes visible.

²⁵ The original German text is: "*Viele TCKs sind durch ihren gemischtkulturellen Hintergrund, durch die Notwendigkeit, sich immer wieder mit neuen Menschen in unterschiedlichen Ländern auseinanderzusetzen und anzufreunden, sowie durch ihre oft bilinguale Erziehung in der Lage, ein dolmetschwissenschaftliches Studium trotz hoher sprachlicher und kultureller Anforderungen erfolgreich zu absolvieren. Auch wenn sie eine ihrer Arbeitssprachen erst von Grund auf erlernen müssen, fällt es ihnen in den meisten Fällen im Vergleich mit monolingualen Erwachsenen allein schon dadurch leichter, dass sie mit mehreren Sprachen aufgewachsen sind. Auch ihr kulturelles Verständnis, dass bestimmte Dinge in anderen Ländern nicht gleich „schlechter“ oder „besser“ sind, sondern anders, ist in ihrem dolmetschwissenschaftlichen Studium und anschließend in der Ausübung ihres Berufs als DolmetscherInnen hilfreich.*" (Imhof, 2011, p. 100). Own translation.

But first, it is time to turn to the academic research on ATCKs and their intercultural competence. In 2005, Vicki Lambiri published her article “TCKs Come of Age”, where she addresses eight research topics she thinks are important moving forward in the ATCK academic debate. On the matter of applying their experiences in their career choice, Lambiri states the following regarding American ATCKs in connection with Useem & Cottrell’s major study:

“[...] despite the fact that over 90 percent reported having more understanding of other cultures than most Americans, more than two-thirds felt they have more cross-cultural knowledge and skills than an opportunity to use them. This could be taken as a sign, perhaps, that the TCK skill set is being underutilized in professional settings.” (Lambiri, 2005, p. 5).

Early in the beginning of the 21st century, both Lambiri and Cottrell were expressing the same views. Now, almost twenty years later, it will now be interesting to see if the situation has changed. Are the intercultural competence skills of ATCKs utilized more often in a professional setting than in comparison to the early 2000’s?

In her recently published dissertation research “Third Culture Kids as Unique Sources: Their intercultural competences and cultural identities at work” of 2021, Monika de Waal focuses on the question: “How do the unique experiences of TCKs influence their cultural identity and relate to their ability to be effective across cultures in the work context?” (Waal, 2021, p. 14). By looking at what ATCKs are actually doing at their workplace and how they feel about it, de Waal looks at ATCKs from two viewpoints. On the one hand, de Waal wishes to evaluate the leadership styles and positive diversity beliefs that the ATCKs may have. On the other hand, she focuses on the ATCK’s sense of belonging, cultural identity shifts as well as “Cultural Fusion identity” (Waal, 2021, p. 15).

De Waal builds her dissertation around four separate studies²⁶, two using qualitative research methods and two quantitative methods. In both the quantitative studies focusing on leadership styles and positive diversity beliefs, de Waal finds to be true that TCKs are more interculturally sensitive than non-TCKs. Furthermore, they are more open-minded but less

²⁶ Monika de Waal’s Ph.D. dissertation builds on the following four separate studies she conducted. (1)-(3) have already been separately published. (4) has been submitted for publication at the time of writing.

(1) Waal, M. F. de, & Born, M. Ph. (2020). Growing up among cultures: Intercultural competences, personality, and leadership styles of third culture kids. In: *European Journal of International Management*, 14(2), pp. 327–356.

(2) Waal, M. F. de, Born, M. P., Brinkmann, U., & Frasch, J. J. (2020). Third Culture Kids, their diversity beliefs and their intercultural competences. In: *International Journal of Intercultural Relations*, 79, pp. 177–190.

(3) Waal, M. F. de, & Born, M. Ph. (2021). Where I’m From? Third Culture Kids about their Cultural Identity Shifts and Belonging. In: *International Journal of Intercultural Relations*, 83, pp. 67-83.

(4) Waal, M. F. de, Born, M. Ph., & Wilsch, J. (2021) Cultural Fusion Identity and cross-cultural people: A conceptual analysis. Submitted for publication.

emotionally stable than non-TCKs, though not substantially in the latter. Also, TCKs show more positive results in intercultural communication and building commitment in comparison to non-TCKs (Waal, 2021, p. 155). In the two qualitative studies that de Waal completed on the topics of identity, she offers a new concept of cultural identity, which focuses more on the positive aspects of being a TCK. She coins this “Cultural Fusion Identity” (Waal, 2021, p. 157). De Waal arrives at the overall conclusion based on her four studies: “[...] that Third Culture Kids, through their cultural identity and developed intercultural competences, contribute as Unique Sources to the workplace.” (Waal, 2021, p. 160). Even so, the question remains unresolved whether these ATCK contributions are being effectively used and recognized within the companies they work for. At the same time, and more than ten years after Dewaele and van Oudenhoven discussed this from a language standpoint, de Waal again shows convincing data that ATCKs tend to be interculturally sensitive, open-minded individuals with strong competence in intercultural communication; qualities determinedly needed, but perhaps not sufficiently tapped into, in an ever more globalizing business world.

In 2011, Lyttle et al. wrote that much of the literature on (A)TCKs “[...] ascribes a multitude of attributes to these individuals, many of which have not been empirically tested” (Lyttle et al., 2011, p. 692). While one can argue that the ATCKs’ trait of being open-minded has already been shown by two studies (Dewaele & van Oudenhoven, 2009; Lam & Selmer, 2004) and was later backed by three more (Stokke, 2013; Waal, 2021; Wisecarver, 2014) Lyttle et al. are the first researchers to provide empirical data on the issue of ATCKs’ interpersonal sensitivity. In their study, the authors compare the data of 72 ATCKs with that of 68 mono-cultured individuals on their social and emotional sensitivity. Lyttle et al. come to their conclusion that the ATCKs in their sample have significantly higher social sensitivity than the mono-cultured individuals. Conversely, the latter group has higher emotional sensitivity. Furthermore, no strong correlations are found to prove that having large intercultural experience leads to heightened interpersonal sensitivity (Lyttle et al., 2011, p. 686). After the completed Lyttle et al. research of 2011, the topic was picked up several times and more data has been collected, continuing to show that ATCKs are often are interculturally sensitive individuals (Waal, 2021; Wisecarver, 2014).

Beyond studying individual traits of ATCKs in depth, past research has also looked at the intercultural competence of ATCKs more holistically. In the study conducted by Ibraiz Tarique and Ellen Weisbord: “Antecedents of dynamic cross-cultural competence in adult third culture kids (ATCKs)” the authors examine how early international experiences of ATCKs and specific personality variables influence their cross-cultural competence (Tarique & Weisbord,

2013). Their sample size of 159 students from more than 50 countries is compelling for the fact that the entire sample has no international work experience. This means the results of the study cannot have been diluted by information and experiences that the ATCKs might have only attained as working adults. It clearly only reflects their TCK upbringing. In their findings, Tarique and Weisbord stipulate there are “[...] five important predictors of dynamic CC²⁷ in TCKs: variety of early international experience, language diversity, the number of foreign languages spoken as a child, family diversity, and the personality trait of openness to experience.” (Tarique & Weisbord, 2013, p. 152). In agreement with the previous research of Bonebright as well as Lam and Selmer, the authors Tarique and Weisbord, (coming from a strongly cross-cultural perspective) believe, that ATCKs could be well used for foreign assignments in international businesses, as they bring along many competences that employers seek (Tarique & Weisbord, 2013, 152f.). They suggest that companies should focus on employees with early international experience when selecting their potential expatriates. Equally, they recommend engaging ATCKs in the training or mentoring capacity for other expatriates as well, should they not be in the prime position to be sent on foreign assignments themselves (Tarique & Weisbord, 2013, 155f.)

Another study must be briefly mentioned here as well, because it is one which focuses specifically on Corporate ATCKs. In her Master Thesis, Jiang Liwen studies six younger ATCKs through semi-structured interviews on the issues of intercultural learning and competence and the effects these have had on their education and occupational choices (Liwen, 2016). The ATCKs within her small sample are between the ages of 18-34. All hold a European passport and accompanied their parents to international postings under expatriate packages as children (Liwen, 2016, 2; 5). Thus, all six grew up as Corporate TCKs. Through her research and knowledge the general topics of intercultural learning and competence, Liwen finds the following three reoccurring themes relevant to her ATCK sample: (1) constructing different values and worldviews by living abroad; (2) having no fear of new things and learning from being uncomfortable; and (3) the increased ability to build relationships and learn from others. Also, the ATCKs in her sample tend to repatriate to their passport countries when choosing a place for their higher academic education and they all wish to continue their international mobility once they finish university and start their careers (Liwen, 2016, p. 41).

²⁷ In Tarique & Weisbord article: “Antecedents of dynamic cross-cultural competence in adult third culture kids (ATCKs)” they use the abbreviation “CC” as the short form for “cross-cultural competencies” (Tarique & Weisbord, 2013, p. 139).

In summary of this sub-chapter, it has become clear that there is currently only a limited amount of dedicated research available on (A)TCKs in connection with their language skills. The research of Jean-Marc Dewaele and Jan Pieter van Oudenhoven, for example, shows that speaking multiple languages leads to open-mindedness and cultural empathy, while the research of Michal Tannenbaum and Jenny Tseng connects multilingualism with identity issues and Tamara Imhof highlights that ATCKs are quite suitable to become interpreters once they have completed the training and mastered the basics of the trade. In regards to dedicated research on (A)TCKs in connection with intercultural competence, there are three studies in particular worth revisiting. De Waal shows that TCKs are interculturally more sensitive and more open-minded than non-TCKs. Her research also reveals that ATCKs have higher results in intercultural communication and building commitment. While Lyttle et al. provide first empirical data on interpersonal sensitivity, with ATCKs scoring high on social sensitivity. Finally, Tarique and Weisbord show that early international experiences influence cross-cultural competence and recommend ATCKs as qualified business expatriates based on their intercultural competence.

2.4 Joining the Streams

In the first stream, emphasis was dedicated to the academic literature revolving around language skills and intercultural competence. The areas of bilingualism and multilingualism were investigated and the research featuring bi- or multilingualism in different sectors of work, such as immigration, bureaucracy, legal settings and medical situations were presented. The academic debate around the question whether bilinguals are socially more flexible than monolinguals, conducted by Ikizer and Ramírez-Esparza vs. Vives, Repke and Costa, was briefly shown. Also, various concepts of translating, with specific focus to the research work on “literary translators” by Kaindl, Kolb and Schlager as well as Harris’ “Natural Translator” were outlined.

Next, interpreting – more specifically community interpreting – in the health and the judicial sector as well as during police interrogations and the role that children and teenagers play in these interpreting situations was underlined. Particular emphasis was provided by the concept of Ahamer’s “*Unsichtbare Spracharbeit*”. Ahamer points out that much interpretation work within the community is done by untrained children and adolescents.

The first stream concluded with a presentation of relevant academic literature in the intercultural competence field. First, several acclaimed intercultural competence models were

presented in chronological order. They included the Intercultural Communication Competence Model of Chen & Starosta, the Facework-Based Model of Intercultural Competence by Ting-Toomey & Kurogi, the Process Model of Intercultural Competence by Deardorff, the Intercultural Competence Model as used by Bolten, the Development of Intercultural Competence Model as explained by Thomas, as well as the Learning Model of Intercultural Competence by Azad & Wendt.

Next, an explanation was given, on why the model of Thomas is applicable in this research work and how the model connects with the ATCKs surveyed. The main reasons mentioned were that, according to Thomas, attaining intercultural competence is a learning process over time and that the personal, biographical and situational factors play an important role as initial conditions in the developmental process. It was argued in both areas that ATCKs get a unique and early, as they are fully emerged in other cultures, for longer periods of time. This gives ATCKs the excellent conditions to attain intercultural competence.

Finally, the academic research on intercultural competence in the health, judicial and bureaucracy sectors was highlighted. Literature and academic interests in intercultural competence of children and adolescents were mentioned, and this competence was also explored briefly in combination with translators.

The second stream of inquiry offered detailed information on the concepts and terms revolving around (Adult) Third Culture Kids as defined by Useem as well as Pollock and van Reken. The evolution of these concepts by van Reken, McCaig, Cottrell as well as Mizutani and Waalkes was highlighted. Next, extant (A)TCK research fields were pointed out: (A)TCK identity formation; the concept of belonging; culture and identity; how TCK upbringing affects the parenting of next generation children; TCKs and international schooling; and finally the TCK transition phase into adulthood. A brief review of academic literature concerning the traditional (A)TCK groupings, such as Military Brats, Missionary Kids, Foreign Service Kids and Corporate Kids/Brats was provided. Additionally, the growing international research interest on (A)TCKs beyond the long-established North American focus was discussed.

The second stream concentrated on existing ATCK research in the business field. Here the first, wider, joint study in the early 1990s on ATCKs by Useem and Cottrell was described, as well as the following, more occupationally focused study of Cottrell of 2002. The 2004 study of Lam and Selmer on the question if (A)TCKs are ideal business expatriates was introduced, as was Bonebright's 2010 paper on the Human Resource Development challenges and opportunities of ATCKs. Next, the study of Molteno, who researched on the Multi-National

Corporations and their lack of awareness of ATCKs as a talented workforce was presented. Stokke's combined qualitative and quantitative research on ATCKs and their global mindset and leadership skills was discussed, as was the fact that there are limited research studies combining both research methods. Additionally, research on the educational and career choices of TCKs, as conducted by Gerner and Perry, as well as Wilcox, was examined. An ATCK perspective was offered by the respective works of Wisecarver, Shull and Carroll. However, these five studies all focused clearly on the (A)TCKs identity and sense of belonging as they relate to the topic of educational and career choices. How they actually conduct their daily work in the areas they chose, and more specifically, whether they can utilize their language skills and their intercultural competence was not addressed in any of these studies.

Further in the second stream, the existing literature available on ATCKs in connection with their language skills and intercultural competence was reviewed. In regards to language skills, it was quickly evident that only limited research has been done here thus far. Scholars are needed to research and help grow a dedicated language ATCK academic discourse. The article from Dewaele & van Oudenhoven on the effects that multilingualism and multiculturalism may have on personality traits was briefly mentioned, though their research focus was on adolescents, and not Adult TCKs. Also mentioned was research by Silva, on language acquisition, and Starr et al. on the development of sociolinguistic knowledge, which focused on TCK children and teenagers. While the research article of Tannenbaum and Tseng concerned adults, their work strongly reflected how the multilingualism of ATCKs is related to the questions revolving around identity formation. Finally, attention turned to business or career related questions from a linguistic point of view. The only researcher to add content in this direction was Imhof, who questioned whether ATCKs could be ideal interpreter candidates. She came to the conclusion, that yes they are, though in her opinion, they must learn the basics of this trade/career, same as everyone else.

The end of the second stream examined the academic literature revolving around the intercultural competence of ATCKs. The combined quantitative and qualitative studies of de Waal focused on the shaping of cultural identity, but also argued that ATCKs have certain traits connected to intercultural competence that are particularly strong. While her research related to the ATCKs' work, the question of "if" these strong traits are actually being used in the workplace remains unresolved. Another researcher group to study traits of ATCKs were Lyttle et al., concentrating on the interpersonal sensitivity of ATCKs. Also, the work of Tarique and Weisbord was presented, which focused on young ATCKs (students) and how their experiences as children influenced their cross-cultural competence. This second stream concluded with

Liwen's study, who concentrated on younger adults that grew up as Corporate TCKs and were interviewed on the issues of intercultural learning and how this effected their education and occupational choices. From the existing intercultural competence research on (A)TCKs it became evident, that they are indeed a unique group from an intercultural competence perspective. However, the utilization of this uniqueness at the workplace has not been extensively researched on in the past.

The aim of this entire chapter was to provide a complete overview of the literature relevant to this PhD thesis. Multiple lines of thought were followed and background context was provided. Positioning this PhD dissertation within the wider literature and academic debate may now be attempted. With the aforesaid in mind, this thesis aims to associate with the general language and intercultural competence concepts in that:

- ATCKs are often untrained but act as “literary translators”, thus following the argumentation of Klaus Kaindl, Waltraud Kolb and Daniela Schlager, who highlight the person and their background behind any translation work.
- ATCKs, as bi- or multilinguals, translate in everyday circumstances and without special training as presented by Brian Harris and his “Natural Translator” concept.
- ATCKs engage as Community Interpreters but, being untrained, remain hidden in the process. Presumably they amassed quite a bit of personal experience as children and adolescents. This idea is central to Vera Ahamer's concept of “*Unsichtbare Spracharbeit*”.
- ATCKs, growing up internationally, receive much language and cultural input, and they start building their intercultural competence as young children and adolescents. Immersed in other cultures for longer periods of time, ATCKs will experience intercultural confrontations first hand, and they will have much time to learn from and create intercultural meaning with these experiences. Presumably this will lead them to be interculturally competent adults. This stance aligns with the Development of Intercultural Competence Model as explained by Alexander Thomas.

This thesis aims to find its niche amidst the previous (A)TCK research in the business and employment field:

- By studying whether twenty years on, Ann Baker Cottrell's statement on the intercultural competence of ATCKs, which she postulated in 2002, remains true or if perhaps the situation has improved²⁸:

“While most felt they had much to offer in this increasingly globalized world, many felt that their ability to contribute and use those talents had been under utilized. Seventy-two percent agreed that they had more knowledge and skills than opportunity to use them. Similarly, less than half (45%) agreed that they were sought out for their transnational/cross-cultural knowledge or skills.” (Cottrell, 2002, p. 245).

In addition, this dissertation explores whether the findings are different when the surveyed and interviewed ATCKs are located globally rather than only regionally in the United States.

- By turning the spotlight on whether the intercultural competence of ATCKs is being used more effectively in their workplace in a considerably more globalized world. This harks back to the idea briefly voiced by Lam and Selmer²⁹ in 2004: “[...] former TCKs could be useful in international negotiation roles as well as organisers for host function to important foreign visitors.” (Lam & Selmer, 2004, p. 119). As Lam and Selmer only collected data on adolescent TCKs, it could be of consequence to discover if ATCKs recount their experiences differently.
- By deliberate positioning itself near Denis Bonebright³⁰ who argued in 2010 that ATCKs could be used effectively as business expatriates and currently “represent an under-tapped source of high quality employees” (Bonebright, 2010, p. 358). Also Louise Molteno's work has influence, with her research on Multi-National Corporations and their lack of awareness in regards to the talented workforce they may possess if ATCKs are on their payroll. While it most certainly would have been interesting to connect with Human Resource employees and collect data on their views in regards to ATCKs at the workplace, this would have overstretched the scope of this thesis. It is an area worthy of focus in the future.
- By adding to a mixed-methods research approach that, for example, was also chosen by Patricia Stokke. So far there has been limited (A)TCK research studies

²⁸ Ann Baker Cottrell made this statement in 2002 in her article “Educational and Occupational Choices of American ATCKs” which was published in M.G. Enders (Ed.) *Military Brats and Other Global Nomads: Growing Up in Organization Families*.

²⁹ Hon Lam and Jan Selmer made this statement in 2004 in their article: “Are former ‘third-culture kids’ the ideal business expatriates?” which was published in the journal *Career Development International*.

³⁰ Denise A. Bonebright stated this in 2010 in her article: “Adult third culture kids: HRD challenges and opportunities” which was published in the journal *Human Resources Development International*.

combining both qualitative and quantitative data. By doing so in this thesis, the aim is to balance the weaknesses of one type of data with the strengths of the other, leading to a more complete analysis of the ATCK research questions of this project.

Finally, this thesis aims to expand on previous research in the specific (A)TCK language and intercultural competence fields, by providing data for a new topic in the ATCK academic debate. Thus far, research has been more along the lines of (A)TCKs identity and sense of belonging within the broader topic of educational and career choices. Linguistic research has been on topics such as language acquisition and identity formation. Looking at how ATCKs actually use their bi- or multilingual background, as well as their deep intercultural competence and knowledge professionally has not yet been addressed academically and is thus a novel approach.

Having combined the two literature streams, and after having positioned this PhD project within the academic debate, it is now easy to lead into Chapter 3, where the research design and methodology chosen for this thesis will be detailed.

3. Research Design and Methodology

3.1 Introduction

This chapter will now focus on the underlying methodology which was used to conduct the research for this PhD. First the research design and underlining rationale will be explained. Then, after recalling the previously defined research question(s), a site and sample description of the participants of this study will be provided. Focus will subsequently shift to the research methods used, and an explanation will be given as to why a combined qualitative and a quantitative research approach was chosen. Later on in this chapter, the different stages of the data collection process will be presented and the procedures with which the data analysis was conducted will be highlighted. Finally, the ethical considerations faithfully adhered to during this research project will be presented.

3.2 Research Design and Rationale

After completing the preliminary background research to this study, it quickly became apparent that a substantial amount of research has already been done on TCKs in general. The results are more limited when looking for research directly attributed to ATCKs. Investigating the larger TCK/ATCK academic field, it is obvious that numerous studies have been conducted either with a quantitative research background or with a qualitative one. However, to date, connecting the two big research methods in one research design has not been widely done.

When considering the design and rationale behind this study, the question “why not combine quantitative and qualitative methods?” became a driving factor. As Uwe Flick rightly states: “Mixed-methodology approaches are interested in a pragmatic combination of qualitative and quantitative research” (Flick, 2018, p. 29). Combining the two methods in one design would allow for a more holistic approach to studying the language skills in conjunction with intercultural competence of ATCKs in their daily business workplaces. A larger ATCK sample with a quantitative method would provide some valuable insights, from which perhaps some generalizations for a larger group of ATCKs could be made thereafter. Additionally, a qualitative method would certainly provide more intimate ATCK stories and details to share, making the outcome of the entire research project less about pure numbers and statistics than about the people behind them and their own personal ATCK stories.

Inspired by the idea of Uwe Flick that connecting qualitative and quantitative methods in one research design is indeed possible, his concept of “triangulation” became the underlying rationale of this thesis. As Flick states:

"triangulation [...] may refer to two situations: (1) using several qualitative methods in combination [...]; and (2) combining qualitative and quantitative methods. In the latter case, the different methodological perspectives complement each other in the study of an issue: the two methods are conceived in terms of the complementary compensation of the weaknesses and blind spots of each single method. [...] Note that the different methods remain autonomous, operating side by side, and their meeting point is the issue under study. And finally, none of the methods combined is seen as either superior or preliminary. Whether or not the methods are used at the same time or one after the other is less relevant compared to the fact that they are equal in their role in the project." (Flick, 2018, p. 23).

With this in mind, it quickly became clear that conducting research on ATCKs worldwide with an online questionnaire would be a useful and viable way to collect data with the same set of questions posed to a larger sample of ATCKs. The quantitative method could then be merged with a significantly smaller sample of data taken from select ATCK interviews, to complete the study. Emulating Flick’s idea, these two approaches would complement each other, and neither part of this two-tiered research design would be superior nor inferior to the other. This process would provide a large sample of information to be carefully evaluated, while the entire thesis would benefit from more narrative and depth. At the same time, both methods would yield independent results, though linked by the selection of interviewees from the questionnaire’s participant pool. By adhering to Flick’s line of argumentation, the limitations of each method would then be offset to a certain degree. For example, the quantitative method might lose itself in presenting the collected data in numbers and quantities, or the qualitative method might be too individualistic and lose itself in interesting but perhaps not widely relevant personal details.

Adapting Flick's concept of "triangulation" of qualitative and quantitative research to this research study on ATCKs the following Figure 9 helps visualize the applied research design of this PhD:

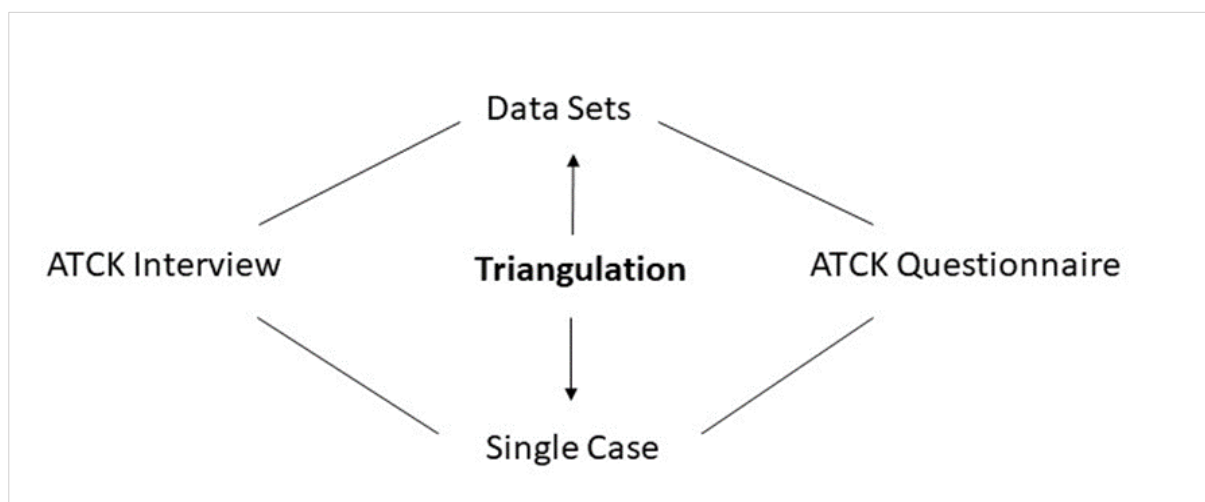


Figure 9: Adapted concept of "Triangulation" as presented by Uwe Flick in his book "An Introduction to Qualitative Research" (Flick, 2018, p. 24)

In this Figure 9, the concept of triangulation is the *modus operandi*, whereby the qualitative research (the ATCK Interview(s)) is on one side of the research spectrum, and the quantitative research (the ATCK Questionnaire(s)) is situated opposite. Both research methods produce data that can be explored in either sets of data, or independently as single cases of data. In any case, the data is clearly interconnected. By tailoring Flick's concept of triangulation to this thesis, similarities and differences within the larger data sets could critically be examined, compared and measured, while at the same time the option of highlighting a single case or individual example remained possible.

With the mixed-methodology approach chosen, the next step was to define the theoretical background for this thesis. After reviewing different research perspectives, the theoretical position of "Symbolic Interactionism" seemed most fitting. "The tradition of symbolic interactionism is concerned with studying subjective meanings and individual meaning making" (Flick, 2018, p. 40). Usually closely related to a qualitative research focus, it can be extended to include the quantitative research. As the thirteen ATCKs studied for this research work filled out the questionnaire unmonitored by the researcher or others, and were individually interviewed, the data collected is singularly and entirely based on their own personal experiences and their own subjective interpretations. The ATCKs' own words impart individual meaning to their described past situations in an unfiltered and uncontrolled manner. Their version and interpretation of these situations were captured via the ATCK online

questionnaire or the conducted in-depth interviews. Comparing this theoretical position to the two other main positions in qualitative research (1) ethnomethodology or (2) structuralist/psychoanalytical positions, it becomes evident that symbolic interactionism is the strongest and most appropriate theoretical position for the research completed here.

Providing a short overview of this theoretical position, Flick points to the work Herbert Blumer conducted in 1969 (Flick, 2018, p. 41). According to Flick, in the book “Symbolic Interactionism: Perspective and Method” Blumer describes three premises that form the basis of symbolic interactionism (on the original’s document page 2). They are presented by Flick as follows:

“The first premise is that human beings act towards things on the basis of the meanings that the things have for them. The second premise is that the meaning of such things is derived from, or arises out of, the social interaction that one has with one’s fellows. The third premise is that these meanings are handled in, and modified through, an interpretative process used by the person in dealing with the things he [sic] encounters.” (Flick, 2018, p. 41).

As the replies to the questions posed towards the sampled ATCKs through the ATCK Questionnaire or the ATCK In-depth Interviews were all based on their own understanding of their personal language skills and intercultural competence in work-related settings, the ATCKs of this study met the above mentioned three premises that Blumer defined and Flick condensed. First, the ATCKs who participated in this research (re-)acted to, then gave meaning to and finally interpreted their own personal language and intercultural situations and encounters in their daily work life. By self-reflecting on the different language and intercultural aspects of their work life, which are the focal point of this thesis, the sampled ATCKs provided data input for and simultaneously strengthen its’ theoretical position of symbolic interaction.

After having explained the research design and rationale of this PhD thesis, the research questions which were presented in Chapter 1 will briefly be revisited.

3.2.1 Research Question(s)

After analyzing other research completed on TCKs and ATCKs, it was apparent that much had already been done on TCKs in their late teens or early twenties. To date, less attention has been given to ATCKs and their work life. While this is definitely a growing field of focus, the research on ATCKs so far has a predominantly psychological or regional focus to it. In an effort to expand academic knowledge on ATCKs in general, specific focus on the use of their language skills and intercultural competence at work is put at the center of the research here.

Four keywords frame the research questions for this thesis. These are (1) language skills, (2) world-wide, (3) intercultural competence and (4) work life.

Revolving around these four keywords, the main research question of this PhD: “Do Adult Third Culture Kids (ATCKs) have specific linguistic skills and intercultural competence that they use regularly in their jobs?” (subchapter 1.6.1) and the ten sub-research questions, as previously presented in Chapter 1.6.2, were developed. Being of central importance these sub-research questions help structure this research project.

3.3 Site and Sample

3.3.1 Sample Description

The research sample of this thesis features a very diverse and heterogeneous group of people. The participants in this study came from many different parts of the globe. They were all raised in different countries and contexts. They had various educational and professional backgrounds. All spoke and understood enough English to be able to participate in the research via the English language questionnaire and interviews, but many spoke more than one language. The uniting factor was that the participants of this study were all ATCKs. As a prerequisite for participating in this PhD study, they must all have lived in two or more countries for at least one year each, between the ages of 0-18, while not taking part in an educational exchange program. Some interest may lie in the question why the focus is set on ATCKs from the age of 0-18 and not merely from 5-18, as the age of 5 is usually the time children start remembering situations, places and people. One could argue that the awareness of one’s culture begins around 5 as well. However, language acquisition and development definitely starts much earlier in life. As seen in the previous Chapter 10, where the (A)TCK concepts and definitions were provided, the definition of TCKs is not absolute, in the sense that it only speaks of “developmental years”. With both these reasons in mind, and as many cultures claim 18 to be the age of maturing from childhood/adolescence into adulthood, the age frame of 0-18 is purposely defined for this research project.

At the time of participation, the research participants were all 20 years or older. They were also all gainfully employed and working at least 20 hours or more per week. They were not self-employed, which is important, as several of the questions in the ATCK Questionnaire especially focus on a boss-employee or co-worker-employee relationships. Being self-employed means that the person is his/her own boss and might not necessarily have co-workers. Or if there are co-workers, then the dynamics of working together are different than if the ATCK

is the boss/employer. This is why self-employed ATCKs, as well as ATCK retirees, were deliberately excluded. This is not to say that both self-employed or retiree ATCKs would not have vast experiences with language and intercultural issues at work to share with academia. However, in the interest of a streamlined data collection and comparative analysis, the scope of this PhD needed to be limited to the gainfully employed in a defined age bracket. In future, ATCK research should and must definitely investigate the self-employed and retired ATCKs in more detail!

More precise information on the participants will be provided in Chapter 4, when the statistical information on gender, age, number of countries lived in while growing up, years of growing up abroad, passport country, level of education, years of work experience, industry sector and business area they work in, as well as size and internationality of the company they work for, are presented. In summary, what bonds the sample of this study is that the three basic criteria were met by each participant at the time of research: (1) they were all adults, (2) they were all Adult Third Culture Kids with an international upbringing background and (3) they were all gainfully employed ATCKs.

In this context, it is important to point out – in the scope of this thesis – it is not possible to make any absolute and general statements on ATCKs as a whole. ATCKs worldwide are an incredibly heterogeneous group of individuals and, as already outlined in the sub-chapter 1.7.2, this research project could not have collected the answers of *all* ATCKs worldwide. Far from it. Therefore, assertions made in this PhD thesis are based on the ATCK sample group of the 1,191 participants who contributed to the research by adding their insights through the completed ATCK Questionnaire. This sampled ATCK group, randomly formed, is in itself very diverse and heterogeneous. Yet with nearly 1,200 data sets to fall back on, the provided statements regarding the sampled ATCKs can be given confidently, though not explicitly for all ATCKs worldwide.

3.3.2 Site Description

ATCKs are a world-wide phenomenon. Often having lived and moved numerous times during their upbringing, many ATCKs continue this kind of lifestyle for themselves as adults. Other ATCKs may seek “moving tranquility” in their later adult years choosing to stay put in a specific surrounding for very long periods of time. How ATCKs continue on their personal journeys as grown-ups is not of much relevance for this study-scope. The fact that they all lived

in two or more countries for at least one year each, between the ages of 0-18, is the defining feature.

Initially, the hope was to reach as many ATCKs as possible, world-wide, and convince them to take part in the study. Country boundaries were not of interest and so were not considered a limiting factor. For the ATCK Questionnaire, an online research design was purposely chosen. The survey was conducted in the currently predominant world-language English. The ATCK In-depth Interviews took place via the online tool Skype, even before the COVID-19 Virus made this a perhaps more common method of interviewing with people around the globe. As a result, a large group of international ATCKs contributed to this research project – worldwide – by participating in the online questionnaire and the virtual in-depth interviews.

Having internet access was of course a limiting factor for this research design. The participants of this study were only able to contribute if they had access to stable internet. This might have excluded multiple ATCKs who may have wished to contribute. Moreover, surely more ATCKs could have been reached, had the questionnaire been circulated in other widely spoken languages such as Spanish, French, Russian or Chinese. A further limitation was that the questionnaire was only online for 95.5 days. After the cut-off date, the ATCK Questionnaire was no longer accessible for ATCKs who may have still desired to contribute. These limitations aside, the questionnaire did circle the globe and ATCKs did participate from all corners of the earth.

More details on the ATCK sample of this research project and the worldwide site description will be offered in Chapter 4. Focus to both applied research methods will be provided next.

3.4 Research Methods

As sketched out in a previous subchapter, this PhD is structured around a mixed methods approach. By collecting data employing both qualitative and quantitative research methods, the desire to study ATCKs and the use of their language skills in tandem with their intercultural competence in their daily workplace is fulfilled. Recalling Uwe Flick, “both results focus on different aspects of an issue [...] but are complementary to each other and lead to a fuller picture” (Flick, 2018, p. 27). Qualitative and quantitative methods incorporating Flick’s concept of “Triangulation” allows the data to be analyzed as a whole or evaluated as single

cases. The collected data will be presented in Chapter 4 and critically examined and discussed in Chapter 5 in response to the aforementioned research questions. A detailed description of both methods follows.

3.4.1 Description of Methods Used

3.4.1.1 Quantitative Research

The quantitative research method will be described first, as it was the first step of the two-tiered process of the data collection stage. Looking back, with this method, discrete data from a larger and widespread sample of ATCKs was collected worldwide. To gather data from and about them, a closed-questions, cross-sectional survey was set up via the online tool LimeSurvey Version 5.2.6.³¹ It was run on the Johannes Gutenberg University Mainz platform under the following link: <https://survey.zdv.uni-mainz.de/index.php/234234?lang=en>. Established under the title “Adult Third Culture Kids Survey”, the survey link was accessible for a total of 95.5 days. In detail, the ATCK Questionnaire was available online from 9th January 2019 12:00 o’clock until 14th April 2019 23:59 o’clock. It took participants about 10 minutes to complete the survey, and with a progress bar at the top they were able to follow their progress. The goal was to collect approx. 1,000 completed questionnaires in order to have a statistically significant sample size. In the end, a total of 1,191 completed surveys were collected.

At the time, the survey could only be completed online via the worldwide distributed link. To ensure that the data was collected in the most efficient way, no additional data collection methods, e.g. printed versions sent to the researcher, data collection on the streets, etc., were admissible. This is to say that standing on a corner of a street with the questionnaire at hand would have meant speaking with an endless amount of people who would not have fit the ATCK profile³² defined for this PhD study. Thus, it was clear from the beginning that the vast majority of ATCKs of this study would be most easily reachable in their worldwide locations via an online questionnaire. A purposive sampling approach which included both self-selection sampling and snowball sampling was chosen. All the data gathered was collected in the same manner in order to avoid multiple answers from a single, same ATCK. To promote the online questionnaire, a short research request document was created, explaining the research project and providing direct access to the survey link. Appendix A offers the full overview of

³¹ For more details on LimeSurvey (2023), please visit www.limesurvey.org/de/.

³² The ATCK profile for this thesis is: (1) 20 years or older, (2) lived in two or more countries for at least one year each, between the ages of 0-18, excluding an educational exchange program, and (3) gainfully employed and working at least 20 hours or more per week (not self-employed or retired!).

this research request. In subchapter 3.4.2, the use and advertisement of the research request, especially in Stage Two, is clearly shown.

Altogether, the general participation in the ATCK survey was anonymous, requiring no registration or contact details to access and complete the questionnaire. The anonymous nature of this PhD research project could of course be seen as another weak spot. However, to prevent unsuitable or fake responders from adding gibberish input to the data pool, the researcher resorted to using all of the measures available via the LimeSurvey Version 5.2.6. tool to avoid duplication or multiple responses. For example, all of the responses of the participants of the ATCK Questionnaire were date-stamped and the IP addresses³³ were logged. Referrer URLs³⁴ were saved and cookies for access control were used to prevent repeated participation. By design, no registration or CAPTCHA³⁵ was needed to partake in the survey, so that access hurdles to the online survey were minimal and interest was retained. Participants could not save their answers and resume later, but were required to finish the survey in one seating.

The ATCK Questionnaire was only offered in English. This language was chosen as it is one of the two mother tongue languages of the researcher and because it is still the most commonly spoken language in the world. The assumption was that by choosing English for the survey, a very large number of ATCKs could be reached world-wide. While only providing the questionnaire in English might admittedly be a short-coming of this thesis, and more participants may have been reached if the questionnaire would have been accessible in other languages as well, English was chosen due to research time constraints and due to the fact that this researcher was collecting the data alone. Should academia continue to research this topic in the future, it would be of value to expand the researcher pool by including many more languages. Collecting data in other world languages such as Spanish, French, Russian, Chinese and Indian and having a research questionnaire run for a longer amount of time would greatly broaden the understanding of ATCKs in regards to the language skills and intercultural competence in business contexts.

All of the questions of the ATCK Questionnaire were closed questions, except for one. This is important, as closed questions are, generally speaking, quicker and easier to fill out for

³³ “An IP address is a series of numbers that identifies which particular computer or network is connected to the internet. IP is an abbreviation for ‘Internet Protocol’” as defined by Collins Dictionary, 2023b.

³⁴ URLs stand for: Uniform Resource Locator. Referrer URL is the address on the webpage where an ATCK clicked a link that sent them to the ATCK Questionnaire survey link page on LimeSurvey. It is the webpage that an ATCK was on right before they accessed the survey link.

³⁵ CAPTCHA stands for: Completely Automated Public Turing test to tell Computers and Humans Apart.

the participant. As Michael R. Hyman states: “By easing their task, you increase respondents’ enthusiasm for returning a completed questionnaire” (Hyman, 2016, p.2). As Hyman continues to point out: “[...] no interviewing skill is needed to administer close-ended questions, which is why such questions dominate self-administered surveys” (Hyman, 2016, p.2). Also, by limiting the answering options, the collected data could be compared and analyzed more easily. However, by setting up the questionnaire with closed questions, several potential disadvantages also need to be mentioned. As Hyman shows, one “cannot obtain in-depth responses”, they are “poor at providing new insights” and an “answer may not fully reflect [the] respondent’s attitude.” (Hyman & Sierra, 2016, 2f.). Keeping the possible disadvantages in mind, this is an area where combining the quantitative and qualitative research methods to better understand the sampled ATCKs in their language skills and intercultural competence at work is most advantageous. While most of the ATCK Questionnaire respondents were denied the opportunity to explain their questionnaire answers in the ATCK In-depth Interviews in more detail, a small group did in their personal interviews. This is how the widely collected statistical data became enriched by individual insights.

The ATCK Questionnaire consisted of 37 questions. Except for one, all were closed questions. Of the closed questions, only one was a multiple choice question. Here, the participants were encouraged to choose more than one fitting answer. The other questions required either a dichotomous (yes/no) answer or a 4-pointed Likert scale answer option. The usual 5-pointed Likert scale was purposely not used, as it was deemed important that the participants demonstrate a clear leaning. By not giving the participants the chance to opt-out with a neutral reply, the collected data is stronger and clearer.

The 37 questions of the ATCK Questionnaire were grouped into four different categories. These were: (1) Pre-Screening Questions, (2) Questions on the ATCK’s Linguistic Skills, (3) Questions on the ATCK’s Intercultural Competence and (4) Background Information Questions. Additionally, there was an entry and an exit page, which was shown to all participants of the survey. To see the comprehensive overview of the entire ATCK Questionnaire, as it was presented to the willing and criteria fitting ATCK participants of this study, please see Appendix B of this thesis.

All participants were first shown the introduction page of the ATCK Questionnaire, which presented the general intention and focus of this thesis. They were then led on to the first

of three pre-screening questions. Only if the three criteria³⁶ allowing participation in this study were met, they were allowed to continue on to the three main categories of the questionnaire and to the different sets of questions. If they did not meet the criteria of all three pre-screening questions, they were prematurely exited from the survey and shown the Thank You/Exit page. Once the participants were past the three pre-screening questions all further questions were presented to them in sequence. Depending on the answers given, some questions may have been skipped. The flow chart below presents the sequencing of the questions and visualizes the structure of the ATCK Questionnaire:

³⁶ As a reminder the three criteria that had to be fulfilled by the participants were: (1) being 20 years or older, (2) having lived in two or more countries for at least one year each, between the ages of 0-18, excluding an educational exchange program, and (3) being gainfully employed and working at least 20 hours or more per week (not self-employed or retired!).

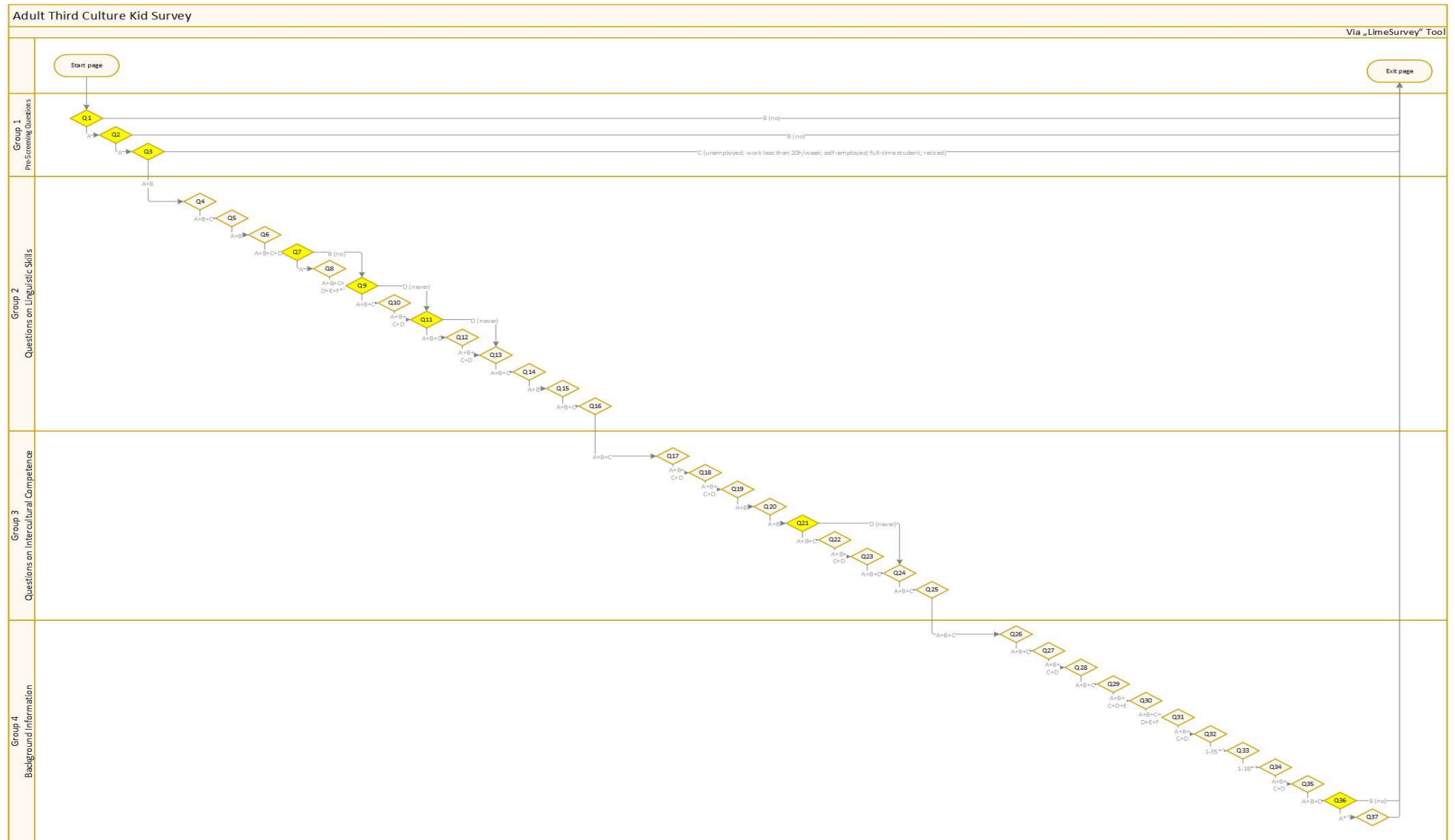


Figure 10: Flowchart of the Adult Third Culture Kid Survey

The flow chart in Figure 10 illustrates how the questionnaire was set up: Category One, the 3 pre-screening questions, Category Two, the 12 questions regarding an ATCK's language skills and a Third Category with 8 questions, featuring the ATCK's intercultural competence. A final Fourth Category, namely the background information was comprised of 11 questions. All of the questions were closed questions, with pre-defined answers to choose from. When answering the questions, only a single answer from the options offered was able to be chosen by the participant. Again there was one exception to this rule: when answering Question 8 the participants were able to give multiple answers, if they wished³⁷. The final question, number 37, was where personal contact details of the participant could be entered.

Each of the 37 questions relied on underlying conditions. Please see Appendix C for the full details. A short overview is provided here:

- Question 1: no underlying condition; if answer 2 was given, then the participant was exited from the survey prematurely.
- Question 2: was only available to answer if answer 1 was given on question 1 AND if answer 2 was given on question 2, then the participant was exited from the survey prematurely.
- Question 3: was only available to answer if answer 1 was given on question 2 AND if answer 3 was given on question 3, then the participant was exited from the survey prematurely.
- Question 4: was only available to answer, if answers 1 or 2 were given on question 3.
- Question 5: was only available to answer, if answers 1 or 2 were given on question 3.
- Question 6: was only available to answer, if answers 1 or 2 were given on question 3.
- Question 7: was only available to answer, if answers 1 or 2 were given on question 3 AND if answer 2 was given, then the participant jumped question 8 and ended up at question 9 directly.
- Question 8: was only available to answer, if answers 1 or 2 were given on question 3 AND if answer 1 was given on question 7.
- Question 9: was only available to answer, if answers 1 or 2 were given on question 3 AND if answer 4 was given, then the participant jumped question 10 and ended up at question 11 directly.

³⁷ In Figure 4 of the flowchart there are four questions with a * marked next to them. Q8 has *1 = multiple answers were possible; Q32 and Q34 have *2 = drop-down menu answers were provided; and Q37 has *3 = enter content field.

- Question 10: was only available to answer, if answers 1 or 2 were given on question 3 AND if answer 1 or 2 or 3 was given on question 9.
- Question 11: was only available to answer, if answers 1 or 2 were given on question 3 AND if answer 4 was given, at which time the participant jumped the two questions 12 and 13 and ended up at question 14 directly.
- Question 12: was only available to answer, if answers 1 or 2 were given on question 3 AND if answer 1 or 2 or 3 was given on question 11.
- Question 13: was only available to answer, if answers 1 or 2 were given on question 3 AND if question 11 was answered positively with answers 1 or 2 or 3 OR if question 9 was answered positively with answers 1 or 2 or 3 and concurrently question 11 was answered negatively with answer 4.
- Question 14: was only available to answer, if answers 1 or 2 were given on question 3.
- Question 15: was only available to answer, if answers 1 or 2 were given on question 3.
- Question 16: was only available to answer, if answers 1 or 2 were given on question 3.
- Question 17: was only available to answer, if answers 1 or 2 were given on question 3.
- Question 18: was only available to answer, if answers 1 or 2 were given on question 3.
- Question 19: was only available to answer, if answers 1 or 2 were given on question 3.
- Question 20: was only available to answer, if answers 1 or 2 were given on question 3.
- Question 21: was only available to answer, if answers 1 or 2 were given on question 3 AND if answer 4 was given, then the participant jumped the two questions 22 and 23 and ended up at question 24 directly.
- Question 22: was only available to answer, if answers 1 or 2 were given on question 3 AND if answer 1 or 2 or 3 was given on question 21.
- Question 23: was only available to answer, if answers 1 or 2 were given on question 3 AND if answer 1 or 2 or 3 was given on question 21.
- Question 24: was only available to answer, if answers 1 or 2 were given on question 3.
- Question 25: was only available to answer, if answers 1 or 2 were given on question 3.
- Question 26: was only available to answer, if answers 1 or 2 were given on question 3.
- Question 27: was only available to answer, if answers 1 or 2 were given on question 3.
- Question 28: was only available to answer, if answers 1 or 2 were given on question 3.
- Question 29: was only available to answer, if answers 1 or 2 were given on question 3.
- Question 30: was only available to answer, if answers 1 or 2 were given on question 3.
- Question 31: was only available to answer, if answers 1 or 2 were given on question 3.

- Question 32: was only available to answer, if answers 1 or 2 were given on question 3.
- Question 33: was only available to answer, if answers 1 or 2 were given on question 3.
- Question 34: was only available to answer, if answers 1 or 2 were given on question 3.
- Question 35: was only available to answer, if answers 1 or 2 were given on question 3.
- Question 36: was only available to answer, if answers 1 or 2 were given on question 3 AND if answer 2 was given, then the participant was exited from the survey without being able to provide personal contact details.
- Question 37: was only available to answer, if answers 1 or 2 were given on question 3 AND if answer 1 was given on question 36.

As a final note, the questions 9, 11 and 21 in the ATCK Questionnaire were deliberately framed to cover only the six month period prior to participating in the survey. The researcher specifically asked the participants: “Thinking back at the past six months in your current job [...]”. The reasoning here was that a one month period may be too short to add to the discussion, as perhaps not all the described scenarios may have happened during this short amount of time. After six months, people can usually not remember the frequency well. This is why a six month period to reflect on before answering was selected.

After describing the quantitative research method used in this dissertation, the qualitative research method description will now be provided.

3.4.1.2 Qualitative Research

Once the quantitative data collection via the ATCK Questionnaire was complete, the second step of the two-tiered research process began. With data collection based on person to person interviews, applying a qualitative research method aiming to more deeply understand the experiences, feelings and behavior of the sampled ATCKs made sense. Questions revolving around their use of language skills and intercultural competence at work were key.

From the pool of the 1,191 completed ATCK Questionnaires, an initial 440 survey participants were willing to offer their time and insights in an in-depth interview. From the 440 willing participants, a total of 13 ATCK In-depth Interview partners were carefully selected, according to, for example, TCK background, age, levels of work experience, gender and region of the world currently living in.

The ATCK In-depth Interviews took place between mid-May and early August of 2019³⁸, within a 3 month research period. The interviews were each approximately one-hour long and were held in English. They took place digitally via Skype. An online and digital approach was chosen here, as the ATCKs selected from the large pool offering to participate lead an international life-style and were spread-out all over the globe. Taking traveling cost and time into consideration, it proved easiest and quickest to reach out to the 13 ATCKs via an established online tool to complete the in-depth interviews. The interviews were recorded and later transcribed. Most often, once the official part of the interview had concluded, the interviewee and the interviewer continued speaking about related issues, as well as other details of their personal ATCK lives. These additional 20-40 minutes were not part of the official interview, therefore the addendum conversations were not recorded or transcribed. They had no influence on the results and were only an ATCK to ATCK exchange of personal experiences and life stories.

For all 13 ATCK In-depth Interviews, a semi-structured interview style was chosen. This allowed the interviewer to ask all ATCK interviewees the same set of questions, enabling better transparency and comparison in the analysis. Simultaneously, this interview style offered all the interviewed ATCKs the possibility to highlight issues of individual importance. Though bracketed by the research scope of this thesis, they could not drift too far afield. As Uwe Flick points out:

“Semi-structured interviews are based on a set of prepared, mostly open-ended questions, which guide the interview and the interviewer. This interview guide should be applied flexibly and leave room for the interviewee’s perspective and topics in addition to the questions. The format of the interviewees’ contributions basically comprises statements and answers.” (Flick, 2018, p. 207).

A semi-structured interview style, compared to a narrative interview style, offers a more fixed framework for the interview process, which all interviewees seemed to be comfortable with. In the narrative style interview, usually one generative question is asked and then the interviewer steps back entirely to listen without interruption or comment to the interviewee’s narrative response. In this case, guiding the ATCK interviewees through the hour with a semi-structured approach allowed the interviewer to establish the key element of trust quite quickly, so that rich responses and detailed data could be gathered in a short period of

³⁸ All 13 ATCK In-depth Interviews were held between May 15, 2019 and August 03, 2019.

time. Other than a few emails sent back and forth to set up the interview date and time, there were no preceding affiliations between both parties.

The semi-structured interview links closely with a third kind of interview: the episodic. Uwe Flick defines an episodic interview as such:

“In the episodic interview, the range of experience is not confined to those parts that can be presented in a narrative. As the interviewer you have more options to intervene and direct it through a series of key questions concerning a subject, recounting and defining situations. Thus the extremely one-sided and artificial situation given in the narrative interview is replaced here by a more open dialogue in which narratives are used as only one form of data. By linking narratives and questions-answers sequences, this method realizes the triangulation of different approaches as the basis of data collection.” (Flick, 2018, p. 293).

Certain elements of the latter appear when looking at how the interviews progressed in the transcripts. With the episodic interview and the semi-structured style, it is possible for the interviewer to direct the interviewees to a further set of questions, even if it seems the interviewees have poured out their entire input to the previous ones. At the same time, if details still remain open, the interviewer has the possibility to clarify. The big disadvantage of this interview style is that the interviewer may become too engaged with the interviewee, digressing from an actual interview into a mere conversation. For this reason, the interviewer posed various questions throughout the interviews and then purposely stepped away from further engaging talk and focused primarily on listening. In the transcripts of the interviews this is obvious with the multiple “mm-hhms” and “okays”, showing the interviewees that the internet connection was stable and their speech input was understandable and coming across.

Uwe Flick points out another large limitation of the episodic interview style and structure: “As with other interviews, episodic interviews give direct access neither to activities nor interactions. You will only receive reports about what the interviewees did or how they interacted with other people” (Flick, 2018, p. 293). So, it is essential to assert here that all data input received through the in-depth interviews exclusively reflects the personal thoughts and positions of the sampled ATCK interviewees. Situations are presented from their subjective view-point only. Thus, their answers are not necessarily based on facts, but only on the memories and perceptions of how the ATCKs see themselves and their surroundings, augmented with their emotions. The interviewer did not authenticate the ATCKs comments and positions by, for example, speaking with the original conversation partners the interviewees

referred to. Rather, their data input is taken at face value for this thesis. This is also true for the data input collected via the ATCK Questionnaire.

To guarantee uniformity, all 13 one-hour ATCK In-depth Interviews were structured with the help of 11 identical question blocks. Within these different blocks, questions were prepared in advance by the interviewer to ensure that, if there was lag-time throughout the interview process, there were trigger questions to keep the interview running smoothly in the pre-planned direction. For an exhaustive view of the ATCK Interview Guide and Questions, as well as all the sub-questions in the 11 different questions blocks, please see Appendix D of this dissertation.

In a first step, all ATCK interviewees of the study were asked, (1) if the technical side of the video and audio was working well in the beginning and they were given a short overview of the interview-process as well as the time commitment. As the actual interview commenced (2) all ATCK interviewees were asked to present their personal, international background. The TCK relevant details of how and where the interviewees grew-up between the ages of 0-18, followed by (3) a deeper probe into the language skills of the 13 ATCK In-depth Interview partners were taken. In the next question block (4) the ATCKs' language skills were discussed in connection with their professional lives. The language focused questions ended in a further question block (5), when the ATCKs were asked if there was an interesting, language focused story from work that they would like to share. Attention then turned to the question block (6) regarding the ATCKs' intercultural competence. This was soon after followed by (7) the ATCKs' professional lives, as well as the subsequent question blocks. In a setup similar to the language questions, block (8) asked the participating ATCKs to share an interesting, intercultural focused story from work. The hour long interview came to an end with a question block (9) revolving around the combined intercultural competence and language skills of the ATCK interviewees. Also, the sampled ATCKs were asked to share some mentoring thoughts in the next block (10) on what they would tell younger ATCKs, just starting out in their professional careers; essentially, what they would have liked to know at the beginning of their personal careers. Each interview concluded with a short block (11) of some basic statistical questions on the ATCK interviewee's personal background.

As already mentioned above, the ATCK In-depth Interviews were all held in English and were conducted via the online tool Skype. English was chosen for expediency. All of the interviewees were selected from the ATCK Questionnaire participants' pool. They had already successfully filled out the 10-minute questionnaire, which was also set up in English, as this is

the language all interviewed ATCKs had access to while growing up. Lastly, the interviewer is a dual mother tongue English/German language speaker who feels much more comfortable conducting interviews in English rather than in rudimentary French or Spanish.

Conducting and taping the interviews via the online tool Skype was a conscious decision. During the selection process from the ATCK Questionnaire pool, it quickly became evident that the potential ATCK In-depth Interview partners were scattered around the globe. Interviewing them via Skype made it possible to connect quickly with no additional travel time or cost. Using the video function, a relaxed and friendly interview atmosphere was ensured. It was as if both parties were sitting across the room from each other. Interviewing via a digital method, a fast and stable internet connection was crucial. In over 80% of the time this was the case. However, sometimes small parts of the interview were not properly recorded due to microphone transmission failure. Anytime this occurred it was documented accordingly in the interview transcript. In two of the 13 ATCK In-depth Interviews, the internet connection was completely lost and a re-dial-in via Skype was needed. Though this was annoying, it did not hamper the interview too much and the collected data is still of strong value to this research work. From these two specific interviews, one was held with the ATCK interviewee while he was driving in his car. During the call, the connection was lost four times. As it became apparent that the internet connection is not stable enough in such situations, other interviews with this setup were not repeated. The interviewer asked all the interviewees from that point on to be in a singular location during the interviewing process, in an effort to have the best possible internet connection.

A key factor for the ATCK In-depth Interviews was to decide which ATCKs should be interviewed. From the large group of 440 willing participants, a total of 13 ATCKs were carefully selected. For this PhD study, Flick's line of thought is followed. "Sampling decisions are taken in two steps [...] The same people are included in both parts of the study, but in a second step it has to be decided which participants of the survey study are selected for the interviews" (Flick, 2018, p. 23). And for the second step, the interviewer decided to continue to follow Flick, believing the concept of "purposive sampling" to be best fitting. Thus, as Flick points out, purposive sampling: "[...] aims at the *maximal variation* in the sample – to integrate only a few cases, but those which are as different as possible, to disclose the range of variation and differentiation in the field" (Flick, 2018, p. 181). After defining the sampling's theoretical approach, a detailed look at the sampling procedure and the 13 ATCK interviewees follows.

Who was selected for the ATCK In-depth Interviews and why? As previously portrayed in Chapter 10, there are many different backgrounds that an ATCK may have. The traditional ATCKs might be Foreign Services/Diplomatic Kids, Corporate Brats/Kids, Missionary Kids or Military Brats/Kids. Or, making use of the wider ATCK definition, the so-called ACCCKs³⁹, they might have a bi/multicultural, mixed-heritage, adoptee, refugee or immigrant background. They may have had a childhood living close to international borders, or may have moved for educational reasons. Often enough, traditional ATCKs may have had CCK relevant experiences or vice-versa, too. For the purpose of this PhD research, the ATCKs who participated with the ATCK Questionnaire as well as the ATCK In-depth Interviews have all lived in two or more countries for at least one year each, between the ages of 0-18, excluding an educational exchange program. With purposive sampling as the background rationale, the researcher chose 13 ATCK interviewees who represented different traditional TCK backgrounds. Most of the interviewees' backgrounds would easily fit the extended CCK definition, if one looks closely at the personal details in the transcripts.

A brief overview of the 13 ATCK interviewees is given below. For more details, please see Appendix F as well as the personal information provided within the 13 ATCK In-depth Interview transcripts in Appendix G.

Interviewee 1: is female; was interviewed on May 15, 2019; was 56 years old at the time of the interview; a Foreign Service Kid (Netherlands); holds sole nationality from the Netherlands; grew up in Warsaw, Washington D.C., Bern, the Netherlands, Mexico, France; was living in Buenos Aires, Argentina and had 31 years of work experience at the time of the interview, went to university in France, defines her mother tongue languages as Dutch, French and English; additionally speaks Polish, Spanish and German.

Interviewee 2: is male; was interviewed on May 15, 2019; was 33 years old at the time of the interview; a child of bi-cultural parents (French & USA); holds dual nationalities from France and USA; grew up in Basel and in France; was living in Geneva, Switzerland and had 8 years of work experience at the time of the interview; went to university in the USA; defines his mother tongue languages as French and English; additionally speaks Swiss German, Japanese and Norwegian.

Interviewee 3: is female, was interviewed on May 18, 2019; was 32 years old at the time of the interview; a Foreign Service Kid (USA); holds sole nationality from USA; grew up

³⁹ ACCCKs stands for Adult Cross-Cultural Kids.

in Virginia/USA, Pretoria South Africa, Virginia again, South Korea, Bonn/Germany, Frankfurt/Germany, Tokyo/Japan, Tel Aviv/Israel; was living in Whitehall Michigan USA and had 12 years of work experience at the time of the interview; went to university in the USA; defines her mother tongue language as English; additionally speaks French and German.

Interviewee 4: is male, was interviewed on May 20, 2019; was 31 years old at the time of the interview; a Corporate Kid; holds sole nationality from Korea; grew up in Seoul/Korea, Surabaya/Indonesia and then Korea again; was living in Indonesia and had 10 years of work experience at the time of the interview; went to university in Korea and Argentina; defines his mother tongue languages as Korean and English; additionally speaks Indonesian, Japanese and Spanish.

Interviewee 5: is female, was interviewed on May 24, 2019; was 41 years old at the time of the interview; a child of bi-cultural parents (Netherlands & Morocco) and a Corporate Kid; holds dual nationalities from the Netherlands and Morocco; grew up in Minnesota/USA, Morocco and Senegal; was living in Maastricht/Netherlands and had 20 years of work experience at the time of the interview; went to university in the Netherlands; defines her mother tongue languages as English and French; additionally speaks Dutch, Arabic, Spanish and Italian.

Interviewee 6: is female; was interviewed on June 17, 2019; was 24 years old at the time of the interview; a Corporate Kid; holds sole nationality from Indonesia; grew up in Jakarta/Indonesia; Teheran/Iran, Islamabad/Pakistan, Bucharest/Romania, Singapore; was living in Jakarta/Indonesia and had 5 years of work experience at the time of the interview; went to university in Indonesia and Australia; defines her mother tongue languages as Bahasa Indonesian and English; additionally speaks French, Spanish, Japanese, Korean and Arabic.

Interviewee 7: is female; was interviewed on June 18, 2019; was 58 years old at the time of the interview; a Missionary Kid; holds sole nationality from the USA; grew up in the USA, a small island in Japan, then the USA again, then a small island in Japan again; was living in Moscow/Russia and had 40 years of work experience at the time of the interview; went to university in the USA; defines her mother tongue language as Japanese; additionally speaks English, Russian and Spanish.

Interviewee 8: is female; was interviewed on June 22, 2019; was 49 years old at the time of the interview; a Corporate Kid; holds dual nationality from the United Kingdom and Germany; grew up in the United Kingdom and Germany; was living in Doha/Qatar and had 32

years of work experience at the time of the interview; went to an online university; defines her mother tongue languages as English and German; additionally speaks French, Spanish, Khmer and Lao.

Interviewee 9: is male; was interviewed on June 24, 2019; was 49 years old at the time of the interview; a Missionary Kid; holds sole nationality from the USA; grew up in the USA and Papua New Guinea; was living in Greenville, South Caroline/USA and had 28 years of work experience at the time of the interview; went to university in the USA; defines his mother tongue languages as English and Melanesian Pidgin Trade Language; additionally speaks Papua New Guinea Tribal Languages and French.

Interviewee 10: is male; was interviewed on July 05, 2019; was 35 years old at the time of the interview; a child of bi-cultural parents (Japan & Sweden) and a Corporate Kid; holds dual nationalities from USA and Sweden; grew up in the Netherlands, United Kingdom and the USA; was living in a city south of Mainz/Germany and had 10 years of work experience at the time of the interview; went to university in the USA, Japan and Belgium; defines his mother tongue language as English; additionally speaks Dutch, Japanese, Swedish, Spanish and German.

Interviewee 11: is male; was interviewed on July 06, 2019; was 74 years old at the time of the interview; a Government Service Kid (USA); holds dual nationalities from USA and France; grew up in France, Libya and Germany; was living in Dambach/France and had 56 years of work experience at the time of the interview; went to university in the USA; defines his mother tongue languages at French and English; additionally speaks German, Italian and Spanish.

Interviewee 12: is female; was interviewed on July 06, 2019; was 38 years old at the time of the interview; an Academic Kid (USA); holds dual nationalities from USA and New Zealand; grew up in the USA, Canberra/Australia, Solo/Indonesia, Leiden/the Netherlands, Canberra/Australia, Yogya/Indonesia, Salt Lake City/Utah USA, Provo/Utah USA, Colorado/USA, Jakarta/Indonesia, USA, New Zealand; was living in New York City/New York USA and had 16 years of work experience at the time of the interview; went to university in the USA; defines her mother tongue language as English; additionally speaks Indonesian, French, Arabic, Persian Farsi.

Interviewee 13: is female; was interviewed on August 03, 2019; was 48 years old at the time of the interview; a Military Kid (USA); holds sole nationality from USA; grew up in

Springfield/Illinois and Colorado Springs USA, Crete/Greece, Plattsburgh/New York, USA and Illinois/USA, Neu Ulm/Germany and Cheyenne/Wyoming, USA and Offutt/Nebraska, USA; was living in Marietta/Georgia USA and had 33 years of work experience at the time of the interview; went to university in the USA; defines her mother tongue as English; additionally speaks German.

The interviewees' TCK/CCK backgrounds were the most important selection criteria. All of the traditional TCK backgrounds (Foreign Services/Diplomatic Kids, Corporate Brats/Kids, Missionary Kids or Military Brats/Kids) are represented. CCK subgroups, such as kids with bi-national parents or kids that moved due to their parent's academic pursuits, are represented as well. A second selection criteria for the sampling was age variation. A range of younger ATCKs with fewer years of employment through older ATCKs with plenty of work experience are included. A further selection criteria, for balance, was the ratio between female and male ATCK interviewees, though female interview partners do outnumber their male counterparts somewhat. All interview partners hold a university degree, thus a group with a strong academic bent. Another interesting detail is that all sampled ATCK interviewees spoke more than one language and many of them stated that they spoke more than one language on mother tongue level. Featuring worldwide ATCK experiences was a primary goal of the interview selection. Though in sum the ATCK interviewees' experiences ranged widely across the globe, it must be admitted that there was a stronger regional representation of US, European and Asian nationalities, with a sprinkling of South American or African interviewee partners. Should research work in this area extend into the future, higher representation of South American and African ATCKs would broaden the view and balance the data even more.

Now that information about the ATCK interviewees of this research project has been provided, the transcription process will be described next.

All interviews were recorded via the online tool Skype, making video input of all 13 ATCK In-depth Interviews available. These 13 videos were sent through the electronic transcription process provided by the online tool www.temi.com (Temi, 2019)⁴⁰. This is an advanced online speech recognition software that digitally transcribes video interviews to text in a short amount of time, at low cost. In the transcripts, the different speakers are clearly identified and all speech segments are timestamped.

⁴⁰ For more detailed information on the online speech recognition software Temi, 2019, please visit www.temi.com. All information on Temi provided in this PhD thesis was downloaded and retrieved from the World Wide Web on June 17, 2022 under: www.temi.com.

If the audio input is clear, Temi offers fairly accurate transcripts, with the company claiming 90-95% accuracy in their marketing presentation on their homepage. This online transcription tool complements its service with a simple editing function to correct mistakes in a first review. Transcripts can be saved into different text file formats for further use. For the study, each written interview transcript was checked against the original spoken words of the video tape three separate times, making the transcription process of all 13 ATCK In-depth Interviews last about 15 weeks in total.

3.4.2 Stages of Data Collection

The data collection process of this research project would have taken approximately 62 months to complete, had the steps been consecutively executed. However, since some steps of the process did run parallel at times, it was actually completed in somewhat under one years' time. For ease of understanding, the schematic timeline below provides a first overview.

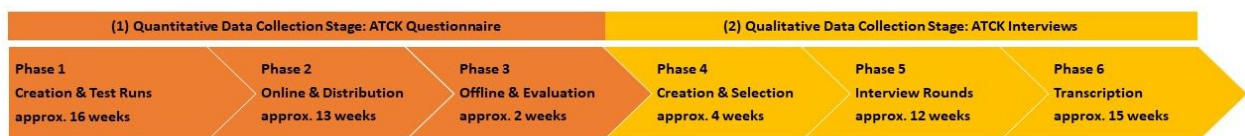


Figure 11: Schematic timeline of data collection process

Figure 11 shows a schematic timeline of the data collection process of this research project. Two main stages of data collection are depicted. These are (1) the quantitative data collection stage with the ATCK Questionnaire and (2) the qualitative data collection stage with the ATCK In-depth Interviews. Both stages are then broken down into distinct phases. To better understand the scope and content of each phase, specific keywords and a time factor in weeks is indicated. There were 6 phases, 3 in each stage.

The quantitative data collection stage with the ATCK Questionnaire consisted of three phases. In phase 1, the ATCK Questionnaire was created and several test runs were conducted. This phase began in mid-September 2018 and ran for about 16 weeks. During this time, the ATCK Questionnaire was redrafted 3 times until the structure and questions were considered

to be the best possible fit to the research questions of this thesis. The final draft version of the ATCK Questionnaire was then uploaded to the online survey tool LimeSurvey Version 5.2.6.⁴¹

With the questionnaire now easily available to others online, a total of 3 test runs were conducted. In the first test run, 12 participants were asked to participate, of which 9 responses were collected. In the second test run, 8 participants were asked to participate, of which 6 responses were collected. In the third test run, 10 participants were asked to participate, of which 9 responses were collected. The ATCK Questionnaire's wording and structure was optimized after the first two test runs, based on the feedback and change requests provided by the responders, who tested whether the questions and answers were easily understandable, and that all answer options were included. The third and final test run was held to check whether the projected time needed to fully fill out the ATCK Questionnaire was realistic. A response time target of around 10 minutes or less was the aim, which the participants of the third test run all stated they comfortably were able to reach. After nearly 4 months of drafting, organizing, and testing, the ATCK Questionnaire link was set live and was available for access on January 9, 2019.

Phase 2 launched, once the ATCK Questionnaire was available online, in early January 2019. The live survey link was accessible for approximately 13 weeks until mid-April 2019 for any ATCK who had internet access and fit the criteria for participation. During this time, the survey link was spread digitally only and was distributed world-wide. A true snow-ball effect of link dissemination was achieved. The researcher initially started spreading the research request (see Appendix A) and survey link, with the entire ATCK Questionnaire as its backdrop (see Appendix B), via personal email and social media contacts in the first few weeks. The main social media platforms used for this purpose were: WhatsApp, LinkedIn, XING and Facebook. As a first strategy, new individual ATCK contacts were approached and asked to participate in the ATCK Questionnaire. The individual ATCK contacts were encouraged to participate, as well as to pass on the ATCK Questionnaire link to any suitable ATCK contacts that they themselves might have. Many of them confirmed they indeed forwarded the link. Even those ATCKs who did not fit the survey profile, e.g. the self-employed, reported that they forwarded the link to their personal ATCK contacts. This demonstrates a real sense of ATCK community, in which almost all of the approached ATCK individuals tried to help the survey succeed. Another example are the 440 of the 1,191 ATCK Questionnaire participants willing to

⁴¹ For more detailed information on the online survey tool LimeSurvey, 2023, please visit www.limesurvey.org. All information on LimeSurvey provided in this PhD thesis was downloaded and retrieved from the World Wide Web on January 29, 2023 under: www.limesurvey.org.

additionally add their time and input to the second tier of the research, by offering to be an interview candidate.

A second strategy to spread the survey link was implemented in Phase 2. On the above mentioned social media platforms, specific ATCK groups were sought out and the researcher requested that the ATCK Questionnaire link be posted and advertised in those groups as well. Not only were social media groups on these platforms that have already formed along the lines of TCKs, ATCK, and CCKs approached, but also groups with the backgrounds that typically produce (A)TCKs. A list of such groups include: “Military Brats of the USA”, “Families in Global Transition”, “Third Culture Kid”, “Multilingual Parenting” and “Expats Worldwide” for example on LinkedIn; or “Third Culture Kid: Jay the TCK”, “Expats on the Move”, “Brats: Our Journey Home”, “Multilingual Parenting”, “Raising Bilingual & Bicultural Children” and “Families of Third Culture Kids” on Facebook. Please refer to the exhaustive list of all the social media groups approached regarding the ATCK Questionnaire link in Appendix H.

A third strategy complemented the others in the way the survey link was spread in Phase 2. Next to the use of personal contacts and the mentioned social media groups, the researcher approached other “mover and shakers” in the ATCK world to request advertisement of the survey through their networks. Ruth van Reken, the co-ordinator of “Third Culture Kids – Growing Up Among Worlds” graciously sponsored the effort by forwarding the link in her vast (A)TCK network. Another kind supporter was Brice Royer⁴², who was willing to post the link to his more than 2.000 subscribers of his TCK Research Website. Larger organizations that typically connect to the ATCK circles were also approached. Among these, the German Foreign Services Office became a valuable connection by spreading the ATCK Questionnaire link among certain sub-groups within their organization. Similarly, missionary affiliated groups, such as the Africa Member Care Network or the Global Member Care Network, or academic institutions, such as the TCK alumni students office of Lewis & Clark College in Portland, Oregon (USA) offered to publish the survey link via internal channels such as their respective newsletters, mailings or bulletin boards. Again, for an exhaustive list of all of the institutions and organizations approached by the researcher regarding circulation of the ATCK Questionnaire link, please see Appendix H.

⁴² Brice Royer is an ATCK with his parents being Ethiopian (mother) and half-French/half-Vietnamese (father). As his family followed his father’s work as a UN peacekeeper, Brice lived in seven different countries before he was eighteen. In 2008, Brice founded TCKid.com, a registered non-profit organization that serves as an active global community of Third Culture Kid (TCK) adults and youth across geographical boundaries. In 2011, Brice officially transferred the ownership of TCKid to Myra Dumapias.

Phase 3 commenced on April 14, 2019, when the ATCK Questionnaire was taken off live-status on LimeSurvey Version 5.2.6. and the link was no longer accessible. In the approximately two weeks following, a first evaluation of the ATCK Questionnaire data was made. First correlations were found and the collected data was reviewed and mapped out against the research questions. While some results were surprising and only a few assumptions turned out to be wrong, most of the ideas postulated with the research questions proved to be valid and correct. In Chapters 4 and 5 of this thesis, the ATCK Questionnaire results will be presented and discussed in much greater depth. Additionally, towards the end of Phase 3, some new questions also evolved out of the data. These were picked up again in Phase 4 while preparing for the ATCK In-depth Interviews.

Phase 4 marked the beginning of the second stage of the data collection process. This phase, as well as the next two, Phases 5 and 6, focused solely on collecting quantitative research data from the ATCK In-depth Interviews. During Phase 4, the semi-structured interview style combined with episodic interview style elements was selected as *modus operandi*. The ATCK Interview Guide and Questions, including all sub-questions in the 11 different question blocks, was compiled. Also, the Agreement on Informed Consent and Data Protection in Scientific Interviews document was set up. Please see Appendix E for a full details.

With the initial preparatory work for the ATCK In-depth Interviews completed, two separate test interviews were held with the help of two ATCKs from the researcher's personal contact pool. Both of these ATCKs grew up as Foreign Services/Diplomatic Kids with the German Foreign Service. After these test runs, the ATCK Interview Guide and Questions document was slightly readjusted. The final version of the Guide, as used throughout the quantitative data collection process, is presented in Appendix D. Phase 4 was concluded with the selection of the 13 ATCK interviewees, applying the rationale of purposive sampling as described earlier in subchapter 3.4.1.2. This ensured that all the major traditional TCK backgrounds were incorporated in the research work.

In Phase 5, all of the ATCK In-depth Interviews were initiated via email or via the chat function of the social media platform LinkedIn. The 13 interviews were all conducted within a 3-month timespan, between mid-May and early-August 2019. The interviews were all held and video-recorded digitally via the online tool Skype. These videos were later used for the transcription of the interviews. A brief overview of the 13 ATCK interviewees has already been provided above in the subchapter 3.4.1.2. For more in-depth background details of the 13 ATCK interviewees, please see Appendix F and G.

The final phase of the data collection activities was Phase 6. During this phase, which lasted almost 4 months, the ATCK In-depth Interviews were transcribed from the Skype video content into the written word. Immediately after each interview, the digitally recorded videos were copied from Skype and secured as separate video MP3 files on a separate data storage space. The 13 ATCK In-depth Interviews were submitted for transcription in the following days, through the electronic process provided by the online tool Temi 2019. This outstanding online speech recognition software transcribed the video interview data into text very quickly. Then, with help of Temi's editing function, first inaccuracies in the transcript were immediately corrected, such as mistakes occurring because of slurred speech, or accents, etc. The transcript was then saved into different text formats for further use.

Each complete ATCK In-depth Interview transcript was checked and compared against the wording in the full original video documentation in 3 separate rounds. The first round was to ensure the transcripts were accurate. In the second round, the 13 ATCK In-depth Interviews were checked again and adjusted for consistency of presentation style. The third round was to ensure near 100% accuracy of the transcripts (allowing for minimal human error). The entire transcription process for each approx. 60 minute ATCK In-depth Interview took about 7-10 days to complete. All 13 ATCK In-depth Interviews were transcribed in about 15 weeks, marking the end of Phase 6 of the data collection phase of this thesis.

A thorough evaluation and data analysis of both sets of quantitative and qualitative data is the next step for this PhD project, as described in the following subchapter 3.4.3.

3.4.3 Data Analysis Procedure

Once both a quantitative and qualitative data collection phases was completed, it was time to thoroughly analyze the collected data. As was the case with the data collection phases, this, too, was also a two-tiered process.

First, the data collected via the ATCK Questionnaire was compiled. As the research project was designed, it was clear that it would be impossible to survey the entire ATCK population worldwide. Thus, the goal was to gather a large sample of ATCKs from as many corners of the world as possible. Using the aforementioned purposive sampling approach, and including self-selection sampling, as well as snowball sampling, this goal was met.

Then, in light of the research questions posed in this study, as well as the discrete data collected via the cross-sectional survey of the ATCK Questionnaire, the descriptive statistical

method was chosen as the main statistical analysis method for this PhD thesis. To this end, the responses to the questionnaire in the large ATCK sample were processed – question by question – in an Excel-Spreadsheet. Meaningful graphs were created for each of the 37 questions. In Chapter 4 the results and graphs for each of the questions of the ATCK Questionnaire will be systematically presented.

The data analysis procedure of the qualitative data collection phase was implemented as follows: as soon as the 13 ATCK In-depth Interviews (which had been purposively sampled with the maximal variation approach) had been conducted, video-taped and transcribed, the qualitative data analysis, in the form of Qualitative Content Analysis began. All of the interviews were uploaded to the MAXQDA Analytics Pro 2022 (Release 22.2.1)⁴³ software tool. In a first round, all the interviews were coded with a top-down approach, meaning the interview transcripts were carefully scrutinized to find text segments or quotes directly connected to the main and sub-research questions of this project. These segments were allocated codes in order to group them. In a second round, the transcripts received codes in a bottom-up approach. Topics, thoughts and feelings, raised by the ATCK interviewees themselves, were clustered when they were reoccurring in most or all of the interviews. Those relevant to the topic of this thesis were coded. In the end, each ATCK In-depth Interview had more than 100 codes, some even more than 200. Categorizing and summarizing the codes into manageable code-groups was the next step. In Chapter 4 the main outcomes and the essential codes of the ATCK In-depth Interviews will be thoroughly provided.

As this PhD thesis applies the mixed methods previously explained (i.e. linking quantitative and qualitative data on ATCKs with regards to their language skills and intercultural competence in their work settings) it is also important that the data is not understood as two different sets, but in combination. Comparisons have been drawn to show where statements given in the ATCK In-depth Interviews underline and strengthen or contradict and weaken the core results of the ATCK Questionnaire. These will be presented in Chapter 5.

Before moving on to Chapter 4 for the major results of the ATCK Questionnaire and the ATCK Interviews the most important ethical considerations will be identified in the following sub-chapter. These are at the core of all the work conducted and so form the basis on which the entire research methodology for this project stands.

⁴³ MAXQDA Analytics Pro 2022 (Release 22.2.1) is “a world-leading software for qualitative and mix methods data analysis.” It is distributed by VERBI GmbH. (MAXQDA, 2022).

3.5 Ethical Considerations

In order to present a strong and serious piece of research work, adding ethically sound insight and input is an imperative when contributing to the (A)TCK research community. It quickly became apparent that basic ethical considerations, such as those formulated by Elizabeth Murphy and Robert Dingwall in their article “The Ethics of Ethnography” in 2001 should be at the heart of how the research was conducted for this thesis. Murphy and Dingwall define four core principles, which the researcher honored at all times:

“Non-maleficence: that researchers should avoid harming participants. Beneficence: that research on human subjects should produce some positive and identifiable benefit rather than simply be carried out for its own sake. Autonomy or self-determination: that the values and decisions of research participants should be respected. Justice: that people who are equal in relevant respects should be treated equally.” (Murphy & Dingwall, 2001, p. 339).

Additionally, the researcher purposely self-imposed and abided by the “Code of Ethics” guidelines, as described by the American Sociological Association (ASA) in June 2018. Providing a full overview of these guidelines here would deflect from the main topic. However, it is important to point out, that the ethical standards as defined in the segments: “10. Confidentiality; 11. Informed Consent; 12. Research Planning, Implementation, and Dissemination; 13. Plagiarism; 14. Authorship” (American Sociological Association, 2018, 10ff.) were faithfully upheld.

The mandate of confidentiality was fulfilled. ASA states: “Information is confidential when an individual can reasonably expect that the information will not be made public in a personally identifiable manner.” (American Sociological Association, 2018, p. 10). In the ATCK In-depth Interviews, information was at times provided by the interviewees, which might have made it easy to identify them, for example with a quick internet search. The researcher was careful to omit such information. The names of the ATCK interviewees were excluded for the sake of confidentiality as well, so that the transcripts present the ATCKs as Interviewee 1-13.

The requirement of “informed consent” was judiciously applied over the course of the research project. As the American Sociological Association points out: “Informed consent is a basic ethical tenet of all research involving human subjects, including sociological research.” (American Sociological Association, 2018, p. 12). The Association explains further:

“(a) As part of obtaining informed consent, sociologists inform prospective research participants or their legal representatives of the nature of the research. They indicate to them that their participation or continued participation is voluntary; they inform

them of significant factors that may be expected to influence their willingness to participate (e.g., possible risks and benefits of their participation); and they respond to questions from them. Also, if relevant, sociologists explain that refusal to participate or withdrawal from participation in the research involves no penalty, and explain any foreseeable consequences of declining or withdrawing, when necessary.” (American Sociological Association, 2018, p. 12).

Consequently, when quoting primary sources, for example, the researcher always obtained consent (usually per email) for use in this thesis. Where applicable, reference is given via an explanatory footnote.

In addition, a research request document was created for the ATCK Questionnaire to inform potential participants of the scope of this research project before offering them the survey link to participate in the study. Please see Appendix A for more details. The Welcome Page of the ATCK Questionnaire supplied information on the nature of the research and offered a privacy note explaining that: “The responses to this questionnaire will be collected in an anonymous way, will be used exclusively for this PhD research work and will not be shared with third parties” as is verified in Appendix B. In the final two questions of the ATCK Questionnaire, participants were also asked if they would be interested in continued participation of the research project by opting to be interviewed in an ATCK In-depth Interview. If the participants selected the answer “no”, they were exited from the survey. If they chose “yes”, they were asked to leave their contact details. With the final question of the ATCK Questionnaire, as well as on the Thank You/Exit page, the researcher provided an email address, giving the ATCK Questionnaire participants the opportunity to contact the researcher with any questions or comments in connection with the research project.

Similarly, the researcher created the document “Agreement about Informed Consent and Data Protection in Scientific Interview” in advance of the ATCK In-depth Interviews (please see Appendix E). Before the 13 interviews, each of the participating ATCKs were individually asked to read and consent to the document, as it described the purpose of the interview as well as the person responsible for how the collected data would be recorded, analyzed and archived. It also stated that the interviewer held the copyright for the interview and that the participation in the interview was voluntary. Because the verbal consent was recorded digitally, the researcher did not insist on a signed informed consent form, keeping the process of the ATCK interviewees as simple and uncomplicated as possible.

In ASA’s “Code of Ethics”, guidance is provided by stating that:

“Sociologists have an obligation to promote the integrity of research and to comply with the ethical tenets of science in planning, implementation and dissemination of their research. They do so in order to advance knowledge, to protect the public interest, to minimize the possibility that result will be misleading, and to protect the rights of research participants.” (American Sociological Association, 2018, p. 15).

In so doing, the researcher consulted specialists for the different project steps, especially those of planning and implementation. Thus, not only did the researcher receive continuous guidance from the professor supporting this research project, but was also able to have fruitful – albeit virtual – discussions and exchanges with (A)TCK topic related experts such as Ruth van Reken, Myra Dumapias⁴⁴ and Brice Royer.

It must also be mentioned that no inducements were offered to the ATCKs participating either in the ATCK Questionnaire or ATCK In-depth Interviews. The data collected was entirely voluntary on the part of the participants. Many ATCKs around the globe contributed to the ATCK Questionnaire and then passed on the survey link to other ATCKs in their personal circle. Beyond these generous contributions of interest and time, this PhD research project did not receive any kind of financial support.

Regarding the presentation of data and findings, this researcher adhered to the golden rules that “(a) Sociologists do not fabricate data or falsify reports. (b) In presenting their work, sociologists report their findings fully and do not omit relevant data. They report results whether they support or contradict the anticipated outcomes.” (American Sociological Association, 2018, p. 15).

Lastly, and most importantly, the researcher did not knowingly plagiarize and has very clearly indicated when and where the work and wording of other fellow researchers has been quoted. The APA guidelines were meticulously adhered to. A list of reference has been given. This researcher also “take[s] responsibility and credit, including authorship credit, only for the work they have actually performed or to which they have made a substantial contribution.” (American Sociological Association, 2018, p. 17). In the PhD examination procedure the researcher provided a signed affidavit showing that she continually complied with and implemented the code of ethical conduct throughout this doctoral thesis.

⁴⁴ Myra Dumapias has been the owner of the non-profit organization TCKid.com since 2011. She grew up as a Foreign Services TCK.

4. Data Analysis and Results

With the methodology aspects of this PhD thesis detailed in the previous chapter, it is now time to turn to the actual data that this research work is based upon. This Chapter 4 will present all of the collected data in detail. First the data resulting from the quantitative approach via the ATCK Questionnaire will be shown. Later, the data collected for the qualitative approach via the ATCK In-depth Interviews will be provided. Actual discussion of the data will be given in Chapter 5.

4.1 Results of the ATCK Questionnaire

The ATCK Questionnaire was available via an online internet link, which 2,286 people clicked on in total. Of this group, 584 people were initially lost as they did not click the send button to complete the digital questionnaire. Thus 25.53% of the people initially interested in the survey did not finish it and their data cannot be counted. 1,702 people did, however, complete the survey and click the send button of the ATCK Questionnaire. This equates to 74.47% of the original site visitors who contributed to the data of this survey.

The ATCK Questionnaire, consisting of 37 questions in total, was set up with 3 pre-screening questions to establish ATCK eligibility for participation. 505 participants of the 1,702 sample size were exited prematurely to the Thank You/Exit page of the survey, as they did not fit the criteria to participate in the pre-screening phase. Another 6 participants did not click the send button, so they are considered lost as well, meaning that another 30.02% of the participants were lost during the pre-screening phase of the first three questions.

69.98% of the original site visitors continued on to the full body of the survey and answered the next 34 survey questions. 1,191 eligible participants finished the entire survey and no more were lost along the way.

The individual data results of each of the 37 ATCK Questionnaire questions will be presented next.

ATCK Questionnaire - Question 1:

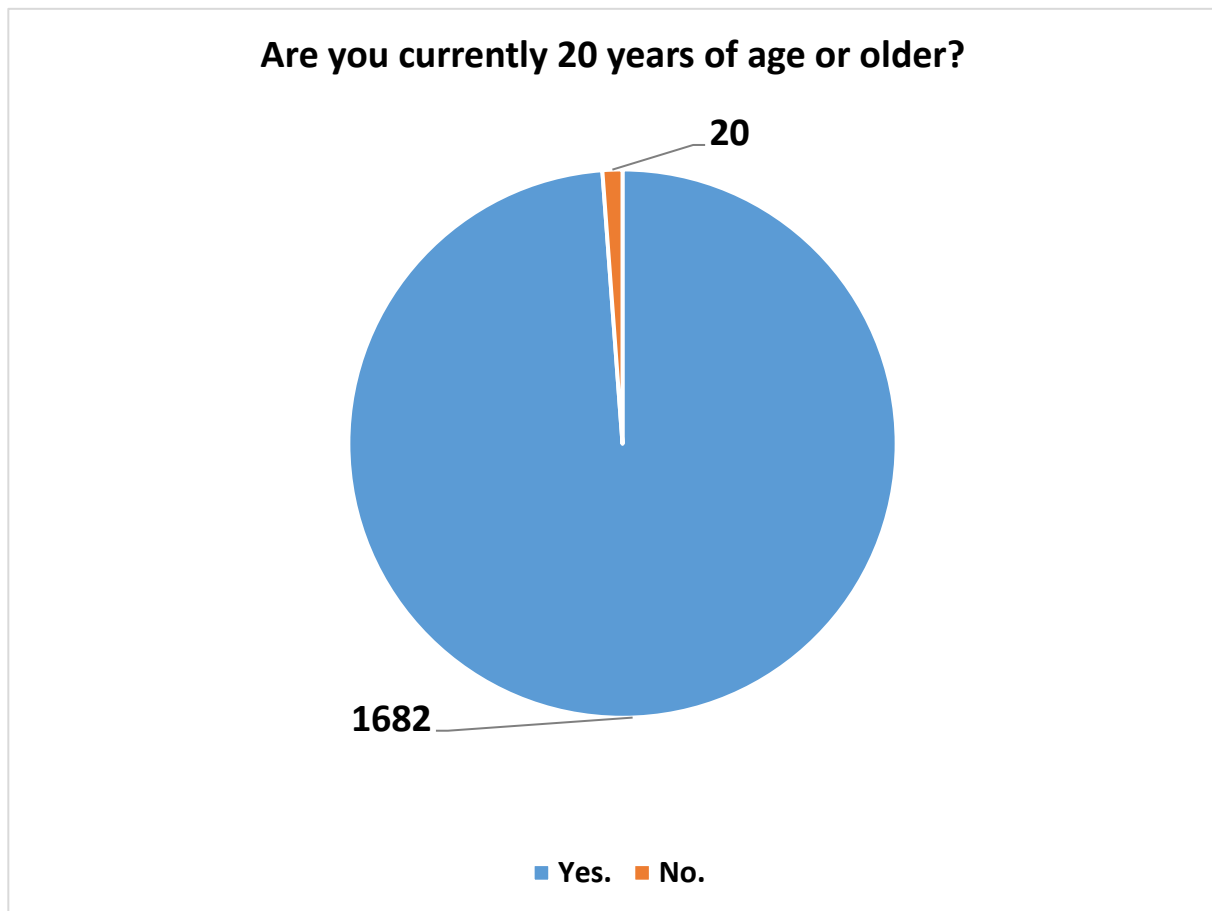


Figure 12: Age of the ATCK Questionnaire participants 20 years or older.

Figure 12 depicts the first question posed in the ATCK Questionnaire. Of the 1,702 total survey sample size, 1,682 answered “yes” to the question whether they are “currently 20 years of age or older”. 20 answered “no”. Thus, 98.82% of the participants were older than 20 years of age, and merely 1.18% of the participants were not. As this is the first of three pre-screening questions, the 20 participants who answered “no” were automatically and prematurely exited to the Thank You/Exit page of the survey and could not continue. Incidentally, another additional 4 participants were lost to the survey results at this point, as they neglected to click the send button.

ATCK Questionnaire - Question 2:

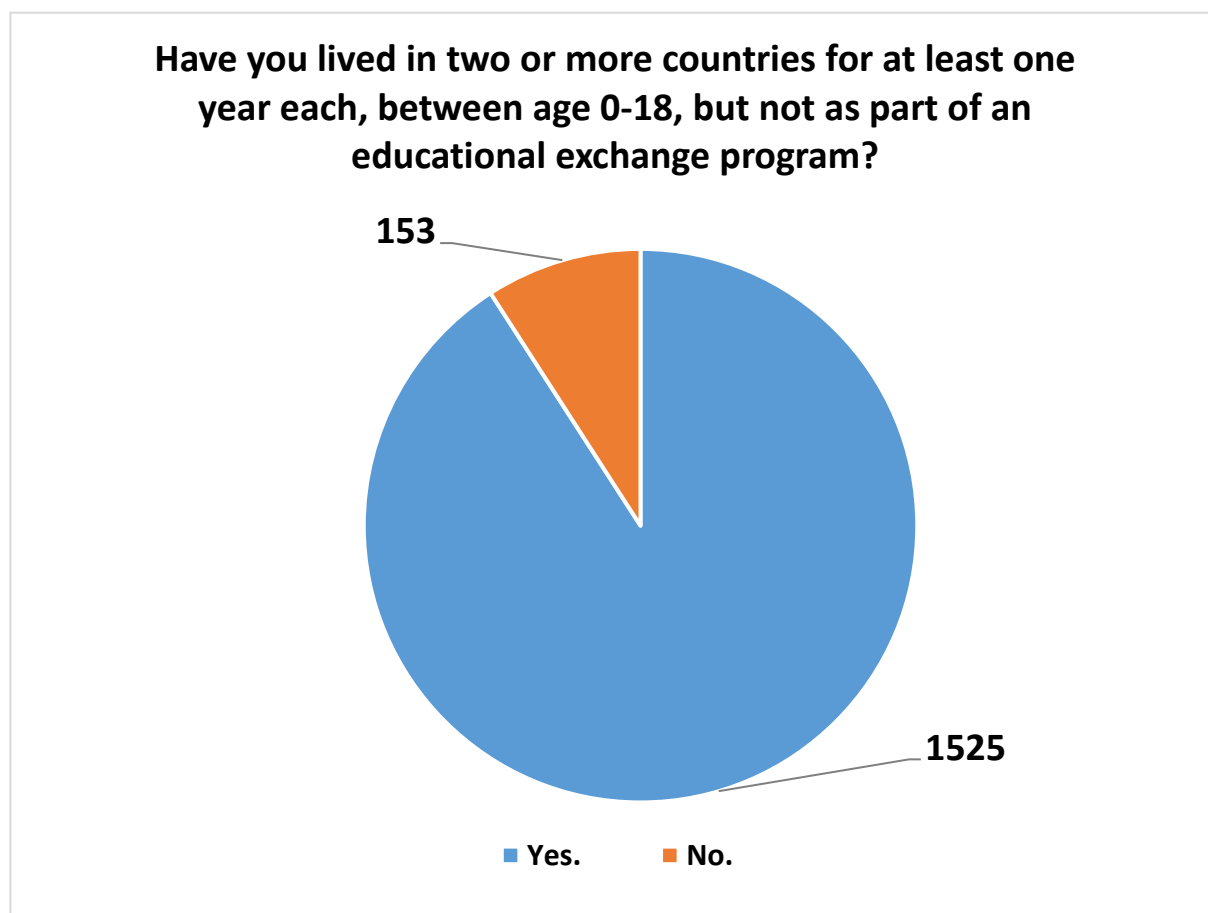


Figure 13: Number of countries the ATCK Questionnaire participants lived in between the ages of 0-18.

Figure 13 illustrates the answers to the second question of the ATCK Questionnaire. Of the 1,678 participants that were allowed to continue to the second question, 1,525 answered “yes” to the question on whether they had “lived in two or more countries for at least one year each, between age 0-18, but not as part of an educational exchange program”. 153 answered “no”. Therefore 90.88% of the participants lived in two countries or more while under the age of 18, and 9.12% lived in only one country only. Again, as this is the second of three pre-screening questions, the 153 participants answering “no” were automatically and prematurely exited to the Thank You/Exit page of the survey and could not continue with further questions. Another 2 participants were lost here, as they did not click the send button.

ATCK Questionnaire - Question 3:

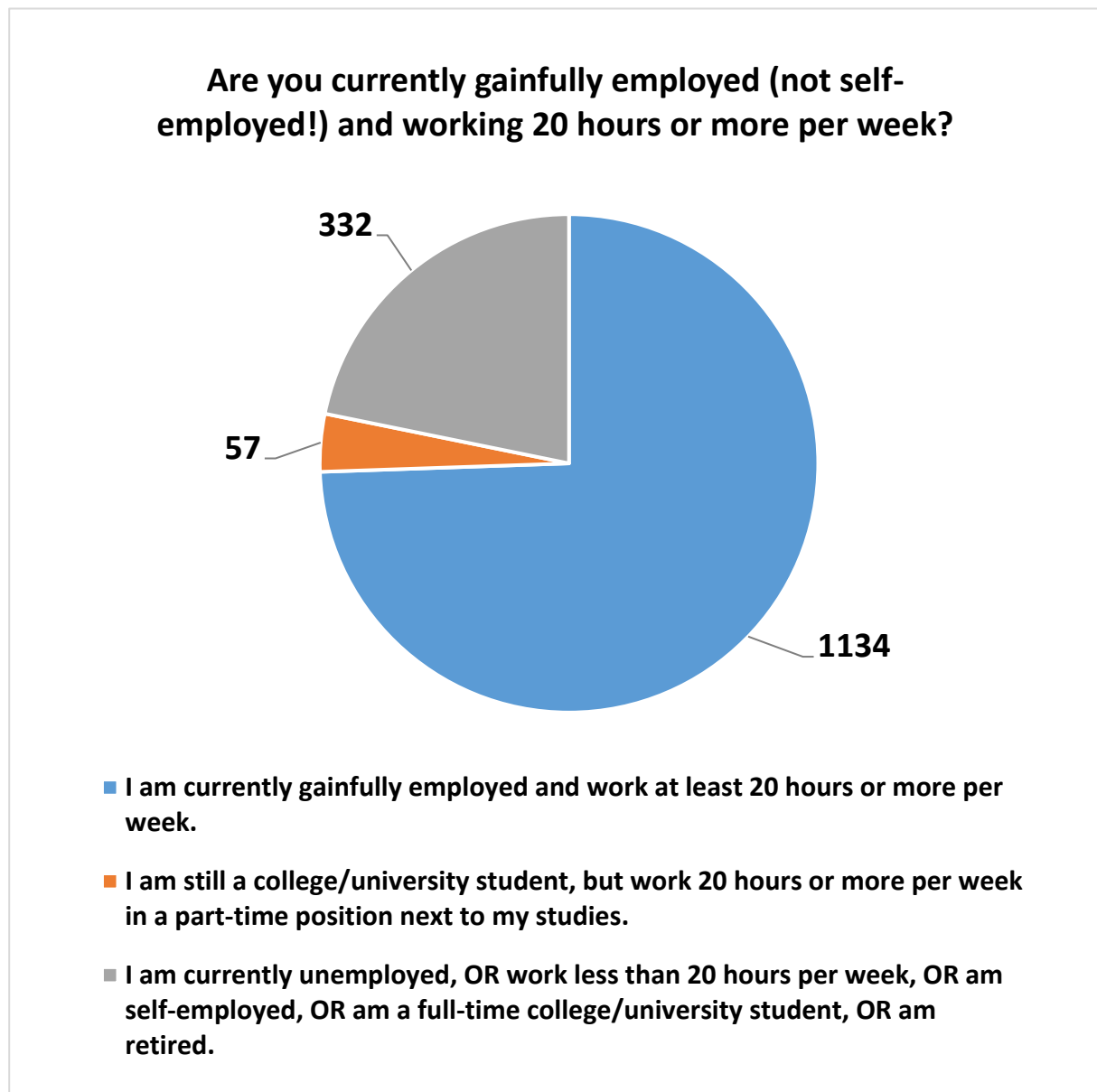


Figure 14: Employment status of ATCK Questionnaire participants during the survey participation.

Figure 14 shows the responses of the ATCK Questionnaire participants eligible to continue to the third question of the survey. The third pre-screening question posed was: “Are you currently gainfully employed (not self-employed!) and working 20 hours or more per week?”. Of the 1,523 participants left at this point, 1,134 answered that they were “currently gainfully employed and working at least 20 hours or more per week” at the time of their survey participation. This amounts to 74.46%. Another 57 participants stated that they were “still in college or university but worked more than 20 hours per week in a part-time capacity next to their studies” and were eligible to continue. This equates to 3.74%. However, 332 participants, 21.80%, answered they were “currently unemployed, OR work less than 20 hours per week,

OR [are] self-employed, OR [are] a full-time college/university student, OR [are] retired” at the time of participation. As this is the final of the three pre-screening questions, the 332 participants answering that they were unemployed, working less than 20 hours per week, self-employed, full-time college/university students or retired were automatically and prematurely exited to the Thank You/Exit page and could not continue the survey.

After passing the three pre-screening questions, a total of 1,191 participants remained eligible to continue. The rest of the survey questions are answered by all of the 1,191 participants and no more were lost along the way.

ATCK Questionnaire - Question 4:

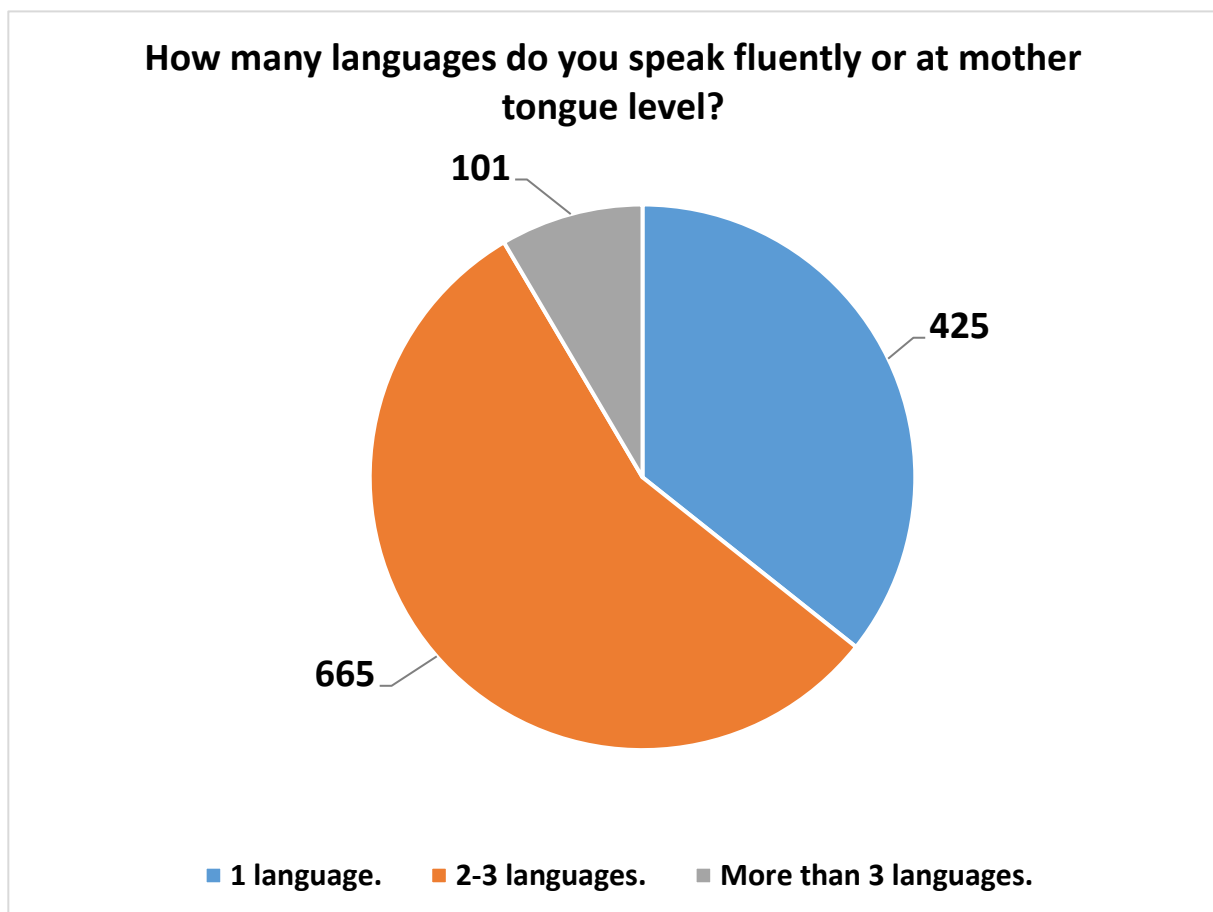


Figure 15: Number of languages the ATCK Questionnaire participants speak fluently or at mother tongue level.

Figure 15 portrays the responses of the ATCK Questionnaire participants to the fourth question of the survey. After the pre-screening block of questions, this is the first question in the language section of the survey. The ATCK Questionnaire participants were asked: “How

many languages do you speak fluently or at mother tongue level?”. Of the total 1,191 participants, 425 (35.68%) chose “one language” fluently or at mother tongue level as their answer. 665 participants, more than half with 55.84%, indicated that they speak “2-3 languages” fluently or at mother tongue level. “More than 3 languages” were spoken fluently or at mother tongue level by 101 participants. That is 8.48%.

ATCK Questionnaire - Question 5:

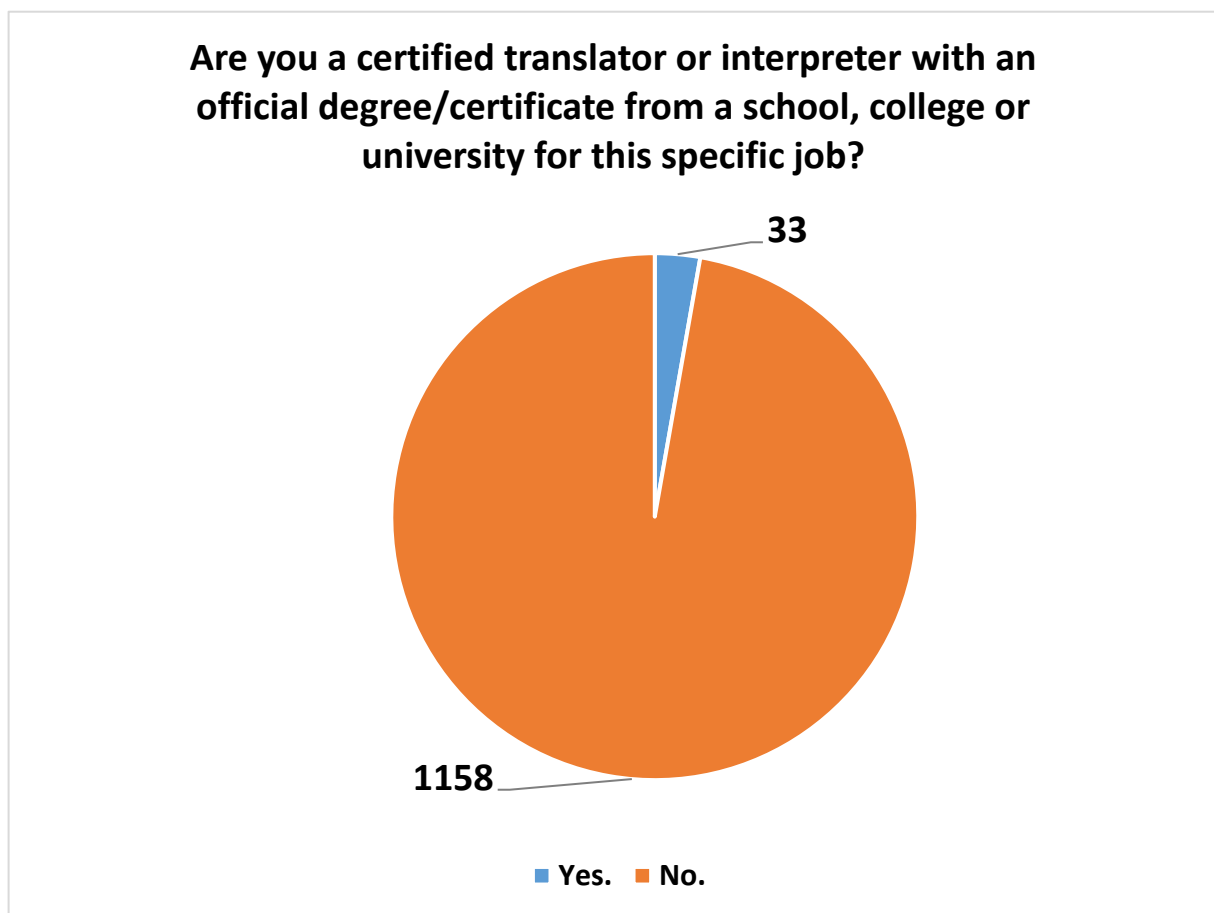


Figure 16: Background of the ATCK Questionnaire participants as a certified translator or interpreter.

Figure 16 depicts the answers to the fifth question of the ATCK Questionnaire: “Are you a certified translator or interpreter with an official degree/certificate from a school, college or university for this specific job?”. Of the total of 1,191 participants, only 33 answered with “yes” and 1,158 answered with “no”. The majority of participants, namely 97.23%, do not have a certified translator or interpreter background while 2.77% do.

ATCK Questionnaire - Question 6:

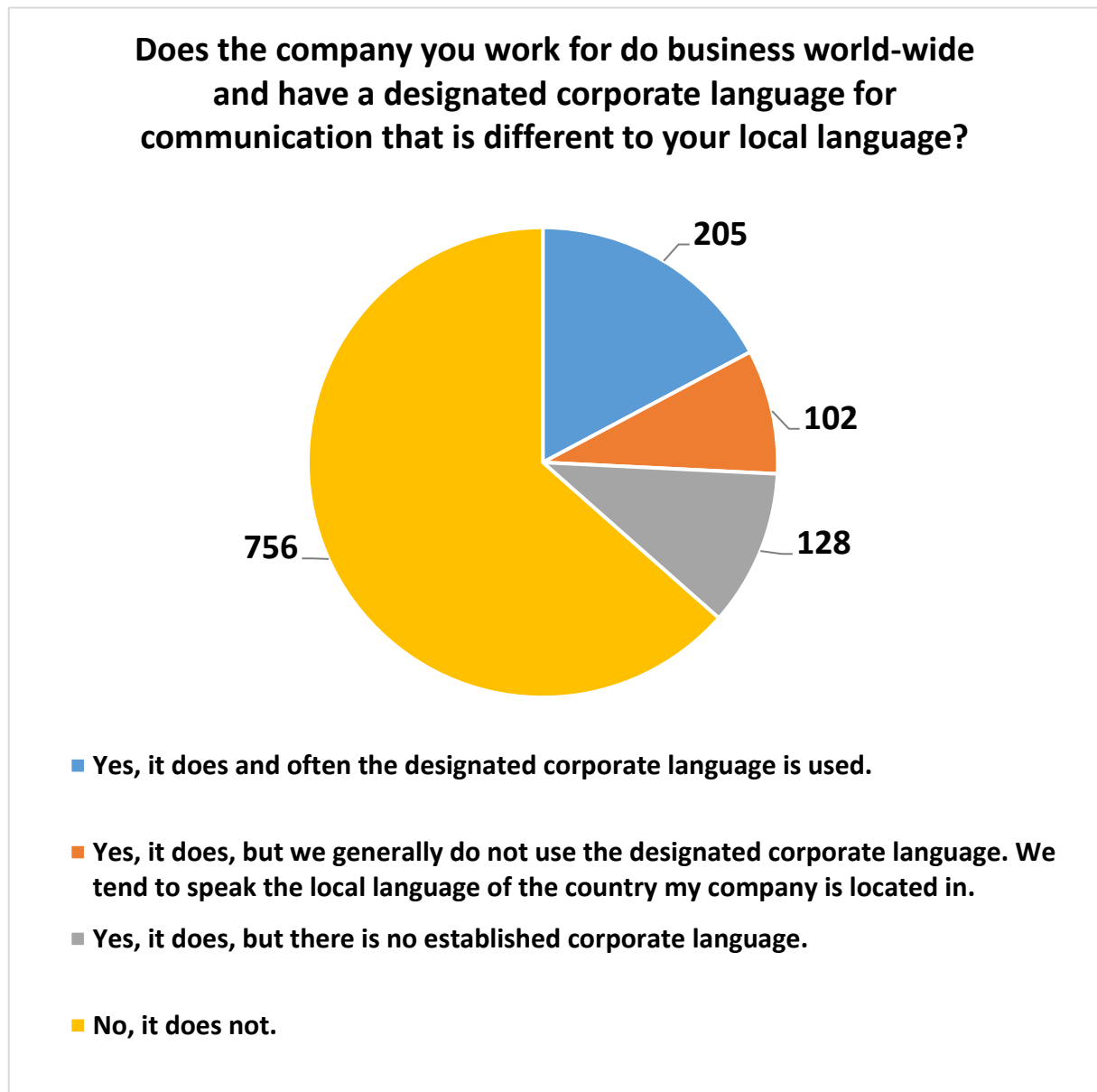


Figure 17: Use of designated corporate language in the company that ATCK Questionnaire participants work for.

Figure 17 shows the replies that the ATCK Questionnaire participants provided for the sixth question of the survey. The following question was posed: “Does the company you work for do business world-wide and have a designated corporate language for communication that is different to your local language?”. There were four answer options that the participants were able to choose from. Option one: “Yes, it does and often the designated corporate language is used” was chosen 205 times; this equals 17.21% of all the answers provided. The second answer: “Yes, it does, but we generally do not use the designated corporate language. We tend to speak the local language of the country my company is located in” was chosen by 102 participants or 8.56% of the sample. The third option: “Yes, it does, but there is no established

corporate language” was the answer chosen by 128 participants, or 10.75%. The majority chose the fourth answer: “No, it does not”. A total of 756 participants answered the question with “no”. This amounts to 63.48% of the survey sample size.

ATCK Questionnaire - Question 7:

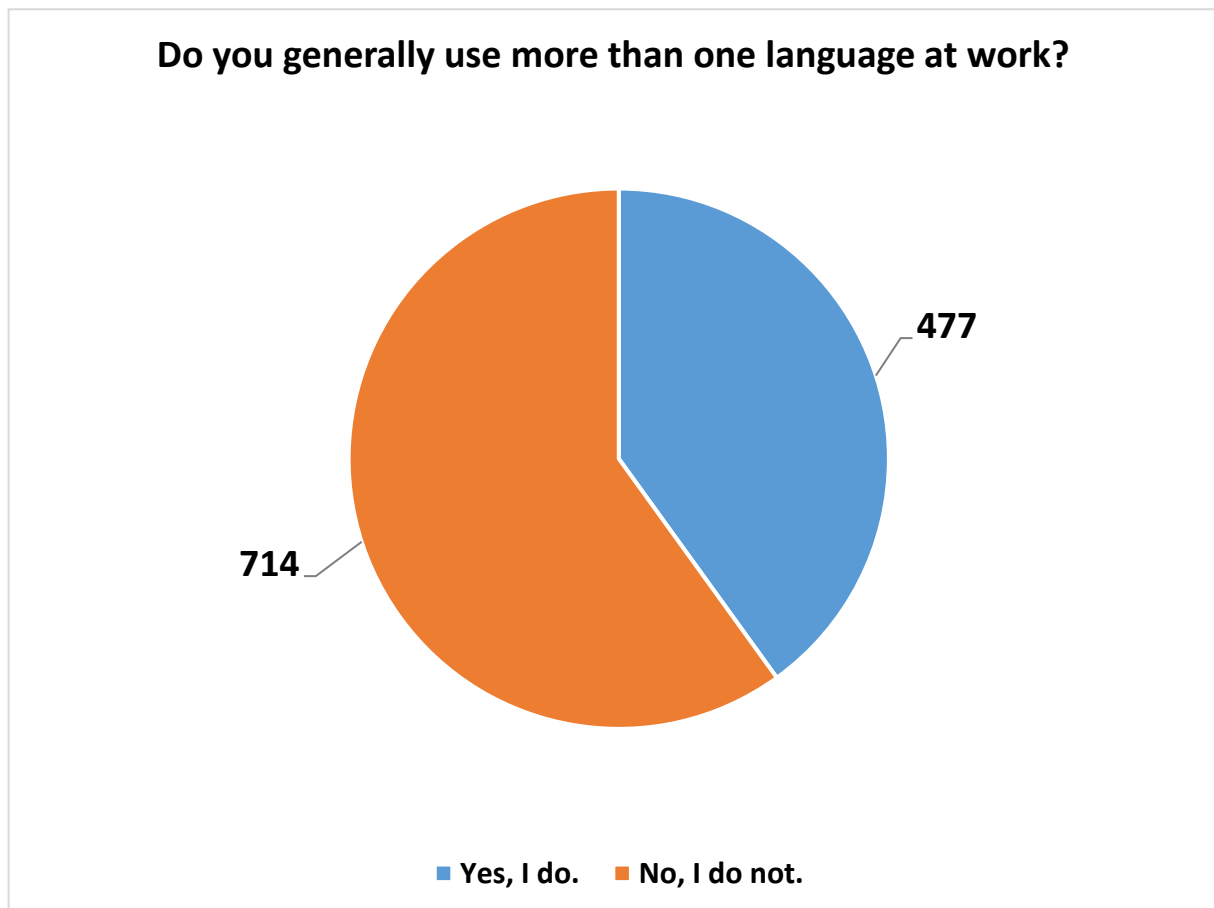


Figure 18: Numbers of languages the ATCK Questionnaire participants use at work.

Question seven of the ATCK Questionnaire was also a yes or no question and the replies are represented in Figure 18. To the question: “Do you generally use more than one language at work?” a minority of participants answered with “Yes, I do”, which is 40.05% or 477 ATCKs, while a majority of 714 participants (59.95%) responded conversely with “No, I do not”. Participants responding with “No, I do not” automatically jumped over the next question, number 8, meaning 714 participants proceeded directly to question 9 of the survey.

ATCK Questionnaire - Question 8:

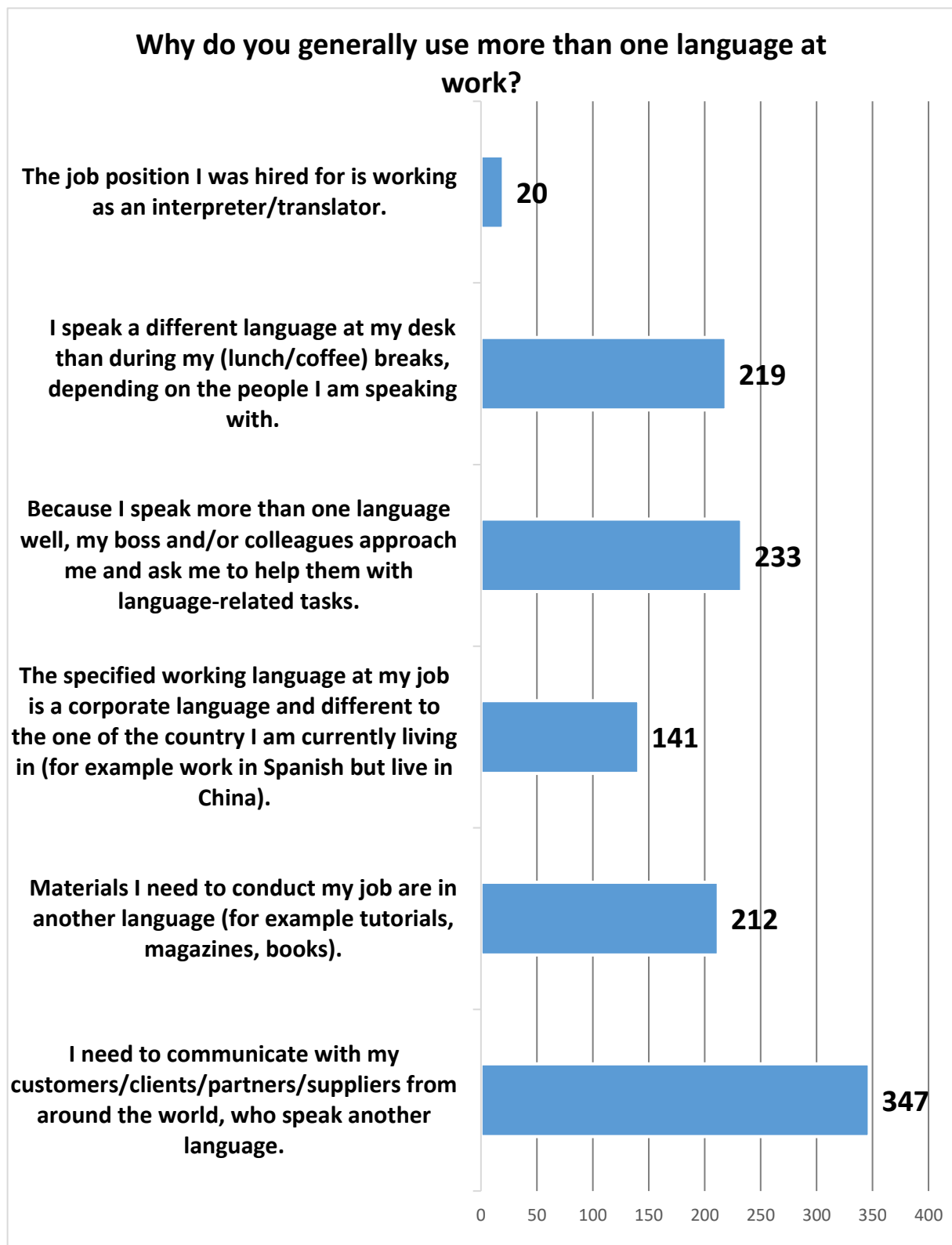


Figure 19: Reasons the ATCK Questionnaire participants use more than one language at work.

Figure 19 illustrates the responses provided by the participants of the ATCK Questionnaire to the question: “Why do you generally use more than one language at work?”.

It is important to note that this question only opened up in the survey to the participants who answered “yes” to the previous question (number 7 of the ATCK Questionnaire) on whether or not they generally used more than one language at work. The 40.05% of respondents with a positive answer to the previous question, number 7, were allowed to continue with this Question 8, to express the reasons why they use more than one language at work. Question 8 was multiple choice and one of several reasons could be ticked.

Of the 477 participants who responded positively that they did in fact use more than one language at work, the following are the provided reasons they could choose from: Option 1: “The job position I was hired for is working as an interpreter/translator” was chosen 20 times. This equals 1.71% of all responses to this question. Option 2: “I speak a different language at my desk than during my (lunch/coffee) breaks, depending on the people I am speaking with” was ticked 219 times, 18.69% of all answers. The next response, Option 3: “Because I speak more than one language well, my boss and/or colleagues approach me and ask me to help them with language-related tasks” was chosen 233 times, 19.88% of the total. 141 respondents ticked Option 4: “The specified working language at my job is a corporate language and different to the one of the country I am currently living in (for example work in Spanish but live in China)”. This is 12.03% of the total. Option 5: “Materials I need to conduct my job are in another language (for example tutorials, magazines, books)” was found fitting by 212 participants or 18.09%. And finally, Option 6: “I need to communicate with my customers/clients/partners/suppliers from around the world, who speak another language” was chosen 347 times, by 29.61% of the participants. A total 1,172 answers were tracked for this multiple-choice question.

ATCK Questionnaire - Question 9:

Thinking back at the past six months in your current job, how often were you approached by your colleagues/boss and asked to do one or more of the following tasks requiring translating or interpreting, because of your linguistic skills?

- Translate written material.
- "Proof-read" or "check" translated material against a language you are fluent in or due to your mother tongue level, for example emails, flyers, brochures, homepage entries, contracts.
- Attend meetings, during which you were asked to help with any arising issues that needed translating or interpreting.

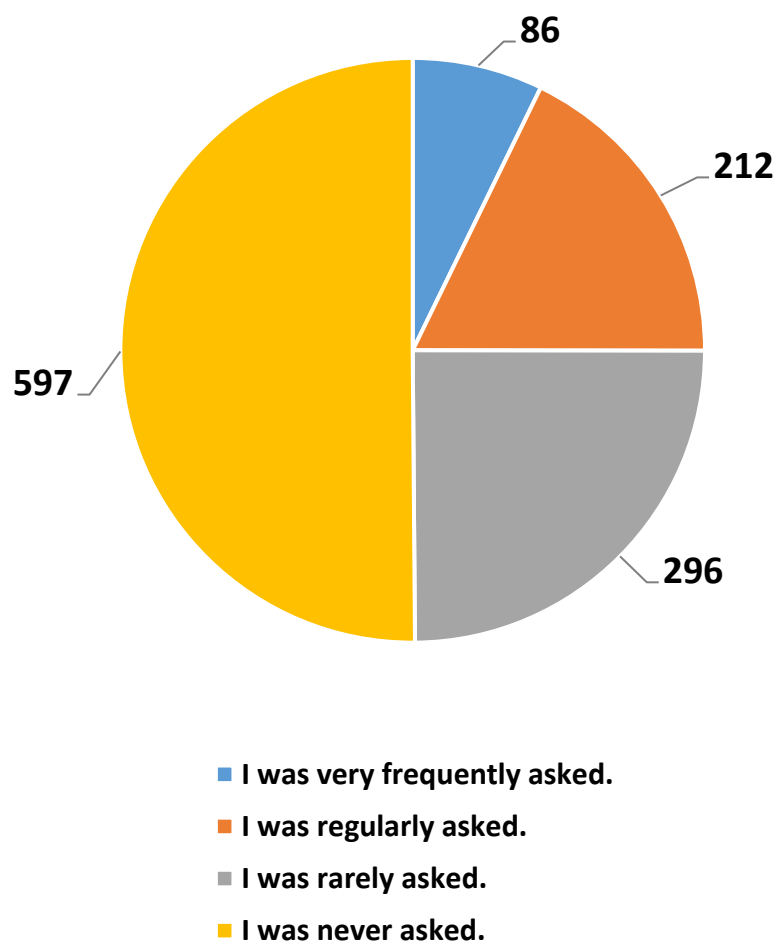


Figure 20: Frequency in which the ATCK Questionnaire participants were asked to do tasks requiring translating or interpreting due to their language skills in their current job in the past six months.

All 1,191 participants of the ATCK Questionnaire were asked to answer the following question, number 9: “Thinking back at the past six months in your current job, how often were you approached by your colleagues/boss and asked to do one or more of the following tasks requiring translating or interpreting, because of your linguistic skills?”. The translating or interpreting tasks included in the subtext of the question were: the translation of written material; the proof-reading or checking of written material against a language they spoke very well, for example emails, flyers, brochures, homepage entries and contracts; and/or the attendance of meetings where they were asked to assist with any arising translation or interpretation tasks.

Figure 20 portrays the four possible choices. Of the 1,191 participants, 86 ATCKs chose the answer that they were “very frequently asked” in the past six months. This equates to 7.22%. 212 participants, or 17.80% ticked they were “regularly asked”. The answer “rarely asked” was chosen by 296 participants, or 24.85%. And finally, 597 ATCKs, or 50.13%, ticked the answer they were “never asked” to complete those tasks in the past six months. If the participants answered with “I was never asked” they automatically jumped the next Question 10 and were asked to continue directly with Question 11 of the survey. The 594 respondents choosing one of the three positive options went on to answer Question 10 next.

ATCK Questionnaire - Question 10:

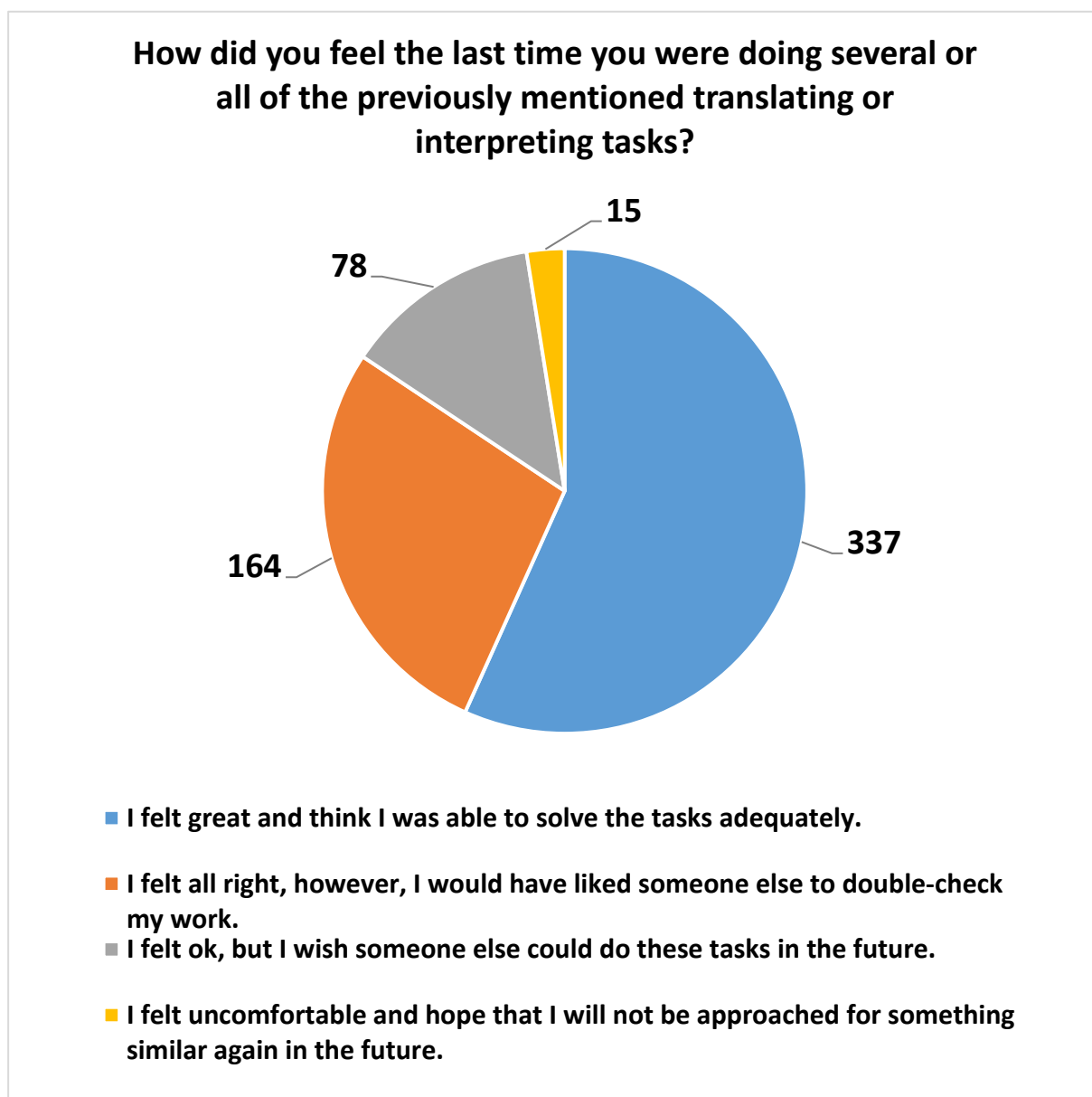


Figure 21: Emotional reaction of the ATCK Questionnaire participants when they were asked to do the previously mentioned translation or interpreting tasks.

Figure 21 portrays the emotional reaction of the ATCK Questionnaire participants to Question 10: “How did you feel the last time you were doing several or all of the previously mentioned translating or interpreting tasks?”. This question was only available to the participants who chose one of three positive answers of the previous question, number 9, of the survey.

The 594 ATCK participant answers to Question 10 were divided in the following way: 337 respondents, which is the majority with 56.73%, ticked the option that they “felt great and think [they were] able to solve the task adequately” Option 2: “I felt alright, however, I would

have liked someone else to double-check my work” was chosen 164 times, making up 27.61% of the participants. 78 participants, or 13.13% of the respondents, ticked the option that they “felt ok, but [...] wish someone else could do these tasks in the future”. A small minority of 15 ATCK participants, 2.53%, said they “felt uncomfortable and hope that [they] will not be approached for something similar again in the future.

ATCK Questionnaire - Question 11:

Now looking at the following international communication tasks and thinking back at the past six months in your current job, how often were you approached by your colleagues/boss and asked to do one or more of these tasks, because of your linguistic skills?

- Write emails to international customers, clients or partners and help colleagues to do so.
- Answer international phone calls.
- Communicate with international colleagues, for example by email or phone.
- Help with hiring international employees and test the linguistic skills of the potential employee.
- Join social events when international guests are visiting, for example a social dinner.

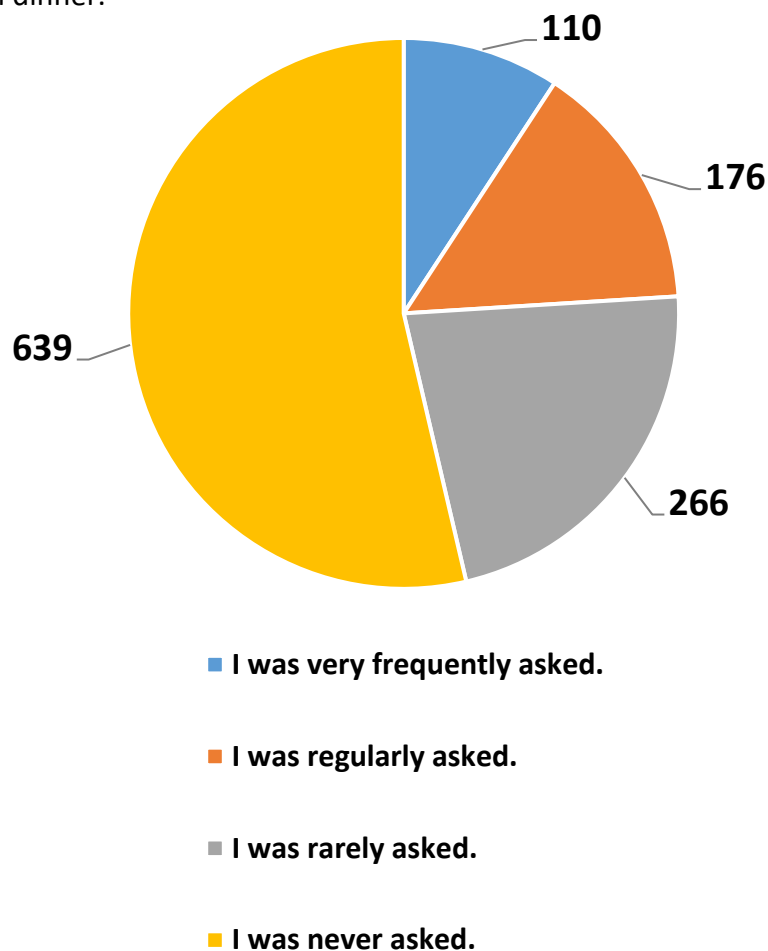


Figure 22: Frequency in which the ATCK Questionnaire participants were asked to do international communication tasks due to their language skills in their current job in the past six months.

Figure 22 illustrates the responses of all 1,191 participants of the ATCK Questionnaire to the following question: “Now looking at the following international communication tasks

and thinking back at the past six months in your current job, how often were you approached by your colleagues/boss and asked to do one or more of these tasks, because of your linguistic skills?" The international communication tasks included in the subtext of the question were: writing emails to international customers, clients or partners and helping colleagues to do so; answering international phone calls; communicating with international colleagues, for example by email or phone; helping with hiring international employees and testing the linguistic skills of the potential employee and/or joining social events when international guests are visiting, for example a social dinner.

Of the 1,191 respondents, 110 clicked on "very frequently asked". This is 9.24%. 176 participants chose the option "regularly asked", making up 14.78%. 266 ATCK participants ticked "rarely asked", at 22.33%, while the largest portion, 639 participants, choosing the answer that they were "never asked", amounts to over half, with 53.65%. These "never asked" participants automatically jumped the next question of the ATCK Questionnaire and continued with Question 13. The participants who chose negative replies to *both* Question 9 and 11 (i.e. "never asked") were automatically sent from Question 11 directly to Question 14, while the 552 participants choosing one of the positive options 1-3 on Question 11 continued on to the next question of the survey, Question 12.

ATCK Questionnaire - Question 12:

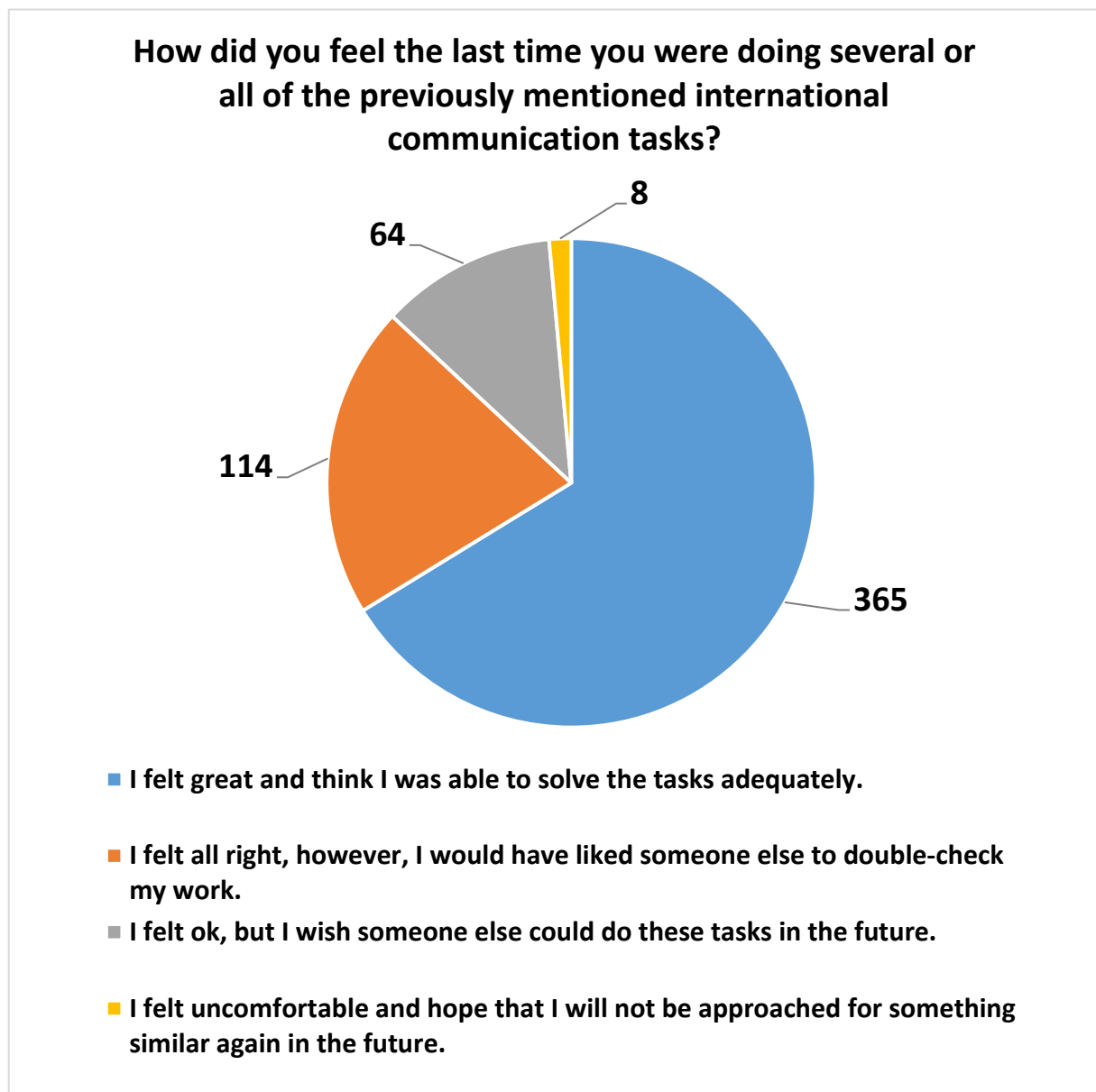


Figure 23: Emotional reaction of the ATCK Questionnaire participants when they were asked to do the previously mentioned international communication tasks.

The pie chart in Figure 23 shows the ATCK Questionnaire respondents' choice for the question: "How did you feel the last time you were doing several or all of the previously mentioned international communication tasks?" As a reminder, this question was jumped by all the participants who answered they were "never asked" to do such tasks in the previous Question 11, so there were only 551 participants who contributed to this Question 12. 365 ATCKs, (66.24%) "felt great and think [they were] able to solve the tasks adequately". 114 participants (20.69%) said they "felt alright, however, [they] would have liked someone else to double-check [their] work" The third option: "I felt ok, but I wish someone else could do these tasks in the future" was chosen by 64 people (11.62%). And a very small number of 8 ATCKs

(only 1.45%) chose the fourth option: “I felt uncomfortable and hope that I will not be approached for something similar again in the future”.

It must be noted here that a single participant went missing in the statistics and results for this question. In Question 11 of the ATCK Questionnaire, 552 survey participants ticked a positive answer and were allowed to continue on to Question 12 of the survey. However, in Question 12, there were only a total 551 participants who chose an answer. One participant’s response went missing. In all the following questions there is a total of 1,191 respondents again. This must mean that one response was not logged for this Question 12; the reason must have been a technical glitch.

ATCK Questionnaire - Question 13:

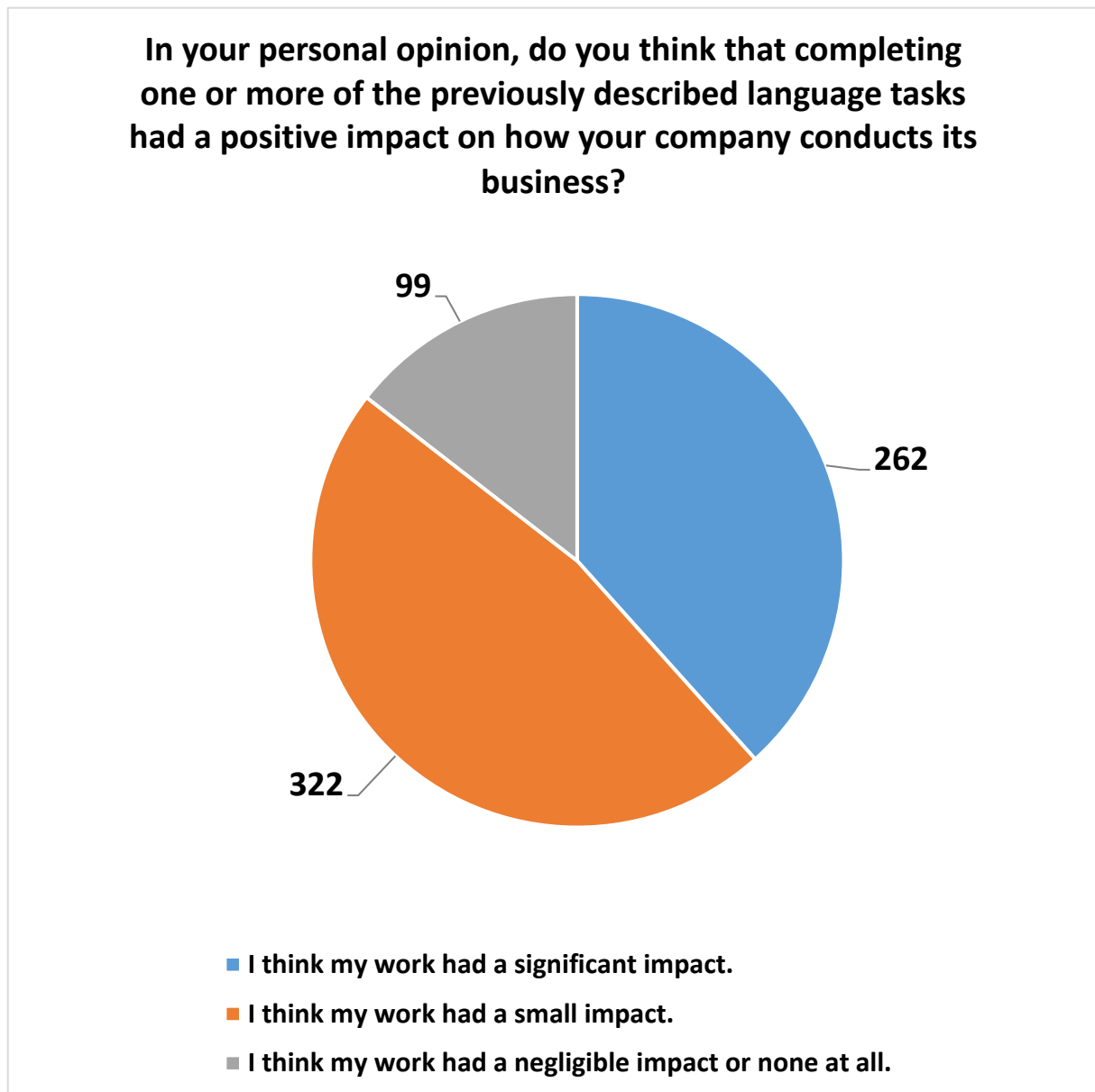


Figure 24: Subjective view of the ATCK Questionnaire participants whether completed language tasks had a positive impact on the company business.

Figure 24 displays the responses provided to the 13th question of the ATCK Questionnaire: “In your personal opinion, do you think that completing one or more of the previously described language tasks had a positive impact on how your company conducts its business?” This question was only shown to those ATCKs who answered Question 11 of the survey positively (552 participants), or answered Question 9 of the survey positively, while concurrently giving a negative response to Question 11 (131 participants). Thus, this question was available to 683 participants to answer. Those participants, who chose negative responses to *both* Questions 9 and 11 (“I was never asked”), were automatically jumped from Question 11 to Question 14.

Of the 683 responses collected in Question 13, the replies were split as follows: 262 participants (38.36%) ticked that they believe their “work had significant impact on the way their company does its business”. 322 ATCKs (47.14%) believed their “work had small impact”. A smaller portion of 99 people, (14.49%) indicated that their “work had a negligible impact or none at all”.

ATCK Questionnaire - Question 14:

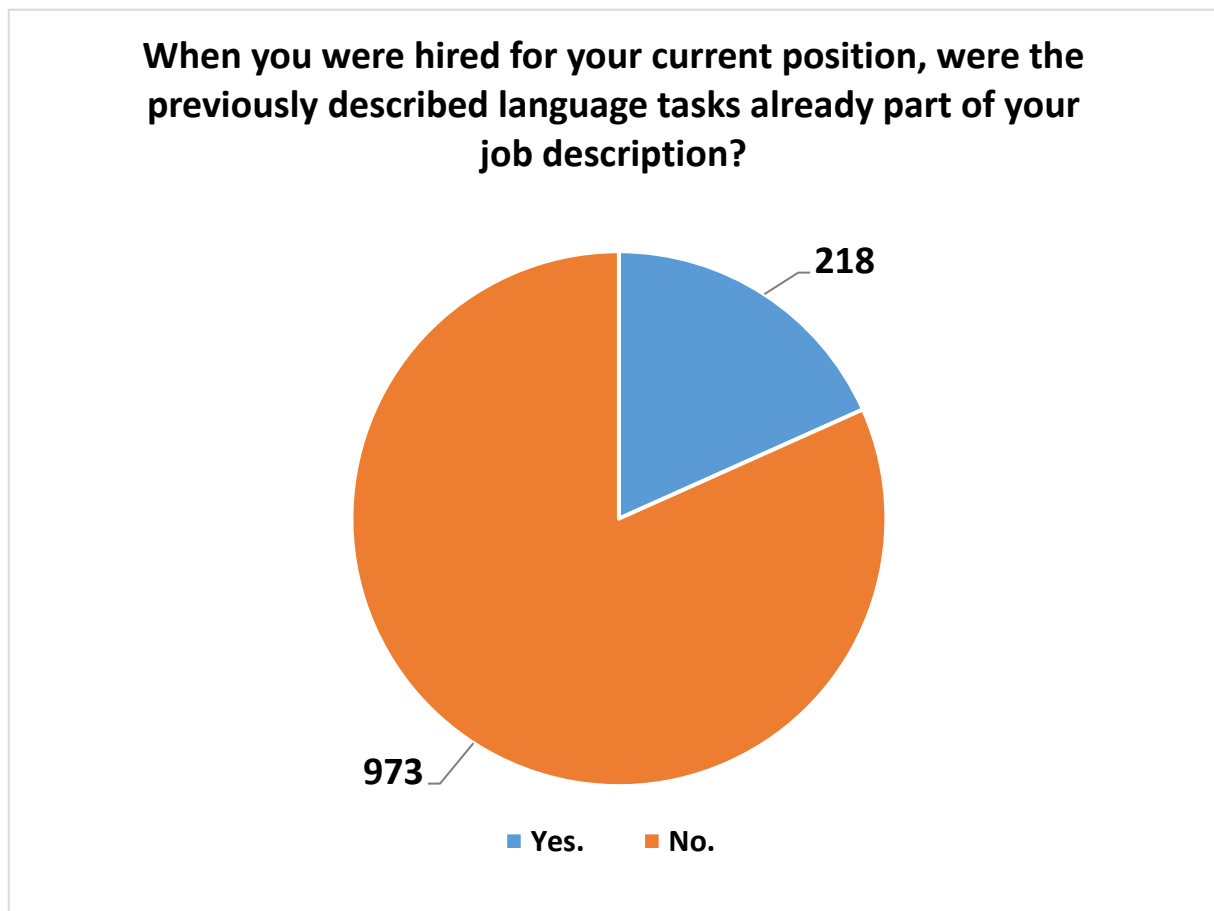


Figure 25: ATCK Questionnaire participants' prerequisite language tasks for their positions.

In Figure 25, all 1,191 participants were reunited to answer the 14th question of the ATCK Questionnaire: “When you were hired for your current position, were the previously described language tasks already part of your job description?”. Of all respondents, 218 answered “yes”. A majority, namely 973 participants, however, chose “no” as an answer. Thus, 18.30% affirm the question’s inference, while 81.70% negate it.

ATCK Questionnaire - Question 15:

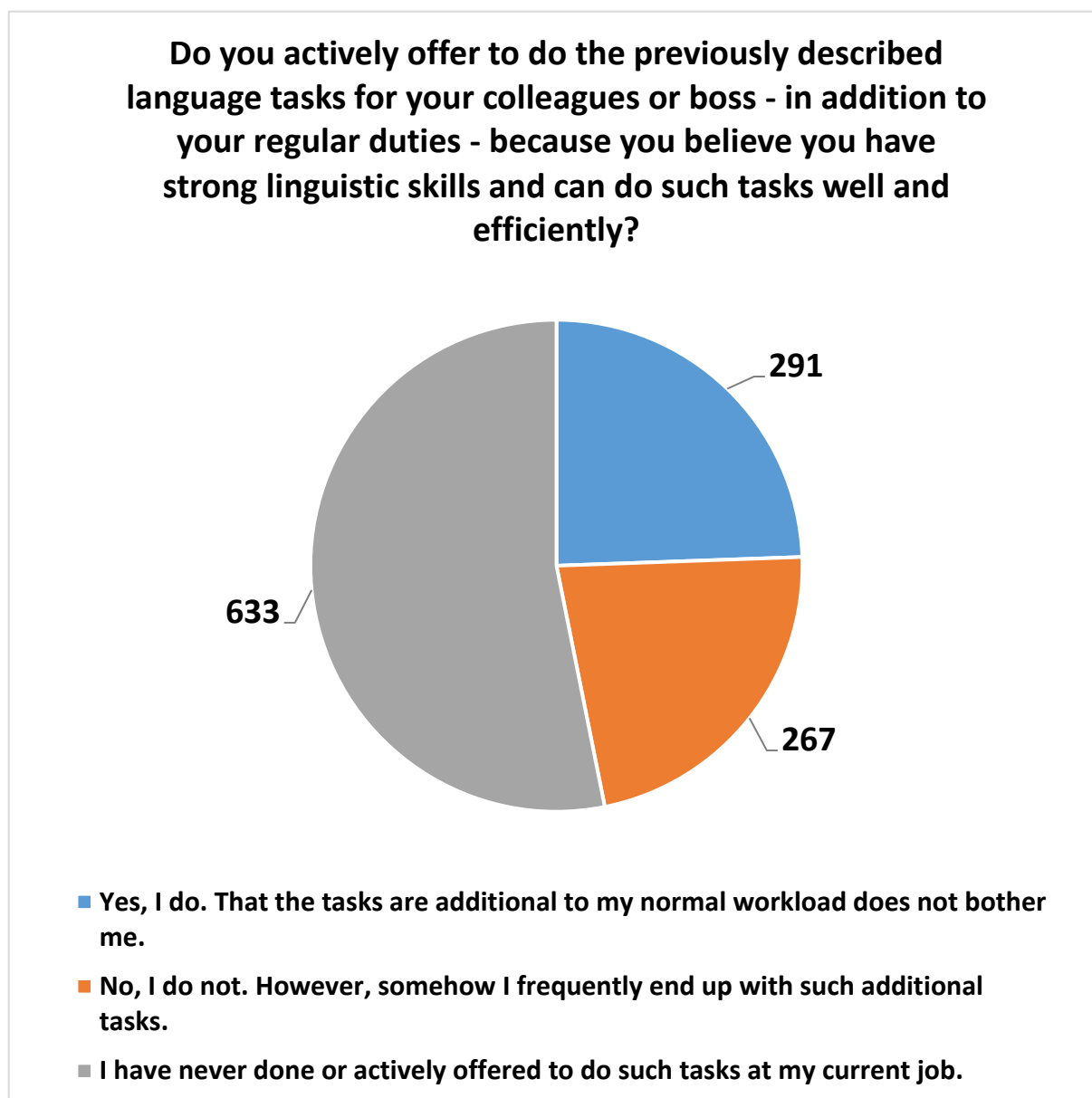


Figure 26: Number of ATCK Questionnaire participants who actively offer to do the previously described language tasks, because they believe they can do them well.

In Figure 26, the ATCK Questionnaire participants' responses to the following question are shown: "Do you actively offer to do the previously described language tasks for your colleagues or boss – in addition to your regular duties – because you believe you have strong linguistic skills and can do such tasks well and efficiently?" Of the 1,191 participants, 291 opted for: "Yes, I do. That the tasks are additional to my normal workload does not bother me". This amounts to 24.43%. A further 267 participants (22.42%) specified: "No, I do not. However, somehow I frequently end up with such additional tasks". Finally, the majority of 633 participants chose to respond that they have "never done or actively offered to do such tasks at [their] current job". This is the majority with 53.15%.

ATCK Questionnaire - Question 16:

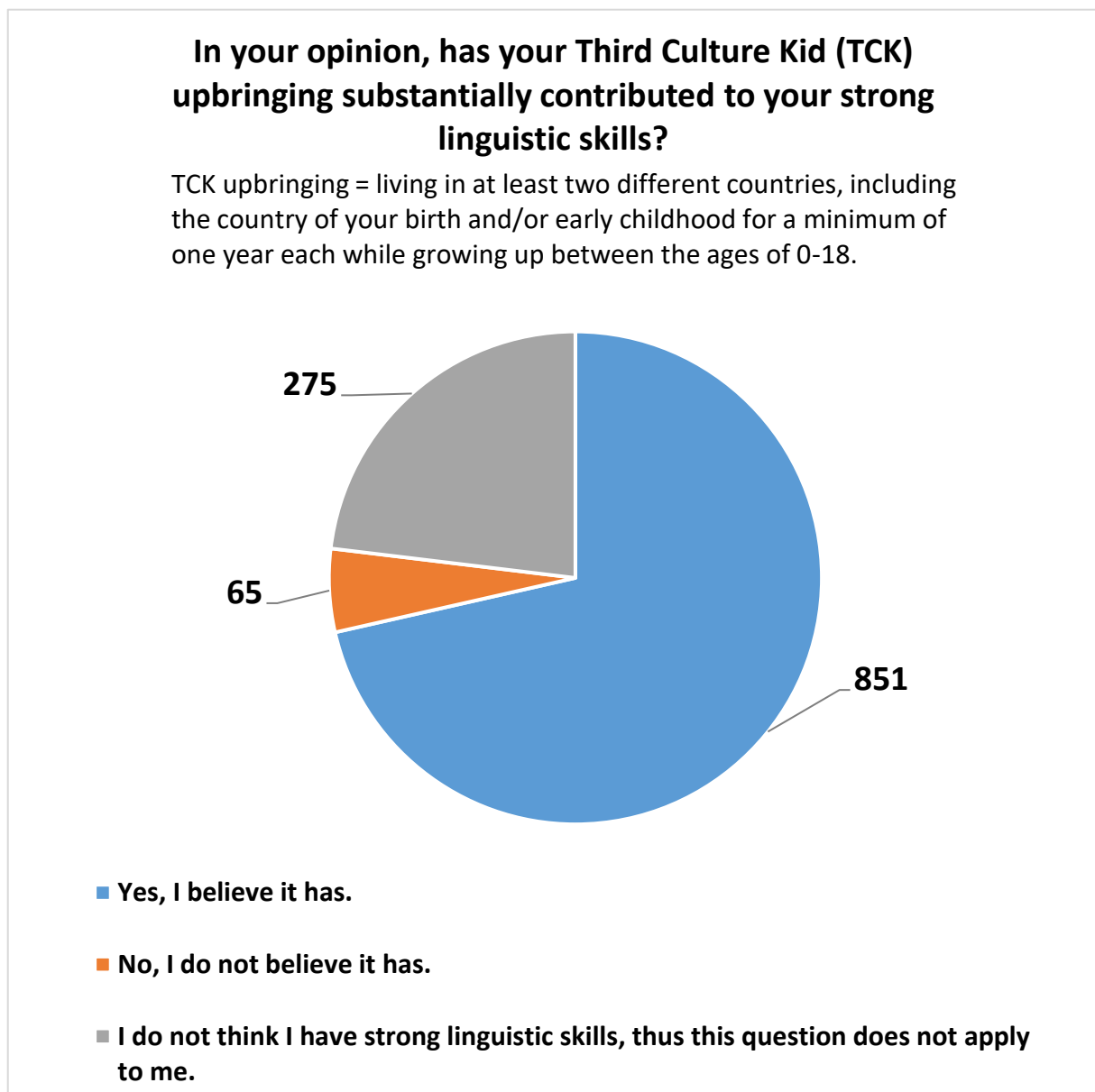


Figure 27: Contribution of a TCK upbringing to the strong language skills of the ATCK Questionnaire participants.

Concluding the section on the language skills of the participants in the ATCK Questionnaire is Question 16 shown in Figure 27. Here the ATCKs were asked: “In your opinion, has your Third Culture Kid (TCK) upbringing substantially contributed to your strong linguistic skills?”. At this point in the survey, the participants were reminded of the TCK upbringing definition used throughout this PhD project⁴⁵. From the pool of 1,191 participants,

⁴⁵ The definition of TCK upbringing used in this Ph.D. thesis is: Living in at least two different countries, including the country of birth and/or early childhood for a minimum of one year each while growing up between the ages of 0-18.

the majority of 851 opted for the response: “Yes, I believe it has”. This equals 71.45%. Only 65 (5.46%) chose the opposite answer: “No, I do not believe it has”. The third answer option of “I do not think I have strong linguistic skills, thus this question does not apply to me” was chosen by 275 people, corresponding to 23.09%.

ATCK Questionnaire - Question 17:

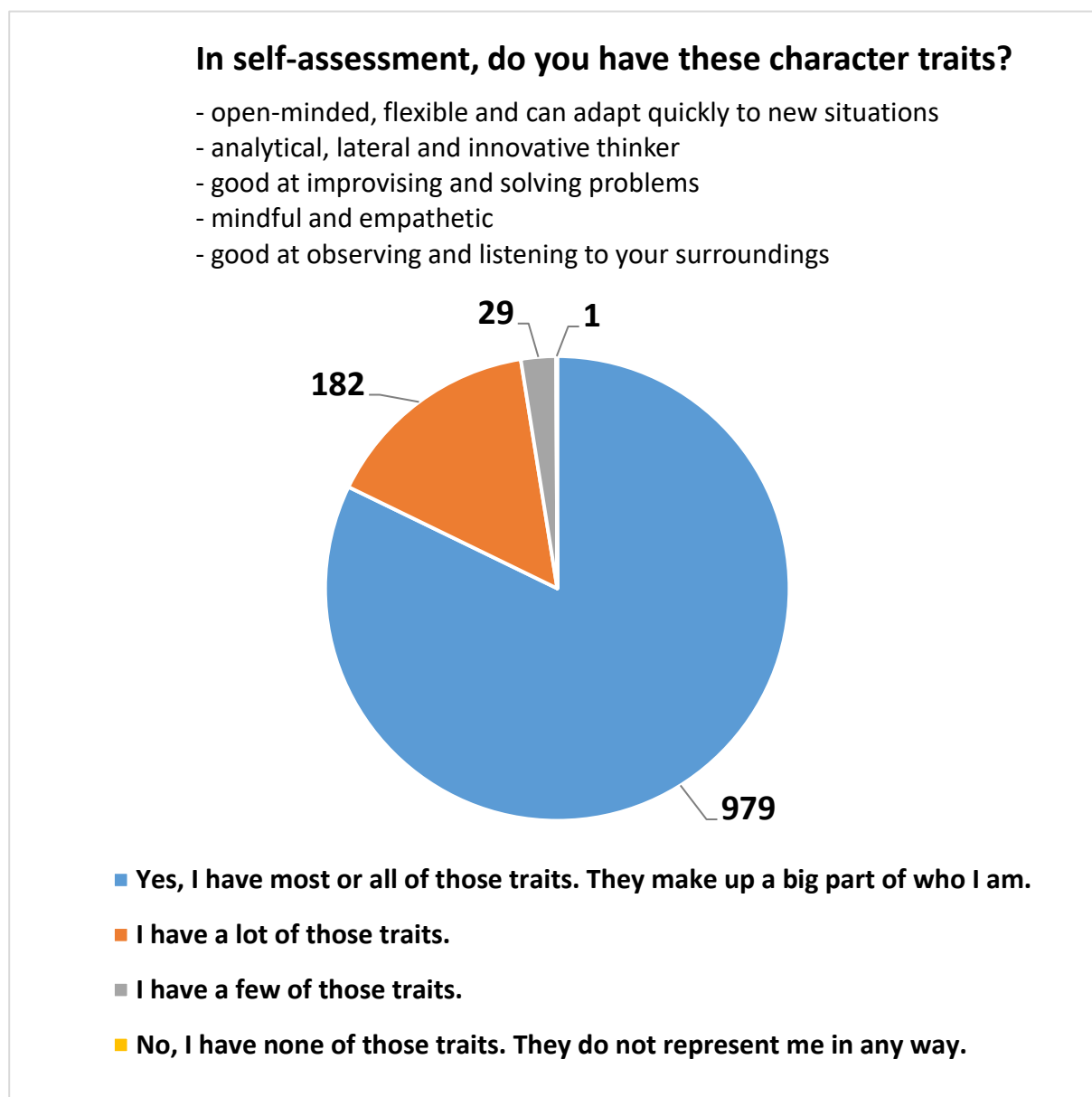


Figure 28: Self-assessment of the ATCK Questionnaire participants' character traits.

Figure 28 depicts the results of the ATCK Questionnaire's 17th question. It is the first one in the intercultural competence section of the survey and was posed as follows: “In self-assessment, do you have these character traits?” The character traits listed in the subtext of the question were: open-minded, flexible and able to adapt quickly to new situations; to be an

analytical, a lateral and innovative thinker; to be good at improvising and solving problems; to be mindful and empathetic; to be good at observing and listening to your surroundings.

A large number of the ATCK participants ticked: “Yes, I have most or all of those traits. They make up a big part of who I am”. 979 participants (82.20%) chose this positive answer. An additional 182 ATCKs, equaling 15.28%, opted for: “I have a lot of those traits”. Merely 29 (2.43%) chose: “I have a few of those traits”, while only 1 ATCK (0.08%) picked: “I have none of those traits. They do not represent me in any way”.

ATCK Questionnaire - Question 18:

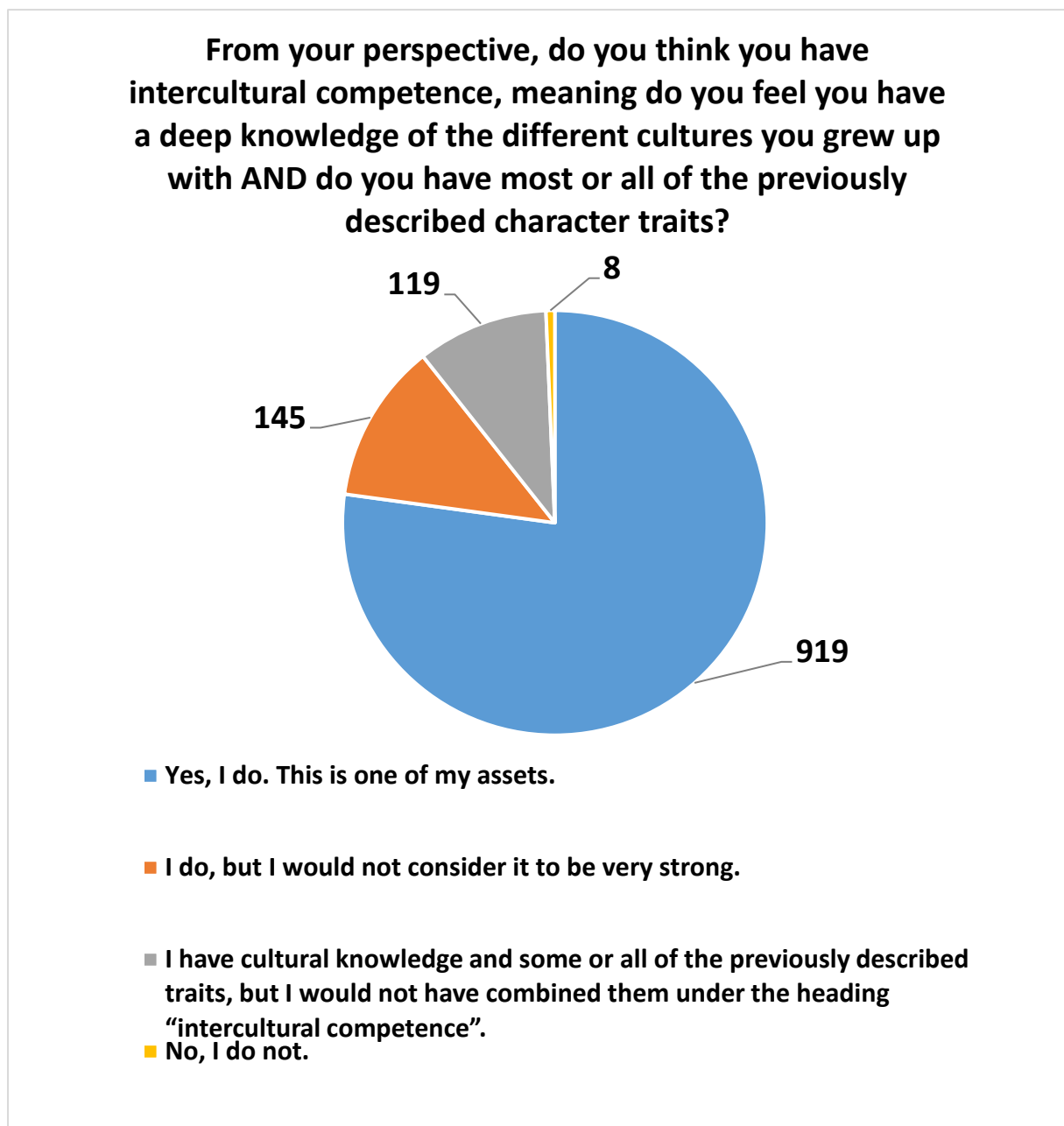


Figure 29: Self-assessment of the ATCK Questionnaire participants’ intercultural competence.

Question 18 of the ATCK Questionnaire reads: “From your perspective, do you think you have intercultural competence, meaning do you feel you have a deep knowledge of the different cultures you grew up with AND do you have most or all of the previously described character traits?”. The results of this question are specified in Figure 29. Of the 1,191 (77.16%) decided on: “Yes, I do. This is one of my assets”. 145 further participants chose: “I do, but I would not consider it to be very strong”. This is 12.17% of the survey sample size. The answer: “I have cultural knowledge and some or all of the previously described traits, but I would not have combined them under the heading ‘intercultural competence’” was chosen by 119 (9.99%) of the participants. Only 8 ATCKs (0.67%) opted for: “No, I do not” as their answer.

ATCK Questionnaire - Question 19:

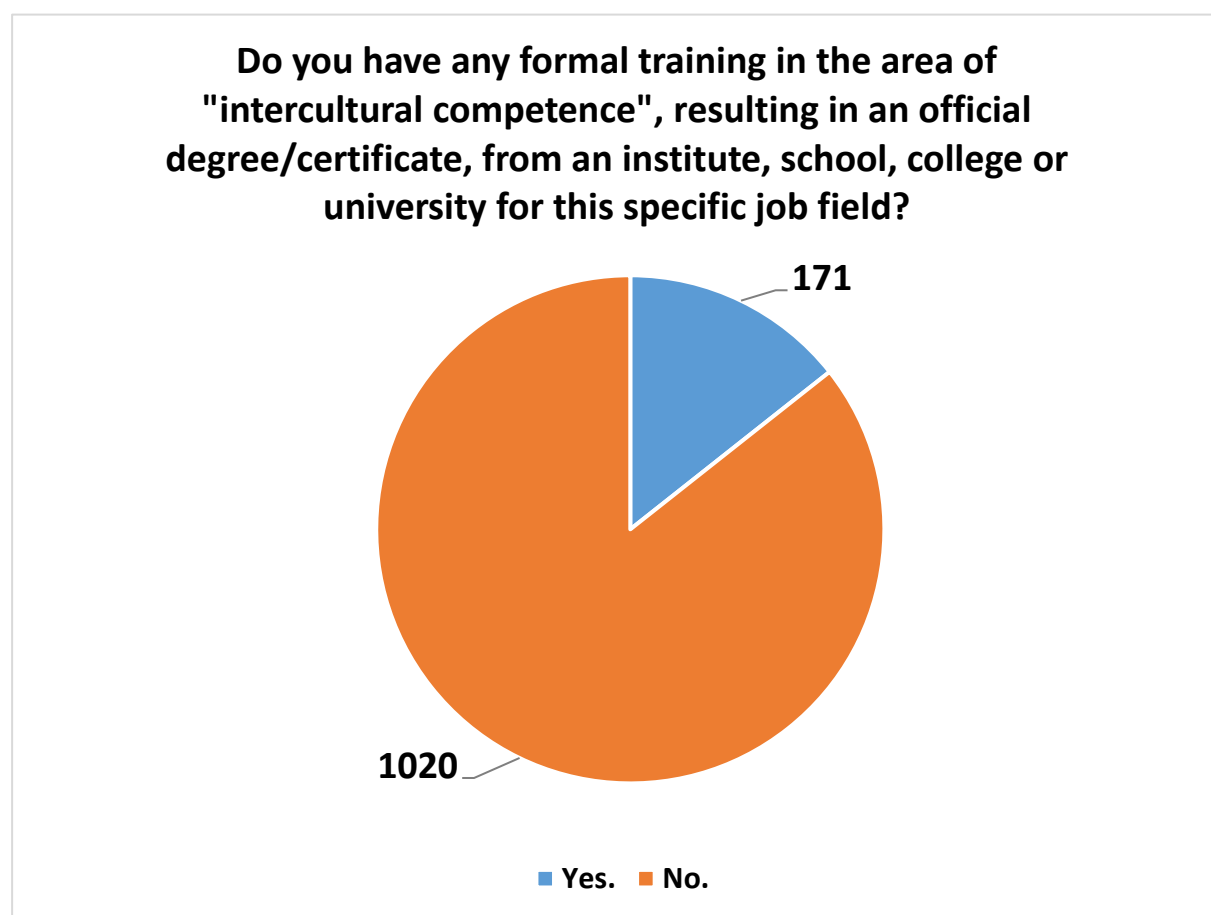


Figure 30: Whether ATCK Questionnaire participants have had formal intercultural competence training.

The pie chart in Figure 30 shows the ATCK responses to the Question 19: “Do you have any formal training in the area of ‘intercultural competence’, resulting in an official degree/certificate, from an institute, school, college or university for this specific job field?” Of

all the study participants, 171 ATCKs ticked: “yes” whereas 1,020 chose: “no”. This equates to 14.36% and 85.64% respectively.

ATCK Questionnaire - Question 20:

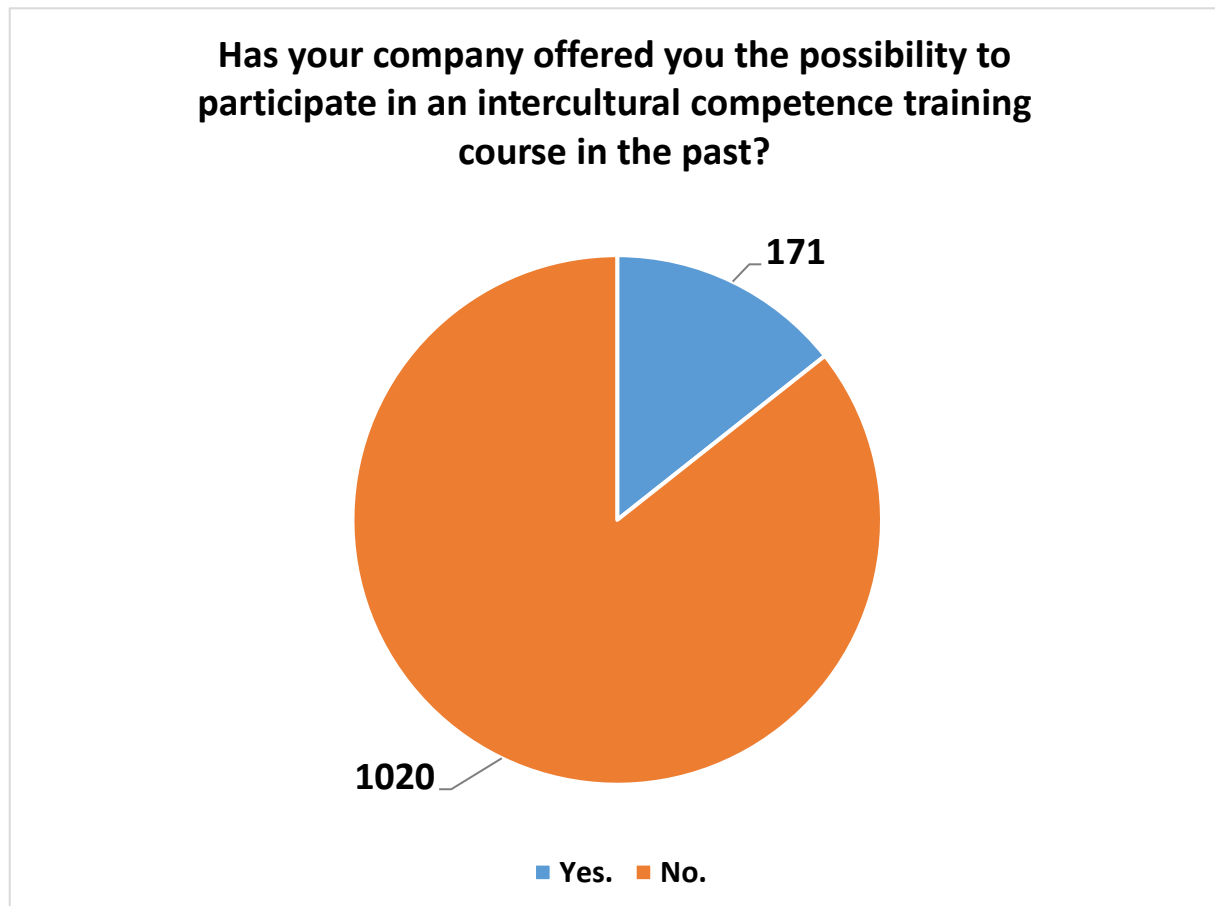


Figure 31: Intercultural competence training options offered to the ATCK Questionnaire participants by their companies in the past.

Figure 31 shows another yes/no question of the ATCK Questionnaire, namely Question 20. Here, the ATCK participants were asked: “Has your company offered you the possibility to participate in an intercultural competence training course in the past?” Of the entire sample group, 171 (14.36%) chose: “yes”, while the majority of 1,020 ATCKs (85.64%) ticked: “no”.

ATCK Questionnaire - Question 21:

Thinking back at the past six months in your current job, how often were you approached by your colleagues/boss and asked to do one or more of the following intercultural competence tasks?

- Be involved in the planning, team recruitment or implementation of international project work, by providing relevant information based on your knowledge of the other culture.
- Brief your colleagues/boss on international meetings or social events regarding, for example business etiquette, respectful behavior, time scheduling, seating arrangements, acceptable social get-togethers.
- Check written material such as e-mails, flyers, brochures, homepage entries or contracts regarding acceptable cultural vocabulary, address, pictures, design.
- Instruct or train your colleagues on a culture you do business with.

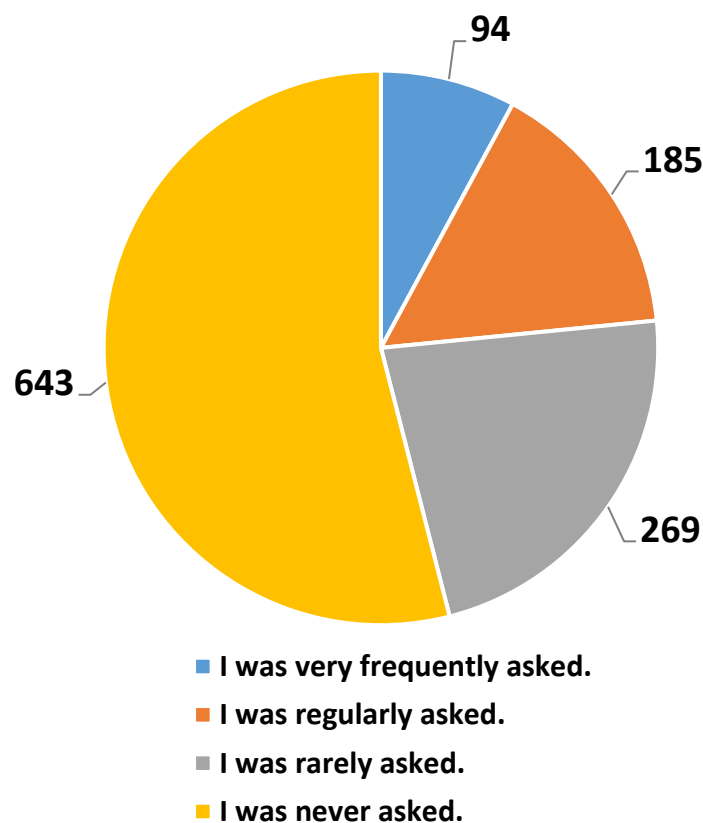


Figure 32: Frequency in which ATCK Questionnaire participants were asked to do intercultural competence tasks in their current job, in the past six months.

Figure 32 illustrates the responses of the 1,191 participants of the ATCK Questionnaire to the following question: “Thinking back at the past six months in your current job, how often were you approached by your colleagues/boss and asked to do one or more of the following intercultural competence tasks?” The intercultural competence tasks included in the subtext of the question were: being involved in the planning, team recruitment or implementation of international project work, by providing relevant information based on your knowledge of the other culture; briefing your colleagues/boss on international meetings or social events regarding, for example business etiquette, respectful behavior, time scheduling, seating arrangements, acceptable social get-togethers; checking written material such as e-mails, flyers, brochures, homepage entries or contracts regarding acceptable cultural vocabulary, address, pictures, design and/or instructing or training your colleagues on a culture you do business with.

Of the 1,191 respondents, 94 (7.89%) opted for the response that they were “very frequently asked”. 185 participants (15.53%) believed they were “regularly asked”. ATCK participants who chose “rarely asked” numbered 269 (22.59%) and the largest portion with 643 (53.99%) responses were the participants who chose they were “never asked” as their answer. If the participants opted for “never asked”, they automatically jumped the next two questions of the ATCK Questionnaire and continued with Question 24. If the participants chose one of the first three options of Question 21, they continued on to the next question of the survey, Question 22.

ATCK Questionnaire - Question 22:

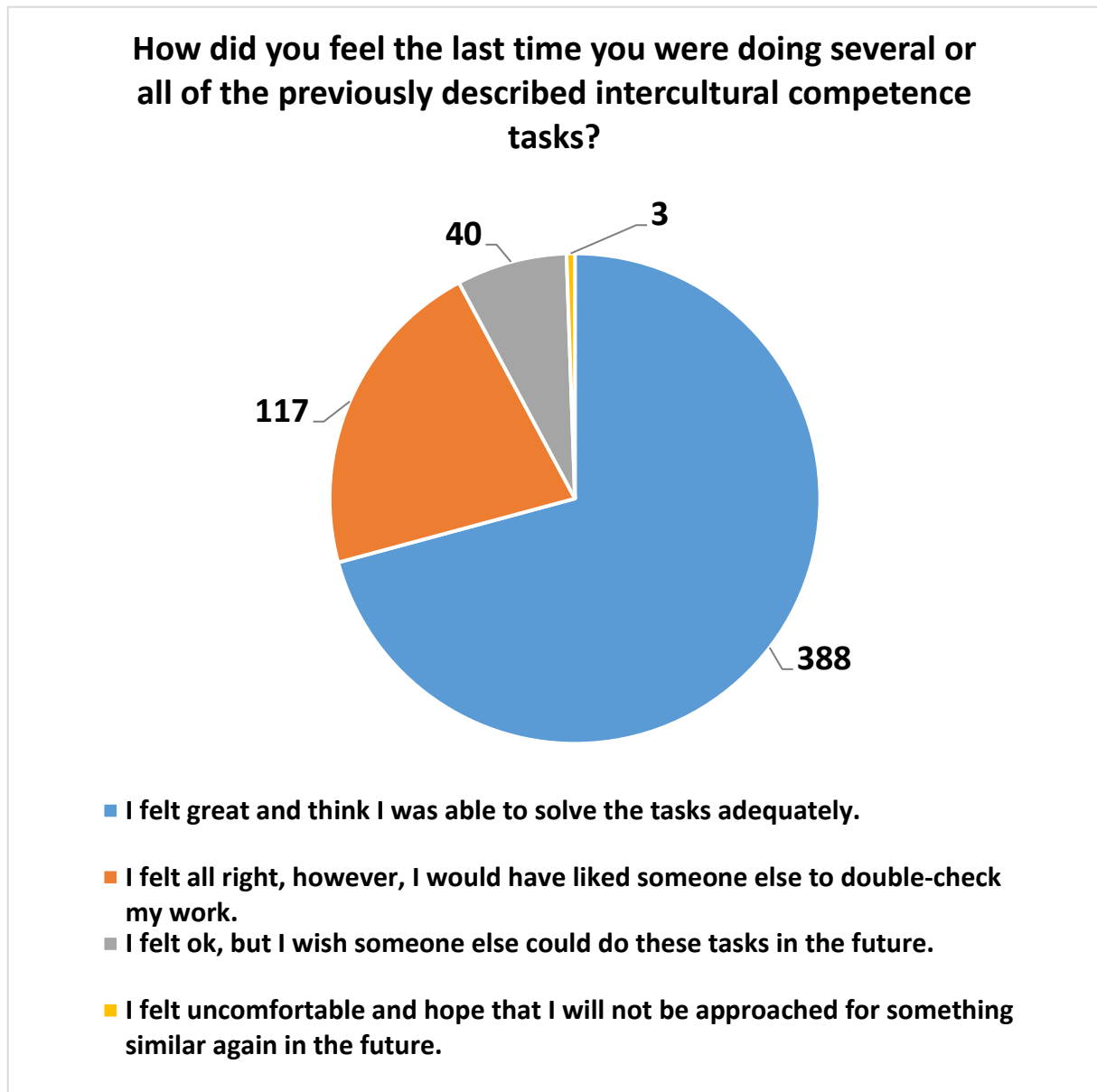


Figure 33: Emotional reaction of the ATCK Questionnaire participants when they were asked to do the previously described intercultural competence tasks.

Figure 33 describes the ATCK Questionnaire respondents' choice for the following question: "How did you feel the last time you were doing several or all of the previously described intercultural competence tasks?" As this question was jumped by participants who clicked on "never asked" to do such tasks in the previous Question 21, there were only 548 participants who contributed to Question 22. The range of their responses is as follows: 388 ATCKs (70.80%) chose the answer: "I felt great and think I was able to solve the tasks adequately". Another 117 (21.35%) participants chose: "I felt alright, however, I would have liked someone else to double-check my work". The third option: "I felt ok, but I wish someone

else could do these tasks in the future” was selected by 40 participants, which equals 7.30% of the group. Only 3 chose the fourth option: “I felt uncomfortable and hope that I will not be approached for something similar again in the future”. These are 0.55% of the participants questioned.

ATCK Questionnaire - Question 23:

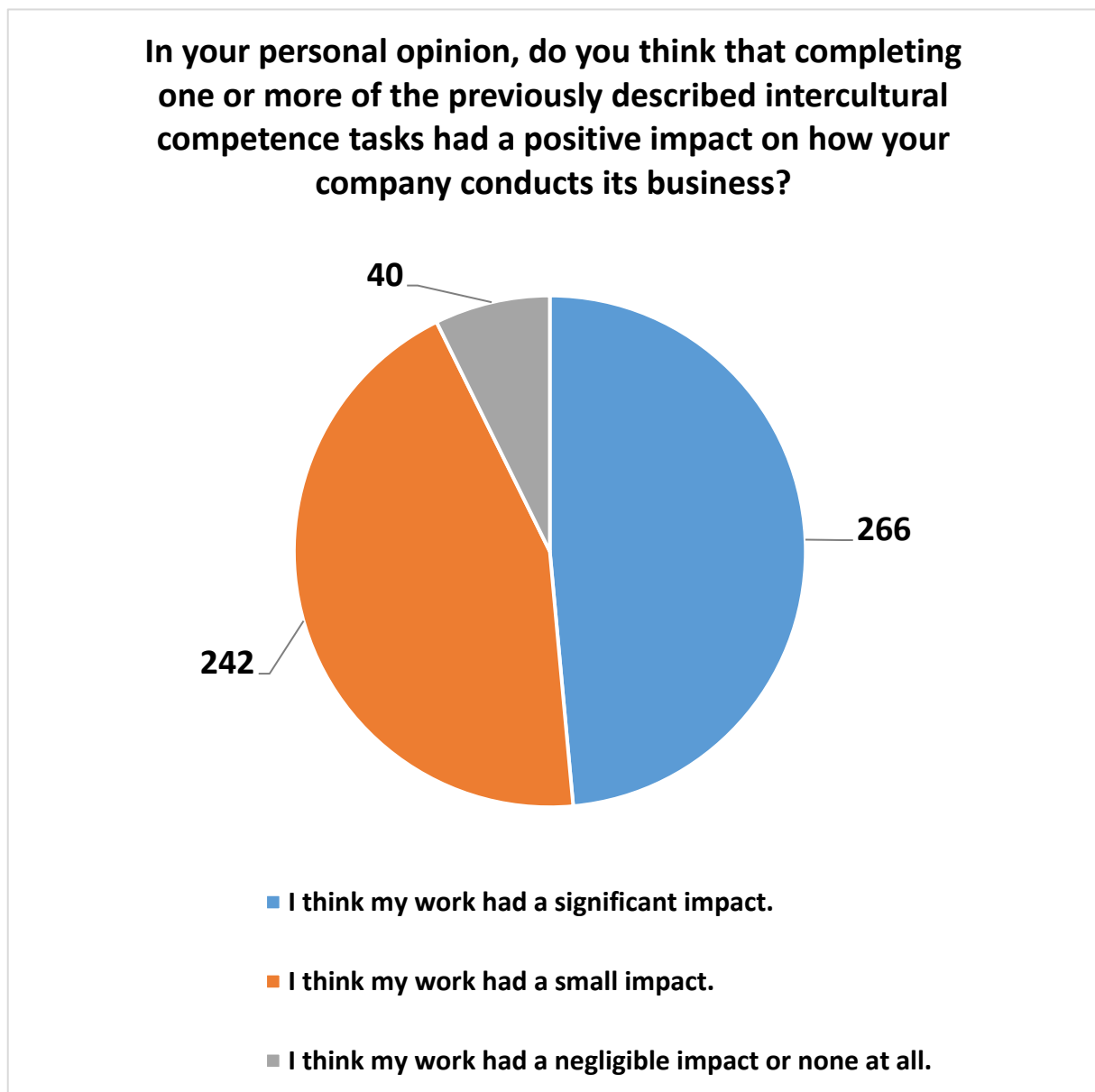


Figure 34: Subjective view of the ATCK Questionnaire participants on whether the completed intercultural competence tasks had a positive impact on the company business.

Figure 34 illustrates the subjective views of the ATCK Questionnaire participants in Question 23 of the survey: “In your personal opinion, do you think that completing one or more

of the previously described intercultural competence tasks had a positive impact on how your company conducts its business?”. Again, this question was jumped by all participants who were “never asked” to do such tasks in Question 21. The participants allowed to answer the previous Question 22, were also shown Question 23.

The 548 responses for this question split into 266 ATCKs, or 48.54%, who believe: “I think my work had a significant impact” and a slightly smaller group of 242 participants, 44.16% who ticked: “I think my work had a small impact”. The third option: “I think my work had a negligible impact or not at all” was clicked on by 40 ATCKs, or 7.30% of the group.

ATCK Questionnaire - Question 24:

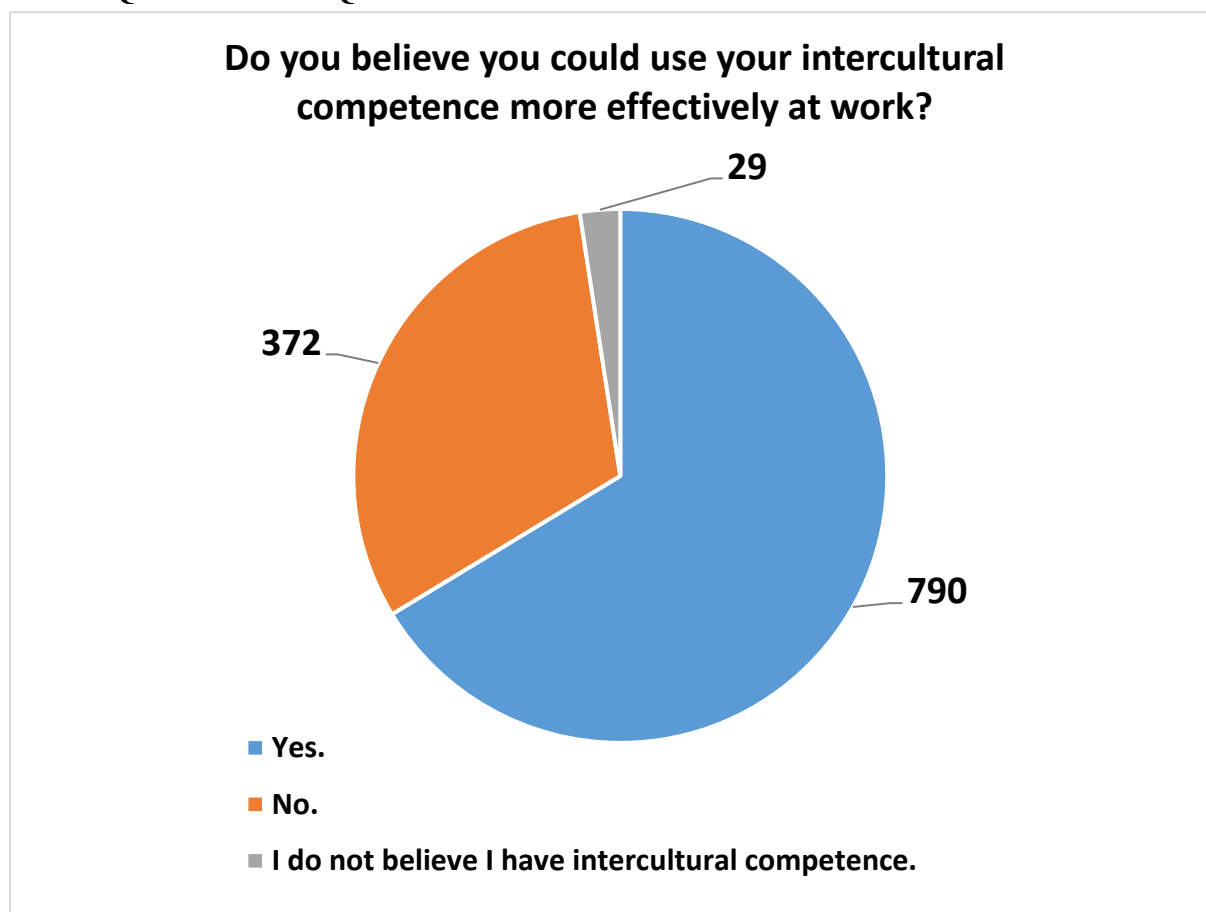


Figure 35: Subjective view of the ATCK Questionnaire participants on using their intercultural competence more effectively at work.

The answers to Question 24 of the ATCK Questionnaire are portrayed in Figure 35. Here all the 1,191 participants were once again reunited to choose an answer to the following question: “Do you believe you could use your intercultural competence more effectively at work?” Of the 1,191 participants, 790 chose the answer “yes”. This comprises 66.33% of the

group. The response “no” was chosen by 372 ATCKs (31.23%) and the third reply option: “I do not believe I have intercultural competence” was chosen by 29 participants, which amounts to 2.43% of the entire group.

ATCK Questionnaire - Question 25:

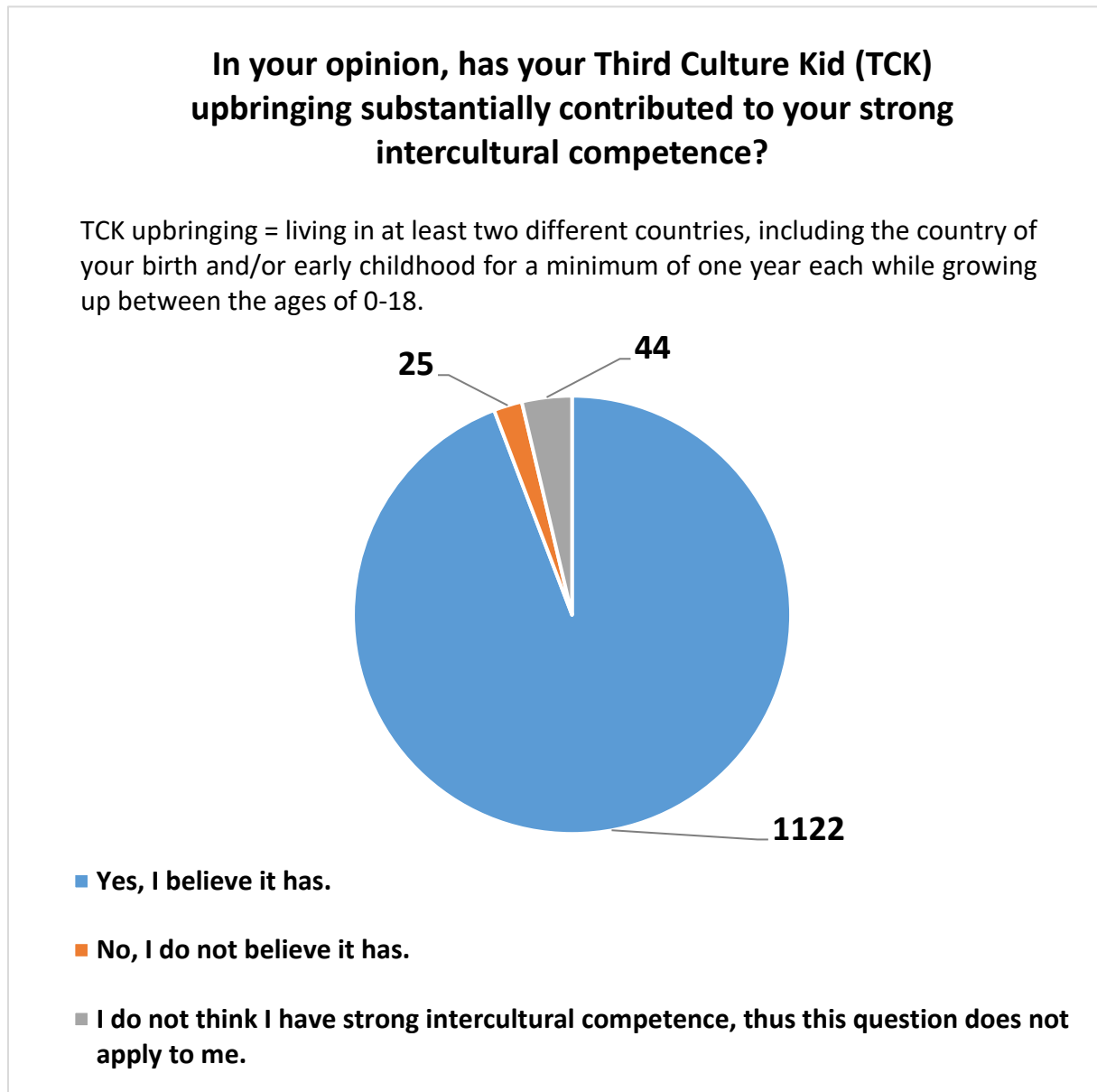


Figure 36: Contribution of a TCK upbringing to the strong intercultural competence of the ATCK Questionnaire participants.

The 25th question of the ATCK Questionnaire was the last in the section on intercultural competence. The results are presented in Figure 36. Of the 1,191 participants, the large majority of ATCKs affirmed the following question: “In your opinion, has your Third Culture Kid (TCK) upbringing substantially contributed to your strong intercultural

competence?” Again the TCK definition used through this PhD project was provided for the participants as a reminder: “TCK upbringing = living in at least two different countries, including the country of your birth and/or early childhood for a minimum of one year each while growing up between the ages of 0-18.” A total of 1,122 ATCKs, this is 94.21%, chose: “Yes, I believe it has” as their answer. Only a small portion of 25 participants (2.10%) opted for: “No, I do not believe it has”. And finally, 44 participants clicked on: “I do not think I have strong intercultural competence, thus this question does not apply to me”. This amounts to 3.69% of the group.

ATCK Questionnaire - Question 26:

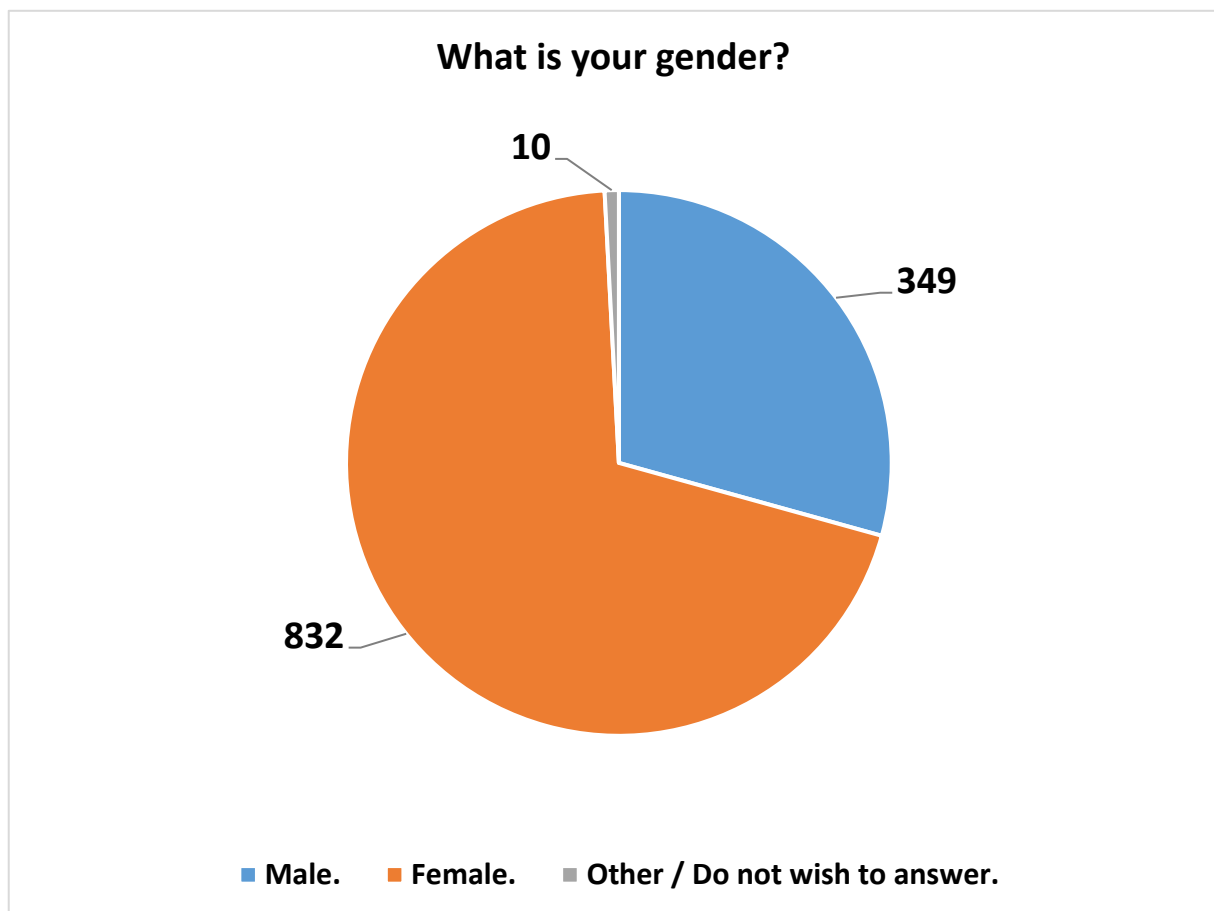


Figure 37: Gender of the ATCK Questionnaire participants.

Figure 37 displays the gender distribution of the ATCK Questionnaire participants. Of the 1,191 participants, 349 (29.30%) answered the question: “What is your gender?” with “male”. 832 ATCKs (69.86%) chose “female” as their answer. A small group of 10 participants,

so 0.84%, chose the third option: “Other / Do not wish to answer”. This question is the first in the following, final section “Background Information” of the ATCK Questionnaire.

ATCK Questionnaire - Question 27:

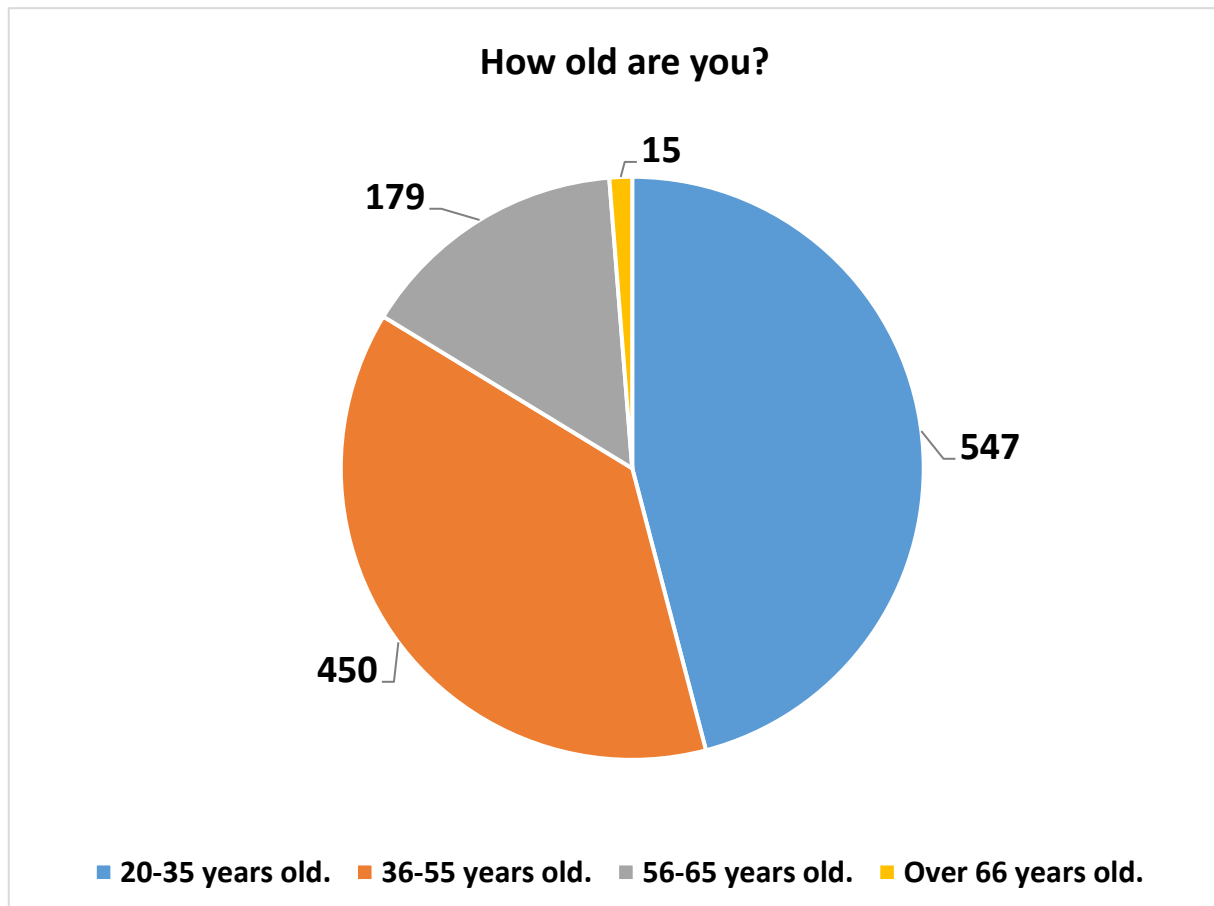


Figure 38: Age of the ATCK Questionnaire participants.

The responses to the question: “How old are you?” are depicted in Figure 38. Of the 1,191 participants, 547 ATCKs clicked on between: “20-35 years old”. This amounts to 45.93% of the group. 450 participants (37.78%) ticked on the option between: “36-55 years old”. The option: “56-65 years old” was chosen by 179 ATCKs (15.03%). A very small portion of 15 participants, (1.26%) answered they were “over 66 years old”.

ATCK Questionnaire - Question 28:

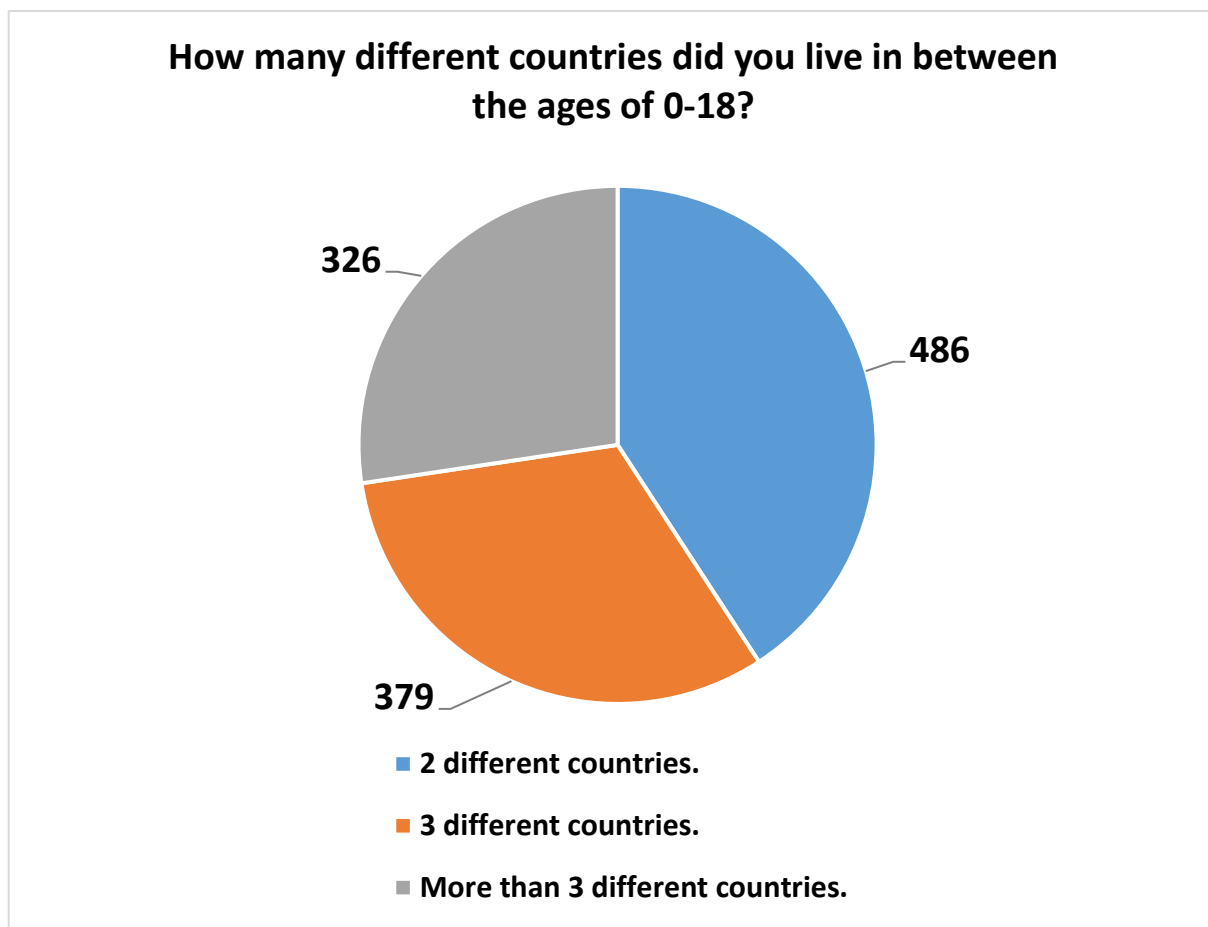


Figure 39: Number of different countries the ATCK Questionnaire participants lived in while growing up.

In Figure 39, the number of different countries the ATCK Questionnaire participants lived in while growing up is displayed. 486 participants answered the question: “How many different countries did you live in between the ages of 0-18?” by clicking on “2 different countries”, comprising 40.81% of the group. 379 ATCKs (31.82%) chose “3 different countries”. Lastly, 326 participants (27.37%) chose the answer: “More than 3 different countries”.

ATCK Questionnaire - Question 29:

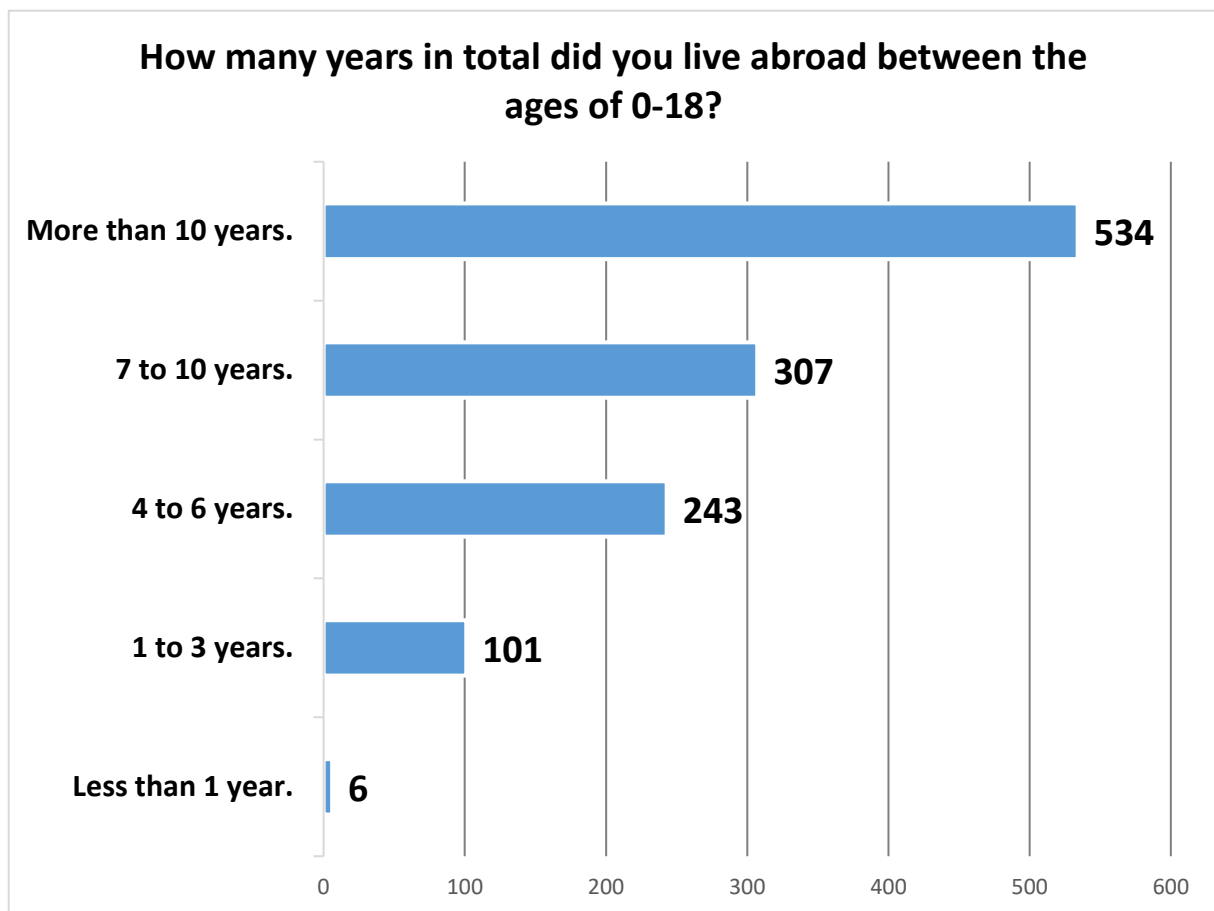


Figure 40: Number of years the ATCK Questionnaire participants lived abroad while growing up.

The graph in Figure 40 shows the number of years the ATCK Questionnaire participants lived abroad while growing up. Of the five answer possibilities to the question: “How many years in total did you live abroad between the ages 0-18?” the participants chose the following: 6 ATCKs, merely 0.50%, lived abroad “less than 1 year”. 101 participants (8.48%) lived abroad for “1-3 years”. A total of 243 ATCKs (20.40%) lived abroad for “4-6 years”. The answer “7-10 years” was chosen by 307 participants (25.78%). The majority of the group, 534 (44.84%) opted for the answer: “More than 10 years”.

ATCK Questionnaire - Question 30:

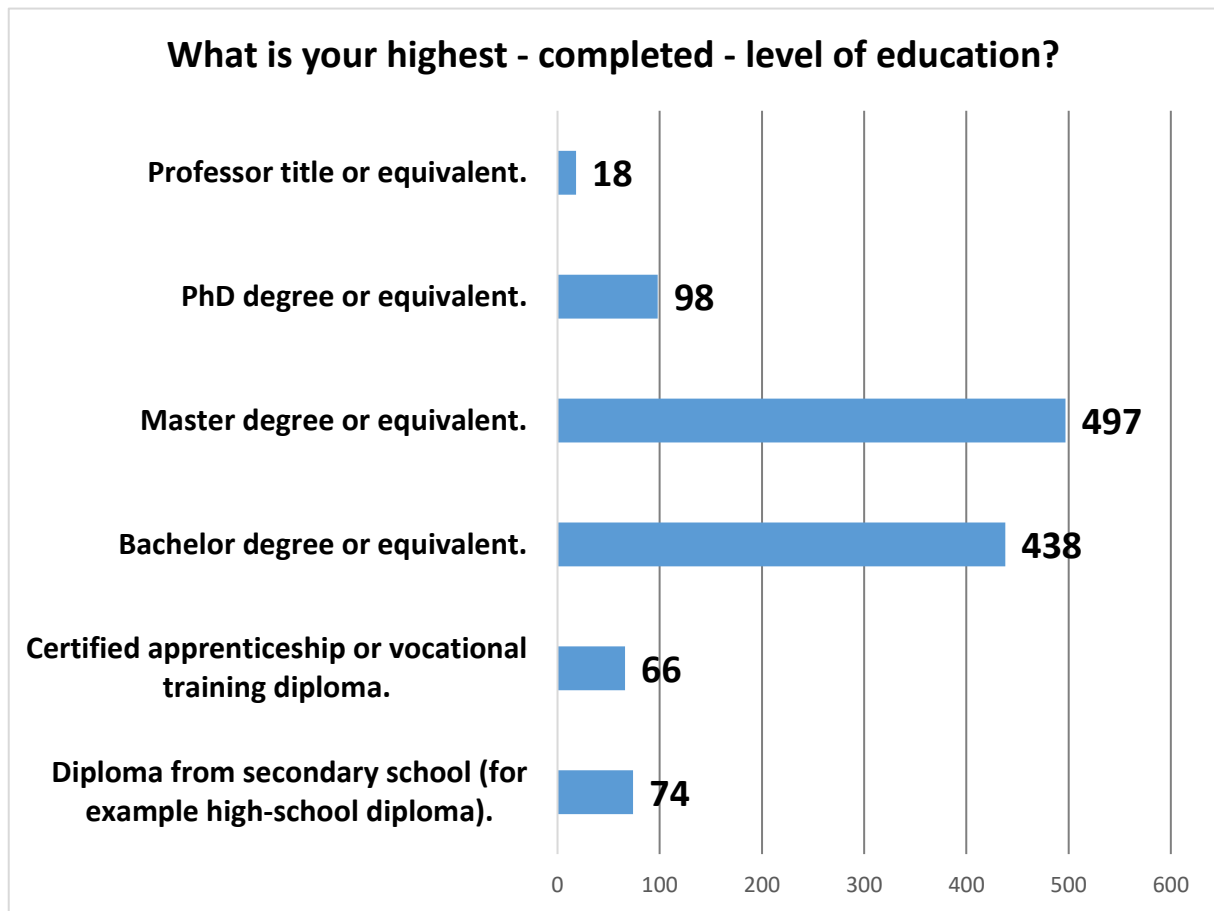


Figure 41: ATCK Questionnaire participants' level of education.

In Figure 41, the 30th question of the ATCK Questionnaire: “What is your highest – completed – level of education?” is portrayed. Of the 1,191 participants, 74 chose the answer: “diploma from secondary school (for example high-school diploma)”. This is 6.21% of the group. A “certified apprenticeship or vocational training diploma” was held by 66 ATCKs (5.54%). A total of 438 participants (36.78%) had a “bachelor degree or equivalent”. Slightly more participants, 497 (41.73%), clicked on a “master degree or equivalent”. 98 ATCKs (8.23%) held a “PhD degree or equivalent”. Lastly, the smallest portion of the survey participants, with 18 ATCKs (1.51%) held a “Professor title or equivalent”.

ATCK Questionnaire - Question 31:

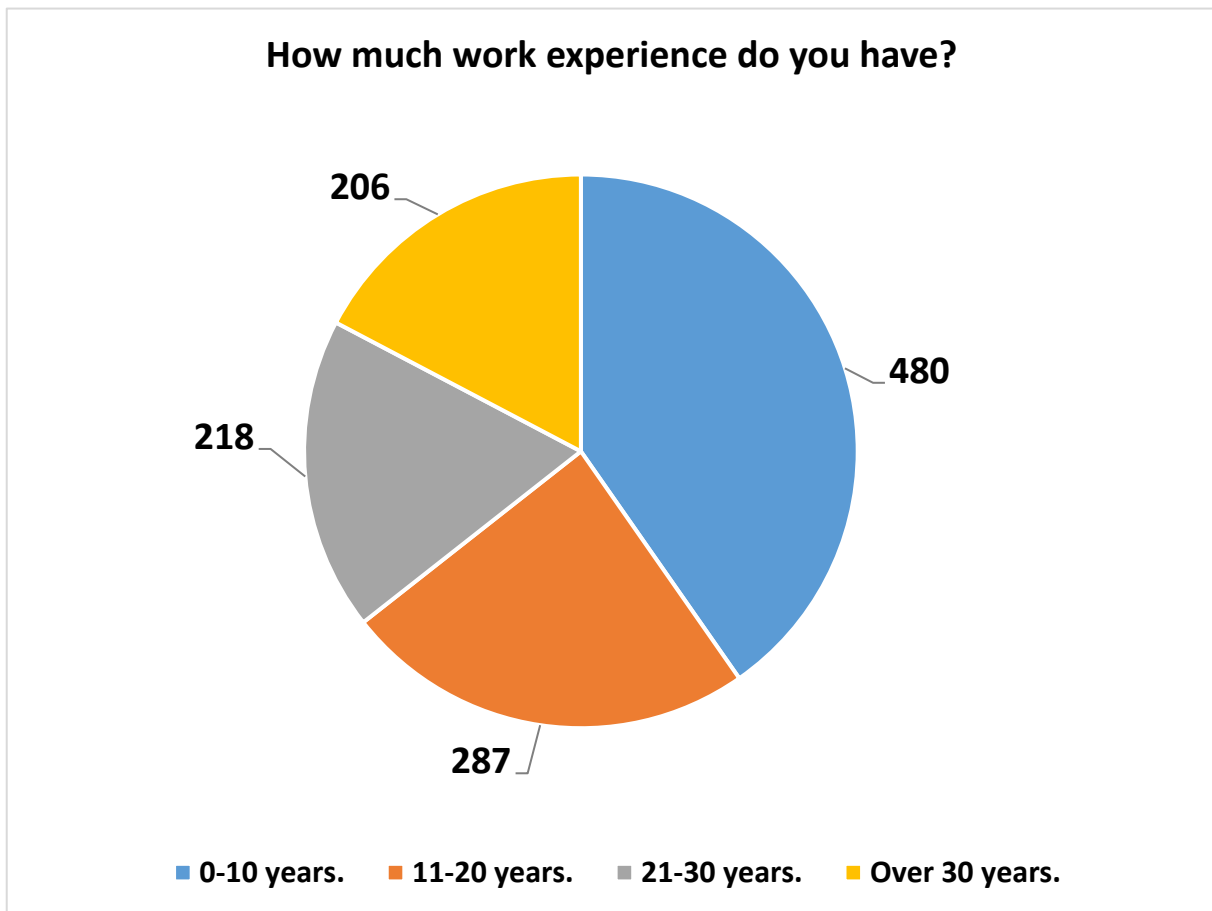


Figure 42: ATCK Questionnaire participants' level of work experience.

The pie chart in Figure 42 show the responses to the question: “How much work experience do you have?” of the ATCK Questionnaire. The participants had four answer options to choose from. Of the 1,191 participants, 480 clicked on “0-10 years” of work experience. This makes up 40.30% of the group. “11-20 years” of work experience was chosen by 287 participants (24.10%). 218 ATCKs (18.30%) clicked on “21-30 years” of work experience. The fourth answer: “over 30 years” of work experience was selected by 206 participants. This equates to 17.30% of all the participants.

ATCK Questionnaire - Question 32:

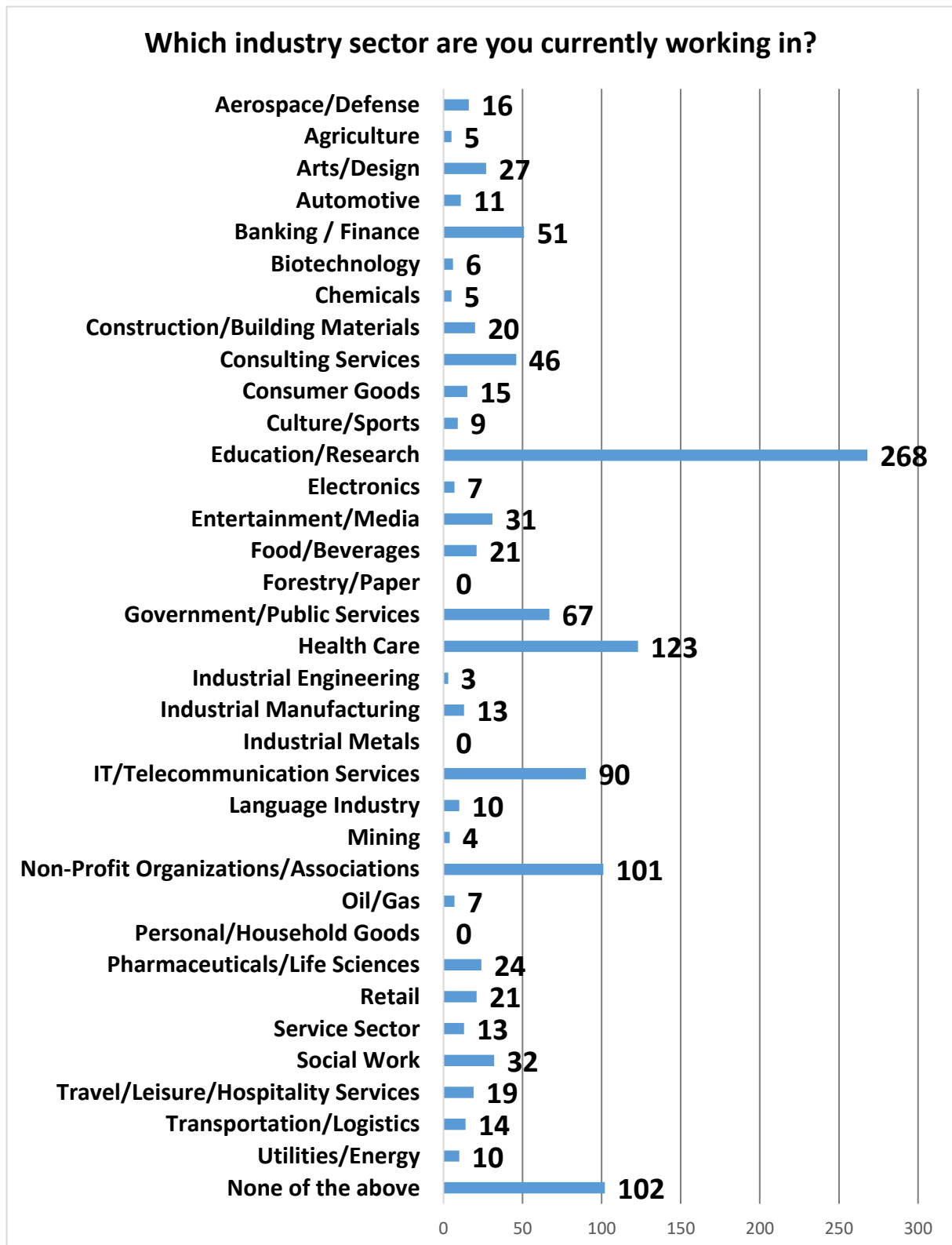


Figure 43: Industry Sectors the ATCK Questionnaire participants work in.

Figure 43 shows the most commonly listed industry sectors and the responses of the ATCK Questionnaire participants to the question: “Which industry sector are you currently

working in?”. At the time of the survey, of the 1,191 participants, there were 16 working in “Aerospace/Defense” (1.34%); 5 in “Agriculture” (0.42%); 27 in “Art/Design” (2.27%); 11 in “Automotive” (0.92%); 51 in “Banking/Finance” (4.28%); 6 in “Biotechnology” (0.50%); 5 in “Chemicals” (0.42%); 20 in “Construction/Building Materials” (1.68%); 46 in “Consulting Services” (3.86%); 15 in “Consumer Goods” (1.26%); 9 in “Culture/Sports” (0.76%); 268 in “Education/Research” (22.50%); 7 in “Electronics” (0.59%); 31 in “Entertainment/Media” (2.60%); 21 in “Food/Beverage” (1.76%); 0 in “Forestry/Paper” (0.00%); 67 in “Government/Public Services” (5.63%); 123 in “Health Care” (10.33%); 3 in “Industrial Engineering” (0.25%); 13 in “Industrial Manufacturing” (1.09%); 0 in “Industrial Metals” (0.00%); 90 in “IT/Telecommunications” (7.56%); 10 in the “Language Industry” (0.84%); 4 in “Mining” (0.34%); 101 in Non-Profit Organizations/Associations” (8.48%); 7 in “Oil/Gas” (0.59%); 0 in “Personal/Household Goods” (0.00%); 24 in “Pharmaceuticals/Life Sciences” (2.02%); 21 in “Retail” (1.76%); 13 in the “Service Sector” (1.09%); 32 in “Social Work” (2.69%); 19 in “Travel/Leisure/Hospitality Service” (1.60%); 14 in “Transportation/Logistics” (1.18%) and 10 in “Utilities/Energy” (0.84%). Furthermore, 102 participants did not work in any of the sectors mentioned, as they chose “none of the above” as their response. These comprise 8.56% of the group.

ATCK Questionnaire - Question 33:

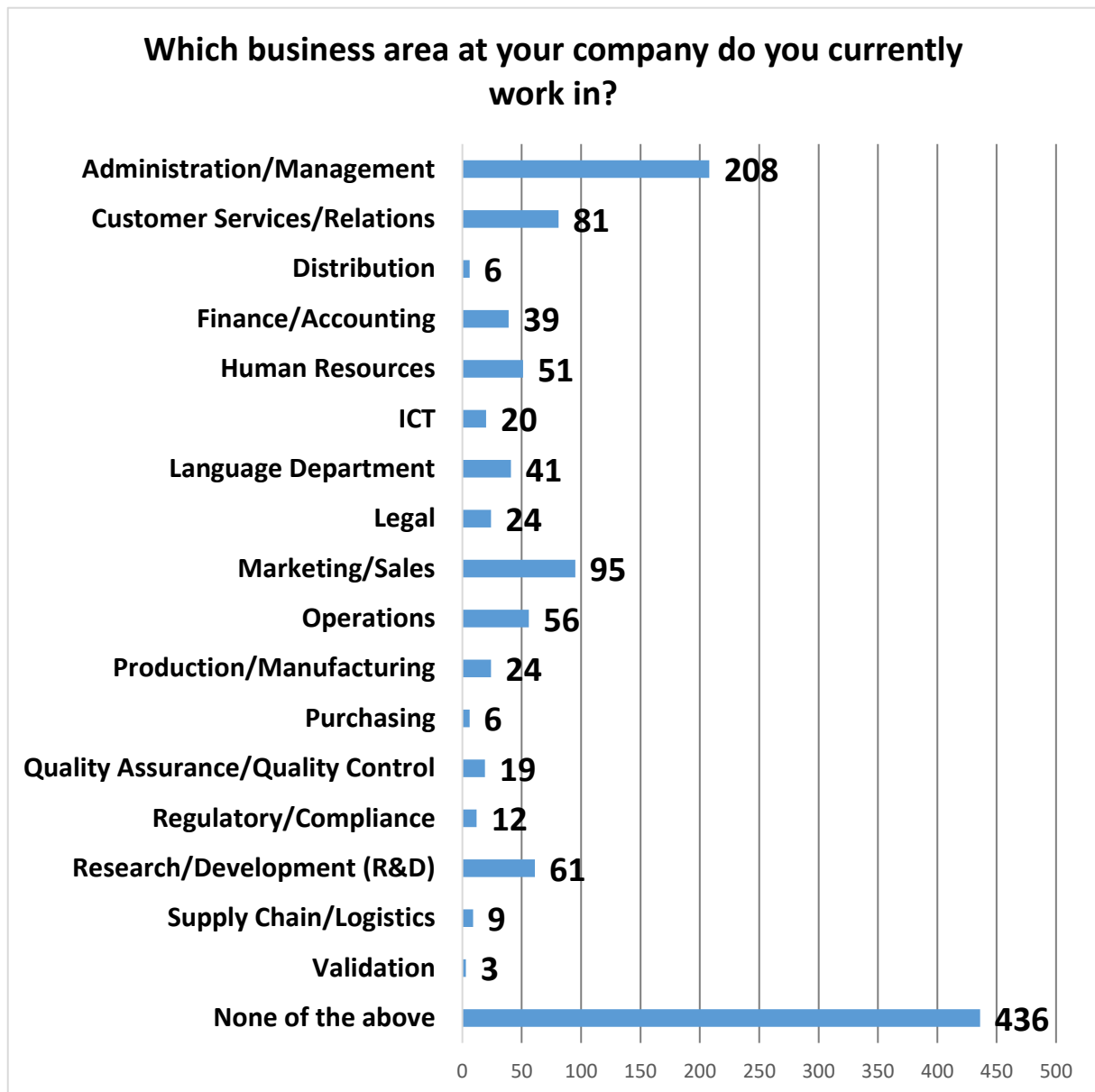


Figure 44: Business areas the ATCK Questionnaire participants work in.

The graph in Figure 44 shows the responses of the 1,191 ATCKs to the question: “Which business area at your company do you currently work in?” of the ATCK Questionnaire. At the time, of all of the participants, 208 (17.46%) worked in “Administration/Management”; 81 (6.80%) worked in “Customer Services/Relations”; 6 (0.50%) worked in “Distribution”; 39 (3.27%) worked in “Finance/Accounting”; 51 (4.28%) worked in “Human Resources”; 20 (1.68%) worked in “ICT”; 41 (3.44%) worked in the “Language Department”; 24 (2.02%) worked in “Legal”; 95 (7.98%) worked in “Marketing/Sales”; 56 (4.70%) worked in “Operations”; 24 (2.02%) worked in “Production/Manufacturing”; 6 (0.50%) worked in

“Purchasing”; 19 (1.60%) worked in “Quality Assurance/Quality Control”; 12 (1.01%) worked in “Regulatory/Compliance”; 61 (5.12%) worked in “Research/Development (R&D)”; 9 (0.76%) worked “Supply Chain/Logistics” and 3 (0.25%) worked in “Validation”. Finally a large portion of the participants, a total of 436 ATCKs (36.61%), chose “none of the above”.

ATCK Questionnaire - Question 34:

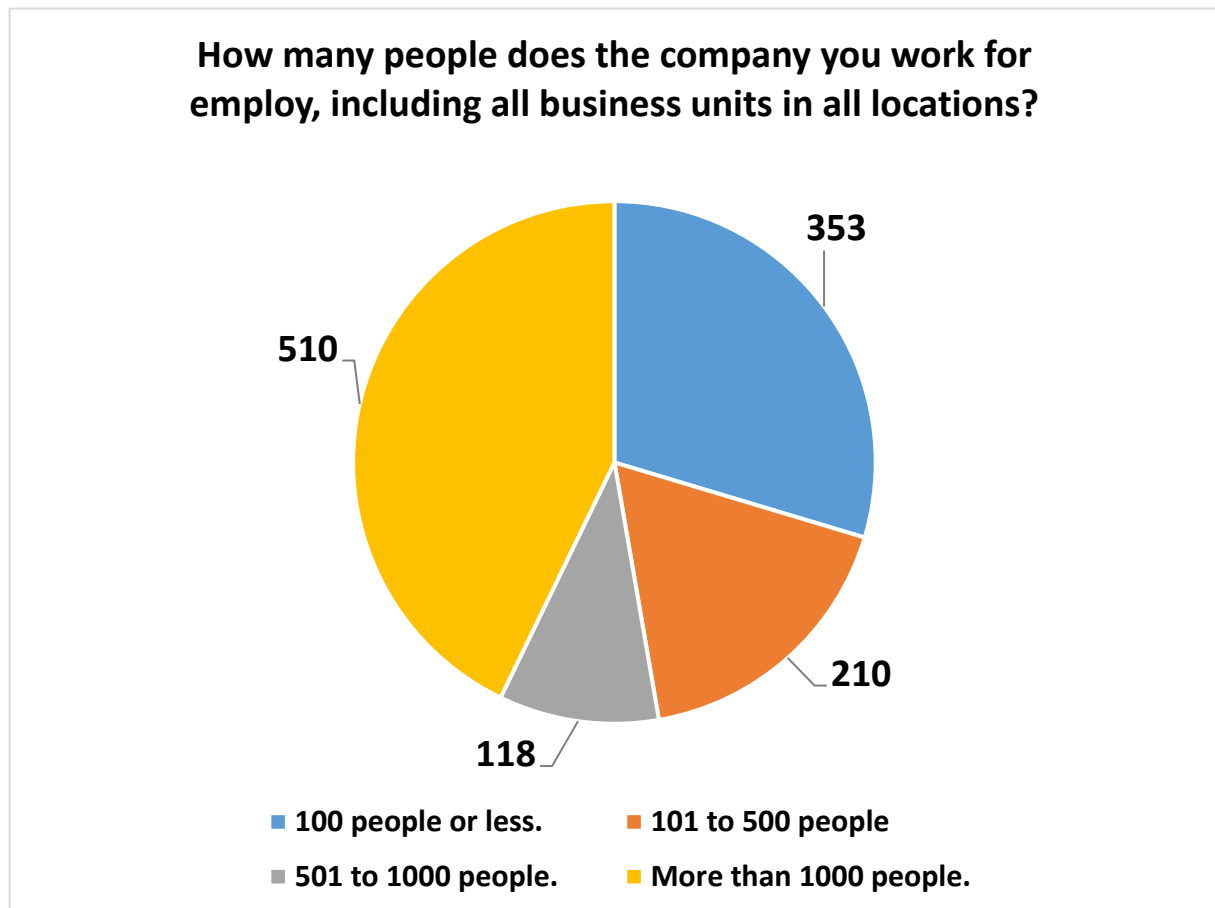


Figure 45: Size of the company the ATCK Questionnaire participants work for.

The pie chart in Figure 45 shows the responses to the 34th question of the ATCK Questionnaire: “How many people does the company you work for employ, including all business units in all locations?” Of the 1,191 participants, 353 ATCKs, or 29.64% clicked on the option “100 people or less”. 210 (17.63%) determined their company employs “101 to 500 people”. Option three: “501 to 1000 people” was chosen by 118 ATCKs, or 9.91% of the participants. 510 participants (42.82%) chose “more than 1000 people” as the number of employees in the company they work for.

ATCK Questionnaire - Question 35:



Figure 46: Level of internationality of the companies that the ATCK Questionnaire participants work for.

The answers given to the 35th question of the ATCK Questionnaire are presented in Figure 46. Of the 1,191 participants asked: “How international is the company you work for?”, 389 chose: “It is highly international and active world-wide” as their answer. This amounts to 32.66%. 405 ATCKs clicked on: “It is internationally active, but has a strong national orientation”. This makes up 34.01% of the group. Lastly, 397 participants (33.33%) found their company: “only focused on national activities and is not international at all”.

ATCK Questionnaire - Question 36:

This was the first of a two-step process in my Ph.D. research focusing on the question: “Do Adult Third Culture Kids (ATCKs) have specific linguistic skills and intercultural competence that they use regularly in their jobs?”.

Would you be interested in participating in the second step which is an in-depth interview (no longer than 1 hour via Skype)?

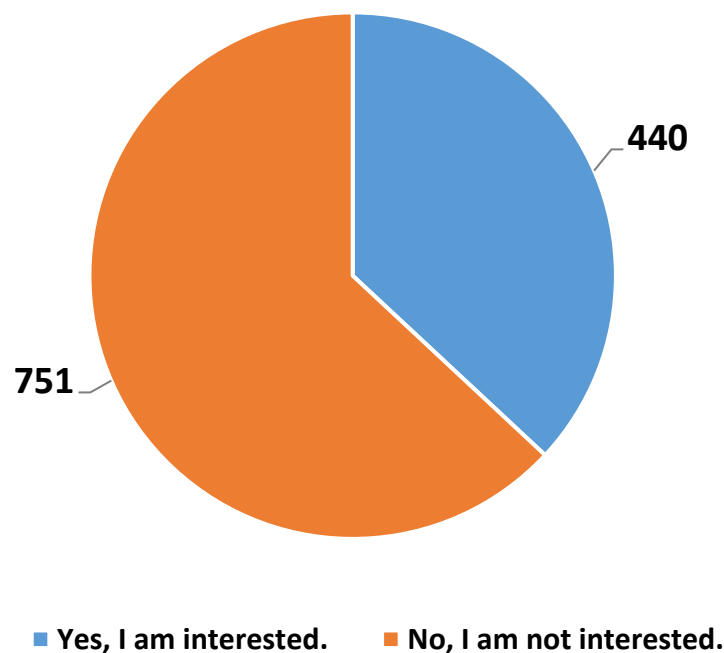


Figure 47: ATCK Questionnaire participants' interest level in contributing further with an in-depth interview.

At the end of the ATCK Questionnaire, it was revealed that the survey was the first of a two-step process for this PhD research project revolving around the main research question: “Do Adult Third Culture Kids (ATCKs) have specific linguistic skills and intercultural competence that they use regularly in their jobs?”. On this page all 1,191 participants were asked: “Would you be interested in participating in the second step which is an in-depth interview (no longer than 1 hour via Skype)?”. The responses are recorded in Figure 47. 440 participants chose: “Yes, I am interested”. This amounts to 36.94%. The other 751 participants (63.06%) opted out with: “No, I am not interested”. These 751 participants were automatically

exited to the Thank You/Exit page of the survey and could not leave their contact details for the final question of the ATCK Questionnaire.

ATCK Questionnaire - Question 37:

I am looking forward to interviewing you!

Thank you for your interest in participating in an in-depth interview via Skype (max. one hour) and your continued support for my research.

Please type in your email address and full name in the text field box below.

I will get in contact with you very soon to arrange the next steps. If you have any further questions or comments in the meantime, you can also contact me directly at: jennifer.kuhne@students.uni-mainz.de.

Figure 48: Blank field to enter ATCK Questionnaire participants' email address, should they be interested in contributing further to the research with an in-depth interview.

Figure 48 shows the last question page of the ATCK Questionnaire. This page was only opened to the 440 participants who indicated their willingness to participate in an in-depth interview in the previous Question 36. All 440 willing ATCKs left an email address with which they could be best reached. For privacy reasons, the data collected in this final Question 37 of the ATCK Questionnaire is not presented here.

4.2 Linking the ATCK Questionnaire Data with the Sub-Research Questions

The data of ATCK Questionnaire has been presented in detail in sub-chapter 4.1, with the findings of the 37 questions being displayed in comprehensive figures (bar and pie charts) with explanatory texts. An extended three-part analysis of the data will be presented in the later Data Discussion Chapter 5, then also featuring the findings of the ATCK In-depth Questionnaire, a discussion of how this thesis' results links to previous academic literature, as well as a thorough argumentation along the different hypotheses underlying the main and sub-research questions of this dissertation. For the purposes of this sub-chapter 4.2, however, an initial review and evaluation of the ATCK Questionnaire data will now be provided. It will be analyzed in relation to the ten sub-research questions of this PhD thesis.

The first sub-research question: "1. Who are ATCKs?" is actually be informed by the fourth part of the questionnaire which covers the background information of the specific ATCKs in this study. (More details follow in Chapter 5.1.) Figure 37 reveals that two thirds of this study's participants are females, while Figure 38 shows that nearly half (46%) of this ATCK sample group are between the ages of 20-35 and the other half (54%) are 36+ years old, up to retirement age. An initial expectation for this survey was that it would be possible to attract ATCKs across a wide age and gender span. As the data shows, this expectation has been met, though there is a greater weighting of the female gender in the answers. Figure 39 and Figure 40 validate the expectation that a large portion of ATCKs within this sample group would have been raised internationally, living in several different countries for multiple years, as children and teenagers. The data of both these figures confirms that the ATCKs of this study show a highly mobile lifestyle, with 70% of the surveyed having lived abroad in a different country for 7 years or more, while growing up.

The data of Figure 41 shows that this particular ATCK group is a highly educated one, with 94% reaching a post-secondary education level. The initial assumption that this ATCK trait would be consistent for this sample group has been proven true and it falls in line with previous academic studies.

The levels of work experience for this group of ATCKs is presented in Figure 42. This ATCK sample falls into three groups. Slightly more than 40% saying they have more limited work experience levels of 0-10 years. Nearly one quarter have 11-20 years of work experience, thus having quite a bit of know-how, while 35% have 21 or more years of work experience and are highly seasoned workers. The prior expectation for this study that it would be possible to

attract ATCKs, who have a wide-range of work experience levels, proves true, based on the ATCK Questionnaire data.

Figure 43 and Figure 44 portray the broad range of industry sectors and the business areas that the ATCKs of this sample group work in. Significantly, nearly one quarter of the survey respondents work in the Education/Research area. Another third of all the surveyed ATCKs work – combined – in the Health Care, Non-Profit Organizations/Associations, IT/Telecommunication Services and the Government/Public Services Sector. The three business areas that nearly a third of the ATCKs of this study work in are: (1) Administration/Management; (2) Marketing/Sales and (3) Customer Services/Relations. The initial assumption was that the ATCKs within this study might work in similar industry sectors and business areas, as has been found in past academic research. The collected results of this survey data do fall in line with previous findings and will be discussed in more depth in sub-chapter 5.1.

Finally, Figure 45 shows that a majority of the ATCKs in this study work for large companies or corporations, employing more than 1,000 people (42%). Fewer than a third work for small companies, employing 100 people or less, and fewer than the other third work for mid-sized companies employing between 101-1,000 people, displaying a certain equivalence. However, a definite slant can be determined of ATCKs working for larger companies or corporations in the survey sample. Looking at the levels of internationality, Figure 46 indicates a very equal division in thirds between the answers “highly international and active world-wide”, “internationally active, but has a strong international orientation” and “only focused on national activities and not international at all” of companies that the surveyed ATCKs work for. The initial expectation was that – more than thirty years after the first big ATCK research study asking these questions (R. H. Useem & Cottrell, 1993-1994), and in an ever more globalized world – a shift may have taken place with more ATCKs working for larger companies with a higher international business focus. The data collected in this ATCK Questionnaire proves this assumption to be true. A change has indeed taken place. This will be discussed in detail in sub-chapter 5.1., where it will also be explained why, as shown in Figure 46, the sizeable subset of the ATCK responses (1/3), stating that they work for a nationally oriented and non-international company, is still of value to the study, when at first it might seem that these companies would not offer opportunities to use the language skills and intercultural competence of the surveyed ATCKs.

Next the data relevant to the second sub-research question: “2. Do ATCKs have linguistic skills and intercultural competence?”, are shown in Figure 15 from a language perspective and Figure 28 as well as Figure 29 regarding intercultural competence. Figure 15 shows that two thirds of this ATCK survey sample pool are bi- or multilingual and speak languages on the highest proficiency level, the mother tongue, as was initially expected. (How the answers of the monolingual ATCKs, the last third of this study’s sample group, can be factored in, is discussed in sub-chapter 5.2). Also, when self-reflecting on character traits often mentioned in connection with intercultural competence, as presented in Figure 28, the ATCKs of this study provide a 97% positive agreement rate. Equally, Figure 29 portrays the results to the follow-up question, whereby three fourths of the sample state they have all the listed traits and believe intercultural competence to be one of their personal assets.

While designing the research study, the over-all assumption was that the participating ATCKs would believe they possess high-levels of personal intercultural competence. The results of the ATCK Questionnaire data do support this assumption and strengthen the message of previous academic studies, even when surveying ATCKs on a global scale. Factoring in the data of the ATCK In-depth Interviews, and how they reflect results from previous academic studies will follow in sub-chapter 5.2.

Answers to the third sub-research question: “3. Are these linguistic skills and intercultural competence ATCKs specific, or do other people have them as well?” can be found in the ATCK Questionnaire data portrayed in Figure 15, Figure 27, Figure 28, Figure 29, Figure 36, Figure 39 and Figure 40. As the study design of this PhD thesis did not compare the ATCK sample to a non-ATCK sample, it is pertinent to add input from past comparative research studies into the analysis, when addressing the research question. This has been done in Chapter 5.3. The survey data shows that, as two thirds of the sample group are bi- or multilingual, they have formidable language skills (Figure 15). Three fourths of all the group state they have many traits often related to intercultural competence and believe this to be a personal asset (Figure 28 and Figure 29). Additionally, Figure 39 provides the data on the number of countries that the ATCK sample group grew up in, while Figure 40 shows the years the ATCKs lived abroad in a foreign country as children or teenagers. Of this sample group, nearly 60% lived in three or more countries while growing up and 70% lived abroad for seven years or more. Thus, the majority of the ATCKs acquired their language skills and intercultural competence while immersed in an international surrounding. Referring back to the Development of Intercultural Competence Model as explained by Thomas in Figure 5, these ATCKs had the excellent initial conditions, based on their individual personal and biographical factors, to enable them to

develop their intercultural competence over time (Thomas, 2011, pp. 21–23). The data shown in Figure 27 is important, as it visualizes that a large majority of the ATCKs in the study (70%) believe their TCK upbringing has substantially contributed to their language skills. Even more positive replies in Figure 36 illustrate that 94% of the surveyed ATCKs of this study believe their ATCK upbringing played a considerable role in their intercultural competence acquisition.

The hypothesis underlying this research question was that ATCKs language skills and intercultural competence tend to be stronger than that of non-ATCKs. While other non-ATCKs adults may advance their language skills and intercultural competence through numerous training efforts over time, the capabilities of ATCKs, who were immersed in several languages and cultures already as children, would make these skills seemingly innate traits for them as adults. This hypothesis can tentatively be assumed to be true, but to what extent the ATCKs of this study fit into the worldwide language statistics debate and reflect comparative ATCK/non-ATCK studies made in the past regarding their intercultural competence is presented in detail in sub-chapter 5.3.

The ATCK Questionnaire data shown in Figure 16, Figure 18, Figure 20, Figure 22, Figure 30 and Figure 32 provide perspectives on the fourth sub-research question: “4. In their own opinion, do ATCKs use their linguistic skills and intercultural competence in their work life? In what frequency?”, as well as the fifth: “5. Are ATCKs regularly approached by other company staff members with tasks connected to their linguistic skills or intercultural competence?”. As previously mentioned, an extensive analysis of the entire data set will follow in subchapter 5.4, including the results of the ATCK In-depth Questionnaire, in comparison to relevant academic studies done in the past.

The data compiled in Figure 16 clearly shows nearly all of the surveyed ATCKs (97%), do not have a professional translating or interpreting background. At the same time, 40% of the group confirmed that they generally use more than one language at work in Figure 18. Nearly 600 ATCKs were asked to do additional translation and interpretation activities by other staff members in the six months leading up to this study, with one quarter of all respondents stating they were asked regularly to very frequently (Figure 20).

The data on the frequency of international communication tasks shows a similar picture. More than 550 of the surveyed ATCKs were approached by other staff members in the six months prior to the survey, with almost a quarter (24%) of the respondents saying they were asked regularly to frequently (Figure 22) by other staff members to complete such jobs.

It is telling that the intercultural competence data from the ATCK Questionnaire portrays a similar picture. In Figure 30, 86% of the sample group specifies that they do not have an official degree or certification in the field. Of the same group, 46% of the ATCKs were, however, asked to fulfill intercultural competence tasks in the six months prior to this survey by other staff members. Likewise, 23% were asked to complete the intercultural competence tasks regularly to very frequently (Figure 32) by their colleagues or boss.

The data of the ATCK Questionnaire clearly shows that around 600 ATCK respondents were asked to do and did complete such languages or intercultural competence tasks in the six months prior to the study. Of these, a fourth completed the tasks regularly or frequently. The more classical tasks, such as translating written material; proof-reading written material such as emails, flyers, brochures, homepage entries or contracts; or attending meetings to assist with translating or interpreting were completed slightly more often than international communication or intercultural communication tasks.

The detailed analysis, including the relevant qualitative data from the interviews, will be presented in sub-chapter 5.4. However, the data of the questionnaire already corroborates the original hypotheses connected to the fourth and fifth sub-research questions of this thesis. It was assumed that the ATCKs of the study were asked to use their existing language skills and intercultural competence at work, as long as they were working in relevant employment positions (e.g. white-collar desk jobs) and that the sampled ATCKs were requested to complete tasks using their language skills and intercultural competence occasionally to regularly by other staff members. That this happens recurrently, shows the strengths that the ATCKs have in both these areas.

Looking at the sixth sub-research question next: “6. Do ATCKs complete these linguistic or intercultural competence tasks in addition to their regular workload?”, the data depicted in Figure 16, Figure 17, Figure 18, Figure 19, Figure 25, Figure 26, Figure 30 and Figure 31 of the ATCK Questionnaire establishes that the large majority of the ATCKs in this research study neither have official training or hold a degree/certification as professional translators or interpreters (Figure 16) or a professional background in the area of intercultural competence (Figure 30). In the same vein, 86% of the sample group did not receive any additional on-the-job intercultural training (Figure 31). With 82%, a large majority of the sample group state the different language tasks were not part of their job descriptions when they were hired for their current positions (Figure 25). Furthermore, the quantitative data shows that 60% of the respondents work for companies that do not have an established designated

corporate language that is different to the local language (Figure 17). At the same time, 40% of the questioned ATCKs say they generally use more than one language at work (Figure 18). When asked why, this sub-sample of ATCKs within the questionnaire gives multiple relevant answers, but a remarkable 20% of the group specify that they are approached by their boss or colleagues and asked to conduct these language relevant tasks (Figure 19). However, as a reminder, only 2% of the ATCKs were hired as an interpreter or translator in their current position (Figure 16).

An assumption made while setting up the research study was that the sampled ATCKs would be asked to do such language and intercultural competence related tasks – in addition to their normal workload. The data results of the ATCK Questionnaire uphold this, factoring in that around 600 of the ATCK survey participants do perform these tasks (as previously shown in connection with sub-research questions 4 and 5) even though they do not have a professional background, nor additional training and were not hired for these language or intercultural competence jobs from the get-go. The assumption is reinforced when factoring in the questionnaire data that shows that about half of the sample group of this study answer positively (47%) when asked if they themselves actively offer to do the described language tasks – in addition to their regular duties – because they believe they can do the tasks well (Figure 26). Here, nearly one fourth, 24% of all ATCKs surveyed, answer that they actually do offer to complete such language tasks and the extra workload does not bother them. Another 22% of all surveyed respond that they do not actively offer to do such language tasks but somehow end up with them as an additional workload anyway. Linking the relevant questionnaire data together it becomes clear, specifically from the language perspective, that 550-600 ATCKs of this study are regularly assigned and complete language tasks in addition to their normal workload. Again, the data of the ATCK In-depth Interviews will be factored in and jointly evaluated with respect to past academic research in sub-chapter 5.5 with great detail.

Three figures of the ATCK Questionnaire closely relate to the seventh sub-research question: “7. If ATCKs are regularly approached by other staff members to execute linguistic or intercultural competence related tasks, how comfortable do they feel doing them?”. The relevant data is found in Figure 21, Figure 23 and Figure 33. Of the nearly 600 ATCKs in the sample group who completed translation or interpreting tasks in the past six months prior to the survey, 85% feel good to great about doing these kind of tasks (Figure 21). Equally, of the over 550 surveyed ATCKs, who completed international communication tasks in the past six months prior to the survey, 87% say they feel good to great completing these kind of activities (Figure 23). There is an even greater number of ATCK respondents who completed intercultural

communication tasks with satisfaction in the six months before the survey was conducted. A total of 92% of the nearly 550 sampled ATCKs had positive feelings of good to great when last completing work tasks requiring their intercultural competence (Figure 33). The ATCK Questionnaire data reveals a consistent trend with the ATCKs of this study feeling positive when completing such language or intercultural competence tasks, with higher positivity relating to the ATCK's intercultural competence when compared with their language skills.

When setting up this study, the underlying hypothesis was that some tasks would be rated as being easy for the surveyed ATCKs, not leading to any kind of discomfort, while other tasks might be considered more difficult and lead to distinct uneasiness. A variation of feeling was expected, though it was assumed that none of the sampled ATCKs would feel utterly exploited when asked to do tasks connected with their language skills and/or intercultural competence. As the data collected via the ATCK Questionnaire shows, a very large portion of the ATCK in this study feels comfortable when completing the extra language or intercultural tasks at work. The responses to similar questions in the ATCK In-depth Interviews will be discussed in sub-chapter 5.6, when reflecting that the interviewees had more opportunity to explain their feelings – both positive and negative – about additional language and intercultural tasks. As before, this analysis will include a review of how this PhD thesis fits into the wider academic debate.

When looking at the eighth sub-research question: “8. When ATCKs are approached by other staff members with tasks connected to their linguistic skills or intercultural competence, is there an even balance? Or is one more predominately called upon than the other?”, the data attributed to the fifth sub-research question is relevant. The eighth sub-research question offers a more extensive look at the original set of underlying questions of sub-research question five, while adding an additional layer of input to the research project. In short, the data of the survey already has shown that approximately half of the participating ATCKs of this study are asked and indeed did do such language or intercultural competence jobs in the past six months prior to the study. The sub-research question 8 concentrates on the balanced nature of these job tasks.

Figure 20, Figure 22 and Figure 32 portray the frequency in which this ATCK sample group were asked to do tasks requiring to translate, interpret or use their intercultural competence in tasks in their current jobs in the six months prior to the survey. As the results have been briefly reported in connection with the sub-research questions 4 and 5 above, they will not be detailed here. The figures jointly show that around 600 ATCKs in the study helped

colleagues with language and intercultural competence tasks and the frequency in which these tasks were requested of other staff members were quite similar in both areas.

Originally it was assumed that the surveyed ATCKs would be approached by other staff members in connection with tasks to be completed with their language skills and intercultural competence, but that the number of language task requests would be much larger than those requiring intercultural competence. The survey data seems to disprove this underlying assumption, as the additionally requested language and intercultural competence tasks seem more balanced. If at all, only a slight tilt towards the language skills can be read out of the ATCK Questionnaire data. It is crucial to add in the ATCK In-depth Interview data here leading to a more comprehensive picture and at least a partial proof of the initial expectation. More specifics will be discussed in sub-chapter 5.7.

Next to last, connecting with the ninth sub-research question: “9. Do ATCKs have a personal preference: would they prefer to use their linguistic skills or intercultural competence more often and to better effect in their professional lives? Why?”, the Figure 20, Figure 22 and Figure 32, demonstrate that the sample group’s language skills and intercultural competence were requested by other staff members for tasks in these areas in the six months prior to the study.

The surveyed ATCKs’ feelings in connection with these tasks, as depicted in Figure 21, Figure 23 and Figure 33, are of equal relevance to this question, as personal preferences are often based in positive feelings. Tasks are generally completed or repeated, if the work is pleasant or there is value seen in its completion. This is especially true for tasks that are requested in addition to a normal workload. As the three figures show, in conjunction with the seventh sub-research question above, the positive response rate of the ATCKs in this study are high, with 84%-92% saying they felt all right to great when last completing their language and/or intercultural competence tasks (Figure 21, Figure 23 and Figure 33). The data here shows a slight preference towards the intercultural competence tasks, as here the positive feelings are the highest with 92% (Figure 33).

The ATCK Questionnaire also offers data from the sample group on their subjective view on whether the completed language or intercultural competence tasks have a positive impact on the company business or not. These responses are depicted in Figure 24 and Figure 34 respectively. Of the 683 ATCKs who were eligible to answer the question, 38% believe their language work had significant impact, 47% believe their language work had a small effect, while around 15% think the impact was negligible or non-existent at all (Figure 24). At the

same time, of the 548 ATCKs who were eligible to answer the second question, 49% believe that their intercultural competence work had significant impact and 44% think it had a small impact. A small portion of 7% believe that it had negligible impact or none at all (Figure 34). The data shows that a slight majority of the ATCK survey group believes they add more value to the company, if they can use their intercultural competence as opposed to their language skills. Also, when asked, if they believe they could use their intercultural competence more effectively at work, two thirds of the entire sample group (66%) agreed. This data is shown in Figure 35 and drives home the fact that more than every second ATCK of this study feels their intercultural competence could be put to better use in their work setting.

Initially, the expectation behind this ninth sub-research question, was that the ATCKs of this study would show a preference in using their intercultural competence over their language skills at work, as this competence is so ingrained in the ATCKs as one of their (perhaps not highly visible) core-competences. It was assumed, that while the language skills might be more easily recognized within the companies the ATCKs work for, and tasks along those lines might be requested more often, while using their intercultural competence in their work setting would satisfy the surveyed ATCKs more. The gathered ATCK Questionnaire data seems to prove this expectation to be true. However, conclusive answers relating to the ninth sub-research question will be given in sub-chapter 5.8 with the addition of the qualitative data from the ATCK In-depth Interviews and previous relevant ATCK research and academic literature.

Finally, the data found in Figure 20, Figure 22, Figure 32 and Figure 35 of the ATCK Questionnaire are relevant to the tenth sub-research question: “10. Do companies recognize and embrace the linguistic skills and intercultural competence of the ATCKs they employ? Or do they remain a ‘hidden asset’?”. As the often quoted data of Figure 20, Figure 22 and Figure 32 show, the participating ATCKs of this study were asked to do translating, interpreting, international communication or intercultural competence skills in the six months prior to the survey by their colleagues or boss. Around 600 ATCKs completed such tasks. There is only a marginal difference in the percentages, when looking at the frequency with which these tasks were requested by the other staff members. While the data of these three diagrams show that around half of the respondents were asked to do extra work, the data also indicates that more than half of the respondents answered they had not been approached by other staff members and had not completed such tasks. This is a large number of surveyed ATCKs who are not able to make use of their intercultural competence and language skills, especially if they are not monolinguals. It seems highly likely that these companies are simply not aware of the ATCKs’

language skills and intercultural competence they employ. This assumption may be corroborated by the fact that two thirds of the sampled ATCKs believe they could their intercultural competence more effectively at work (Figure 35).

The initial assumption of this research project was that the employing companies would tend to use the language skills of the ATCKs more often, as they are more easily recognizable than intercultural competence. It was expected that the companies would be utilizing the intercultural competence of their ATCK staff in a very limited way, if they were doing so at all. Following the data of the ATCK Questionnaire, the assumption seems only partially true. On the one hand, both the language skills of the bi- and multilinguals and the intercultural competence of more than 600 surveyed ATCKs are underutilized. This large number should not be ignored and explored more. On the other hand, the skills and competence of the second half of the entire survey group, (the other nearly 600 ATCKs) are being recognized by the companies they work for and they are using both in an equal way. Here it seems the language skill-set is not being requested more predominately than the intercultural competence by the ATCKs' colleagues or boss. AS mentioned before, the data of the ATCK In-depth Interviews will be factored into the analysis, and the connections of both the quantitative and qualitative data findings of this thesis with the larger academic ATCK research will be presented in sub-chapter 5.9. The joint data discussion will then offer a more conclusive answer to the hypotheses of the tenth sub-research question.

After having briefly analyzed the data of the ATCK Questionnaire in connection to each of the ten sub-research questions of this research project, the data of the ATCK In-depth Interviews will be presented next.

4.3 A More Detailed Look: The ATCK In-depth Interviews

After having detailed the responses of the ATCK Questionnaire, a look at the data resulting from the 13 ATCK In-depth Interviews follows. As previously stated in Chapter 3, the sampling of the 13 ATCK In-depth interviewees was purposively done in a way to ensure a maximal variation of participants.

The 13 interview transcripts form the basis of the Qualitative Content Analysis of this thesis. They were uploaded to the MAXQDA Analytics Pro 2022 (Release 22.2.1) software tool and each interview was individually processed and provided with codes. The coding took place in two distinct phases. In the first phase, all the interviews were coded with a top-down approach. Any text segments and statements connected directly to the research questions of this thesis were organized and analyzed. The outcome of this top-down coding will be presented first. In a second step, the 13 interview transcripts were edited again in an additional coding round. This time a bottom-up approach was chosen to include topics, thoughts and feelings that the 13 ATCK interviewees raised themselves. Two reoccurring topics relevant to this thesis, were identified. Following the Qualitative Content Analysis method it is imperative that this data be included and analyzed as well. The results of this bottom-up coding will be presented in a second step below.

4.3.1 Coding with a Top-Down Approach

In regard to the top-down approach, more than 600 statements of the 13 ATCK In-depth Interviews received codes that fit the research questions, which were pre-defined for this PhD thesis and mentioned in the sub-chapters 1.6 as well as 3.2.1. Following the order of the sub-research questions, the answers provided by the ATCK interviewees will be presented in summary and highlighted with selected quotes.

4.3.1.1 Interview Data Connected to Sub-research Question 1

The first sub-research question: “Who are ATCKs?” is reoccurring and has been dealt with in several sub-chapters of this thesis already: In the introduction chapter (sub-chapter 1.1) the general definition of ATCKs, adhered to in this research study, was provided. In the literature chapter (sub-chapter 2.3.1) the different other definitions were specified. Looking specifically at the 13 ATCK Interviewees, who contributed to this research study with their

insights and personal stories, a brief presentation of who they are has been provided in sub-chapter 3.4.1.2. A structured overview of them is also offered in Appendix F.

Furthermore, the following background information can be provided: all the interviewed ATCKs have traditional TCK backgrounds (Foreign Services/Diplomatic Kids, Corporate Brats/Kids, Missionary Kids or Military Brats/Kids), several of them even fit the extended CCK definitions such as growing up as a kid with bi-national parents or with multiple, international moves due to their parent's academic pursuits. Eight of the interviewed ATCKs are female and five are male. There is an age variation within the ATCK interviewees. At the time the interviews were conducted, one was between 20-29 years old. Five were between the ages of 30-39 and four more were between the ages of 40-49 years old. Three were slightly older: two were between 50-59 years old and one was between 70-79 years old. Of the 13 ATCK interviewees, seven hold a single nationality, while six hold dual nationality. All sampled interviewees hold a university degree.

All ATCK In-depth Interviews were conducted in English and each interviewee spoke English fluently. For many of the sampled ATCK interviewees, English is a mother tongue language. Several learned English as a Secondary Language during their schooling time. All interviewed ATCKs learned additional languages in school; most continued using more than one language as adults and multiple interviewees stated that they speak more than one language on a mother tongue level. Looking at all the ATCKs interviewed, their collective TCK experiences span the entire globe, though there is a certain predominance of regional representation (USA, Europe and Asia). This imbalance is also reflected when considering where the interviewed ATCKs lived during the time the interviews were conducted: five ATCKs were living in Europe, four in the USA, two in Asia, with one in South America and the Middle East each.

Due to the age of the ATCKs interviewed, different levels of work experience are also reflected in this study. Two ATCKs specified at the time that they had less than 10 years of working experience, four of the ATCKs had between 10-19 years of working experience, two more had between 20-29 years of working experience and three of the interviewees expressed they had between 30-39 years of working experience. Finally, there was one ATCK, who had between 40-49 years of working experience and the oldest interviewed ATCK also had the most working experience, which he stipulated as being between 50-59 years. The background information on the business areas the interviewed ATCKs worked in, respectively their business responsibilities, is also interesting to note and shows how varied the interviewee-sample is: at

the time, one ATCK interviewee was closely connected to the ATCK world, working as a Director of TCK Services. Of the remaining twelve sampled ATCKs, three worked at international schools, an additional three worked within the IT & Software field. One ATCK was a social worker, one worked for an NGO, one is a lawyer by trade as well as being a reservist connected to the military. Another ATCK is a mission's pastor. The final two interviewed ATCKs work in industry: one as a senior customer specialist and one as an innovation specialist in research methodologies.

4.3.1.2 Interview Data Connected to Sub-research Question 2

As the second sub-research question: “Do ATCKs have linguistic skills and intercultural competence?” actually holds two questions posed as one, the language skills of the sampled ATCK interviewees will be analyzed and presented first. The data collected on their intercultural competence will then follow.

ATCKs Language Skills

When looking at the language skills of the 13 ATCKs interviewed in this study, Table 1 offers the following overview:

Table 1: Overview of sampled ATCK interviewees language skills

Monolingual	Bilingual	Multilingual
3 ATCKs	3 ATCKs	7 ATCKs

Of the sampled 13 ATCK interviewees, the majority – seven ATCKs – have exceptionally strong language skills, are multilingual, and speak several languages fluently. Three further ATCKs are bilingual with equally strong language skills. The final three ATCKs of the interviewee pool only speak one language on a mother tongue level. In spite of having additional language training while growing up or as adults, these three monolingual ATCKs do not feel fluent in these additional languages. Before presenting the data on the ATCKs with strong and very strong language skills, the excerpts of these three ATCK interviewees will be provided first.

Monolingual ATCKs:

ATCK Interviewees 3, 12 and 13 all state of themselves that they only speak one language fluently on mother tongue level. As such, they are monolingual. They do have experience with other foreign languages, but, in their personal opinions, they are far from bilingual. ATCK Interviewee 3 considers American English to be her mother tongue. Next to English she has language experience in French and German through additional courses she followed in school. During her interview, she also mentions that she knows some Hebrew expressions through the time she lived in Tel Aviv as a child. As ATCK Interviewee 3 specifically states below, she does not consider herself to be bilingual at all:

“Interviewer: 00:04:12

[...] I guess you then mainly grew up with the English language as your mother tongue, correct?

Interviewee 3: 00:04:19

Yes.

Interviewer: 00:04:20

Okay. What about other languages that you speak? [...]

Interviewee 3: 00:04:26

Mm-hmm, yeah. Um, well I went to international schools and um, from fifth grade they required a second language and so I began with French in fifth grade and that was in Germany. And then we moved to Japan and I selected ah, oh wait, no, no, no, no, wait, yes, excuse me.

Interviewer: 00:04:52

All good.

Interviewee 3: 00:04:53

It was in Bonn, Germany, fifth grade where we had to pick a language. So I started with French, then we moved to Frankfurt and that international school required us to take two foreign languages. So I took French and German. Then that was only for two years. We moved to Japan and that school required a foreign language, only one. So I stuck with French. And then in Israel again, the requirement, one language, I chose French. And so while, you know, I had what, you know, six years of French, it was, uh, I, I don't consider myself bilingual at all. Then, when I lived in Hungary, uh, I lived on the Austrian-Hungary border. And so I picked up conversational German again, considering I, I spent time in Austria and, uh, also Hungarian, but uh, right. Uh, and oh, and then in Grad School, an American university, my grad program required us to, um, take a foreign language exam. And so I did French after, you know, x number of years of not studying it, but-- so I had to do a refresher and was able to pass. So I'm like, okay, it's still in there somewhere.”

(Transcript G.3 ATCK Interview 3, Lines 80-109).

ATCK Interviewee 12 also says her mother tongue is American English. During her childhood she had much exposure to Indonesian, but according to her self-assessment, she never attained full fluency. Next to American English and Indonesian she has experience with French, Arabic and Farsi, where she had courses in school and during her studies. Coming back to Indonesian, as this language is important to her, she studied it repeatedly and also found personal hobbies connected to it. ATCK Interviewee 12 describes her relationship with this childhood language as being “complicated”, as the following statement shows:

“Interviewee 12: 00:05:50

Um, I've never managed fluency in a second language during my childhood. We were back and forth from Indonesia so frequently and both of my parents are fluent and it's my father's field of study. He's a philologist. Though I was exposed to Indonesian a lot and had varying levels of proficiency at different times when I was there. But we left for the last time when I was 12 just about to turn 13 and I didn't return again until I was 25. And so Indonesian as a language I have a really complicated relationship with. It's very intimately familiar to me and I have engaged in a number of different hobbies and professional projects that bring me in contact with Indonesia. And so I go through periods where I have, I have studied the language again to try and get up to some degree of conversational proficiency. But it's always coming and going. Um, so that's the only language as far as my upbringing that I had, uh, sustained exposure to. Uh, I did of course also start school in the Netherlands. Um, but we were there for such a short period of time that I really didn't, um, understand the language and that was a source of major anxiety at the time.”

(Transcript G.12 ATCK Interview 12, Lines 138-158).

As the third in the group of the sampled ATCK interviewees who only speaks one language on mother tongue level, ATCK Interviewee 13 had additional language training through her schooling. She comments that she considers American English to be her mother tongue. German was an important second language throughout her childhood and in college, but now as a grown-up it no longer holds importance. As ATCK Interviewee 13 says:

“Interviewer: 00:12:53

[...] I'm sure you speak English on mother tongue level.

Interviewee 13: 00:13:05

Yes.

Interviewer: 00:13:05

What about, um, German, other languages, European languages, uh, Greek? Is that something you picked on as well? Picked up on?

Interviewee 13: 00:13:13

Um, because I was so young in Greece, I honestly only remember a few words and I probably have them wrong.

Interviewer: 00:13:20

Okay.

Interviewee 13: 00:13:20

Um, as far as German, now that I'm in my late forties and I don't use it, I understand much better than I speak. Like I might pick something up. Um, if I hear something on TV or someone starts to speak it, I may understand quite a bit of it. Um, just because the memory comes back that way. But I don't speak it anymore. I took it in high school and college as my required language because I knew it would be easy for me,--

Interviewer: 00:13:48

Okay.

Interviewee 13: 00:13:50

--but I don't use it and I don't remember much of it."

(Transcript G.13 ATCK Interview 13, Lines 246-266).

Bilingual ATCKs:

While the previously mentioned three ATCKs of this study speak one language fluently, but were exposed to others through schooling, three further interviewees declared they were bilinguals throughout their respective interviews. These three ATCKs speak two languages on the highest proficiency level, on mother tongue level. Although this achievement, enabled by their international upbringing and a skill set that many people never attain throughout their lives, they themselves do not see this as being a strong accomplishment as it comes as so naturally to them. ATCK Interviewee 7's interview excerpt is a prime example:

"Interviewer: 00:10:19

[...] let's look at the languages that you speak. Um, what did you get access to? What have you been speaking throughout the years?

Interviewee 7: 00:10:33

Um, it's basically Japanese and then English and I speak, us, toddler Russian.

Interviewer: 00:10:42

Okay.

Interviewee 7: 00:10:43

So that's it. I'm not really a linguist.

Interviewer: 00:10:46

What is your mother tongue or would you consider English then to be it?

Interviewee 7: 00:10:50

No, I think Japanese is my mother tongue--

Interviewer: 00:10:52

Okay.

Interviewee 7: 00:10:53

--because of the fact that I dream, uh, sing. I was-- came out of anesthesia and they thought I was hallucinating and I guess I was just saying in Japanese 'Oh, we're done already?'

Interviewer: 00:11:04

Okay.

Interviewee 7: 00:11:05

So, yeah, when I'm tired, vocabulary comes in Japanese first.

Interviewer: 00:11:10

Okay.

Interviewee 7: 00:11:11

Though English is a solid second. I mean, I don't feel like I have gaps.

Interviewer: 00:11:15

Mm-hmm. Do you, um, read and, and write in both languages?

Interviewee 7: 00:11:21

Yes.

Interviewer: 00:11:22

Okay. And um, TV or, or media you would follow in both languages, too?

Interviewee 7: 00:11:28

Yes. In fact, here in Russia, I have-- In the evening I listen to BBC on my iPad and then NHK on my iPad and compare the [unclear due to connection] and you know, same events, very different perspective.

Interviewer: 00:11:42

Mm-hmm, okay.

Interviewee 7: 00:11:44

So yeah, let's say solidly, when I rent movies or whatever, I, it's equal Japanese and English."

(Transcript G.7 ATCK Interview 7, Lines 196-230).

Through his childhood upbringing, ATCK Interviewee 9 was also able to learn a second language on mother tongue level. He, too, considers himself to be bilingual and clearly differentiates between the languages, English as well as Melanesian Pidgin, with which he grew up with for years, and his additional language exposure to French, which he learned in school. ATCK Interviewee 9's interview excerpt shows this:

“Interviewer: 00:09:21

[...] in regards to the languages that you speak, what did you, what did you learn in school? What did you grow up with? Um, what have you advanced on as a grown-up maybe?

Interviewee 9: 00:09:37

The, the school, everything was done in English. And then Papua New Guinea has over 800 languages.

Interviewer: 00:09:47

Okay.

Interviewee 9: 00:09:48

So, you have all of the tribal languages. And so the, the missionaries that, that missionary climate that I was in, you had all these different teams of missionaries working in different tribal areas, each one with their own language.

Interviewer: 00:10:04

Okay.

Interviewee 9: 00:10:05

And then there's the trade language called Melanesian Pidgin. Um, which was basically a, a man-made trade language that was developed, uh, so all of these different tribes could communicate. So back when I was growing up, it was its own distinct language. Um, and today, especially in the towns, as English has developed, English is now the official language of the country. Um, but, but Melanesian Pidgin was used a lot. So I became very fluent speaking that language just living there. I had missionary or expat friends, but I also had Papua New Guinean friends. And uh, so you know, you're swimming, you're hiking, you're playing soccer, you're doing all that stuff and you just pick it up. And then the tribal languages-- we lived, growing up in about three different tribal areas. I would pick up bits and pieces, phrases, expressions, but I never became fluent, uh, in either of those tribal languages, uh, but the, the main trade language and of course English. And um, like in high school I took a couple of years of French but you know, didn't really become fluent in it or anything.”

(Transcript G.9 ATCK Interview 9, Lines 166-197).

The third ATCK interview partner in the study, who considers himself bilingual, is ATCK Interviewee 11. According to him, he speaks both French and American English on mother tongue level and they are equal for him:

“Interviewee 11: 00:05:39

I speak, I speak you know, French, English, rudimentary, uh Deutsch, rudimentary Italian and some Spanish words.

Interviewer: 00:05:52

What would you consider to be your mother tongue?

Interviewee 11: 00:05:55

Both French and English.

Interviewer: 00:05:56
On the same level?

Interviewee 11: 00:05:58
Uh, yep."

(Transcript G.11 ATCK Interview 11, Lines 120-125).

Multilingual ATCKs:

Seven further ATCKs of the interview pool of this study can be considered multilingual, meaning they speak at least three or more languages with the highest proficiency – on mother tongue level. Taking both the bilingual and multilingual ATCKs into account, a total of ten of the 13 ATCKs, who were interviewed for this PhD thesis, have strong to exceptionally strong language skills. ATCK Interviewee 1, for example, lists she spoke six languages fluently at a certain time in her childhood. She continues however, that as a grown-up she only uses five languages actively still:

"Interviewer: 00:00:14
[...] let's look at the languages that you speak. Um, I remember you saying it was Dutch, English and Polish in the first years.

Interviewee 1: 00:00:30
Yeah, and then--

Interviewer: 00:00:31
French followed.

Interviewee 1: 00:00:31
--French, German in Switzerland. Uh, and then Spanish in Mexico. And by then I had forgotten Polish.

Interviewer: 00:00:41
Okay. Which are your active languages now?

Interviewee 1: 00:00:46
Uh, Spanish, English and French are the most active ones. Uh, Dutch when I speak with Dutch people only, which is almost nowhere, never. And, uh, German is very rare, but I understand it and I can make myself understood. But I never use it here."

(Transcript G.1 ATCK Interview 1, Part 2, Lines 171-184).

ATCK Interviewee 2 is also multilingual, speaking English, French and Norwegian at work and at home. In his interview statement it is interesting to note how he was engaged daily with English, French and Swiss German as a child. He says he dropped Swiss German later, due to negative experiences he had while growing up. Being interested and capable at learning new

languages, he studied Japanese and Norwegian as a grown-up. Though he is still in the process of learning Norwegian, he actively uses this language on a daily basis, as this ATCK Interviewee 2's statement shows:

*“Interviewer: 00:10:51
[...] let's go to the languages that you speak.*

*Interviewee 2: 00:10:59
Mm-hmm.*

*Interviewer: 00:10:59
Um, while you were growing up, I hear there was French definitely.*

*Interviewee 2: 00:11:03
Mm-hmm.*

*Interviewer: 00:11:04
English?*

*Interviewee 2: 00:11:06
Yes.*

*Interviewer: 00:11:07
And?*

*Interviewee 2: 00:11:07
Um, I would-- so like I said, when I, uh, was living in Switzerland, uh, I wa-- I used to be fluent in Swiss German--*

*Interviewer: 00:11:15
Okay.*

*Interviewee 2: 00:11:15
--um, until we moved to France. And then I think I had such a horrible experience being a foreigner in, in Basel that, uh, I ha-- developed some, some, some kind of mental block against it. And so even though German was a mandatory taught language in French school until I graduated, I retained very little capability of like, maintaining any kind of discussion. Like, I, I usually say I speak just about enough German to make sure I get to the right place when I take the train or order food. Uh, I don't really--, I, I wouldn't consider myself proficient beyond like very, very basic levels.*

*Interviewer: 00:11:54
Okay. Other, other languages that you speak?*

*Interviewee 2: 00:11:58
Uh, so I started learning Japanese when I was in college.*

*Interviewer: 00:12:01
Okay.*

Interviewee 2: 00:12:02
And I'm now learning Norwegian.

Interviewer: 00:12:04
Mm-hmm. And which, which of the languages would you consider to be your mother tongue or mother tongues? Depending on--

Interviewee 2: 00:12:13
English and French are, uh, I mean, the, the joke in my family is, uh, 'French is my mother tongue and English is my father tongue'.

[...]

Interviewee 2: 00:12:23
I don't, I don't have a better way of describing it.

Interviewer: 00:12:24
So on equal setting basically also in, uh, in, uh, importance level?

Interviewee 2: 00:12:31
Yeah. Uh, it, it, yeah, it really is. Uh, I find myself now speaking more English than French on a daily basis. Uh, simply because at work the environment is, is English based and uh, I have less time to, to have social, uh, interactions after work. Uh, I'm hoping that'll change. But, uh, yeah, it's, it's a relatively recent change in the last couple of years. And there is French spoken in the office, uh, as well. And at home it's mostly English and Norwegian."

(Transcript G.2 ATCK Interview 2, Lines 207-256).

ATCK Interviewee 4 grew up speaking Korean at mother tongue level. Due to the family's international move in his childhood, he quickly needed to learn English. For this he attended a class "English as a Secondary Language" at his international school, which he describes in his interview as being so stressful that patches of his hair started to turn white. However, after this jumpstart into English, he later achieved full proficiency and considers it to be a language he speaks on mother tongue level. Next to English, ATCK Interviewee 4 also speaks some Japanese, as this interview excerpt shows:

"Interviewer: 00:15:55
Okay. And what languages did you grow up with then? Next to English, which you had the hard way of learning, I understood. You had, uh, Korean, I'm sure, but what, what other languages as a, as an under 18, were you still in touch with?

Interviewee 4: 00:16:12
Uh, probably Japanese.

Interviewer: 00:16:16
Okay.

Interviewee 4: 00:16:18
Yeah.

Interviewer: 00:16:18
Was there classes in school or?

Interviewee 4: 00:16:20
Classes plus, uh, pretty much all the like entertains or like all the fun stuffs. It was coming from the Japan.

Interviewer: 00:16:31
Okay.

Interviewee 4: 00:16:31
So I had a very familiar, uh, touch, a, a sense with Japanese. So..."

(Transcript G.4 ATCK Interview 4, Lines 265-278).

Earlier on in his interview, ATCK Interviewee 4 already states that he speaks Spanish fluently as well, as he studied it intensively at university and holds a degree as a Spanish linguist:

"Interviewee 4: 00:06:36
So, there was, uh, and then I think that was the problem that I really didn't know what I was gonna do for, uh, take. What should I do? I never thought of it. And then, and it was also because of my parents were very open-minded, it's like 'Do whatever you want.' They weren't really strict like other Korean parents. So, and then I asked my dad, like I don't know what to choose for major and he's like 'Just learn another language!' I's like, 'Okaaaay' I's like. So I searched for like most, uh, speak-- most popular language in the world except English. And then it was Chinese and it was like Spanish. And then, but-- so I had to choose between Chinese and Spanish and the Chinese, you know that there's like more than 5,000 letters. And I-- in Korea we have a class, a Chinese letter class and I know how hard the-- to learn the lan--, the letters, so--

Interviewer: 00:07:36
Okay.

Interviewee 4: 00:07:37
No, I'm not gonna memorize like 5,000 letters, so I just choose Spanish."

(Transcript G.4 ATCK Interview 4, Lines 110-127).

Another sampled ATCK who grew up speaking four languages in her daily setting at home is ATCK Interviewee 5. Early on in her interview she states: "[...] So we speak like four languages at home. [...]" (00:02:14 Transcript G.5 ATCK Interview 5, Lines 48-54). She later explains that these four languages are Dutch, English, French and Arabic, which she all speaks with full fluency. She also distinguishes between her mother tongue languages and two more

that she speaks on more rudimentary level, as the following excerpt of ATCK Interviewee 5's statement portrays:

“Interviewer: 00:10:07

Okay. So do you speak any other languages next to Dutch, English, French and Arabic? Something you picked up, um, as an older person during your working time?

Interviewee 5: 00:10:18

Um, yes, but I would not-- I would, I, I like it's those languages you don't put on your CV 'cause you think is like, uh, camping level.

Interviewer: 00:10:25

Okay. What are they?

Interviewee 5: 00:10:28

It would be Spanish 'cause I had two years of Spanish in high school.

Interviewer: 00:10:32

Okay.

Interviewee 5: 00:10:33

And I had one year of Italian, which is, which was actually, I really quite enjoyed it. Um, but I had to, to stop because I chose to do Arabic because I had to choose, uh, only, I only had to choose two, uh, foreign languages being in high school. Since-- when you go to the French school, every two years they changed-- whenever the French Minister of education changes, the program changes. So at first we were allowed to have, uh, three foreign languages and then they switched it back to two, so I had to let go of the Italian, which was a pity.”

(Transcript G.5 ATCK Interview 5, Lines 193-213).

Another ATCK of this study, who explains her multilingualism skills, is ATCK Interviewee 6. She speaks Bahasa Indonesian on mother tongue level, as well as English by now as a grown-up. She also explains that she had formal education in French, Spanish and Japanese through schooling and is so interested in languages that she also self-taught herself Korean and Arabic. In her interview this is what ATCK Interviewee 6 says regarding the seven languages she speaks:

“Interviewee 6: 00:09:35

Uh, well at home I use, uh, Indonesian, the Bahasa Indonesia. But sometimes I use English just to make it easier, because sometimes I think in English, sometimes I think in Bahasa. And then on formal and educational basis at school and at work, I use English. And then I used to study French for eight years, um, Spanish for three years, Japanese for seven years and Korean is self-taught, um, since I don't know when I was 14, so like, yeah, around eight to 10 years of self-taught. And I learn Arabic because I have to be able to read the Koran as, I'm a Muslim. That's it. Yeah. That's the, uh, linguistic exposure that I have.

Interviewer: 00:10:31

What languages would you consider to be your mother tongue?

Interviewee 6: 00:10:36

Um, that's a bit hard to be honest. Um, I still consider Bahasa Indonesia as my mother tongue, but I, I think English is also getting there."

(Transcript G.6 ATCK Interview 6, Lines 171-187).

Another true multilingual is ATCK Interviewee 8. Through her international upbringing as well as her educational training she speaks German, English, Spanish and French with highest proficiency. Later on in her adult life she also learnt Khmer and Laos during the several years she lived in these countries with her husband. ATCK Interviewee 8 considers her mother tongues to be English and German, or as she explains "Dinglish":

"Interviewer: 00:23:59

Okay. Looking at the languages that you speak, I noted that it was German and English. Spanish and French.

Interviewee 8: 00:24:07

Correct. And then Khmer and Laos.

Interviewer: 00:24:10

Okay. And what would you consider to be your mother tongue, or mother tongues?

Interviewee 8: 00:24:17

Um, I think-- Dinglish. I think it's English. I, I, I think because my studies were done in English, I work in an English context, my muh-- the majority of the time. Um, I would say hundred percent English. 90% German. Um, I do tend to always want somebody to re-read something, or can I say it like this, when I'm doing something in German. You, you tend to have-- because, uh, for a very long time I felt like I had all of these languages, all of these experiences, but was not perfect in anything. Um, so you go from these phases until I got to a point, I guess where I'm just like, you know what, I can communicate in all of these languages and that's what counts. Um, and as long as I can get my context and my information across, that's what counts."

(Transcript G.8 ATCK Interview 8, Lines 453-471).

Finally, ATCK Interviewee 10 is also an ATCK who speaks several languages fluently. These are Dutch, English, Japanese and Swedish, which he all attained while growing up. He considers Japanese and English to be his mother tongues and closely connects each language with one parent. Next to these languages he also speaks Spanish and German, which he studied as a grown-up. In his interview, ATCK Interviewee 10 explains that he also often uses his German in work related settings and is teaching Swedish to his own child by exclusively speaking in that language to it. The following excerpt of his interview focuses on ATCK Interviewee 10's languages learned in childhood:

“Interviewee 10: 00:00:20

Uh, I grew up with Dutch, uh, English, Japanese and Swedish. Uh, the Swedish was acquired, I guess as a child from like age six-- never really, it's never been a living language at home.

Interviewer: 00:00:36

Okay.

Interviewee 10: 00:00:36

Because, 'cause for my father, it's almost like a second language to him. Um, even if he is Swedish. And as an adult, I then acquired Spanish and German, although I've probably forgotten most of the Spanish by now.

Interviewer: 00:00:56

Um, what would you consider to be your mother tongue?

Interviewee 10: 00:01:00

Uh, English.

Interviewer: 00:01:01

English. Okay. And is English also your emotional language? Is that the language you switch to when you have strong emotions? Very happy, very sad?

Interviewee 10: 00:01:13

Uh, yes, I think so.

Interviewer: 00:01:16

Okay. What language do you tend to speak with your parents?

Interviewee 10: 00:01:21

Um, with my father English, uh, with my mother, mostly Japanese.”

(Transcript G.10 ATCK Interview 10, Part 3, Lines 199-217).

Briefly returning to the first part of the second sub-research question: “Do ATCKs have linguistic skills and intercultural competence?” the data clearly shows that ten of the 13 interviewed ATCKs of this study have either bilingual or multilingual language skills. The other three sampled ATCKs only speak one language on mother tongue proficiency level, but also hold further education in other languages as well, albeit they currently are not making much use of them in their daily settings. With these language skills in mind, the data regarding the ATCKs intercultural competence is re-examined next.

ATCKs Intercultural Competence

Now focusing on the second half of the second sub-research question: “Do ATCKs have linguistic skills and intercultural competence?”, special attention is given to those

statements, feelings and comments made by the interviewed ATCKs in Table 2, which show typical traits often associated with intercultural competence (Azad & Wendt, 2019, pp. 109–111; Barrett, 2012, pp. 24–26; Bolten, 2007, p. 86; Chen, 1997, pp. 7–9; Deardorff, 2009, p. 480; Thomas, 2011, pp. 21–23; Ting-Toomey & Kurogi, 1998, p. 211):

Table 2: Number of sampled ATCK interviewees statements on traits typically associated with intercultural competence

Of the 13 ATCK interviewees, the following mentioned being or having these traits:	
Open-minded	8
Adaptable & Flexible	11
Empathetic	4
Fine Social Antennas	6
Awareness for Cultural Differences	11

Measuring this competence is undeniably harder than marking their language skills. However, the sampled ATCKs of this study do personally associate themselves with traits connected to intercultural competence as the following interview excerpts show. For purposes of clarity, they have been grouped into the following categories: Open-minded ATCKs; Adaptable & Flexible ATCKs; Empathetic ATCKs; ATCKs with Fine Social Antennas and ATCKs with Awareness for Cultural Differences.

Open-minded ATCKs:

Eight of the 13 ATCKs portray their open-mindedness towards other cultures, people and places in their individual interviews⁴⁶. Early on in her interview, ATCK Interviewee 1 comments that she believes ATCKs to be much more open-minded toward others due to their upbringing and personal experiences. According to her, people with an ATCK background quickly become aware that not everyone is the same in life, according to her. ATCK Interviewee 1 says:

“Interviewee 1: 00:07:03

Um, well first the implication-- if, if I go to the first thing, where you consider the Other as an Other that, who needs to accept you, you know, and not like you always lived in the same country and the Other is like, oh my God, is scary, right? You just

⁴⁶ Several academics speak about “openness” or “being open-minded” as being a key component in intercultural competence. The component is mentioned specifically in most of the previously presented intercultural competence models as well. Please see: Azad and Wendt, 2019, p. 108; Barrett, 2012, p. 25; Chen, 1997, p. 8; Deardorff, 2009, p. 480; Thomas, 2011, p. 22; Ting-Toomey and Kurogi, 1998, p. 211.

have to accept that there are differences and things like that. I think that makes you much more open to others. [...].”

(Transcript G.1 ATCK Interview 1, Part 1, Lines 140-160).

This same line of thought is followed by ATCK Interviewee 5, when she comments that living abroad for a long time in early years allows for more open-mindedness as a grown-up:

“Interviewee 5: 00:19:39

Well, you know, being-- uh, um, of course sometimes I feel like a foreigner in my, in, in Holland, even though I'm half Dutch. Since you have lived so long abroad, uh, and you have [sic], uh, way open-minded than most of the locals-- sometimes you feel like a foreigner. [...].”

(Transcript G.5 ATCK Interview 5, Lines 383-416)

Another way of living open-mindedness can be seen in the example provided by ATCK Interviewee 4. To be able to successfully learn Spanish, he decided to go to South America as an exchange student. Moreover, he specifically opted to not spend his time in Buenos Aires but rather chose to live in a smaller Argentinian city instead. This way he could continuously challenge himself to learn the language more intensively and not be sidetracked by being sucked into the existing Korean expat community. As ATCK Interviewee 4 comments:

“Interviewee 4: 00:07:45

And then, um, it was pretty good, I think, to choose Spanish. And then I had to go to military. 'Cause this obligation in Korea for two years. I spent one year in university and Spanish and then two years in, in army. And then while I was in army, when I was, when I was about to go out, I was thinking like, should I go, should I have to go back to university? 'Cause I realized that I really cannot learn Spanish perfectly if I just stay in Korea. So I applied right after, uh, my, when my duty was done. I applied a exchange student in Argentina. So I just wanna, uh, be, like uh, I just-- I didn't-- it was Argentina city called [name of city in Argentina]. It was a very bucolic country, uh city.

Interviewer: 00:08:40

Okay.

Interviewee 4: 00:08:41

I didn't wanna, I didn't wanted to go to capitol city 'cause I eventually knew that I was gonna stick with the Asians, Koreans--

Interviewer: 00:08:48

Okay.

Interviewee 4: 00:08:48

--and never have a chance, never will have a chance to, uh, challenge myself in various situation to speak in, in Spanish. So stayed, I stayed, I had exchange program six months in [name of city in Argentina] and then... it was, I, so after six months I didn't wanted to go back to Korea. I has no reason. 'Cause I saw a lot of opportunities and,

in Argentina and I, after I was 18, I decided to, uh, while I was in Argentina I was making, uh, like pocket money, like working in Chinese restaurant, washing dishes 'cause, 'cause I always wanted to like 'cause, 'cause obviously 'cause I-- it takes three days to come to Argentina from Korea. And then, I just didn't want to go back. Like Chile is like two hours' drive. And like if you go a little bit more is there's Peru, Machu Picchu. I's like wow. Like, no I, so, just like I just, uh, I didn't even tell like my parents that I will not go back. I just like stopped. Everything."

(Transcript G.4 ATCK Interview 4, Lines 129-163).

Another example of open-mindedness towards others, is mentioned by ATCK Interviewee 8 in her interview. In the segment below, she remembers an episode in her early twenties, when she realized she was capable of being able to communicate within others over multiple language groups. She was positively thrilled as she remembers:

"Interviewee 8: 00:34:31

[...] And I just remember in that, in a certain moment of time where I was, I felt this, this sense of awe just being, to turn around and speak Spanish turn around, speak English, turn around and converse in, in French, and make sure I don't miss the bus because I had to get back to France. Turn around and be with my English friends. And I just remember being in this moment of, 'Oh, I'll go and hang out with the English today. I'll go and hang out with the Spanish today or go and ha--'. And it was just this, 'Wow! I can, I can be everywhere! I'm this multicultural international thing!' [...]."

(Transcript G.8 ATCK Interview 8, Lines 656-692).

Yet another way of expressing open-mindedness is through the interest of traveling the globe and visiting other countries and cultures. Two sampled ATCKs expressed their opinions on this in their interviews. ATCK Interviewee 9 states that he loves traveling and by it learns much about other cultures:

"Interviewer: 00:29:09

[...] which cultures do you feel comfortable moving around in, um, and sharing your knowledge about with others? Is it primarily these two or are there-- have there have been other places where you've spent some time as well, where you'd say you understand the culture deeply enough that you feel comfortable in it?

Interviewee 9: 00:29:37

Um, no, it'd be primarily the two. I've traveled to a lot of different countries and visited. Um, which I love doing. I'm fascinated. I love listening to the people that are there. Growing up in Papua New Guinea has helped me tremendously to connect, whether it's in Haiti or Africa or Myanmar or other places that I've been. Um, there're similarities, um, but I would say my knowledge is enough to make me dangerous.

Interviewer: 00:30:13

Mm-hmm, okay.

Interviewee 9: 00:30:14

So I've, I've got the, the base of knowledge as far as culture and some of the building blocks to understand different things. But then it's more-- that enables me more to ask questions geared to the, to the locals or to the expats, missionaries [unclear due to mic failure] that are there to help my understanding. But as far as really knowing those other cultures, I wouldn't feel comfortable in saying that."

(Transcript G.9 ATCK Interview 9, Lines 499-523).

In addition, ATCK Interviewee 11 comments on the fact that he is stunned when he meets people who have never left their countries before, as he has moved countless times in his life already:

"Interviewee 11: 00:27:43

[...] Uh, in the United States, you know, which I find shocking: there are people who are very proud of the fact that they've never left the county in which they were born. And don't intend to.

Interviewer: 00:28:11

You find those in every culture though. I had some work colleagues here in Germany that had the same background. Um--

Interviewee 11: 00:28:19

Like, you know, like, like one of-- I, I have lunch every Thursday with, uh, with a municipal employee at the, at the [unclear]. At our local restaurant and uh, you know, somehow we're talking about unpacking boxes and stuff. And he says he, he just couldn't relate to that because he has lived in the same house all of his life and he's just getting close to 60.

Interviewer: 00:28:46

Mm-hmm [pause] yep.

Interviewee 11: 00:28:50

And I, and I, and I tried to count just as far as, you know, I try to count up the times we've moved, I've moved. You know, it was in the 20s, you know, and he just couldn't understand."

(Transcript G.11 ATCK Interview 11, Lines 607-630).

Towards the end of his interview, ATCK Interviewee 11, who is the oldest of the interview partners, summarizes his personal concept on open-mindedness:

"Interviewee 11: 00:47:08

[...] I think there's a universal, universal basic set of values as to one, whether one is prepared to be open, not necessarily accept, you know to be open and to be exposed to other cultures. And that's what my upbringing has brought me to. You know, being receptive and not afraid."

(Transcript G.11 ATCK Interview 11, Lines 1016-1025).

With a life in a highly international environment ATCK Interviewee 12 comments that she feels better connected to her personal ATCK identity:

“Interviewee 12: 00:14:11

I would just say I really enjoy being around people who speak other languages, whether or not I understand them. Um, I worked for about three years running an Arab cultural space in New York and most of the participants in that program were Arabic speakers, also fluent in English. But a lot of social sort of, um, situations in which Arabic was the primary language. Um, it's just something I've always appreciated, um, and have always sought to surround myself with people who, who are obviously from other places and also speaking other languages.

Interviewer: 00:14:48

Why is this important for you?

Interviewee 12: 00:14:51

Uh, I think it-- that's-- huh, why is it important? That's a huge question. Um, but I think it helps me maintain a sense of identity. I, I have never felt like I am American in the way that most people would, um, interpret me to be. I've always felt like an immigrant in the U.S. But I am very much, uh, an invisible or hidden immigrant. And I think, um, surrounding myself with people who also have one foot in and one foot out makes me feel more like-- it's more, it's more in keeping with my own sense of self.”

(Transcript G.12 ATCK Interview 12, Lines 329-348).

Finally, also ATCK Interviewee 13 expresses her views on open-mindedness. In the following interview statement she shows her continued interest in all things new, even for example, in everyday situations like choosing a restaurant to go to when she wants to dine out:

“Interviewee 13: 00:11:06

There was not the same set of people. It was all new, all new stuff, which is to my, to my husband's dismay, I now always want to do something new, something different,--

Interviewer: 00:11:18

Okay.

Interviewee 13: 00:11:19

--different restaurant every weekend. So we were always doing different things. [...].”

(Transcript G.13 ATCK Interview 13, Lines 212-234).

She also speaks about preparing and learning about the new culture and how this was actively done in her childhood even at a time when the information was not merely a click away as it is nowadays. ATCK Interviewee 13 explains:

“Interviewee 13: 00:37:58

[...] So, when we would move, we would go to the base library and we would get a file on the place where we were moving to next--

Interviewer: 00:38:08

Okay.

Interviewee 13: 00:38:08

--when we got orders. And in that file, it would contain information about the community. It would contain information about the culture. There was always a video that you would watch about, um, not offending the locals, that sort of thing. So, it was both. It was both going out with our parents, but it was also learning about the culture of the place that you were moving to next. Which actually we thought was great fun. You know, to us it's just this big game, this big adventure. Yes, we're losing friends, but hey, where are we going to next? Cool! We-- did, did you check out the video? Do we have the file? Let's study this place! You have to remember, this is way before the Internet ever came about, so going to the library and checking out the file and learning about where we're moving to, what kind of things there were to do, what kind of food they eat there. So it was both structured and informal."

(Transcript G.13 ATCK Interview 13, Lines 682-702).

Adaptable & Flexible ATCKs:

Having provided several self-reflected accounts of the interviewed ATCKs open-mindedness, other traits often connected with intercultural competence are adaptability and flexibility (Azad & Wendt, 2019, p. 110; Barrett, 2012, p. 25; Bolten, 2007, p. 86; Deardorff, 2009, p. 480; Ting-Toomey & Kurogi, 1998, p. 211). Eleven of the ATCK interviewees in this study made statements revolving around being able to adapt well and being flexible people. In his interview, ATCK Interviewee 2 recaps how he behaves within the different cultural settings he has grown-up with and how he can adapt his behavior to match his surroundings appropriately. His portrayed examples below show the ease of his social flexibility:

"Interviewer: 00:24:39

[...]. Which, uh, cultures do you think you personally know deeply and well, which would you feel comfortable in, um, because you know your way to move around?

Interviewee 2: 00:24:57

Uh, that's a tough one. I mean, I, I'm more familiar, I want to say with different aspects of American political life than I am with any of the European, uh, politics right now. Uh, and I, I, I tend to read American, uh, media or watch American news shows more often than I do European's, uh, simply out of force of habit. I mean, that's, that's what I was doing in college when I-- when my political awareness really grew, let's say. Uh, but on a social level, I feel probably more comfortable in, in, in Switzerland.

[...]

--simply because-- yeah, I mean in Switzerland and Norway, uh, it's, uh, slightly similar, uh, on the surface at least, the type of, of situation. Um, I've left France too long ago. Like when you're, uh, when you're a high school student, you move very differently than you do as an adult. Um, and uh, I, I've never really felt comfortable in

the U.S. Like for me, everything seemed just too obvious or too on the nose. Like I was always looking for the catch for the, the, the, the, the hidden facet of things. When in fact, looking back, there really wasn't any. The, the Americans know really no subtlety on a social level. And so this is kind of why you can pick out American tourists immediately when you're traveling through Europe. Like they're the ones who are loud and you hear, you hear them 500 meters away, uh, or, or you can listen in on their conversation from the other side of the train. Um, and I, I, I'm social, I like exuberant display-- like discussions, I'm, I, I can, I can be loud on occasion. I'm also very, um, aware of my European roots in that sense where I, I, I know how to be discreet and just blend in and hide and, and not appear like I'm anything, uh, out of the ordinary or anyone out of the ordinary. Uh, in fact when I, when I was in Norway recently, I was, uh, just hi-- I was just like part of a, I was helping my, my in-laws with an art exhibit they were putting on and, uh, at some point somebody walks up to-- one of the guests walks up to me and asks me, 'So, are you Norwegian?' 'Well, if you have to ask, that means my disguise is working.' Uh, so clearly that means that I'm, I, I, I fit in better in a, in a European setting than I do in an American one. [...]."

(Transcript G.2 ATCK Interview 2, Lines 494-540).

ATCK Interviewee 3 also reflects on her personal level of adaptability in her interview. The segment from her interview below shows that this is a continuous process and has been mentally revisited several times in the past few years. It demonstrates the underlying personal cultural flexibility that ATCK Interviewee 3 has relied on in connection with the past international moves she has made:

"Interviewer: 00:25:00

[...] what cultures do you think you know deeply and well, um, where-- which cultures do you feel comfortable in because you know your way to move around?

Interviewee 3: 00:25:20

Mm-hmm. Yeah. Uh, what I'm discovering and what I denied for the past few years is the U.S. culture. Um, you know, 'cause after I graduated college I was like, 'I'm out, I'm done', I-- and so I went to Europe and now being back I'm like, 'Oh, I, yeah, I know how to pump gas. I know, I know that tax is included, you know, um, in addition at the checkout, um, I can, yeah, find my way around. And so the U.S. culture certainly. Um, and then I would say Hungarian. Um, and I would say Austrian and perhaps, perhaps Polish. Um, Greece maybe. Greek."

(Transcript G.3 ATCK Interview 3, Lines 430-446).

Being adventurous, adaptable and flexible are also the underlying traits that ATCK Interviewee 4 displays in his interview, when he speaks of his choice to become a Spanish linguist. He recalls that at the time he made this decision, it offered him the means to leave Korea and live internationally. Being open and willing to adapt to such new international surroundings can also be recognized in the personal account of ATCK Interviewee 4:

“Interviewer: 00:17:04

Okay. But you finished your Spanish, uh, education, right? So you, you officially finished studying the Spanish language, um, to do what? To be a translator or to be a teacher?

Interviewee 4: 00:17:17

Uh, never thought of it.

Interviewer: 00:17:19

Okay.

Interviewee 4: 00:17:20

It was, uh, I maybe I just thought of it as a key to live abroad.

Interviewer: 00:17:25

Mm-hmm.

Interviewee 4: 00:17:26

Just, just, I just didn't wanted to live in Korea. So if I learned another language that will be, uh, more, give me a more chance to live abroad.”

(Transcript G.4 ATCK Interview 4, Lines 291-302).

ATCK Interviewee 5 speaks of how she and her husband have combined all their different cultural experiences and knowledge into one large pool, from which they then pick out those aspects and elements they find most fitting, to afford their children a positive education and upbringing. Details are provided in the following excerpt:

“Interviewee 5: 00:24:02

Um, well since I grew up in Africa, I would say African. Um, I, my husband is, is Senegalese. So--

Interviewer: 00:24:10

Okay.

Interviewee 5: 00:24:11

--we are living, let's say the-- we have, it's actually a mixture between, uh, African and, and the modern, I mean, what I call the Western world. Since I was also brought up with two different cultures. Uh, you tend to want to do the same with your own kids. We have two kids. I mean, they're mixed colors. And so we, we, uh, put the accent on the values of our respective countries. I mean we're, we're Muslim. So I also have that, that you want to teach to you, your kids. And of course they live in Europe, so we have to be open-minded about things and, and you know, let the, the kids also have their opinions and you know, these kinds of things. So it's a bit of, we just take the best out of all the cultures around us.”

(Transcript G.5 ATCK Interview 5, Lines 457-472).

Learning in an international school as well as a public school was just as much part of Interviewee 7's early educational training as studying alone in a homeschooling setup in a barn

in Japan, or via the practical experience she gathered by trailing her father throughout those villages in Japan he worked in. She finished her secondary schooling in a boarding school. As ATCK Interview 7 explains:

“Interviewee 7: 00:04:36

Um, we were on a bigger island when I was in kindergarten, first and second. So they had an international school. I did, uh, kindergarten, half of kindergarten, grade one, grade two to three combined. And then I went to a public school in Michigan for third grade. I, um, [sic] a correspondence course, I wouldn't call it homeschooling. It was [name of Interviewee 7] teach yourself', schooling.

Interviewer: 00:05:09

Okay.

Interviewee 7: 00:05:09

Um, I'm a good reader, and I was tasked to do my schoolwork from nine to 12 in the morning and every other week, the one week I sat in a study-- it was a horse barn converted to a study in our yard and taught myself from nine to 12. And then the other week I would be with my dad. Um, on a small, like a 30 foot boat going around to villages in the island. Like yeah, pretty simple. And then, in seventh grade-- there wasn't a boarding school, but I went away to an island and I rented a room and I went to the same school, I had gone to in kindergarten, first and second - an international school.”

Interviewer: 00:06:01

Okay.

Interviewee 7: 00:06:02

So, I did that for seventh and eighth. And then ninth grade I was back at the same school in Michigan. Same classmates. We were still in alphabetical order and you know, ‘Oh, we had a girl from Japan once in third grade.’ ‘Yeah, that was me.’

Interviewer: 00:06:18

Okay.

Interviewee 7: 00:06:19

And then 10th, 11th and 12th, I, I did 10th and 11th at a small kind of a school in a church. And where we basically taught ourselves and had a, a monitor that would ask us questions. But she didn't know any more than we did because she'd just graduated from high school.

Interviewer: 00:06:41

Okay.

Interviewee 7: 00:06:41

Um, I'll say once again, it was the blind leading the blind. And they had a rule about not graduating early. So 12th grade I didn't go to school. I just waited for the Christmas program to roll around because you could graduate a semester early. And then went to college in the U.S.”

(Transcript G.7 ATCK Interview 7, Lines 88-125).

The idea of being flexible and needing to adapt to new circumstances during childhood is also addressed by ATCK Interviewee 8 early on in her interview. She, too, explains that there was little other option for her than to quickly adapt to the new schooling situation she found herself in:

Interviewee 8: 00:03:09

[...] we moved from the U.K. to Germany when I was 12 years old. [...]. So I was plonked in a sixth grade class, um, and it was literally just a sink or swim experience. And, um, during that time, I think he-- of course you're not, you don't even know what's happening. You just kind of follow what's being told, what, what you have to do and you kind of figure it out. [...]."

(Transcript G.8 ATCK Interview 8, Lines 82-119).

An example of adapting to the new situation of leaving Papua New Guinea after school and going to college in the USA is also addressed by ATCK Interviewee 9 during his interview. He explains that this change and adjustment in his adolescent life was significant for him and he needed some time to find his footing again. At the time, being flexible and relationships with other TCKs were important to help him adapt. ATCK Interviewee 9 recalls the situation as such:

"Interviewer: 00:31:35

[...] when you came to, to the U.S. as a twenty-some person to go to college, was that a, a, a big shock and was a lot different than you had remembered through your furloughs, your time? Or do you feel that you always had sort of a, uh, a general normal setup, an idea of the American culture as well?

Interviewee 9: 00:32:00

Um, I've, I've experienced more shock coming to the U.S. than going over there. I think because I probably started out there, so when I came to the U.S. for college, that was a significant adjustment. Um, so I mean, throughout my life, I think fairly typical of Third Culture Kids-- I can relate to both, but sometimes I don't-- I know I'm not totally this and I'm not totally that. And, um, I'm definitely mixed and almost-- I've been half of my life in one and half in, in the other. So I feel very comfortable in both but knowing that I'm not fully, fully that.

Interviewer: 00:32:54

Why do you think you had a bigger trouble to adjust when you went to college?

Interviewee 9: 00:33:01

Um, I, I think because up to that point, most of my time was predominantly in PNG.

Interviewer: 00:33:08

Okay. Was there expectations or just knowledge information maybe shared from your parents that, that there, that the idea of you, um, being able to easily move around in the U.S. setting, uh, that surprised everybody in, in the family basically that you had, uh, yeah, an adjustment time that, that apparently was not, you know, over within two weeks, but took a bit of time to process and to get adjusted to your current college life?

Interviewee 9: 00:33:39

I, I think it was talked about some. I mean even as a parent and helping my daughters to adjust, something definitely that we talked about. But when you go through it, it's, it's still difficult. It's still-- I don't know how you, how to, to best prepare. I mean for me it's like, 'Yes, this is America, this is where I'm from. So this is technically where I belong, but it, it just doesn't feel right.' And um, and it, it's just different things would pop up and sometimes you were prepared, sometimes you weren't prepared. I, I remember starting out in college and even ordering food at a fast food restaurant because in New Guinea you, you didn't do that. Um, so it's just even very simple basic stuff. Now, one of the things that helped me was there were other Third Culture Kids, Missionary Kids, uh, at the college that I attended. And so you kind of connected with one another. There was this attraction because 'All right, they understand me.'

Interviewer: 00:34:53

Okay, mm-hmm.

Interviewee 9: 00:34:54

Um, and uh, so that, that helped a lot."

(Transcript G.9 ATCK Interview 9, Lines 539-586).

ATCK Interviewee 11 makes a similar statement in his interview, showing how he has always lived his life with plan B to D at hand, if his plan A failed. ATCK Interviewee 11 comments:

"Interviewee 11: 00:25:30

Well, you know, my attitude, my attitude culturally is that I firmly believe that success in life is being able to cope with plan B. And that, you know, you know, you know just to give you an example of: when we hire a small work, you know, a smaller workman, uh, you hire them, their family as opposed to when you hire, you know, the corporation do work. So when, uh, this man I was doing the roof, his wife has a heart attack and so the house is open state, you know, the roof, with no roof all winter long, ah, you know, that's life. So, you know, or when electrician, you know, had, you know, developed brain cancer, uh, you know, you just-- kinda deal with it.

Interviewer: 00:26:17

Okay.

Interviewee 11: 00:26:18

No big deal.

Interviewer: 00:26:20

Does that come from your, your uh, childhood experiences of having to switch around, finger [sic] out a plan B? Things always changing?

Interviewee 11: 00:26:28

I don't know. I never thought of it in those terms.

Interviewer: 00:26:31

Okay.

Interviewee 11: 00:26:32

But, you know, uh, accepting plan B is, uh, is what I follow. You know, it uh, sometimes even C and D.

Interviewer: 00:26:43

Okay.

Interviewee 11: 00:26:44

You know,--

Interviewer: 00:26:45

Yeah.

Interviewee 11: 00:26:45

--stuff happens. Stuff happens.

Interviewer: 00:26:46

Stuff happens."

(Transcript G.11 ATCK Interview 11, Lines 560-585).

Of the nine sampled ATCK interviewees who made positive statements connected to being able to adapt well to new people or surroundings and/or being a flexible person, ATCK Interviewee 12 explains that her personal strengths in these areas are rooted in her approach to being an observer first, before interacting. ATCK Interviewee 12 explains this as follows:

"Interviewee 12: 00:16:44

I would say-- I think one of the lasting, uh, effects of my upbringing is that I would not claim expertise in any culture and would not be quick to forward myself as somebody who is particularly knowledgeable. Um, I, I tend to be an observer. I think that is really rooted in, in my background. That I feel like I need to watch people and how they interact and sort of slowly get some understanding about the implicit rules or assumptions that are at play in how people engage."

(Transcript G.12 ATCK Interview 12, Lines 376-384).

To portray the input of the ATCK interviewees of this study truthfully, it is also important to clearly cite the following two negative examples from ATCK Interviewee 10 and ATCK Interviewee 13 on the topic of being able to adapt well and being flexible to new people, places or situations. ATCK Interviewee 10, for example, remembers how much frustration he felt when he was a young adult spending significant time in Japan and trying to adapt to life there. As ATCK Interviewee 10 explains:

"Interviewer: 00:03:37

Mm-hmm. Um, I'd like to just briefly come back to your comment that you made earlier about how you went to Japan and noticed that you were not as Japanese as you felt beforehand, that you might've been?

Interviewee 10: 00:03:50

Yeah.

Interviewer: 00:03:52

Mm, how did you realize that? What, what, what was sort of the, the 'Aha' moment?

Interviewee 10: 00:03:58

Uh, I think it was the accumulation of a lot of frustration.

[...]

Interviewee 10: 00:04:28

[...] I guess the Japanese people have, um, they're, they're, I guess people say that they follow rules a lot. Um, similar to, to Germans and yeah, sometimes I would find myself really annoyed or frustrated when I would see everyone following a rule that I thought was nonsensical, that was unnecessary. Like uh, I don't know, lining up for uh, uh lining up for a bus when the bus isn't there and no one even knows where the bus's door will be. So where are you going to line up?

Interviewer: 00:05:10

Okay.

Interviewee 10: 00:05:11

Uh, stuff that I, I would say is impractical. It makes no sense. And then when the bus does line up, does arrive, and the door's somewhere else than, than, than the line is, then everyone gets angry with you for just jumping in, 'Hey, but you're not in the line.' 'Yeah but the line's in the wrong place.' Then I would find that I'm the only one being annoyed or being yelled at. Um, I-- I guess just frustrations with these little things that wouldn't bother anybody around me, but would always bother me. Well, I guess one, one example would be if you're in a restaurant in Japan, they often have set menus. And their quite-- it's difficult to ask someone to change, like, 'Can you change out the rice for let's say potatoes' or something like that.

Interviewer: 00:06:03

Okay.

Interviewee 10: 00:06:05

And people would not want-- the, the waiter or waitress would refuse. And that would annoy me. It's like 'Well, why you've got potatoes on the menu as well, as a separate item. Just switch them.' 'No 'cause it's supposed to be this particular set.' And, and my Japanese acquaintances, colleagues or relatives would just accept it and that would always annoy me. Um, and then I realized after a while, that why am I always the one being annoyed? Maybe I'm not so Japanese after all."

(Transcript G.10 ATCK Interview 10, Part 4, Lines 584-632).

In her interview, ATCK Interviewee 13 also recounts how she had trouble adapting to the new schools when it was time to move due to her father's military career. This is specifically what ATCK Interviewee 13 said during her interview:

“Interviewee 13: 00:05:26

I do not have fond memories of transitions. No, and of course I transitioned from military to, uh, the non-military schools. So there were some, there were some transition issues. Especially in the military schools that, um, or the in the civilian schools that were not near a base. For example, when I lived for several months back in Illinois with family, that was not a pleasant transition. They were not military friendly. I had a lot of problems there.

Interviewer: 00:05:59

Mm-hmm. Just because they didn't know the setup then, or, or the, the, there were, there was no extra help or what, what made it military friendly for you? Let's ask the other way around.

Interviewee 13: 00:06:09

Well, it was not, it was not military friendly. Um, I got picked on a lot because I was the new kid.

Interviewer: 00:06:15

Okay.

Interviewee 13: 00:06:16

Um, I was actually ahead of their curriculum, but they wouldn't let me-- go to the curriculum that I was on. I had to go back and it was just, it was a very frustrating time for me. I didn't fit in. Yeah, it was a rough time. Um, at this civilian school that was not near a military base, that was the most difficult time that I had. Whereas the teachers, when you had a hard time transitioning, the teachers on a military base understood this and they would, you know, pull you aside and help you and let you skip ahead if you needed to, that sort of thing. So, there was definitely, there was definitely a difference. Yeah.”

(Transcript G.13 ATCK Interview 13, Lines 97-122)

Empathetic ATCKs:

Another component often connected with intercultural competence is that of empathetic behavior (Azad & Wendt, 2019, p. 110; Barrett, 2012, p. 25; Bolten, 2007, p. 86; Chen, 1997, p. 8; Deardorff, 2009, p. 480; Ting-Toomey & Kurogi, 1998, p. 211). These sampled four ATCK interviewees discuss their personally empathetic behavior towards others in the following examples. ATCK Interviewee 3, as the first example, decided to work in the TCK/CCK realm as an adult, due to the personal experiences she had growing up as a Foreign Services/Diplomatic TCK herself. ATCK Interviewee 3 explains:

“Interviewee 3: 00:37:36

Hmm. Mm-hmm, mm-hmm. Um. Uh, yeah [pause] uh, I really, I really enjoy it. Um, I feel that I'm passionate about it because of the lack of services and transition support that I got -lacked getting- um, from, from the U.S. State Department. Um, and the, I would say though, the, the release of, um, of diplomatic kids is very abrupt. And, you

know, one day you can enter, uh, enter an embassy and the next day you can't, like, it's just 'Whoa. Okay.' So, uh, I feel like from personal experiences, I'd like to continue to help TCKs create a personal sense of identity and not, um, necessarily place so much heavy emphasis or so-- their sole identity on a system or sponsoring organization, what takes, takes them abroad. Um, also to stress that, yeah, TCK or CCK is, uh, it can be your identity. But I have, I, I've been starting to use it as a profile because I've also witnessed teens saying I'm a TCK, I'm a TCK, I'm a TCK. And then when you return to a passport country, people don't know what the term is or-- and, um, your identity is gone because you're not abroad. You're-- and so you're not a TCK anymore. Like, so, um, explaining more the qualities and the characteristics and maybe their responses. That's where I, I like to, to share."

(Transcript G.3 ATCK Interview 3, Lines 634-656).

ATCK Interviewee 7, as a second example, talks about her empathetic behavior in two little stories within the following segment of her interview:

"Interviewee 7: 00:31:34

[...] in Michigan I worked with the Sudanese refugees and I came to understand how they think and how they process. Um, like funny experiences where they, um, needed someone to volunteer to teach Sudanese women how to use sewing machines.

Interviewer: 00:32:23

Okay.

Interviewee 7: 00:32:24

And I prepared these lessons and they were-- it was [sic] eight week course, two hours a week. What I wasn't prepared for, was like they didn't know how to use scissors. I'm like, oh no. So we had to back up and start much more basic, like how to cut out something and we made--. And it was very important to, their husbands, that they were letting them go for two hours and we had child care as well, and a snack, that they come home with a finished product. So by the second week I was cutting these little things out so that they can come home with something so they could come back the next week. So learning that kind of real patriarchy, um, you know. I took African clients to immigration and I asked the mom to bring snacks 'cause when you're driving to Detroit would be gone from like 6:00 AM probably get home around 5:00 PM. And she brought a pound cake and a gallon of milk. And so the pound cake was everywhere in my car. And the milk, you know, was she had little cups for the milk, but at the end of the day and the milk's been out since maybe 5:00 AM and it's 12 hours now and well, it's like, when I got her back to her house I said it might be wise not-- to pour that milk out, that it might not be safe tomorrow to drink. And that power of a white woman's telling me something, she unscrewed the cap of the milk and just poured it out right there in the parking lot.

Interviewer: 00:34:06

Okay.

Interviewee 7: 00:34:07

And I'm like, 'Oh, oh dear.' But so I'd learned a lot. Just you know, I'm doing my Asian not saying pour the milk out, but it might be wise not to think about drinking that

tomorrow and she just-- Okay, this lady's telling me, this milk is not safe anymore, so let me obey her. And I was just like, oh dear."

(Transcript G.7 ATCK Interview 7, Lines 590-632).

In her interview, and as a third example, ATCK Interviewee 8 shows her empathetic behavior toward children in international schools who are learning English as a second language. ATCK Interviewee 8 explains:

"Interviewee 8: 00:58:32

[...] And then the teaching experience, why I moved into teaching was basically more of coming from the experience I had moving to Germany and then experiencing what my kids had in international schools. That blew me away. I was like, 'Whoa, international education, this is it. If I had that when I was going to school, if there was any kind of English as a second language course or German as a second language in German schools, that would have made a world of difference for me'. So I've kind of seen both sides of the desk, and I felt like this is what I have to do for some of these second language learners, um, wherever I go. Is to be able to support them in ways that they can manage and correspond and communicate in the mainstream classroom. So, um, at the time, uh, English in the mainstream classroom course wasn't even offered, but I did the course a bit later on and realized a lot of what I was doing as assignments in the course was what I was doing auto-- intuitively as a, as an English as a Second Language teacher.

Interviewer: 01:03:47

Okay.

Interviewee 8: 01:03:47

Helping students in the classroom to, basically maintain, um, understanding in the mainstream classroom. So I would have them, I would-- there was sess-- sessions at the time. I could pull them out. Um, at those times I was like reading three or four readers, class readers at the same time, literally a chapter ahead of my students so that I could support them in the classroom and help them generate the questions and the, the language they needed in order to work in the classes."

(Transcript G.8 ATCK Interview 8, Lines 1041-1128).

Finally, as a fourth example showing empathetic behavior, ATCK Interviewee 9 expresses his thoughts and feeling on the deep friendships he had with two local pastors in Papua New Guinea. Utilizing these connections, and by really listening as well as respecting the input these two pastors provided him, ATCK Interviewee 9 was able to advance and connect locally in his ministry mission. These are ATCK Interviewee 9's comments:

"Interviewee 9: 00:43:30

So, we would go to join them. And from the very beginning we, we were a team. So most missionaries, they start by being a pastor of a congregation. Well, I never wanted to be the pastor of a congregation, but I wanted to help Papua New Guinean pastors and Papua New Guinean churches. So that, that was kind of the model that we used. And there were a couple of, of these national pastors, um, and they, they, they took

English names, but one was Moses and one was Elijah. And there were many more that I worked with. But those two guys, I became very good friends and they helped me immensely. So what was very rewarding and fulfilling to me was there was definite things that I could bring to the table that were helpful to them. And I knew growing up there, I was fluent in the trade language, but the tribal language, I mean missio-- because it, it's not written, and missionaries that go into those areas that develop an alphabet, I mean it, it takes years to do all of that and you're still-- those languages are so much more complex than the trade language. The trade language is, is really easy.

Interviewer: 00:44:55

Okay.

Interviewee 9: 00:44:56

Um, so I, I could spend 10 years and maybe get fluent and still not be to the level that these guys were. So we had a bridge through the trade language, which is, is what we used. Then to see the, the nuts and bolts of what we did in the ministry and all of that. They were much better at doing it because they had all those skills. And then on the culture, I've really focused on trying to understand the culture and their base worldview. And where, where were they really coming from? So they're very animistic [unclear due to mic failure] even grown up in the country was familiar with it, really trying to dig down and grasp-- and all of them were helpful but especially those, those two guys. So there were-- and we had a relationship where they would come and tell me, 'Hey, you're, you're not seeing this or you're missing this.' And, and they saved me and my family from a lot of difficult situations because they could say, 'Okay, you're seeing this side of it, but you're not seeing that side of it.'

Interviewer: 00:46:13

Okay.

Interviewee 9: 00:46:13

And they, they helped me in communications, not just from the language, but because they-- the people are non-confrontational and consider it rude. You have to read the body language, you have to read their eyes. You have to read all of these different things, where they're communicating to you, but most Westerners totally miss it. Like some missionaries would say, 'So and so lied to me because they said this' where-- they totally missed the body language and how they were communicating. Whereas my friends, I mean, they helped me in learning all of that.

Interviewer: 00:46:49

Okay.

Interviewee 9: 00:46:50

So step through step through the process, they're like, 'Okay, this is part of our culture.' I'm like, 'Why? Why do you guys do this?' 'Well, this, this is why, and this is the reason behind.' So as we were talking through our ministry goals, uh, for, for the sake of the Gospel and that's what we were focused on, but how, how to do it in the context, how to connect with people, help people, uh, physically, emotionally, educationally, spiritually, all of those, all of those things. Um, they-- what they did was invaluable and really foundational and critical to what we did in our work."

(Transcript G.9 ATCK Interview 9, Lines 709-772).

ATCKs with Fine Social Antennas:

Examples of traits which are often connected with intercultural competence, such as open-mindedness, flexibility and adaptability, as well as empathetic behavior (Azad & Wendt, 2019, p. 110; Barrett, 2012, p. 25; Bolten, 2007, p. 86; Chen, 1997, pp. 7–9; Deardorff, 2009, p. 480; Thomas, 2011, pp. 21–23; Ting-Toomey & Kurogi, 1998, p. 211), were illustrated by specific quotes from the ATCK interviews of this study. This next section will emphasize the fine social antennas many of the sampled ATCKs have and the six interviewees that talk about this issue. Early on in her interview, ATCK Interviewee 1, for example, speaks of a feeling or “instinct” that she has in business meetings, when she notices, often earlier than colleagues, that crucial information might be missing if a conversation does not progress and the people in the room might not be understanding each other in full. In her own words, ATCK Interviewee 1 says:

“Interviewee 1: 00:07:03

[...] I've noticed myself very often that I would be in meetings with people from different countries. And when people don't understand each other, I could just feel it. I just know it, that they're not speaking at, on the same length [sic]. But the other people don't notice. You see? So they're, they're kind of--, I just know what information this person is missing. I, I don't know how to explain it, but I could just feel that there's something not right. And then usually I would add that information and then everyone would be at the same place again. So I think it gives you some kind of an instinct towards, uh, you know, understanding if the others understand or not. [...].”

(Transcript G.1 ATCK Interview 1, Part 1, Lines 140-160).

Later on in her interview, ATCK Interviewee 1 continues this line of thought when she speaks about using her intercultural competence in early years or later on in her career. She also connects intercultural competence with language skills, not believing it is possible to have one without the other. In her own words, ATCK Interviewee 1 speaks of a “sixth sense”, when it comes to her fine social antennas. According to her, she has always had this “sixth sense”, when it comes to understanding conversations on all verbal and non-verbal levels. ATCK Interviewee 1 specifically says:

“Interviewee 1: 00:31:06

I think I've always used them because it's almost like natural for me. I think I've gotten better at it and I think the difference between then and today is today I understand what it does-- it did. Whereas, at the time it was just an instinct, you know. It's like when you know how to play music, you just play it. But then later maybe you can, you know, understand better why and things like that. But I think I've always had that, that you could almost call it a sixth sense, I guess. Um, you know, of, of better understanding. But I think they're not independent because I think part of the better understanding of the other is of course your curiosity and your openness. But part of it is also speaking their language because of the way they speak English. Like I said

earlier, you, you, you sometimes understand better what they say, because in their translation you can tell which expression it comes from in their own language. So I think they're not independent."

(Transcript G.1 ATCK Interview 1, Part 2, Lines 717-734).

Another example of having fine social antennas is provided by ATCK Interviewee 3 in the following short statement, right at the beginning of her interview. Here ATCK Interviewee 3 expresses that she is quickly able to establish whether her counterpart is truly interested in the lengthy and detailed answer to the question "how did you grow up?", or not:

*"Interviewee 3: 00:01:19
[...]. Um, for you, I'll go with the, with the more five minute answer. Sometimes I give the five second answer because--*

*Interviewer: 00:01:29
Okay, thank you.*

*Interviewee 3: 00:01:30
I can-- I can, yeah, determine what-- right off the bat interest level, or how deep do I want to go with somebody. [...]."*

(Transcript G.3 ATCK Interview 3, Lines 34-53).

In the next interview quote, ATCK Interviewee 5 shows how she uses her fine social antennas in combination with finding new solutions at work to satisfy the customers' demands. In the end, by being flexible and thinking openly in different directions, both the customer and her company are happy with the outcome. This is how ATCK Interviewee 5 describes it:

*"Interviewee 5: 00:28:56
[...] I have been also, because I have another colleague who speaks--, he's Dutch. And he's really like [vertical hand gesture] following the rules and like this. And sometimes he would back me up when I would not be there. And then I would come back and I would see his emails to customers and I would have like 'Ouhh'. I would have done it completely opposite, you know? I would first have called the customer, try to understand his problem. I'm more soft than rigid. And, and I think that's, uh, also why people appreciate me in my work and why I get compliments from my customers, is because I think I, I read people better than some of my colleagues.*

*Interviewer: 00:29:46
Okay. Do you feel that your, uh, superiors see that? Your bosses? Because obviously, obviously they're asking you, you said earlier, management is asking you to do translational work. Are they tapping into your intercultural knowledge? Maybe towards the French,--*

*Interviewee 5: 00:30:03
[Unclear due to overlap.]*

Interviewer: 00:30:04

--have you do it for the French market?

Interviewee 5: 00:30:06

I don't know if they're aware. I mean they're of course aware, uh, that there are differences between, uh, the French, the Germans and stuff like this, but not in detail. I don't think they grasp, um, the details really. The thing is, uh, which is also like an advantage in my job is that we're rather free to deal with our customers the way we think is best.

Interviewer: 00:30:31

Okay.

Interviewee 5: 00:30:31

Of course have some processes and procedures we need to follow. But the way we get there is up to us. And, uh, as I said, I don't mind binding [sic] the rules sometimes to get where we wanna be with the customer, you know. It's just sometimes it's just a give and take, you know? And, and it's most appreciated. I always find a way around either to make the customer, um, uh, save up a bit of costly money for repairs and stuff. I always think with the customer for a solution. I am not like you had [sic] need to pay [vertical hand gesture] this and this, you know, I always tried to find a way in between. So."

(Transcript G.5 ATCK Interview 5, Lines 551-589).

Towards the end of her interview, ATCK Interviewee 8 was asked to give mentoring advice to younger ATCKs. ATCK Interviewee 8 comments:

"Interviewee 8: 01:05:36

For that one, just be yourself. Like don't try to conform or, or mol-- fit in a mold or anything if you're, you know, yeah, you just gotta be you. Because you come with a wealth of knowledge and you come with experience that nobody has had. And um, I'd also probably say don't, don't judge others because of where they are at their time place. But to actually see it as a learning opportunity and, and also as a self-reflect-- as a moment to self-reflect on how far and where you are in your learning journey. Um, but also being aware of that in your responses to people. Um, like every time I come back to Germany there's a, there's a, there's a transition phase of, 'Oh yeah, this is what Germans are like. This is what it's like in Germany'. And I've even seen how it evolves over time. Just like, I don't know, hospitality or, or, um, you know, the sh-- the shop assistants and things like-- I remember times go into Aldi where the people were so grumpy at the cash register. It'd be like, 'Whoa, I'm let me, let me get my things in the basket, really, really...'. And now they're really friendly and so on. You know what I mean? There's, there's-- it changes over time. But, and I, and I can-- You, you probably as a TCK, ATCK can see those changes happening and evolving. And I think it makes it easier to be able to be empathetic with what you see happening, hearing. And in some cases where you see it, it fits, you take that opportunity to probably elaborate and explain your experience on how you see it, just to help others learn. But at the same time, be yourself. But also be humble because it's easy to brag. It's easy to just go 'I've done this and I've done that, and I've been here, and I speak this and I speak that'. But at the same time, sometimes that's not what people want to know.

Interviewer: 01:07:52
True.

Interviewee 8: 01:07:53
Yeah. Sometimes they'll ask questions and you can go on and on and on and on. But they actually just don't want to know. They're just asking to be polite. [...]"

(Transcript G.8 ATCK Interview 8, Lines 1148-1183).

Regarding having fine social antennas, ATCK Interviewee 9 does not comment on specific examples, such as conversation partners, where he might make use of them. ATCK Interviewee 9 says:

"Interviewee 9: 00:39:26
[...] I did an MA, um, through a seminary that was based in Singapore. Now it's based in Chiang Mai, Thailand.

Interviewer: 00:40:13
Okay.

Interviewee 9: 00:40:14
Which you do modular. It's accredited through a university in the U.S., but kind of like satellite campus. And then they did modular classes all throughout Asia and the South Pacific, South Asia. Um, so, and we did things from theology to situational leadership. Um. So dealing with some of this cultural thing, but I would say a lot of the education was talking about work type things, but-- and, and most of the instructors, teachers were from the West, but most of the students were Asians or Papua New Guineans. Um, so I learned a lot just interacting with them. So as we're talking about different things, working on projects, uh, just sharing papers or different things that, that class discussion, things like that. Um, doing it in an international context, I, I learned a lot through that as well. And, and really liked that second degree that I did over in Asia. Just having that, um, international working together. I learned a lot through that. But I don't-- I'm trying to think if there was one specific class, but there was different aspects of different classes. So like, I took organizational leadership, but I took it over in South Asia. So we're talking about organizational leadership somewhat from a Western perspective, but a lot from other perspectives as well,--

Interviewer: 00:41:57
Okay.

Interviewee 9: 00:41:58
--which was fascinating to me and, and very helpful.

(Transcript G.9 ATCK Interview 9, Lines 654-687).

In the following interview statement, ATCK Interviewee 12 shows she has deeply thought about her childhood TCK experiences in comparison to other ATCKs she has been in contact with. Having moved numerous times during her childhood due to her father's educational pursuits, the TCK experiences of ATCK Interviewee 12 are somewhat different to the more traditional

ATCKs with e.g. a diplomatic, missionary, military or business background. As ATCK Interviewee 12 explains:

“Interviewer: 00:34:13

[...] I'm curious to hear because you're, you're one of the few that has been at least portraying towards me right now, the slightly more negative touch of the ATCK life. Um--

Interviewee 12: 00:34:28

Yeah.

Interviewer: 00:34:29

--is it like that or am I just interpreting it--

Interviewee 12: 00:34:32

Oh.

Interviewer 00:34:32

--in the wrong way? Do you, do you-- would you, would you've rather not had certain stops in your life in that kind of lifestyle or would you have, would you have not traded it in the world but you know that there's a lot of struggle involved? [Unclear due to overlap].

Interviewee 12: 00:34:44

That! I wouldn't trade it for anything. I definitely wouldn't give it up by-- I think my [pause] my experience-- I often have-- in, in trying to think through why I'm continuing to work through some of the repercussions of, of my childhood, one of the theories I've landed on is that my family was in different circumstances than many of my peers, especially in Indonesia. They were largely corporates, oil, diplomat families. Um, and they had a very different relationship I think to the local culture than I did with a father who was very immersed and very, um, sympathetic and very connected to the local culture. Um, and he was very often critical of how other expats engaged with locals and sort of policed how me and my siblings, um, we would sometimes adopt the language of other expats, and that was not allowed in our house. Um, and then financially my parents were-- my father was a student on a student budget for the first decade of my life, um, and that I think has created very different opportunities for continued connection with friends that I made along the way. Compared with families that were traveling under more financially resourced circumstances that carried through into, uh, the adult life of the ATCKs. I, I've seen a lot of people who've been able to jet around very freely, um, to continue keeping those ties alive and that was not the circumstance for my family. So for example, um, when we first left the U.S. we didn't come back for five years and my parents were very sad. They were very homesick. Um, and since I've left, I've only been home to New Zealand four times in 16 years and my parents are not able to travel here. So it's the-- I think it's a different, uh, situation than many other adult TCKs [sic].”

(Transcript G.12 ATCK Interview 12, Lines 734-778).

ATCKs with Awareness for Cultural Differences:

Another component often connected with intercultural competence is having a strong awareness that cultural differences actually exist (Azad & Wendt, 2019, p. 110; Barrett, 2012, p. 25; Deardorff, 2009, p. 480; Thomas, 2011, pp. 21–23; Ting-Toomey & Kurogi, 1998, p. 211). Of the 13 interviewed ATCKs in this study, eleven make interesting statements connected to this over the course of their respective interviews. ATCK Interviewee 1, for starters, reflects on the fact that she does not claim to know a culture fully at all. And having grown up as a Foreign Services/Diplomatic TCK herself, she is not even sure which personal culture(s) she feels close to. However, she states she does know the cultures she was raised in or has lived in better than others. ATCK Interviewee 1 does not have formal training in the area. Neither does she have an official degree or certificate in the field, nor did she have the possibility to participate in an intercultural competence training course, sponsored, for example, by the company she works for. As ATCK Interviewee 1 explains:

“Interviewee 1: 00:18:47

Uh, well, that's complicated question because in one way I don't think you ever know a culture right? When you're not from that culture. As a matter of fact, I don't even think I know my own. But the cultures I am most familiar with, uh, today I think are the French culture and probably the American culture because that's where I've spent a lot of time. Uh, I'm also quite familiar with the Argentinian culture, but I don't understand it as well as the others, because it's more different than mine. So I have more issues with it. Yeah, I understand it, but I don't know necessarily how to deal with it because it's more different than, than from mine than, than, than the American culture, for example.

Interviewer: 00:19:34

Can you give me a, um, um, sort of a direction where it, where you feel more clashes?

Interviewee 1: 00:19:42

Well, there's more values, you know, like, um, uh, I don't know, like the more, I would say Protestant cultures, you could say that they're more direct. So they'll go like, um, you know, if it's no, it's no. Or you know, if it's 8:00 a.m., it's 8:00 a.m. Or if they say, I'll call you, they'll call you, you know. And here it's not at all like that. So, so I know that. So I know they're not gonna call me. I know they're gonna be late, I know all these things, but what I don't know is how to deal with it. In other words, what do I do to make people call me? What do I do to make people come on time? That's what I don't know how to do. Uh, and that's why I'm saying that it's more difficult. Because although I know the, the symptom, I don't know how to make things work as smoothly here than in, in France or in, in the U.S.. In France, in the U.S., you know what I, what I will start, will usually happen. So if I ask someone to do something, he'll do it. Or if I explain what I want, you know, I'll get a-- the response, I'll get the response I'm anticipating. Whereas here, and of course this could be the same in a lot of other countries, but I just happen to be here now, here, I don't necessarily know how to provoke the response that I need.

Interviewer: 00:21:10

Okay.

Interviewee 1: 00:21:11

I don't know if that makes sense.

Interviewer: 00:21:11

Do you feel that-- you've been in Argentina now, how many years?

Interviewee 1: 00:21:15

Six.

Interviewer: 00:21:17

Do you feel it's getting different, better maybe? Or is it still-- do-- are you just seeing the problems more clearly?

Interviewee 1: 00:21:27

What, what cha--, well, first when you arrive, the things that, uh, you don't, that, you know, that are very different will irritate you, right? So, and some of them clash with your values. So then you have to have those negotiations internally. Uh, what has changed is I don't get irritated by it anymore because you know, then you just, you, you're irritated all day. So I just have accepted it that this is the way it is. But I am not yet in a comfortable phase as to how to, uh, navigate it completely. I'm probably getting better, but I still feel resistance. Like I don't want to do this.

[...]

Interviewee 1: 00:22:32

[...] but I do remember, um, that there were things that I had trouble with. Um, and you must have read, uh, Hofstede, you know, "The Dimensions of Culture". Okay. So this collective versus individual. So I remember in Mexico, most of the time there would be good-- big groups of young people and we would just be hanging around, you know? And I was like, well, and then someone would say, let's go to the movies. And I'm like, yeah, let's go to the movies. Well, why don't we just go? No, we have to call so and so and wait til so and so arrived and then til two hours later so and so arrived, you still haven't done anything. So this, this group thing is something that I remember from Mexico being different and needing to get used to. So I guess that was, that's my biggest memory from, from Mexico, from what was really different that you couldn't necessarily, you know, operate by yourself. Everything was very group--groupy. Uh, which at the same time is very warm and fun. And I had a lot of friends. So, you know, I had a lot of fun, but I remember this thing of being frustrated that when we said we were going to the movies, we usually didn't go because there was always something that happened.

(Transcript G.1 ATCK Interview 1, Part 2, Lines 512-597).

ATCK Interviewee 2 also comments that he has a general understanding of cultural differences and would be able to move around easily in many cultures of the world, but he does not claim to have full proficiency in any. He, too, reflects on the time he would need to be fully integrated in another culture vs. merely blending in and he also shares his thoughts on how he has never

had to culturally integrate in a surrounding where he is stands out ethnically before. ATCK Interviewee 2 also does not have formal training resulting in a degree or certification of intercultural competence, nor has he participated in training courses on this topic. ATCK Interviewee 2 states the following:

“Interviewer: 00:30:29

Okay. Would you consider yourself to be an interculturally competent person in general?

Interviewee 2: 00:30:38

Competent, uh, it depends on the level of proficiency I'd say.

Interviewer: 00:30:42

Okay.

Interviewee 2: 00:30:43

Uh, I mean, I, I feel like I would be able to avoid making any major faux pas, pretty much anywhere. Uh, to say that I would be able to really integrate into a social, uh, fabric anywhere is a completely different story. Um, there's [pause] yeah, I, I... there's a lot of places that I, I know I could fit in just fine. Uh, even if I would need a, a, a relatively long period of adjustment to really get the hang of it. And when I say long, I mean a year or two. Um, other places, you know, I was in Australia, that's like three days and you can hide-- you can blend in except for the accent. And occasionally asking 'Whatzat?' Um, but, uh, yeah, I mean, I, I've never been really in an environment where I stand out ethnically. Uh, I mean I, I visited India and South Africa on vacation, uh, but I was always guided around by other people. So I never really had to be on my own, let's say, where I really stand out. So I never had to deal with any kind of, uh, minority status. And so,--

Interviewer: 00:32:02

Okay.

Interviewee 2: 00:32:02

--that's, that's why I would say I'm not particularly competent, is that I don't know how to handle that.”

(Transcript G.2 ATCK Interview 2, Lines 590-615).

Next to having experienced cultural differences and being aware of them through her personal Foreign Services/Diplomatic TCK background, ATCK Interviewee 3 has also had intercultural competence training as an adult. She holds an official degree in this field and also attended additional training courses, sponsored by the company she works for. It is no surprise, then, that she speaks of intercultural competence using terms such as high vs. low context cultures or individualistic vs. collective cultures. In her interview, ATCK Interviewee 3 affirms her awareness for cultural differences:

“Interviewee 3: 00:27:57

[...] I feel now muddled in like how I'd be like, oh, wanting to put, um, maybe a theoretical like len-- or see it through a theoretical lens. Like, oh, I know this is a high context culture or low context culture or, uh, individualistic or collective. And like, I'd be like, oh, that's how, uh, I could do research and then maybe I'll go back and say, oh, I did experience that when I was a teen or a kid or something like that. So--

Interviewer: 00:28:32

But that's coming from, because that, that makes you interesting to me too. You're one of the few that was, um, that clearly had intercultural, uh, competence training as well, yeah? Through your,--

Interviewee 3: 00:28:42

Yeah.

Interviewer: 00:28:43

--through your studies as I saw. [...]"

(Transcript G.3 ATCK Interview 3, Lines 483-502).

ATCK Interviewee 4 has also had intercultural competence training during his studies and at work. He, too, holds an official certificate in this field. ATCK Interviewee 4 shows his general awareness for cultural differences in this quote, early on in his interview:

“Interviewee 4: 00:05:48

So, I entered pretty good. Uh, and then [clears throat] I had to choose my major and then I really didn't-- I was very passive guy because since I was very, I stand my, uh, 'cause I was with, I couldn't speak well at the first of [unclear]. So I was very passive. And you know, like in Asian country, most of the Asian, we kind of like, uh, don't expose our, our feelings in front of people. Like the, like the Westerners do. They always feel, feel free to express their feelings, what they think of. But we think it's very rude to speak out loud our opinions in public, even in school, too.”

(Transcript G.4 ATCK Interview 4, Lines 98-108).

Further along in his interview, ATCK Interviewee 4 also reflects on an intercultural situation which had significant impact on him during his upbringing. According to him, this was the first time he realized that cultural norms at the dinner table may be different depending which culture you are in. ATCK Interviewee 4 remembers:

“Interviewee 4: 00:41:44

[...] Um, I think it was one of the table manners.

Interviewer: 00:42:23

Mm-hmm.

Interviewee 4: 00:42:24

Um-- but it was, I learned it when I was very young. I think that was the only thing that I can think right now. It was that my aunt is a half-Austrian. Uh, she married with Austrian.

Interviewer: 00:42:42

Okay.

Interviewee 4: 00:42:43

So my cousin is half-Korean/half-Austrian.

Interviewer: 00:42:46

Okay.

Interviewee 4: 00:42:46

So I had a chance to visit Austria when I was in third grade or fourth grade and then - In Asian country, especially China or Korea, Japan too, when we eat noodles, we have to make a sound.

Interviewer: 00:43:04

Mm-hmm.

Interviewee 4: 00:43:05

Is, that's the polite way.

Interviewer: 00:43:08

Mm-hmm.

Interviewee 4: 00:43:08

And then when I was in sleep, when I was spending, uh, time with my aunt's, my aunt's house, my cousins were so shocked when we were having, uh, noodles and I was making this strong sound. And they, they were like so angry at me and say: 'No, you cannot do that!' And that's, at the time I was like, I was very young too and that I just couldn't, uh, handle that they were mad at this, uh, this making sounds 'cause what I learned was that this is the right way. And then I think that was the first time I felt the cultural differences. [...]."

(Transcript G.4 ATCK Interview 4, Lines 675-706).

Another example of different normative social conventions is provided by ATCK Interviewee 5, who does not have any formal training in the field of intercultural communication. In her interview, ATCK Interviewee 5 speaks about the greeting behavior at the different schools she went to as a child:

"Interviewee 5: 00:07:09

[...] they went for the French school. But I was really the American, you know, I was not giving hugs and, you know, kisses like they do in Morocco. I was just getting 'Hi, my name is...' And I was, I was not speaking French or Arabic, so I was speaking English. And so I had to learn the languages. So I learned the French language. And so now it's actually my mother tongue. I consider it as my mother tongue."

(Transcript G.5 ATCK Interview 5, Lines 137-145).

In her interview, ATCK Interviewee 6 speaks of the different countries and cultures she lived in while growing up as a Corporate TCK. It is interesting to note that she neither holds a formal degree nor received training boosting her intercultural competence in the past. This is the excerpt from ATCK Interviewee 6's interview:

"Interviewee 6: 00:26:04

Uh, uh. Honestly is a tough question, because, uh, when I came back to Indonesia after having been a while outside, I don't feel comfortable sitting in here because of the, maybe the patriarchal culture. Because Indonesia is mostly Eastern culture country. Uh, and I feel like there's a lot of clash whenever I talk to people here, especially about political and gender perspectives. Um, whereas if I look back to Iran and Pakistan, I don't really have cultural attachment there, 'cause I felt it was too much of a Muslim Islamic exposure. I thought it was quite extreme. So I detached from that. Romania? Not really, because the people there-- it's just my objective [sic] experi--, um, experience, I'm telling you. Um, the people there were quite cold. I don't know, maybe it's because of the Communist era back then. They didn't accept so many people in and when they started opening up, their Communism fell down. I think they were quite, you know, not very ceptiv--[sic] not very receptive of foreigners. So I didn't really feel comfortable living in Romania because of all the stares. And then they were quite racist to Asians. I'm not saying all Romanians, but like a lot of Romanians I encountered, they are, they were really like offensive when it comes to race. Like they were saying to me, I'm—'You're Chinese', and I'm like 'No, I'm Asian, but I'm not Chinese. And Asians are not just Chinese. They're Indonesian, Japanese, Korean, etc.' But there's always, they're always, you know, throwing slurs like, 'Hey Ching-Chong girl.' And, um, it was really quite unpleasant.

Interviewer: 00:27:56

Okay.

Interviewee 6: 00:27:56

And then I moved to Singapore. Singapore was the closest to home, but they were just really, really too diligent at work and they were so workaholic. It was so stressful to live there, and they had a lot of targets to pursue. I think it, Singapore is proven to be one of the most stressed out countries in the world, right? Because of all the targets. And then I moved to Australia. Actually that was the most, uh, fitting to me because Australians were so warm and welcoming and they're really, really cheerful and laid back. So I think I'm, feel most culturally comfortable with Australia.

Interviewer: 00:28:36

Okay.

Interviewee 6: 00:28:37

I would say. And-- they're also open-minded, so progressive and yeah! They, it was so diverse there, although there were some quiet sentiment about Muslims where I lived in Queensland, but there was not much of a problem because, uh, in my university they're really antiracism and anti [sic] Islamophobia. So I felt more safe in my college community. Yeah."

(Transcript G.6 ATCK Interview 6, Lines 443-491).

A few minutes later, ATCK Interviewee 6 affirms her different cultural perceptions and states she believes herself to be an intercultural competent person, who benefits from her international upbringing and has incorporated the best of all the cultures she grew up in for herself:

*“Interviewer: 00:33:19
Okay. Would you consider--*

*Interviewee 6: 00:33:21
Yeah.*

*Interviewer: 00:33:21
--yourself to be a, an intercultural competent person? Do you think you have a strength?*

*Interviewee 6: 00:33:28
I, I, I, I honestly think I do, because I adapt a lot of, um, other cultures into my everyday life. Like I learned how to be much more laid back like an Australian, at the same time I learned to be diligent like a Singaporean and then I learn how to be happy-go-lucky like Pakistanis. Like that, you know, I just borrow one thing from each culture just to make myself much more organized as a person.”*

(Transcript G.6 ATCK Interview 6, Lines 553-563).

The next example for heightened awareness for cultural differences, which was established early on in her childhood, is provided by ATCK Interviewee 7. She was raised as a Missionary TCK on small Japanese Islands and the stark differences between life there and in the USA at the time is portrayed like this in ATCK Interviewee 7’s interview:

*“Interviewee 7: 00:03:52
[...] So they looked for the most primitive spot that they could find. And at that time, this little island, like, had kerosene refrigerators and generators and outhouses and we got a traffic light when I was in high school. So it suited my dad just fine that he felt like he was not [sic] any bureaucracy, but just able to go out and work with village people.”*

(Transcript G.7 ATCK Interview 7, Lines 77-85).

As an adult, ATCK Interviewee 7 has had the possibility to attend an intercultural training course that was sponsored by the company she works for. However, she does not have a formal education resulting in a degree or certificate in this field. Further along in her interview, she makes the following statement:

*Interviewee 7: 00:30:31
“I’m, I’m comfortable in American culture. Sometimes I’m shy and I’m thinking I’m not shy, I’m not really an introvert, but to Americans I come off as an introvert. And to Japanese, I would come off as an extrovert. So it’s that weird balance. Um, I do really well with other Asian cultures. I seem to get what’s happening. [...] So, I’m comfortable in other Asian cultures. I kind of, even if I don’t speak the language, I kind of know what to do.” (Transcript G.7 ATCK Interview 7, Lines 572-587).*

Having lived in multiple cultural surroundings as a child and adult, ATCK Interviewee 8 is also very receptive to and aware of cultural differences. She has no formal certification in this area, nor has she had training courses to boost her intercultural competence. In her interview she recounts the cultures she has lived in:

“Interviewee 8: 00:41:22

Cultural competencies? Um, [long pause] I'm still learning the Arabic cultural competencies I might need in Arabic. Um, been, having been in Asia for so long, I feel very comfortable there. I think German is very straightforward. U.K. is very straightforward, or English settings. Um, Arabic I've noticed -just because it's still fairly new to me- is, um, what are those nonverbal aspects of communicating that I need to be aware of? Um, there's a lot of, of, gender separation. There's a lot of, um, you know, some people you can shake the hand, some people you don't. So I've given myself some little cues, like, especially if I'm, if I'm greeting or talking to a male, um, the fact that he might not talk to me as a woman and probably talk to my colleague is quite common. Um, the fact that if I'm the only person in the room and I have to address a male for the first time that I will, I will wait. I will say, 'Hello, nice to meet you'. And then kind of wait, count to three. I'll put my hand on my chest and say hello, nice to meet you. If he stretches his hand out, then I will shake his hand. Otherwise I kind of like, I put my hand here [lays one hand on breast] to remind myself, don't stretch your hand out because he's not gonna shake it. You know, there's little things like that, but I'm learning along the way in terms of understanding those cultural aspects in nonverbal communication. [...].”

(Transcript G.8 ATCK Interview 8, Lines 764-789).

ATCK Interviewee 9 has had formal training in the area of intercultural competence through seminars as an adult. Though looking back at his school time, ATCK Interviewee 9 shares how his awareness for cultural differences was already sharpened back then. Not only did he go to a faith-based school with an international student body but the format and curriculum at his school changed several times between American, British and Australian. Though these three are all Western cultures, and are in stark contrast to the Papua New Guinean input he otherwise received while growing up, he says he was still aware of the cultural Western differences, for example, in the school textbooks. In his own words, ATCK Interviewee 9 explains:

“Interviewee 9: 00:06:05

So, um, especially in the early years when I was there, it was a school predominantly for children of missionaries within that one mission.

Interviewer: 00:06:17

Okay. Mm-hmm.

Interviewee 9: 00:06:18

So, uh, that one mission was a large mission agency with like 200 to 300 missionary families. So, um, and that was kind of the means for providing schooling for the missionary children. Uh, there was one other MK boarding school in the country that another large mission agency had. Um, so for, for the children that were of that

particular mission agency, they would come, live in the dorm on the campus. Now the campus and the school was about 10 kilometers from a town and there were some other expats, mostly other missionaries, with different agencies that lived in that town where their kids would come to school as-- as day students. Then over the years it's taken more of an international flair, where local kids, uh, students would come. Um, so it kinda turned into a private school. So over the years it's kinda changed even though it's still primarily for what we call 'Missionary Kids – MKs'. Um, so when I was there, it was, uh, mostly Americans, um, but a fair number of Australians, um, British, New Zealanders, um, and then a few Papua New Guineans.

Interviewer: 00:07:50

Okay.

Interviewee 9: 00:07:51

Um, back then, especially the gap between Western education and local Papua New Guinean education was pretty broad. Um, whereas now it's-- it's closer, so you see more Papua New Guineans going there kind of as a private school. But back then it was more of an expat-type format. It would be similar to an international school, just we're faith-based.

Interviewer: 00:08:19

And it was then, uh, based on, uh, the American high school teaching system then as well? Or um, you finished with, uh, high- school, like a normal U.S. high school degree then or?

Interviewee 9: 00:08:29

Yes.

Interviewer: 00:08:30

Okay.

Interviewee 9: 00:08:30

Yes. You finished with a high school diploma. They, the, the format, they kind of changed it a couple times and they were trying to work with the American system as well as the British system and Australian system. So even the way they did their semesters, some Americans could graduate May, June, the others could graduate in December type of thing. Um, it was mostly American curriculum, although I think one or two years we used Australian English textbooks, which was kind of interesting for us American students. But the Australian and British students had to use a lot of American curriculum. So it-- I would say it was mostly American because most of our teachers were American, but there was a, a mix."

(Transcript G.9 ATCK Interview 9, Lines 114-165).

Next to his schooling, ATCK Interviewee 9 also shares an intercultural story of when he and his wife returned to Papua New Guinea as second-generation missionaries:

"Interviewee 9: 00:47:55

Um. Well, the one that, that pops into my mind is actually about my wife. Um, so my wife is, is very social and when, when we moved there and into the village, um, I, I started making connections with the men right away. And the men are more outgoing

and willing to do that. The women just, the way they're treated in their culture is, is very poor, especially with the base worldview, from that perspective. So they were much more reserved, more shy. Um, and so my wife tried and tried and tried and tried and, and would make some connections but just not really good deep connections. Well in, in that area they could grow a lot of sweet potatoes. So that was a staple. And they would grow, um, squash and pumpkin and zucchini and that family. So they had given some to my wife and she made some bread. Like pumpkin bread or zucchini bread and, um, and they just, they just loved it. So they started bringing her more. And they said, they said, 'Okay, we're going to bring you some more and we want you to bake some more bread. But, but give us the, the seeds'. Well, my wife, you know, me too, we didn't have a strong, super strong agricultural background, so she had given them the seeds, but they had been cooked, so she cooked the, the squash, everything all together and then she just put the seeds separate. So when she gave it to the ladies, that it was already cooked, they're just looking at her like, 'What are you doing?' and [name of wife]'s like, 'Well, you wanted the seeds' and they're like, 'But, but you already cooked them, they're-- we can't use them. They're, they're, they're worthless, they're useless.' And [name of wife] was, you know, really embarrassed and we're like, 'Oh, oh, oh, sorry.' But that, that really broke the ice for them to see that we needed help.

Interviewer: 00:50:21

Okay.

Interviewee 9: 00:50:22

That in some areas we were, we were dumb. We were stupid. We-- so in other areas they looked to us because, you know, we're from the West and the technology and the things that we had that we were just [unclear due to mic failure] way, way up, but this was an area that they could see, 'Okay, they, they need our help.' So then that, that started to normalize and equalize our relationship so that we could start coming together as, as true partners and true friends. And it wasn't like we're up here and they're down here, but it, it really helped to equalize. And, and then from there, that kind of broke the ice and then things started going on a much better positive trajectory."

(Transcript G.9 ATCK Interview 9, Lines 778-822).

The final sampled ATCK to share two insights about his awareness for cultural differences is ATCK Interviewee 10. For completeness, he also has no formal degree nor has he received additional training on the job in the area of intercultural competence. In the first few minutes of his interview, ATCK Interviewee 10 more rationally explains, that he was exposed to Japanese, Swedish/Finnish and American culture and surroundings while growing up as a child due to his parents' career choices. This part of his interview is more matter of fact when he states:

"Interviewee 10: 00:00:26

Um, so there was, yeah, a continuation of Japanese from my mother, uh, language and culture and then kind of Swedish/Finnish from my father. Uh, and then the, uh, environment was, was American."

(Transcript G.10 ATCK Interview 10, Part 2, Lines 77-80).

Much later in his interview, ATCK Interviewee 10 then comes back to his childhood awareness of cultural differences by giving some examples connected to traditional holidays, e.g. American celebrated Thanksgiving or Halloween or British celebrated Christmas. He highlights how these holidays were celebrated in his childhood household and underlines that he grew up with a strange mishmash of customs due to his parents' lack of knowledge on how to celebrate the holidays properly. Sharing his emotions, he states that as a child he felt excluded sometimes. Being a young father himself, ATCK Interviewee 10 then continues on to say, that he is now raising his son in Germany and wants him to be raised along with some local German customs as well. ATCK Interviewee 10 is aware, though, that he does not know what these customs and traditions are and that he would probably have to look them up in books. Also he wants his son to be connected to his grandparents' cultures as well, so here, too, he would probably teach a mishmash of things. This is specifically what ATCK Interviewee 10 says in his interview:

“Interviewee 10: 00:02:07

Uh, probably a mixture of several things. In some sense it's difficult because I grew up without a lot of those or, or with kind of halfway things. So I don't know a lot myself. Even though we were in the United States, my parents were not American, so we never properly celebrated Thanksgiving or Halloween, for instance. My parents, I guess they just thought, I guess, in America you cook a turkey on Thanksgiving. So we had a turkey and then we were like, okay, I guess that's it. Um, for Christmas, you know, we learned the English songs about Christmas pudding or figgy pudding, but, um, so my mom made caramel pudding, not realizing that that's quite different from figgy pudding. And I didn't know that until, till I was an adult. Uh--

Interviewer: 00:03:00

Okay.

Interviewee 10: 00:03:01

A, a lot of these things, I never really knew myself. I, I didn't grow up with them. So probably I would just, yeah, I probably have to look up a lot of stuff in books. But I probably wouldn't have a mixture of the local German traditions. Just kind of try to learn some of them, so he doesn't feel left out at school. Uh, like I guess I sometimes felt left out at school not knowing the, the traditions. Um, and then probably also teaching him some things from, from my parents' cultures, so he has some connection to his grandparents as well.”

(Transcript G.10 ATCK Interview 10, Part 4, Lines 559-583).

Concisely reviewing the aforementioned data in connection with the second half of second sub-research question: “Do ATCKs have [...] intercultural competence?” it may be concluded that the sampled 13 ATCK interviewees indeed do show traits of having intercultural competence. Of the 13 ATCK interviewees, only four have had formal education in this field, resulting in a degree or certificate on intercultural competence. Two additional ATCK interviewees have had

some extra intercultural competence training offered to them at their jobs. Overall, it can be determined that while all the interviewee partners of this study demonstrated their intercultural competence, fewer than half have (solid) training in this field. The other half of the interviewed ATCKs show competence in this area without having it officially been taught to them. They gained their intercultural competence naturally and as a result of their unique upbringing. Looking at the entire second sub-research question: “Do ATCKs have linguistic skills and intercultural competence?” and keeping in mind that 10 of the 13 interviewed ATCKs are either bilinguals or multilinguals, the second sub-research question can be answered positively.

In the next section, data will be presented on whether and how the studied ATCKs utilize the established language skills and intercultural competences in their daily work surroundings. The following excerpt demonstrates nicely, how ATCK Interviewee 5 views her language skills and intercultural competence and how she presents them on her CV, making them public to the business world:

Interviewer: 00:42:08

Okay. Um, looking now jointly at the intercultural angle and the lis-- linguistic angle, was it important for you in-- when you were switching your jobs, um, to, to find, uh, the possibilities to use your languages? Was this something that you were actively looking--

Interviewee 5: 00:42:25

Yes. Because I always thought that would make the difference on my CV.

Interviewer: 00:42:30

Okay.

Interviewee 5: 00:42:31

I always said, okay, my level of education is something, but my languages are a plus.

Interviewer: 00:42:36

Mm-hmm. But were you looking, when you were looking for jobs, were you looking for, it like advertised ‘We need some French speaking background. We need—‘

Interviewee 5: 00:42:45

Yeah, at, at, at that time, it-- yes I was.

Interviewer: 00:42:50

Mm-hmm.

Interviewee 5: 00:42:50

I was.

Interviewer: 00:42:51

Okay. And was it ever important for you to be able to bring in your cultural knowledge as well? Was it something that you, in your CV-- be-- you said now in your CV, you

put in your, your linguistic skills. Um, did you somehow add the information of being an Adult Third Culture Kid and not, not--

Interviewee 5: 00:43:11
Yeah.

Interviewer: 00:43:11
--using the term, but using sort of information of how you grew up or your background?

Interviewee 5: 00:43:16
Exactly, yes! I always mentioned, um, my stay, uh, in Senegal, uh, my education in Morocco for example, so that they get a glimpse of my,--

Interviewer: 00:43:28
Okay.

Interviewee 5: 00:43:29
--uh, my journey, let's say. So they've seen that I've been in different countries before. They've seen where I evolved, where you know, where I grew up, and I think that's, that's also a positive thing on your CV.

Interviewer: 00:43:43
Mm-hmm. So, why was it important for you to put it in? Why was it, why was it an essential for you to be able to use this?

Interviewee 5: 00:43:51
Because I think that when you grow up in different countries, it makes you a stronger person, a flexible person, an open-minded person. And I think it makes you feel like a chameleon in every kind of situation. Like whatever difficulties you encounter, you will always find a way out. You will always think in possibilities. And I, and I have, have that in common with all my friends have been in different countries. It's, you know, I think we have a different way of, of, of, um, seeing life, you know?

Interviewer: 00:44:30
And, and so you needed to tap into that to, to be able to use that.

Interviewee 5: 00:44:33
Exactly. "

(Transcript G.5 ATCK Interview 5, Lines 763-810).

4.3.1.3 Interview Data Connected to Sub-research Question 3

In order to answer the third sub-research question: "Are these linguistic skills and intercultural competence ATCKs specific, or do other people also have them as well?" with universal validity, the research design of this thesis would have had to been set up to collect hard factual data from the beginning. This would have required (a) a closed pool of ATCK and non-ATCK participants and (b) the exact same set of questions posed to both, enabling clear

comparisons in that sample to be made and presented. As this study was not conducted in such a style, other previous academic comparative (A)TCK studies have been consulted and will be presented, in conjunction with the collected quantitative data of this study, in the data discussion sub-chapter 5.3.

In the qualitative data, there are the three unique answers, given by the sampled ATCK interviewees, which reflect their understanding and approach to the above mentioned third sub-research question. Due to their unique upbringing, it seems that ATCKs have a significantly easier way to learn languages at an early age, in an uncomplicated, natural fashion, as they often live for a time in the surroundings where the languages are spoken. The same is true for gaining cultural knowledge. Experiencing it first hand at a young age very likely leads to a clear understanding that the world can be seen from very different perspectives. ATCK Interviewee 8 believes that ATCKs have the language skills and intercultural competence that the business markets need. She brings her point across in the following concise statement:

“Interviewee 8: 00:01:46

And I think it's, it can be so valuable, especially with the 21st century skills that people are always like highlighting that we need to have, when Third Culture Adults come with the majority of those skills already.”

(Transcript G.8 ATCK Interview 8, Lines 43-46).

In her quote, ATCK Interviewee 1 underlines the uniqueness of ATCKs even more. By feeling different from an early age on, her world views have been shaped along those lines. As an adult it is now easier for her to deal with the differences – and her surroundings do value her for it – but as others still do not comprehend her capabilities, she continues to feel different:

“Interviewee 1: 00:39:04

No, I think it's very specific to me. I think I have-- I mean I'm not the only one who says it, but I do think that it comes from my own experience in the sense that I just see all the time that I'm different. And since I'm five years old, right? I see that I'm different, because when you're three and you know, you're Dutch you and you live in Poland and you go to an English kindergarten, you're different. So I've been different all my life. And, and at some point, by being different-- I mean you feel different all the time, but then you, the older you get, the more you can see where it comes from. So I just think I have a different view of the world than most people. Uh, which I just find very interesting. And most people, um, they know that and they accept it. And I think they value it, but I don't think they completely understand it.”

(Transcript G.1 ATCK Interview 1, Part 2, Lines 847-869).

In the following excerpt, ATCK Interviewee 5 also refers to the distinctiveness of ATCKs. They have been in deeper contact with multiple cultures at an early age on and all of the

experiences have enriched their lives. ATCK Interviewee 5 recommends that ATCKs welcome the difference and value it:

“Interviewee 5: 00:48:08

[...] Well for starters just be yourself. And value your experiences and the different cultures you have been involve-- involved with. And embrace them. Because that what makes you different from the rest. So, that's something I think,-- uh, you feel special. You feel more-- you have something more, like an advantage over people who've just grown up here and never left the country. I feel, I feel different really. I feel really feel different from, from the locals because I have such rich ex-- and I'm, I'm enriched with all the experience and all the people I've met in my life and all the things I've seen. Being, being them-- you know, sometimes you also are confronted with misery and poverty. And it also changes you as a person, the way you think about money, the way you think about, you know, daily stuff. It makes you realize a lot of things. That people may be here in the West by like materialistic and always talking about money and the more money they can, you know, earn and the better they feel, and you're completely the opposite. You're like, ah, if I have money, fine, I'll see then, you know? Just make people happy with it, if I can. And I think it's, it, it improves your life very much. And I think it's, it's, um, it's good to, to be that way because you have really the essentials of life. And I think we, we are, we are the ones who keep those values because we've seen more than an average one. So be true to yourself and embrace all the different cultures you have, you've been involved with.”

(Transcript G.5 ATCK Interview 5, Lines 882-910).

In summary, three of the interviewees of this study firmly believe that ATCKs are quite different than most other, non-ATCK, people and have the language skills and intercultural competence currently so valued on the job market.

4.3.1.4 Interview Data Connected to Sub-research Question 4

As sub-research question 4: “In their own opinion, do ATCKs use their linguistic skills and intercultural competence in their work life? In what frequency?” has two foci, attention will be given to the ATCKs language skills and their frequency of use first, followed by a shift to their intercultural competence and its use in their work life.

ATCKs Language Skills Usage and Frequency in Work Life

Looking first at the if as well as how and then at the frequency of language skill usage of the 13 ATCK interviewees of this study, Table 3 summarizes the viewpoints found within the different interview excerpts:

Table 3: Number of the sampled ATCKs interviewees statements on their language skills usage and frequency within their work life

Use and frequency of language skills at the job	
No use of language skills	1
Multiple switching daily of languages skills	3
Use of language skills in impromptu situations	4
Use of language skills in past jobs	2
Planned use of language skills in near future	1
Use of language skillset, not actual languages	2

Table 3 shows, that of the sampled 13 ATCK interviewees seven currently use their language skills at work and two others did so in past jobs. Some of the interviewed ATCKs switch between their different languages multiple time a day and others tend to use their language skills in more impromptu and unplanned situations. While a few have given up the use of their language skills at work for now, the majority of the sample group is still able to contribute data to this part of the research question when they explain how they use(d) their language skills in work settings. The categories will now be presented in detail:

No use of language skills:

Reviewing the data and codes attributed to the language skills text segments of the interview transcripts, it is interesting to note that, of the sampled 13 ATCKs only one ATCK, Interviewee 13, with English being her mother tongue, states that she does not use her German language skills in her work life at all. For this ATCK, the statement is true both for her current job as well as her previous ones, as the two segments below reveal:

“Interviewee 13: 00:22:53

So what I do - that isn't really, say what I do - what I do is I work with people who want to foster children. Who want to have kids in their home that are from the foster care system. And I, I basically I investigate them. We call them home studies, but really I'm investigating them to make sure they're going to be safe with children. And I also teach classes for, um, parents who want to foster children. And I do trainings on that. So, but yeah, I don't, don't use my German at all.

Interviewer: 00:23:29

No. There's never been any kind of situation or also in previous jobs where you've had to or use, not had to, but used your German in a maybe social setting way of, of just, you know, warming up with your, um, counterpart contact person, or? Um.

Interviewee 13: 00:23:45

There's not, I haven't run into any Germans, honestly.

Interviewer: 00:23:48
Okay."

(Transcript G.13 ATCK Interview 13, Lines 427-442).

This statement is repeated a second time, when the ATCK Interviewee 13 states:

"Interviewee 13: 00:29:54
[...] So, but now I work with, um, just Americans who want to be foster parents. So I
would, there isn't a time that I would use the language,--

Interviewer: 00:30:05
Okay.

Interviewee 13: 00:30:05
--but I do work for a very diverse agency though."

(Transcript G.13 ATCK Interview 13, Lines 550-554).

Multiple switching daily of language skills:

Interviewee 13 aside, it is striking to discover that the majority of 12 ATCK interviewees of this study say they do indeed use their language skills in some kind of capacity in their work life – present and past. This could be in a daily tasks for their current jobs, where the following three ATCKs say they switch between their languages multiple times per day. ATCK Interviewee 5, for example, states:

"Interviewee 5: 00:13:30
Okay. Well, actually in a nutshell, I use them all four now. Huh, since my Moroccan
colleague is also there. So I speak, I work for the French market, so my customers are
all French.

Interviewer: 00:13:43
Okay.

Interviewee 5: 00:13:43
My colleagues in, in France are French, so it's, it's usually French. Of course, with
the other coworkers it's Dutch, and the official language of the company, since it's an
American company, is English.

Interviewer: 00:13:56
Okay.

Interviewee 5: 00:13:57
So it's, it's all four.

Interviewer: 00:14:00

Okay.

Interviewee 5: 00:14:01

But, uh, most of the languages I use at work, like on a professional level are French and Dutch."

(Transcript G.5 ATCK Interview 5, Lines 261-274).

ATCK Interviewee 6 also confirms switching between her languages multiple times daily:

"Interviewee 6: 00:14:45

Um, at work, specifically when I receive phone calls from parents that are already enrolling their child into the school or parents who want to ask more information about the school, who wants to enroll, or have a school tour. And when I have a school tour, when the parents come to my school-- the, the school I work at-- I have to use English because I have to introduce my school in English because we are international school. It's just more formal that way. And whenever, I email parents and whenever I send out proposals for sponsors or events makers to, you know, to incorporate my school into their events. So yeah, basically that's it. Or yeah, most of the time I use English for written documents at school, like emails, posters or social media posts. What else? Um, sending out invitations, sending out, um, information about school events and et cetera. I never use Bahasa Indonesia for, um, school information. Yeah, no, never.

Interviewer: 00:15:57

Where do you, where do you use the Indonesian then?

Interviewee 6: 00:16:02

Uh, for parents who need linguistic, uh, assistance. Like for example, parents who don't feel comfortable using English as formal basis. Like if they have a question, they feel more comfortable asking in Bahasa. Yeah. Then I assist in Bahasa Indonesia. Or whenever I speak to the other colleagues, like the janitors or the security guards, they don't speak English. That's when I use the Bahasa Indonesia. With the teachers I use both languages. So sometimes they cannot translate something into English and vice versa. With the children, I use English because that's mandatory. That's the school policy to use English with the students. But if the students have linguistic problems or speech, uh, issues, then I assist in Bahasa to see what suits them. And that's it. Yeah.

Interviewer: 00:16:55

Okay.

Interviewee 6: 00:16:56

That's basically it in a nutshell.

Interviewer: 00:16:57

And, and basically every day I'm hearing you switch between the languages. That's very frequent? The, I mean multiple times each day then?

Interviewee 6: 00:17:07

Yeah. Yes."

(Transcript G.6 ATCK Interview 6, Lines 261-298).

ATCK Interviewee 10 likewise agrees that he uses his languages daily and, depending on the setting, switches between them:

“Interviewee 10: 00:08:12

Um, so primarily I use English and Japanese. I work for a Japanese video game company in Frankfurt. Um, and so I speak a lot to people in Japan, uh, via email, um, video conferences, telephone calls. And a lot of the other people working in the office are also Japanese. So speaking to them, I'll be using Japanese. Um, but the kind of international language of the Frankfurt office is English. So then I'm using English to, to all the non-Japanese speakers, uh, who come from all over the place. Um, so that's also, yeah, email, direct conversations, sometimes phone calls. And every now and then I also use German because the fact that we're in Germany means that a lot of the, the employees are also German or they speak German. And sometimes, when it's easier to, to get something done in German, then, um, I'll switch to German.

Interviewer: 00:09:11

What would an example for that be? I mean ‘to get something done’ sounds like more of a job task, rather than the coffee break chat.

Interviewee 10: 00:09:20

Uh, I guess I have coffee break chats, too, in German as well, or lunchtime chats in German as well. Um, so I do, do that. But in terms of ‘getting things done’, um, for example, if I, I guess just the other day, uh, my computer screen monitor stopped working and talking to the IT team, uh, most of them are German and many of them are more comfortable speaking German, so I'll just feedback to them in German to explain the problem, uh, see how we can get it fixed. And then also we talk a lot to um, we, we have a legal team that handles a lot of issues, cross border transactions, uh, or it's a video game company, so content with the video games, what's allowed in Germany, was not allowed. And, and sometimes it is easier to explain the issue in German because the lawyers are all German, rather than English, which can sometimes lead to misunderstandings, um, if their English isn't perfect. So in those cases, sometimes I'll use, uh, German.”

(Transcript G.10 ATCK Interview 10, Part 3, Lines 332-367).

Use of language skills in impromptu situations:

Four of the ATCK interviewees of this study state they use their language skills in more irregular, casual settings or impromptu in their jobs. ATCK Interviewee 1, for instance, states that she uses her different languages depending on who is participating in her international meetings:

“Interviewee 1: 00:05:42

[...] Uh, and then in business, mostly English, uh, when I, you know, in any meeting that is outside of Argentina. And Spanish in, when I, when I'm with my Argentine colleagues.”

(Transcript G.1 ATCK Interview 1, Part 2, Lines 278-281).

ATCK Interviewee 2 shares that he uses his language skills in work settings, but does so less frequently:

“Interviewee 2: 00:17:02

Umm, I mean I-- most of our business, everything written has to be in English, uh, to be-- because that's the, that's the company language. Uh, and not everybody in the company is fluent in, in French. It's a very international startup. Uh, even though we're in Switzerland, I think, uh, there's, out of 35 people, maybe five of them are Swiss, if that.

Interviewer: 00:17:28

Okay.

Interviewee 2: 00:17:28

Um, and so we have most-- everything is, is written in English, um, except for potentially casual chats. And-- Yeah, I've, I've had occasions where I've had colleagues, uh, that German colleague who had just moved, who was having trouble communicating with a local repairman for his apartment where he, he was asking for help to actually like handle the, the repair. And so, I would get on the phone, acting the translator. Or, um, sometimes, uh, when it comes to, to negotiating, uh, for, um, purchases or services that we're, that we're contracting, um, I'll, depending on, on my-- how involved I am in terms of responsibilities with that, I'll be, I'll be directly in contact with the vendors, instead of having the, uh, person in charge of finance deal with them. Um, so I've be-- I was one, for example, to negotiate the Internet connection deal that, that we have. Uh, instead of having the, um, uh, financial officer or the, uh, the admin-- like the, the, uh, the accountants deal with the, with the pricing directly. I was the one doing that simply because they're not as fluent with--. They don't speak French, uh, one-- the, the, the financial officer doesn't speak French at all and the, the accountant is not fluent enough to, to grasp the subtleties of the business-- of business French, let's say.”

(Transcript G.2 ATCK Interview 2, Lines 347-377).

ATCK Interviewee 7 also uses her language skills at work, not necessarily daily, but when situations require her to do so:

“Interviewee 7: 00:16:27

Okay. My current job, I use primarily English. I use Russian with, you know, parents, nannies and drivers. Um, I have been called on to-- we have maybe five Japanese families. So I've been the school's interpreter for ILP meetings and complex, um, any kind of parent meeting. And although there's no correlation in language, I'm often-- the Korean parents are often sent my way because I've lived in Asia and they think I will understand the cultural issues, which I typically do, but we are talking in English.

Interviewer: 00:17:09

Okay.

Interviewee 7: 00:17:10

Usually.”

(Transcript G.7 ATCK Interview 7, Lines 327-338).

Similarly, ATCK Interviewee 11, who is not only the oldest member of the ATCK interview sample, but still is employed and actively working though he is over seventy years old, states he will rely on his language skills depending on the *ad hoc* jobs he has to do:

“Interviewee 11: 00:07:44

You know, uh, we import wine to the U.S.

Interviewer: 00:07:47

Okay.

Interviewee 11: 00:07:48

So I use, uh, you know, French to, uh, to talk to our producers, to the wine producers. Uh, and you know, communicate with them. Uh, I'm also, uh, I represent, uh, a small, uh, California radio manufacturer. And I use French, uh, that, uh, when we deal with our African customers in francophone Africa. And I'm also a member of the national language service corps. There I provide interpretation and translation for military members, uh, mostly in Africa.

Interviewer: 00:08:25

In Africa. Okay. Do you do this by traveling there or is it then a--?

Interviewee 11: 00:08:28

Oh yeah!

Interviewer: 00:08:29

Yeah?

Interviewee 11: 00:08:30

Yep.

Interviewer: 00:08:31

You're gone a lot. Okay. Um—

Interviewee 11: 00:08:34

A lot less, a lot less than I used to though.”

(Transcript G.11 ATCK Interview 11, Lines 170-187).

Use of language skills in past jobs:

Some of the interviewees of this study responded that they perhaps are not currently using their language skills, but have used them in the past in work-related setting. ATCK Interviewee 4, for example, states that due to his job change, he currently does not use his language skills regularly anymore, in the sense that he must daily switch between languages. What is interesting, is that this ATCK's mother tongue is Korean, yet nowadays he conducts his entire daily work life in English:

“Interviewer: 00:21:03

Mm-hmm. And do, do, um, colleagues come and sometimes ask you for help regarding, um, special tasks because of the, the language issue behind it?

Interviewee 4: 00:21:13

Uh, before this industry, yes. But in this industry you must speak English.

Interviewer: 00:21:20

Okay.

Interviewee 4: 00:21:21

So every--

Interviewer: 00:21:21

Can you, um--

Interviewee 4: 00:21:22

So every--

Interviewer: 00:21:22

--go ahead.

Interviewee 4: 00:21:23

Yeah. So basically everybody speaks English in this industry. So since I joined this industry, nobody asked for, uh, extra help for translation, or language problems.

Interviewer: 00:21:35

Okay. And in the past, uh, industries that you were in?

Interviewee 4: 00:21:40

Mm-hmm. Yes, of course.

Interviewer: 00:21:42

So in, in what kind of-- Can you give me an example or two-- what kind of context would people come to ask for help?

Interviewee 4: 00:21:47

Um, from, uh, mostly at, at the work. If they have a like a foreign buyers coming to Korea, like guests, they will 100% always come to me for accompany them. And in other case, uh, I usually get, um, usually, uh, in university when I was in university, most of my friends will come to check their essays or grammars or speakings, too. Yeah, just, yeah, just they would just come to me. ‘Oh, you speak English to me?’ I’s like ‘Okay.’

Interviewer: 00:22:32

And when you said with the buyers you, you went then as a, as a translator basically, uh, to meetings, or?

Interviewee 4: 00:22:41

Yes.

Interviewer: 00:22:42
They, you accompany them?

Interviewee 4: 00:22:44
Yes.

Interviewer: 00:22:45
Okay. So you do like a literal translation in the ear while somebody else is talking, or?

Interviewee 4: 00:22:51
Yes.

Interviewer: 00:22:52
Okay. That's hard work.

Interviewee 4: 00:22:53
Yes."

(Transcript G.4 ATCK Interview 4, Lines 365-400).

For ATCK Interviewee 8, a job change is also the reason why she does not get the chance to use her language skills daily at work anymore either:

"Interviewer: 00:29:02
It's okay. Now, connecting your linguistic skills with your professional life, what languages do you use at your daily work life? Um, in what context - can you give me an example or two?

Interviewee 8: 00:29:15
Um, English I would say maj-- the majority of the time. Um, right now I'm in an Arabic setting. So while in Asia I would switch also constantly to-- between Laos, Lao, and English. In Cambodia, I switched between Cambodian and English. Here in Doha now or in Doha, I, the majority is English. I don't speak Arabic. Um, I attempt to learn and say some things, but the role I now have, um, requires so much more concentration in Eng-- speaking English, that I don't get the time to explore and enjoy or, um, experiment in speaking Arabic."

(Transcript G.8 ATCK Interview 8, Lines 552-565).

Planned use of language skills in near future:

Throughout his interview, ATCK Interviewee 9 emphasizes the regular use of his Papua New Guinea trade language skills in his work life in the past. Currently, though, he is not actively using it:

"Interviewer: 00:13:27
[...] What about, um, connecting languages now with your work setup? Um, you do everything in English, I'm assuming? Or do you also need the, the tribal languages for any kind of work you're doing now?

Interviewee 9: 00:13:42

No, the work I'm doing now, um, I work with missionaries that serve globally.

Interviewer: 00:13:48

Okay.

Interviewee 9: 00:13:49

So I'm interacting with them and they're in all these different international contexts, but everything that I do in interacting with them is in English.

Interviewer: 00:14:00

Okay. So not a lot of linguistic, uh, sort of based, uh, setups that you have to deal with on a day to day?

Interviewee 9: 00:14:08

No, I don't."

(Transcript G.9 ATCK Interview 9, Lines 241-254).

However, in the near future, ATCK Interviewee 9 intends to use his Papua New Guinea trade language skills again and will be relying on them to be able to conduct his work. ATCK Interviewee 9 describes such an upcoming situation in his interview:

"Interviewee 9: 00:23:26

The 10 years that I was there, I wrote, um, a number of what we call discipleship, Bible study guides, other things involved in missions. I wrote, uh, a number of things. Um, did, did a lot of teaching at different levels. Um, so my, my accent is not fully Papua New Guinean, but it's pretty close. Um, so yeah, I would be very, very comfortable, I, I would say. Uh, I did a lot of interpreting. Um, and I-- going back this time I will, uh, next month, I'll be teaching in the language. Um, so like the first day, may be, may be a little rough, but usually it, it comes back really quick."

(Transcript G.9 ATCK Interview 9, Lines 406-415).

Using a language skillset but not actual languages:

Another category found within the interview excerpts of this study is the idea that the ATCKs use their language skillsets even if they are not using an actual language. ATCK Interviewee 3 provides an example:

"Interviewee 3: 00:15:51

Ah, I see what you're saying. Yeah. Well, okay, well I can, um, give an example. I was in the Families and Global Transition Conference last month and connected with a few people at a networking reception who are from, from Israel. And so I, I just threw out a couple of expressions and they're like, 'What?', you know, and then like started speaking in Hebrew and I was like, 'No, no, no, no. That's really all I know'. That, you

know, just to kinda say, 'Hey, this is part'-- this is a connection point or, um, I'd like to share this part of me. Like I, I lived in Israel, so I'll, I'll connect that way. [...]"

(Transcript G.3 ATCK Interview 3, Lines 281-301).

ATCK Interviewee 12 highlights this phenomenon as well, admittedly from a slightly different perspective:

"Interviewee 12: 00:23:09

Yeah. On the linguistic side, I would say even communicating with people for whom English isn't a first language, some of whom are very, are, are-- have very minimum conversation ab-- ability and just being sensitive to the experience that they're going through and, and struggling to communicate. Um, I have a facility for understanding different accents and for being aware of the difference, um, sort of syntactical structures that might be a play in strange, um, translations into English. So I think that on that level, the linguistic element, even though it's in English, is very much a part of my, um, skillset. [...]"

(Transcript G.12 ATCK Interview 12, Lines 505-539).

Recapping this first part of the sub-research question on whether ATCKs use their language skills at work and in what frequency, it has been shown, that of the 13 ATCKs, who were interviewed for this study, only one does not use her language skills at work at all, while 12 say they use(d) their language skills at work, some more and others less frequently.

ATCKs Intercultural Competence Usage and Frequency in Work Life

Turning now to the second part of the sub-research question: the ATCKs intercultural competence and its use in their work lives, all 13 ATCK interviewees of this study contribute to this research question with thoughts, comments and feelings on their use of their intercultural competence within their work life. Table 4 gives a first overview of the different categories and the number of statements found in the respective ATCK interviewees:

Table 4: Number of the sampled ATCK interviewee statements on the use of their intercultural competence at the job

Use of intercultural competence all the time	5
Use of intercultural competence regularly	3
Use of intercultural competence in social settings	3
No existing intercultural competence	3

The four categories and the different individual ATCK interview excerpts are listed below.

Use of intercultural competence all the time:

Five of the 13 ATCKs interviewed for this study state they use their intercultural competence at work all the time. Since ATCK Interviewee 3 works closely with TCKs and their parents by offering them cross-cultural services, it does not come as a surprise that she often speaks about and uses her intercultural competence regularly at work:

“Interviewee 3: 00:32:53

Right, yes. Well, I've done a huge career shift, um, in this past year. Moving out of English teaching and, uh, joining, well co-founding one nonprofit, the focus is, the focus is on the TCK transition to university, so that's it's, like, it's exclusive service. Um, in January I officially joined another nonprofit that does several services for TCKs, for parents. Uh, in terms of education, pre-departure training, re-entry training. So, uh, primarily serving, uh, and working with U.S. citizens going abroad and returning from abroad. So, uh, still very niche in terms of what cross cultural kids and TCK families, um, the, yeah. So what I do, um, with this work is highlight to parents, highlight – I work primarily with TCK teams--

Interviewer: 00:33:58

Okay.

Interviewee 3: 00:33:59

--on what intercultural competencies are, are developed, um, by living overseas, by working cross-culturally and, uh, what kind of challenges they might have or barriers they might have in building community, finding a sense of belonging, uh, establishing identity back in the U.S. So yeah, it's, it's really about, um, you know, like communication skills, um, um, yeah, sense of belonging, community building, uh, resiliency, empathy, self-efficacy, uh, personal responsibility. Uh,--

Interviewer: 00:34:38

Is it--

Interviewee 3: 00:34:39

--it's weaving all of that in.”

(Transcript G.3 ATCK Interview 3, Lines 557-581).

ATCK Interviewee 7 provides multiple examples throughout her interview of how she uses her intercultural competence regularly. Here she speaks about how she often has to resolve intercultural clashes between e.g. parents and teachers at her international school:

“Interviewee 7: 00:39:32

[...] I feel like in this job it's all come together. Because-- that people from 67 countries and these little turf wars break out sometimes. It's not language. It's um, oh, some, one of the teachers was patting a little Thai boy on the head and, you know mom got really upset, the teacher's touching the son on the head, even if she's just rubbing his head in an affectionate way and having had to go to the teacher and say 'You know, this is making mom upset, she doesn't want to come to you and here's why.' And just, well, some of those things, some of the [unclear due to connection] issues between Russians

who are extremely direct and will just say 'You. Stop.', you know, like that. Um, and don't speak politely in the Korean parents' minds. So, when their child is taking, like-- The classroom instruction is not usually Russian staff, but when they're taking music lessons or something from Russian staff, the Russian music teachers, especially, tend to be pretty harsh, um, pretty direct. And you know, the Russians are also perfectionists as a general rule, especially in the area of music and the arts. And so yeah, they will practice. I mean Koreans are diligent too, but in, I think in the way that the Korean teacher might be more likely to make a suggestion and a Russian teacher might reach over and grab your bow and correct.

Interviewer: 00:41:21

Okay.

Interviewee 7: 00:41:22

And you know, do things just more boldly and more forcefully. So, there's been a lot of things that are not about language, but in about how you approach situations."

(Transcript G.7 ATCK Interview 7, Lines 724-754).

ATCK Interviewee 9 recounts how he constantly uses his intercultural competence at work, helping other missionaries prepare for or carry out international work assignments:

"Interviewee 9: 00:35:29

Yeah, I would say I use it all the time in what I do now. Um, so I work with young people as well, some older people that are interested in living and working overseas in missions. So a lot of what I do is advising them, guiding them, helping them to prepare, um, as part of that process. So obviously culture is, is really critical in all facets of living and then as far as their work, ministry, every-- everything that they will be doing. And then the other side of it is, those that I work with that are currently living overseas. Some of them have been there a long time. Some of them have been there, um, a short time, but even those that have been there longer times, there's different things that come up. So it's not like--, uh, I see my role as kind of an encouragement, a sounding board, giving ideas, um, helping. Um, another aspect is, I get a lot of questions from parents that grew up in America, that are raising their children overseas and then dealing with the coming back and forth. So given that I did that as a kid and then I raised daughters over there, I get a lot of those, those types of questions. Um, another part of my work is working with short term teams from churches that are going. So helping to prepare those teams again to some of the basic things, to help prepare them. Um, things that you know, to not be offensive, to think through, to prepare themselves. And then I work, interact with a lot of churches who are, um, supporting, partnering with missionaries that live overseas. Uh, so trying to help them and give advice to them as far as how they can best support and help, um, those, those missionaries that are living overseas."

(Transcript G.9 ATCK Interview 9, Lines 596-625).

In the following text segment ATCK Interviewee 12 shows that she continually uses her intercultural competence in her work surroundings, so much so, that she has to think for a short while to find a clear cut example to share in the interview:

“Interviewer: 00:22:29

[...] are you able to use your intercultural competence and knowledge in your work related setting? Um, if so, can you give me an example or two where you would use it?

Interviewee 12: 00:22:51

Yeah. Ver-- I, I mean, all day. Every day.

Interviewer: 00:22:55

Okay.

Interviewee 12: 00:22:57

Um, where to even start?

[...]

Interviewee 12: 00:23:09

[...] Um, other areas, it's just general sensitivity to the experience of being dislocated and the really-- the kind of mundane daily and quotidian encounters that, that are at play in that experience, um, and the deeper emotional-- and maybe I project more, um, [pause] more trauma onto that experience than others might actually be, be going through, um, because that's very much-- that was a feature of my childhood. Um, but ju-- just to give one example of, of how my intercultural competency is at play. Um, so I work for an organization that, even though our mission and our, our daily work is very much about intercultural exchange, uh, the co-workers I work with are not all themselves well-traveled or very-- or have first-hand experience in, in that realm.

Interviewer: 00:24:54

Okay.

Interviewee 12: 00:24:55

And so we had a website where we listed all the recipients of our grant program and they were just listed with given name, family name, regardless of what country they come from. And I was very insistent that it was-- would be better practice to observe the naming conventions of the culture in-- from which they come. Not only to exhibit cultural respect, but also just so that if somebody is searching-- you know just for search engine optimization, if somebody's looking somebody up, they are less likely to find our website if their name is appearing in this reverse order.

Interviewer: 00:25:33

Okay. How, how did that come up for you? Why, why was this an issue? Um, and, and how long did it take you to basically establish this new lineup then online?

Interviewee 12: 00:25:46

It took me, I would say four years.

[...]

Um, and that is because it wasn't that there was no re-- receptivity, but we're very understaffed and it just-- there was a will but nobody could find the time or the way to make the change.” (Transcript G.12 ATCK Interview 12, Lines 491-552).

Finally, ATCK Interviewee 13 asserts that she is able to do her daily job well and efficiently due to the intercultural competence she has, as it was strengthened by her TCK upbringing:

Interviewee 13: 00:34:17

But I'm kind of a chameleon, so. I attempt to fit in. It has served me well in my job, honestly. Um, and I don't share this with a lot of people. Just so you know that.

Interviewer: 00:34:31

Okay.

Interviewee 13: 00:34:32

In my job I have to get to know people very quickly. I have to assess whether there's potential that they'll abuse children or that they won't be a good fit for traumatized children. And that's difficult to do in, you know, so I have like three or four home visits where I interview people for about three hours each and it seems like that's not enough time to get to know people and assess whether, you know they have the propensity for abusing a child or they're just not going to be good with a child or just they have mental health issues. So I have to assess that very quickly. And a way that I have adapted to that is to adapt to their culture. So, I find out where I'm going ahead of time. I dress according to the class that they're in, so they will feel comfortable with me. I read their body language very quickly. So, I go in and my attempt is to blend into the family - again, I don't share this with people because it can interfere with my work, if people knew this. Um, I attempt to blend in so that they will trust me so that I can get the information that I need because they have to tell me about their traumatic background and I have to figure out whether I feel like they've dealt with it, you know, before they take those same kids into their home. So I make a chameleon of myself and blend in, in order to get the information that I need and get people to trust me. And I honestly feel like I'm able to do that because of my military upbringing.

Interviewer: 00:36:11

Okay.

Interviewee 13: 00:36:12

Because um--, and I am able to build a relationship quickly. Whereas some other social workers, it might take them longer to get that trust and it's, it's the chameleon part of me. So.

Interviewer: 00:36:25

Is that, um, where you're saying like for example, learning to read the body language, is that something where you specifically over time also maybe did a course, um, learning about it, specifically? Or is this all by experience, um, and just sort of learning by doing over the years?

Interviewee 13: 00:36:41

You learn about reading body language when you're in school. I have a master's in social work degree. But being able to adjust to that is something that I learned as a military brat because we were taught to blend into those cultures. Um, the military taught us that, our parents taught us that. You will blend into this culture so that, you know, 'cause you're representing Americans and that's, we were taught very well. You're representing Americans, you're going to learn their culture so that you're not offending them in that sort of thing. So, blending in, reading body languages is, is part

of social work. But becoming part of the family is not. And it's something I got from being, um, a military brat."

(Transcript G.13 ATCK Interview 13, Lines 618-671).

Use of intercultural competence regularly:

When asked if she uses her intercultural competence in her work setting, ATCK Interviewee 1 gives a clear-cut, positive answer. While she might not need to rely on it for every daily business task, she has consistently drawn on this personal strength in the past twenty years and considers herself to be very successful because of it:

"Interviewee 1: 00:26:29

Yes, definitely. So my job, uh, for a long time has been, uh, to develop, um, we call them products, but in fact they're methods to answer specific survey questions. For example, uh, for a lot of years I participated in something called advertising research where the objective was to find a way to survey people, uh, about ads, advertisements, to see if they worked. And you know, that has a lot of psychological dimensions because if you, if, if, I ask you, does this add work? Obviously you'll say whatever you want, but that doesn't mean it works, right? What you think the ad does to you is not necessarily what it does to you. So it has a whole kind of methodology around it where typically, like in medical research, you'll use a test cell that seen the ad in a control cell that hasn't, you know? Like the medication and the placebo. So there's a lot of sophistication that goes around that because it's also very expensive for companies to put ads on TV. So there's a lot of research behind it. So those things are called pretests. Um, and, and, and my job has been -also in other areas of research-- to develop methods. And typically, what happens in-- what has happened is that my company has bought comp-- companies all over the world. So typically, everyone in every country would have their own way of doing things. Okay. Which is normal. It's like if I, if I, if I asked you to make a chocolate cake, it's not going to look like my chocolate cake. Right? So that's normal. But our company is a large company and its clients are global, like P&G, Unilever, all that. So they needed the, the methodology to be the same in all the countries. And that was my job. My job was to find the best methodology that would work globally. And I think that where my intercultural, uh, competences have helped a lot, is that I have been able many times to put everyone-- well, first of all, to understand what everyone was doing and why, because everyone had their own rationale. And then to take all of that and create something that would work for everyone. So some kind of mega consensus. Uh, and sometimes it had bits and pieces. So for example, if, if the Americans really didn't like one piece, well I would make it optional, right? So some countries would do it and others would not. But anyway. So in a way, this, this has allowed me to first of all understand deeply what everyone was doing. And then from there go to what I think would be an acceptable compromise or an acceptable solution, because it wasn't-- usually it was better than what everyone was doing, but an acceptable solution for everyone. And to also negotiate with everyone to show them, each one individually, how they would go from where they are today to where they, where we're gonna go tomorrow and how to improve that. And, and I really think that, also because I've, I had a lot of American colleagues, um, at the time, uh, I could tell that for me it was much easier to understand what the others were doing and to, to convince them to change, than for the American colleagues who had more of an approach of, listen, we've been doing this for 20 years and it works, so

just do it, you know? So I would say that has been a very, I really think that was very, you know, a specific skill I had and I've been very successful in, in that. And, and I've repeated it many times. That same idea of, of, of all the possible things, finding the one that would work best for everyone and making sure that everyone understood and accepted. I should have gone to [sic] politics."

(Transcript G.1 ATCK Interview 1, Part 2, Lines 643-706).

Answering the same question about whether she uses her intercultural competence in her work setting, ATCK Interviewee 8 states that the older she gets and the more intercultural experiences she can draw from, the sounder the intercultural competence has become that she can regularly apply in work-related settings:

"Interviewee 8: 00:45:54

I think that goes more, I think over time with my experiences, you have-- I have a deeper, um, or more sensitive understanding of emotional intelligence. I think that's where it, I tap into most. Like just the whole emotion of just creating space to think and creating space to wait before you respond. Looking at spaces where you-- where I will wait to understand before being understood in communication. Um, there's, yeah, I think, I think it's more along those lines. It's those invisible competencies that I feel I've, I bring with me to my current, to my workplaces. And especially now in the current workplace as well.

Interviewer: 00:46:56

Is that something for you that is [sic] evolved over time, um, with just general life experience and the positionings, and the different places that you were in? Or, or how much would you say did you already have starting out through, through your, um, adolescent experiences, basically?

Interviewee 8: 00:47:13

I think it's, yeah, I think it's evolved over time."

(Transcript G.8 ATCK Interview 8, Lines 837-855)

As the following interview segment of ATCK Interviewee 10 shows, his use of intercultural competence in work related settings is ingrained into his regular business actions, perhaps even profoundly, that this ATCK no longer questions his personal expertise in the matter:

"Interviewee 10: 00:08:33

Hmm. Uh, yes there's some, not necessarily language ways of communicating. Um, different ways of communicating between Japanese people and uh, Europeans that can lead to misunderstandings. Um, for Japanese people in general, in the meeting, um, when it's face to face, will not contradict the person that they're speaking to, even if they disagree. Um, I guess the culture-- I don't know how true it is, but people often talk about- anthropologists and things- talk about Japanese emphasis on, on harmony. So, even if they disagree with, uh someone that they're having a negotiation with, they won't bring that up on the spot, uh, but they will have other kinds of markers, um, that to a Japanese person would be, would be quite obvious, but to maybe Germans or Americans or British people who would not be obvious. Um--

Interviewer: 00:09:45
You mean--

Interviewee 10: 00:09:45
That's what sometimes--

Interviewer: 00:09:46
You mean, you mean like from a facial expression or body language or what?

Interviewee 10: 00:09:50
Facial expression, body language, um, enthusiasm or lack of enthusiasm. Um, the types of promises they will make. I guess people say this about Americans often as well. That you know, when, when an American says to you, 'Oh, let's go meet, meet up for coffee sometime' they never really mean it. So then you know, non-Americans, I've, I've heard a few people say non-Americans get annoyed with Americans for that. They don't mean anything they say, but in a sense it's similar in Japanese culture, um. Uh, they will often say they will think about a plan, but you already-- if they say they'll think about it, that's already a complete no. Um, in, in I guess in straight speak, it's actually a no. Uh, if they are slightly positive towards something that actually means maybe they're thinking about it. Um, if they're entirely quiet during the, during the, um, uh, discussion or during some presentation, a lot of, um, Europeans and Americans might get nervous, thinking that, you know, because there's no feedback that actually the, the Japanese audience, or Japanese people, aren't interested or don't like anything. But from a Japanese perspective, often that means that they are listening intently, uh, and they're quite interested. Um, and so sometimes if I'm-- if we're having these kinds of discussions or meetings, uh, and my, I realize that my non-Japanese colleagues are misreading the signals, then I might have to step in. And, and pull them aside and let them know what's going on. Either the person they're talking to is actually very happy even though they don't seem like it or they're actually very angry even though they're not showing it. Uh, that kind of thing.

Interviewer: 00:11:42
Is that something that you would do, um, while in the meeting? Or is it classically after meetings, before heading on and out?

Interviewee 10: 00:11:52
Uh, it depends, I guess on the, on the situation. If it's quite obvious someone is severely offended than probably in the meeting. Or, or if I see that a misunderstanding is, um, kind of running amuck, like, you know, one side is thinking A, another side is thinking, thinking B and they're complete diverging, then, then I might pull someone aside. If it's, if it's less time critical, then usually after, uh, a meeting, to kind of give feedback on how the whole thing went."

(Transcript G.10 ATCK Interview 10, Part 4, Lines 663-725).

Use of intercultural competence in social settings:

Three of the ATCK interviewees of this study specifically state that they tend to use their intercultural competence more explicitly in social settings with colleagues rather than in

business meetings, negotiations or such. ATCK Interviewee 2 choses his languages depending on who is around to speak with:

“Interviewer: 00:22:46

And in a, in a social setting-- also, you didn't use your-- in, at work, in a social setting in the sense of, in your breaks or something that you would use other languages.

[...]

Interviewee 2: 00:22:55

[...] I mean I now it's like I freely alternate between basically French and English, uh, depending on who's around.

Interviewer: 00:23:04

Mm-hmm, okay.

Interviewee 2: 00:23:05

Um, and, and occasionally when we had, uh, our German colleague who's left us since, I would occasionally speak in German with him. The little bits I would remember.”

(Transcript G.2 ATCK Interview 2, Lines 456-467).

While ATCK Interviewee 4 more specifically highlights the use of his intercultural competence during the after-parties of conferences in the following interview section below:

“Interviewer: 00:38:33

Okay, okay. Um, looking at the concept of culture at work, do you have, um, in your professional life, are you able to use your intercultural competence, um, in your daily tasks? And if so, can you give me an example?

Interviewee 4: 00:38:49

Mmm... Since in this industry there's a lot of, uh, there's-- For example, there's a lot of conferences, in, in each country and if you go to conferences, there's various, uh different nation people like from Europe, from United States, of countries from Asia. [clears throat] So, I basically know the, uh, standard, uh, public manners. Like little, it's a very little things, but for example, Germany, uh, uh, "Frohst" [sic], you have to look into your eyes and uh, uh,uh, do the "Frohst". Yeah, yeah--

Interviewer: 00:39:36

[unclear], prost, yeah, it's true.

Interviewee 4: 00:39:38

--yeah. It's like, look into your eyes. To those, these little, ah, tips works really well in, uh, after the conference, if you have, uh, like really-- In a conference, we are always like formal, talking business way. But after the party, like you know, the stresses leaves, and then it's the time when people really judge you, when you get a little drunk or something. And it's the time for me to spread my little tips. Or like for example: 'Oh, so where you from?' Like 'Oh, you're from Germany'. It's like, and then I real-, I remember that. And then like I go 'Frohst'[sic] with you and then he goes like: 'Whoa!' He's like--

Interviewer: 00:40:18
You know how to do it.

Interviewee 4: 00:40:19
Yeah. Yes. It's not a big things, but it's very, uh, easy access to talk, uh, like one of you. Like one of, one of your country, so that it doesn't make you feel that I'm just a random foreigner.

Interviewer: 00:40:37
So you use, uh, your intercultural knowledge more in the social setting?

Interviewee 4: 00:40:41
Yes."

(Transcript G.4 ATCK Interview 4, Lines 622-654).

ATCK Interviewee 6 uses her intercultural competence as she tries to connect with her business opposites on a more personal level. The example provided below is from a previous job, but she repeatedly speaks about this approach in her current job throughout her interview as well:

"Interviewee 6: 00:43:40
Um, intercultural. Uh, you know, when I had a presentation in Singapore with my airline client, they were really impressed to see that I actually came from a, uh, third cultural background, because they thought that I really fit their brand and I could speak for their brand. And when I meet them in Singapore face to face for the first time, they were really surprised to find that I actually live in the Middle East. It's actually a Middle Eastern airline. And then they were like, 'So you've been to this country, Middle East and in this country. You tried the food. Wow! I'm a, I'm actually um, from there-- I'm actually from this country in the Middle East and I really, really loved the food, um, in Indonesia. Like and I'm so happy to know that you like our food as well.' And then we had a lot of talk about food and destinations and, actually from that they were so impressed they even offer me free flights if I wanna fly with them the next time, even though I don't work for them anymore.

Interviewer: 00:44:47
Good!

Interviewee 6: 00:44:48
And I feel like interculturally um, experience, it's like a gate opener for any relationship I have. Be it casual or formal. Like clients are just really happy to hear my side of the story, even though it's just some random thing. Like when I told them, hey, I went to your country and this weird thing happened at the airport and it made them laugh for a while and they even bring it up in the next meetings. Yeah. It's just really, it's just really nice to relate people with my intercultural experiences. Then it makes me closer to them. Not just have a working, uh, setting, but also like when we have casual dinners with the client outside of work and have a lot of things to talk about.

Interviewer: 00:45:37
Mm-hmm. Okay. Thank you for sharing. I'm hoping you used your flight.

Interviewee 6: 00:45:44
I'm actually thinking where I'm going next."

(Transcript G.6 ATCK Interview 6, Lines 715-748).

No existing intercultural competence:

While the majority of the ATCK interviewees of this study state they use their intercultural competence regularly, three clearly state that they do not believe they have (strong) intercultural competence and/or do not see themselves as having expertise in this area. ATCK Interviewee 2, for example, believes his computer-tech skills are what clearly benefits him in business situations. Looking more closely, though, he actually does speak about comprehending intercultural differences that may arise in business negotiations, but that they do not distract him from the core tasks at hand:

"Interviewee 2: 00:33:04
[...] I'm a computer programmer, system administrator. I, I deal with the tech at the company. And we are a high tech company. So there's a lot of that going around. Uh, and a lot of the times I get people from, uh, commercial activities or operations coming to me and, and asking me questions and I'm like, wait a minute, why is it-- why are they asking that? They don't understand how that's working. And, uh, and then I try to clarify things, but generally it's dealing honestly with, uh, with that kind of aspect more than anything else. Um, I've never really had this situation where I had to face people who might say things that seem slightly off kilter because of a cultural meaning behind it. Um, it's either that or I, I was already the prime negotiator and so I was not put off by the, uh, by the phrasing because I know the culture. And so I was able to just meet like talking apples to apples, let's say. Uh, uh, yeah, I've not, I've not really had that experience otherwise."

(Transcript G.2 ATCK Interview 2, Lines 638-655).

ATCK Interviewee 5 also points out that, rather than being clearly aware of having intercultural competence in work-related settings, she instinctively trusts her own feelings in relevant work situations:

"Interviewee 5: 00:28:10
I should-- the way you put it now, it's true that sometimes, um,-- but I don't know if it's more a cultural thing or more a feeling, you know? Sometimes you see emails and then you're like, ah, this could be interpreted this way. And so maybe you're gonna vex somebody or, you know? Uh, I think it's more that I developed a feeling with people and then that you put yourself in their shoes. How would they react if they read this? And that's where I come in and be-- for example, my Moroccan colleague is,-- can sometimes be harsh in the way she writes, even though she doesn't mean it, but the way she writes, I said: 'Maybe you should put it this way, you know, so it doesn't come as aggressive, as-- '."

(Transcript G.5 ATCK Interview 5, Lines 537-549).

Finally, it is interesting to see that ATCK Interviewee 11 says he did not strategically focus on using or advancing intercultural competence in his business life, though he took some “online stuff” courses at one point (Transcript G.11 ATCK Interview 11, Line 638) and continues on:

“Interviewer: 00:29:57

[...] Did the, the intercultural or your personal background of speaking different languages and knowing about different cultures also this border, uh, living on the border scenario that you mentioned before, was that, um, something that was important to you in your professional life? Something that you actively sought also to be able to use?

Interviewee 11: 00:30:26

It was never approached that way.

Interviewer: 00:30:29

It just sort of happened?

Interviewee 11: 00:30:30

It's just what happened, yeah.

[...]

Interviewer: 00:31:38

All good. All fine. Um, does language come without culture for you or is it in-- intertwined and strongly connected?

Interviewee 11: 00:31:49

I-- it's, it's intertwined.

Interviewer: 00:31:52

Mm-hmm. In what sense?

Interviewee 11: 00:31:54

Like, well, like for, like for, like for example, French in Africa, you know, dealing with an African, you know, first thing you greet in the morning, you shake hands but you don't let go of hands and you sit there just kept on holding hands shaking up and down. And the conversation goes on. He says, not only 'Did you sleep well last night? Are you well rested?' And he says 'Are you well rested and how's your family and the village and the tribe and the animals?' And on and on and on and on, you know, uh, in uh, we don't do that in the U.S., we don't do that in Germany. You know it's like, like, or to give you, to give you a cross, cross cultural example: We're at a military exercise, multinational military exercise in Africa and I think it was in Burkina Faso. And the capital city is Ouagadougou. And French officer comes up, he goes around the table, shakes every--, everybody's hand, sits down. A German officer comes in, [makes knocking sound on table] knocks on table, says 'Morgen'. And that's it.”

(Transcript G.11 ATCK Interview 11, Lines 652-712).

In summing up this second part of the research question of whether ATCKs use intercultural competence in their work life and in what frequency, all 13 ATCKs interviewed in this study have numerous experiences and opinions to add to the research data. From the sampled 13 ATCKs, five specify that they use their intercultural competence all the time in their work-related settings. Three other ATCKs comment that they use it regularly. Three more ATCKs highlight that they tend to use their intercultural competence in social work settings. Three ATCKs are of the personal opinion that they do not apply intercultural competence within their business tasks at hand, though when paying attention to their additional comments in this section of the interviews, though, these three ATCKs still show clear understanding and awareness of intercultural competence, though they might not call it that.

4.3.1.5 Interview Data Connected to Sub-research Question 5

The next sub-research question 5 under analysis is: “Are ATCKs regularly approached by other company staff members with tasks connected to their linguistic skills or intercultural competence?”. This sub-research question was answered by a majority of the 13 ATCK interviewees of this study. (The fact that some of the ATCKs, who participated in the in-depth ATCK interviews, were hired specifically for their language skills or intercultural competence will be disregarded here for the moment, as this will be spotlighted in the next sub-research question!) Table 5 provides a first overview of their answers.

Table 5: Overview of sampled ATCK interviewees approached for their language skills, their intercultural competence, or both at work

At work, the ATCK interviewees are...	
Approached for both their language skills and intercultural competence	4
Approached for their language skills	3
Approached for their intercultural competence	1

While not all sampled 13 ATCKs have contributed to this sub-research question directly, the answers of the ones who do, build a strong picture.

Approached for both language skills and intercultural competence:

Looking at the interview segments now in more detail, four of the seven ATCKs interviewed in this study say they are approached by their boss or superiors with tasks connected

to their language skills or intercultural competence. ATCK Interviewee 2, for example, states the following:

“Interviewer: 00:19:02

[...] Do, do you feel that you're singled out in that sense or would there be other colleagues around you that would be just as capable?

Interviewee 2: 00:19:09

Uh, there would be other colleagues that are just as capable, uh, of doing that. Uh, it's just that because I-- I'm natively bilingual, uh, there is a certain amount of benefit to that. Um, but it's mostly, it's mostly because of my area of responsibility, I think,--

Interviewer: 00:19:29

Okay.

Interviewee 2: 00:19:29

--that, that I'm singled out. Um, I know for example, my, my boss is perhaps less flu-- less fluent when he speaks, but he understands French just fine. Uh, and so he would be able to negotiate just as well. Um, but it, it's just not as convenient for him because he has a lot less time on his hands.

Interviewer: 00:19:49

Mm-hmm, okay.

Interviewee 2: 00:19:50

Less time in general, not, not like he has a lot of free time.”

(Transcript G.2 ATCK Interview 2, Lines 378-394).

ATCK Interviewee 4 believes that he is not only approached due to his language skills, but that the superiors also rank this skill set as being important, thus elevating his personal status against other employees in this specific area:

“Interviewer: 00:22:56

Okay. Um, was it when you were working in the past industry then, um, did your bosses or the, the people in charge see the extra effort from a linguistic, em, point that you were putting in or was it expected?

Interviewee 4: 00:23:11

Of course. I think, uh, especially in Korea for my perspective uh people tend to, uh, judge you more, uh, positively if you speak English in a very good tongue or sounds, so... they think, they tend to, uh, think I'm, uh, like super genius or something.”

(Transcript G.4 ATCK Interview 4, Lines 401-409).

ATCK Interviewee 5's answer again underlines that it is indeed the superiors who approach her with language tasks. Throughout her interview she explicitly states this twice. Below, in the selected text segment, this is mentioned for the first time:

*“Interviewee 5: 00:14:24
[...] I do not do many translations because I already said that's not my interest.*

*Interviewer: 00:14:33
Okay.*

*Interviewee 5: 00:14:34
Even though sometimes they send you like small texts, I mean, then you were like, okay, let's do it. Because li—it takes a lot of time, you know?*

*Interviewer: 00:14:42
Who is they?*

*Interviewee 5: 00:14:44
[Unclear due to overlap.] Yeah, so.*

*Interviewer: 00:14:44
Who, who is they?*

*Interviewee 5: 00:14:46
Well, the management, you know. Sometimes they say--*

*Interviewer: 00:14:48
Okay.*

*Interviewee 5: 00:14:48
--hey we have, we're gonna, uh, set up a folder and of course folders have to be like in English, French, German, every [sic] languages for the, all the hospitals we work with. And so sometimes they send me, even--, sometimes just even, just only to review, to make sure that there's no spelling mistakes or something like this. But recently, uh this week they sent me a, a script that they want to, they want actually to do a survey. So they're hiring a company to call, um, our customers to ask them about the level of service we're, we're giving them. And so the script, uh, was really bad, badly translated. So I had to rewrite it. So I-- those things I would do.”*

(Transcript G.5 ATCK Interview 5, Lines 281-304).

When questioned on the same issue whether other company staff members approach her with tasks connected to her language skills or intercultural competence, ATCK Interviewee 6 makes this statement:

*“Interviewee 6: 00:35:24
[...] Like sometimes my boss even recognize how linguistic I am that they just push me to talk to the client like, hey, you know French, right? There's a French client. You go talk to them or something like that. [...]”*

(Transcript G.6 ATCK Interview 6, Lines 586-638).

Approached for language skills:

The next two interview segments of this study show that both ATCK Interviewee 10 and ATCK Interviewee 11 are approached by their superiors and/or their colleagues for tasks connected to their language skills. ATCK Interviewee 10 explains:

“Interviewer: 00:12:59

Who asks you to take on those kind of ad hoc roles? Is that a, a boss? Is it colleagues?

Interviewee 10: 00:13:05

Uh, it can be either one. Um, yeah, if we, if we show up at the meeting and then realize that someone unexpected has joined and they don't speak one of the languages and everyone just looks around the room who can interpret and one of us, we raise our hand. And other times if maybe if, if my boss is there, then he might just kind of pointed to me and say, okay, you interpret.”

(Transcript G.10 ATCK Interview 10, Part 3, Lines 407-415).

The same is true for ATCK Interviewee 11. He also points out that both his superiors as well as his colleagues have approached him for language support during past deployments:

“Interviewer: 00:15:01

Okay. And in your, uh, in your professional life altogether also in your military career, where did you depend on your languages? Where did you actively use them?

Interviewee 11: 00:15:12

Uh, the, the time-- I was a-- what I did in, in, the military was we flew planes that, uh, tracked, uh, Ru-Soviet submarines, Russian submarines, [coughs] and there was a lot of cooperation with the, with the French, uh, you know, forces, who were doing the same thing. So whenever we were on deployments, you know, together, you know, we organized and, uh, cooperated and I was a point person for that. Uh, that was it mostly.

Interviewer: 00:15:45

Was it more ad hoc because, uh, your--

Interviewee 11: 00:15:48

Yes.

Interviewer: 00:15:48

--supervisors knew--

Interviewee 11: 00:15:49

Yes.

Interviewer: 00:15:49

--that you spoke the languages or?

Interviewee 11: 00:15:51

Yeah, it was just ad hoc.

Interviewer: 00:15:52

So no, no real structure behind it. Just when--

Interviewee 11: 00:15:56

No.

Interviewer: 00:15:56

--issues popped up, basically they would ask?

Interviewee 11: 00:15:57

Yeah. Yeah, yeah.

Interviewer: 00:15:59

Okay.

Interviewee 11: 00:15:59

That was, that was not my principal job.

Interviewer: 00:16:01

Okay. What about, uh, other, other service men and women around you? Did they come and ask for assistance and help as well when you guys were on your different trips?

Interviewee 11: 00:16:12

Yeah, yeah. Yes, they did.

Interviewer: 00:16:15

For, for, for everyday situations or?

Interviewee 11: 00:16:17

Every day, every day, you know, 'What's the menu say? What is this? What am I looking at?'

Interviewer: 00:16:23

Mm-hmm. Okay. So very regularly.

Interviewee 11: 00:16:26

Yeah."

(Transcript G.11 ATCK Interview 11, Lines 321-353).

Also, ATCK Interviewee 2 offers another example of where he was approached by a company staff member for his language skills. In his description it is unclear if he was approached by a boss or a colleague. What is interesting to note is that he was approached even though he was an intern and working in a very junior role at the time:

"Interviewee 2: 00:23:31

Uh, sort of, yeah. I was, I was an intern for this, uh, pharma startup, uh, and they had a, a product where they were doing studies, uh, worldwide. Uh, and obviously they had like very like narrow risk-- narrow areas of responsibility. Uh, but I, I remember

like walking by one day and, and this guy pulls me over. He was like, 'Can you translate this word for me? 'Cause I don't think the English translation is right.' I look at him, I, I give him the translation and he's like, 'Oh yeah, they totally screwed up the English translation. That's not what they wrote.' Like do I want to know what they wrote? He's like, 'Technically I'm not allowed to show you.' And so he basically, he was using a loophole in that, um, I wasn't allowed because I, because I was an intern and, and like this was like a sensitive, confidential document. He wasn't allowed to show me the, the, the confidential document in English, but the original document was not marked as confidential. So he used kind of a loophole to get my, to get my, my view on that."

(Transcript G.2 ATCK Interview 2, Lines 473-491).

Approached for intercultural competence:

Lastly, it is important to highlight ATCK Interviewee 7's response to this sub-research question. She is the only ATCK of all 13 interviewees in the study, who distinctly states that she is approached by other company staff members to assist in tasks requiring her intercultural competence rather than her language skills:

"Interviewer: 00:55:37

Okay. And do you feel that um, professionally you're getting recognition for this as well in your job? Is-- are your boss, your colleagues seeing both sides of, of you linguistically and culturally or does--

Interviewee 7: 00:55:50

I think--

Interviewer: 00:55:50

--one side stand out more to them?

Interviewee 7: 00:55:52

I think, the-- well, they don't understand the linguistic piece.

Interviewer: 00:55:56

Okay.

Interviewee 7: 00:55:57

So I think it's more the cultural piece of how I'm able to calm down some sticky parent meetings [...]."

(Transcript G.7 ATCK Interview 7, Lines 1004-1019).

In a brief recapitulation of the answers of this sub-research question, seven of the 13 ATCK interviewees of this study provide insight. Six of the seven ATCKs specify that they are mainly approached with tasks in connection with their language skills (translating and interpreting). The examples the interviewed ATCKs provide are mainly tasks a boss or superior

asked them to do, though some examples for help by colleagues are given as well. Only one of the seven ATCK interviewees declares that she is approached with tasks specifically because of her intercultural competence by other company staff members. In regards to frequency on how regularly they are approached, very limited quantification is given throughout the interview segments, meaning no clear levels of frequency can be described from this group of interviewees.

4.3.1.6 Interview Data Connected to Sub-research Question 6

The sub-research question 6 of this PhD thesis is: “Do ATCKs complete these linguistic or intercultural competence tasks in addition to their regular workload?”. Table 6 shows an summary of the sampled ATCK interviewees contributions to this sub-research question with their personal insights:

Table 6: Number of sampled ATCK interviewees statements offering insight if the language or intercultural competence tasks are additional to their workload or not

The ATCK interviewee respondents find, that...	
They were hired for their language skills	5
The interpretation work is additional to normal workload	2
The language skills or intercultural competence is asked for in addition to their normal workload	3

The categories and the fitting, individual responses of the sampled ATCK interviewees follow below.

Hired for their language skills:

Five of the interviewed ATCKs of this study clearly mention that they were hired for jobs based on their language skills. Such a person is ATCK Interviewee 1, who explains in her interview that she was hired by her company three decades ago mainly because of her language skills. Her other qualifications seemed secondary in the hiring process:

“Interviewee 1: 00:06:34

And I was, I started working 30 years ago in, in, in a company that was later purchased by this company, but whatever. But I started working in the late Eighties when the company was just becoming more and more international. Right? So in the beginning, I was like, uh, a driver of their international, you know, um, growth.

Interviewer: 00:06:57

Okay.

Interviewee 1: 00:06:57

Among, not the only one of course, but among them it was a small French company and it started getting bigger and bigger and buying companies. And I was part of that whole expansion. So in the beginning, uh, they almost hired me because I spoke English. I mean, it was one of the main-- they didn't care-- because I studied economics and I had all kinds of other qualifications, but they didn't really care about that. What they cared about most was that my English was so good and I helped them set up a network of international companies. So in the beginning it was almost the-- English and Spanish by the way, uh, because they also had a partner in Spain. So in the beginning, was almost thanks to my language skills that I started working in this area. [...]"

(Transcript G.1 ATCK Interview 1, Part 2, Lines 294-333).

A bit later in her interview, ATCK Interviewee 1 adds that, because she was hired as an employee with an international background and language skills, the company did not see this as an additional effort to be made:

"Interviewer: 00:12:56

Mm-hmm. Do you feel that, um, these es-- extra linguistic efforts were also seen or valued by your colleagues and boss? Was it, was it mentioned? Or was it just something that sort of generally fit to international [name of Interviewee 1] that was sort of sideline? Was it something really seen or, or added on?"

Interviewee 1: 00:13:18

It's difficult because I was hired already with an international background, right? So I was already the international product. Uh, so I don't think anyone would have, you know, said, 'Oh, and she also speaks English'. No, because they already knew it, right? So, I just think it was very consistent with my positioning and that it just generally helped, you know, to give me a very international, uh, image, which I've always had, but it, it just was maintained and, and strengthened.

Interviewer: 00:13:50

Okay.

Interviewee 1: 00:13:50

But it wasn't something that, you know, it's not like I worked as something else and all of a sudden-- because I was hired already as such a product."

(Transcript G.1 ATCK Interview 1, Part 2, Lines 410-428).

Two other ATCK interviewees of the study also held jobs in the past where they were hired based on their language skills. ATCK Interviewee 4 did translation work as a freelancer for a time:

“Interviewee 4: 00:14:19

And then, yeah, since then I stayed in Korea, uh, finish my university and, and create a, and that was in travel free-- as a freelancer. I did translated, uh, different languages and then, uh, did in a travel agent, uh, working as freelancer. [...].”

(Transcript G.4 ATCK Interview 4, Lines 233-243).

And ATCK Interviewee 5 confirms she was hired at the service center of a large freight company, as her first bona fide job fresh out of university, specifically because of her language skills. She explains that due to the very international nature of the organization, she felt comfortable within the company and still holds friendships today that developed with former colleagues from that time:

“Interviewee 5: 00:21:56

So DHL the shared service center in Maastricht and they needed French speakers at that time. And so they were recruiting a lot, a lot, too. I was like, okay, whatever. You know, I'll just start somewhere. And then from there we'll see. And the pay was crap, you know, but I was like, I don't care. And the thing, it was so nice because I really felt in [sic] an international company because you had, of course, they were looking for, uh, Spanish speakers, English speakers, French speakers, German speakers, you know, all kinds of, of languages. They, they, they were, were needed. And then you get to meet people from different backgrounds, you know, and lots of Africans lots of--, so I really felt comfortable and at home. And, um, even though I left the company like long time ago, the people I met there and the ones I connected, are sti-- are my friends of today.”

(Transcript G.5 ATCK Interview 5, Lines 421-436).

As two of the sampled ATCK interviewees made teaching English as a second or foreign language their profession, they were hired based on their language skills for previous jobs as well. ATCK Interviewee 3 comments:

“Interviewer: 00:23:53

[...] Um, how long were you teaching English as a foreign language and how, how did you come to that?

Interviewee 3: 00:24:03

I was teaching abroad, um, collectively about five years.”

(Transcript G.3 ATCK Interview 3, Lines 412-415).

Similar remarks are made by ATCK Interviewee 8:

“Interviewee 8: 00:17:53

[...] So we packed up, and moved to Laos, sold our apartment. Off we went. Um, and there again, I walked into the international school and said, ‘Yeah, I have this experience. Um, I'm certified in TESOL. And I'd worked, while I was in Hannover, I was working as a, um, co-teacher in the Early Years. Early Years then in kindergarten

and grade one'. Um, so I took that experience with me and was-- within five weeks I was an Early Years teacher in the, in the International School of Vientiane. And we ended up staying in Vientiane for nine years [...]."

(Transcript G.8 ATCK Interview 8, Lines 330-345).

What is particularly interesting about ATCK Interviewee 8, as she states later on in her interview, is that at the time she did not only rely on her TESOL language skills to teach, but also used situations revolving around the job to maintain and strengthen her other language skills. Either by having the chance to converse herself or by being able to use her language skills to better understand what was happening in business meetings, even if this was not necessarily the expectation of her employer:

"Interviewee 8: 00:32:13

[...] Whereas in Asia, um, I would often find that my assistants, classroom, classroom assistants for example, um, their English levels were, were lower. Um, but I also used that sometimes as opportunity for me to practice the language and keep learning and keep conversing. But also because we have, we had, um, a high level of non-English speakers in the classrooms as well. So it was an opportunity for me to be able to, um, tap in and understand what conversations were happening, correct if there was contextual misunderstandings. Also in parent meetings, when we would have those meetings, I would always have a translator in the meeting, but I could also understand contextually what, what, what she was translating and interject if needed. Um, and yeah, little things like that. So that's where I was able to use those both languages."

(Transcript G.8 ATCK Interview 8, Lines 607-623).

Of the 13 interviewed ATCKs of this study, four state they have certification in the translating or interpreting field. These are ATCK Interviewees 4, 7, 10 and 11. For the sake of completeness, it should be mentioned here that of these four, two also have training in the intercultural competence area and are certified there as well. These are ATCK Interviewees 4 and 11. Two more ATCKs interviewed in this study have certification in the intercultural competence area, but do not hold any certification on the translation or interpretation side. These are ATCK Interviewees 3 and 9. ATCK Interviewee 11 is an example of an interviewee who has a professional background in translating and interpreting, who gained both certifications later in his career:

"Interviewer: 00:08:37

[...] Do you have a, uh, a professional background in interpreting and translating as well?

Interviewee 11: 00:08:42

I, I got a Master's degree in translation and interpretation.

Interviewer: 00:08:47

Mm-hmm. And where did you get that? Was that part of?

Interviewee 11: 00:08:50

Uni-- you know, at the University of Strasbourg.

Interviewer: 00:08:53

Okay. So that was something you did later on in life then?

Interviewee 11: 00:08:56

Yeah. Yes.

Interviewer: 00:08:58

Mm-hmm, mm-hmm. How come you chose to, to go that route? Why was that important for you?

Interviewee 11: 00:09:03

Well, now. One, one of the things that, uh, uh -my wife is also a lawyer- after I retired, I retired from the Navy, uh, we, uh, we elected to stay in Europe and to figure out how to make a living. And one of the things we did, is, uh, set up a company. They were [sic] putting on seminars for lawy-- for lawyers in negotiating in legal English.

Interviewer: 00:09:30

Okay.

Interviewee 11: 00:09:31

And we kept on being asked all the time, you know, legal translations, legal translations. So I looked into the—you know, what was available, you know, in terms of formal education. And uh, found this at the University, you know, of Strasbourg. So I did that for two, two years and then instead of legal-- doing legal translations as I intended to, I got hired back by the military to do translation and interpretation for the senior officers, uh, in Africa. And I, and I did that for about eight years till, till they ran me into the ground.”

(Transcript G.11 ATCK Interview 11, Lines 188-213).

Interpreting work additional to normal workload:

ATCK Interviewee 10 is a certified translator but not a certified interpreter. While he acknowledges that he was hired for his language skills, he points out that he has been asked to complete *ad hoc* interpretation tasks, though he is not officially trained for this:

“Interviewee 10: 00:12:24

Uh, for my current job Japanese and English ability are requirements.

Interviewer: 00:12:30

Okay.

Interviewee 10: 00:12:30

But to translate, uh, that's not a requirement.

Interviewer: 00:12:34

Okay. So it's just to be able to, to basically fill out your workload, um, that you would need both, but you're not asked specifically, um, into meetings or so forth to, to-- from a linguistic perspective?

Interviewee 10: 00:12:48

Uh, no. It might happen ad hoc. Like if nobody could find an interpreter in time, then maybe I would. Um, but generally speaking, no."

(Transcript G.10 ATCK Interview 10, Part 3, Lines 396-406).

Another example of where ATCKs do translation or interpreting work even though they have no formal training, is offered by ATCK Interviewee 1. As previously mentioned above, she was hired for her language skills. By her own accord, she has done interpreting work repeatedly in the past and though she is not trained for it, she ends up doing such tasks anyway:

"Interviewer: 00:11:37

Mm-hmm. And were you ever specifically asked, um, for your language skills, like into meetings to do literal translations to help out? Um, in, in communication?

Interviewee 1: 00:11:46

Well I've-- Yes. I've actually done, uh, interpretations.

Interviewer: 00:11:51

Okay.

Interviewee 1: 00:11:52

So in market research there's, there's such a thing called group, um, group discussions, you know, where you have a lot of people in a room and they'll talk about a product or whatever. And uh, I've, I've actually been in situations, uh, because for example, um, and typically when the client is foreign, we would hire interpreters to interpret the, the groups, uh, for, for the client. And those interpreters are usually, uh, you know, serious cons-- conference interpreters, interpreters. So, you know, they would come in, in pairs and 20 minutes each and whatever. So it's very complicated and expensive. So sometimes they would ask me to do it. And I have done it. Uh, it's not something--You know, it hasn't been difficult because the topic was easy, right? Uh, but obviously I'm not trained for that, but I've done it and it, it's worked well and usually it's helped in improving relationships with clients.

Interviewer: 00:12:52

Do you-- go ahead.

Interviewee 1: 00:12:52

But I wouldn't say I'm the best interpreter, but it's, it was enough."

(Transcript G.1 ATCK Interview 1, Part 2, Lines 385-409).

Language skills or intercultural competence asked in addition to normal workload:

As mentioned, some ATCKs of this study were hired specifically for their language skills and their intercultural competence, whereas other sampled ATCKs say they were not hired on that basis but end up doing additional tasks beyond to their normal workload, due to their background.

ATCK Interviewee 5, for example, has no formal training in translating, interpreting or as a trainer/coach on intercultural competence topics, yet throughout her interview she describes that she has been repeatedly asked to help out with additional language tasks. Some of her remarks on this topic have already been presented and the interview segment below is another such example:

“Interviewer: 00:17:20

Ok, is it, um, something where you feel the, the language issue has, um, uh, gotten more or gotten less over time. Have they used it more the, the-- this, um, possibility of you doing quick translations when you were more junior? Or is it something that you've sort of grown into now that you are deeper in the context of the work environment?

Interviewee 5: 00:17:41

Um, actually, uh, it's been just lately, because in the beginning they would do these things by an, an, an official, uh, translator, um, company. But then of course, you know, within the private sector it all contain costs and blah, blah, blah. So they, they, they take out the little things including translations and that's where they started. Um, but it's, it's not the official like the flyer things and stuff. They still do that by the translators, but in small texts that they want to send to the French, uh, let's say the French, uh, teams or those kinds of things, so yeah.

Interviewer: 00:18:21

Have you ever been asked into meetings for, for doing translations, oral translations in the meetings to help communicate?

Interviewee 5: 00:18:29

Um [long pause] I did sometimes, uh, well it was just internal. Like, for example, uh, with my French colleagues, I mean, you know, when the, the field, the field, the team is not very good in English. Uh, but since I was responsible for the French, uh, market, I was always involved in those calls. So I was not asked particularly to, uh, take a translating role, but sometimes I would feel in the discussion that there was a language barrier and then I would step in. [...]

(Transcript G.5 ATCK Interview 5, Lines 346-373).

In a further example, ATCK Interviewee 9 explains that he has certification in the intercultural competence domain, but not in the linguistic field of translating or interpreting. Nevertheless, he details numerous interpreting activities during the course of his interview

(some of his examples have already been touched upon above, in his answers to other sub-research questions). He also reaffirms that he has very limited experience in written translation work:

“Interviewee 9: 00:25:58

We would have guest teachers, lecturers, preachers, um, from Western countries, U.S., Australia. And so if there were seminars, workshops, special meetings, things like that, um, I would interpret for them.

[...]

Interviewer: 00:27:51

[...] Do you have any kind of formal training in the interpreting, uh, skill-set? Did you do anything in college or?

Interviewee 9: 00:27:59

No, my, my education background is, is kind of odd. Um, but no, I didn't, I didn't take anything in interpreting or linguistics or anything like that.

Interviewer: 00:28:12

Okay. So it was just because of the hands-on-- your experiences that you have, that you were able to, to help out basically.

Interviewee 9: 00:28:18

Yup.

Interviewer: 00:28:18

Okay. Um, so that's the oral communication. Did you do any kind of writing setups, um, where you did translational work as well? Uh, where you had the English, English, uh, covers and then you did it in the local trade language?

Interviewee 9: 00:28:34

Um, I never translated anything directly. So if I was, if I was writing something I would use multiple resources, let's say in English, that I get ideas from. And then, um, 'cause I really tried to customize a lot of what I did for the context and people that I was with. So I would get information from different resources and then customize it and write it. So it was more geared for them.”

(Transcript G.9 ATCK Interview 9, Lines 442-498).

Finally, ATCK Interviewee 12's experience is a nice example of how an ATCK might be assigned business activities that she clearly manages with intercultural competence, though she no formal training in this area:

“Interviewer: 00:27:17

Okay. Mm-hmm. Um, and you say in the everyday setting, is there another example that you can give me in, in combination maybe with the people applying or, or--

Interviewee 12: 00:27:29

Mmm.

Interviewer: 00:27:29

--what sort of a setup with your colleagues, um, from an intercultural perspective where you say you really had to, to use your, you know, your skill set, your--

Interviewee 12: 00:27:39

Yeah, so much. I mean, the-- one of the services we provide, fellows who are residing in New York for six months, is assistance opening a bank account. And, um, there was a suggestion from one of my co-workers that we just leave them to their own devices to navigate the banking system. And also, uh, taxes-- we, we have, we-- so on the banking issue, somebody wanted to do away with that service, uh, and it was a person who hadn't lived abroad and wasn't aware that banking is actually radically different in different countries. And that this was an area where it really was very helpful to have insider, um, support to guide somebody through a system that would-- yeah, of course with the Internet and people can figure stuff out, but it's just not a great use of their time if we can very easily give them, um, pointers to walk them through it. Uh, I'm currently going through a similar situation, um, with U.S. tax filing regulations for some of our fellowship recipients. Um, the, the approach, um, to date has been because we don't have tax expertise on staff and it's an area of huge complexity, um, we don't want to get involved or give them any individualized advice about how to manage tax filings, reporting on the awards that we have given them. And I've been working over the last year to, um, to create some kind of support system because it is an area where people really struggle and the stakes are really high if they, if they misfile or don't file. So I'm working to bring on an advisor who can-- who we would, um, retain to be the go-to."

(Transcript G.12 ATCK Interview 12, Lines 587-621).

In brief, the answers to the sub-research question: "Do ATCKs complete these linguistic or intercultural competence tasks in addition to their regular workload?" show that a total of nine of the 13 ATCKs interviewed in this study add value to the data. While several have specifically been hired for their language skills in current or past jobs, only four of the 13 interviewed ATCKs hold certification as translators and/or interpreters. Yet a number of examples pointedly show, that the sampled ATCKs are asked to step in and assist with, *ad hoc*, interpretation tasks. Other ATCKs of this study are asked to assist with translation tasks, often in addition to their normal workload because of the languages they speak. Most of them confirm that they are assigned tasks though they have no training in this field, simply because they, with their language competence, are available in their company's workforce.

From an intercultural competence perspective, again, four of the 13 interviewed ATCKs of this study are certified. It is less clear cut, across all the interviews, whether the sampled ATCKs have been specifically hired for their intercultural competence or not. Reviewing the data provided in the transcripts of all 13 ATCK interviews, it could perhaps be

claimed that three ATCKs actually were, (ATCK Interviewee 3, 7, 12) as they provide innumerable examples in the course of their interviews of how they apply their intercultural competence to their daily job tasks. It remains largely unclear however, whether the interviewed ATCKs consider the tasks relying heavily on their intercultural competence to be in addition to their regular workload or not. Linking the results of the qualitative research with those of this quantitative research might still offer valuable insights on this topic in Chapter 5 of this research project.

4.3.1.7 Interview Data Connected to Sub-research Question 7

Sub-research question 7 reads: “If ATCKs are regularly approached by other staff members to execute linguistic or intercultural competence related tasks, how comfortable do they feel doing them?”. The majority of the interviewees of this study with nine ATCKs were able to contribute to this research question, enriching it with their personal thoughts and insights. Table 7 gives an initial overview. Asking the sampled ATCKs about how they feel when they are completing language or intercultural competence related tasks is, of course, a very subjective research approach, with lots of room for the answers to go in different directions. The provided responses have therefore been grouped and display the entire emotional bandwidth attached to such tasks by the interviewed ATCKs recollections.

Table 7: Number of sampled ATCK interviewees statements offering insights on their feelings when completing the additional language or intercultural competence tasks

When completing these tasks, the ATCK interviewees say they...	
Feel fine	5
Have mixed feelings	2
Feel uncomfortable	2
Have negative feelings	2

ATCKs feeling fine:

Five of the ATCK interviewees of this study say that they feel completely fine when they are asked to do tasks related to their language skills or intercultural competence by other staff members. ATCK Interviewee 1 states, for instance, that she enjoys the assignments as long as they are connected to interesting work content:

“Interviewer: 00:09:40

Were there jobs, um, in the beginning of your career then when you were asked to do specific linguistic tasks, um, that you were uncomfortable doing?

Interviewee 1: 00:09:53

No, I've, um, I've always enjoyed, um, because in my field, even if I were doing a translation for someone, uh, you know, the, the market research field is very interesting. So usually it would be a survey on something. So I don't know, um, how do Polish housewives consume chocolate, whatever. So the contents were always interesting. So I was never bored because of what I was learning about, you know. So no, I was never really, no, I've never been bothered or offended or, or anything.”

(Transcript G.1 ATCK Interview 1, Part 2, Lines 348-359).

ATCK Interviewee 2's response similarly shows that he feels fine completing such tasks and never really feels uncomfortable. Moreover, he believes these tasks are also connected to his areas of responsibilities within the company:

“Interviewer: 00:19:54

How, when you're doing these tasks, how does it feel to you? Is it just sort of on the-- on case by case? Is there anything that has frustrated you in the past? Um, is it easygoing?

Interviewee 2: 00:20:06

It's case by case. Um, and it's, uh, it's quite easy going, like generally, like I said, it's because of my area of responsibility. So I have a professional responsibility to also be involved in the decision making and the fact that I'm also then, become the prime, the prime negotiator in the, in the matter, uh, is not farfetched because like we're, we're a startup, so everybody's doing everything. Uh, we don't have, uh, a lot of time or procedures to go through with regards to, to all these things. So it, yeah, it, it, it feels fine. Uh, it's just part of the daily workload, I want to say. In, in, in that sense.

Interviewer: 00:20:47

Is there a certain frequency behind it?

Interviewee 2: 00:20:50

No.

Interviewer: 00:20:50

That it happens often, or?

Interviewee 2: 00:20:51

No, it's, it's completely ad hoc.

Interviewer: 00:20:54

Okay.

Interviewee 2: 00:20:54

Um, last time it happened really was when we, when we moved offices, which is not something we do regularly.

Interviewer: 00:21:00

Okay, okay.

Interviewee 2: 00:21:03

So.

Interviewer: 00:21:04

Um, have you ever been asked to do a linguistic oriented job that you were not comfortable with or something where you'd say, I, I really don't want to do this?

Interviewee 2: 00:21:14

No. No."

(Transcript G.2 ATCK Interview 2, Lines 395-422).

The example ATCK Interviewee 6 provides, shows that she not only feels fine when she carries out such tasks, but that she also feels moved by how counterparts respond to her. Additionally, she believes that by completing such tasks well, she is unique and valuable in comparison to other staff members:

"Interviewee 6: 00:35:24

Um, well I, whenever I have a customer coming from Australia for example, whenever I wanna relate to them like maybe a parent is Australian and then they want to enroll their children in to school. Sometimes I talk to them about any Australian thing, whether it be academic or not academic, just to make them open up with me and get closer to me 'cause I am the admin officer and I know they will come back to me for inquiries or help. So I feel like if I know their culture better, it will make them feel much more welcome here and they feel like I care about them. Or, for example, I had a Japanese, um, parent who came here fresh from Japan and cannot speak a word of English or Indonesian. And it helped them a lot when I understand about their culture and their language and I speak some bits of Japanese that I remember to help them out, and they felt really, really, really impressed. And then when they withdrew their child from school, because they had to move elsewhere, they actually remembered me for that gesture and they were saying, 'Thank you for being so attentive to our family, especially our child who needed so much assistance. And it's so amazing that you remember, uh, Japanese culture and language a lot. It's really impressive. We are just really surprised that, in here we can find someone who's close to our home.' And I felt really, really touched by that and I felt that such interactions are really valuable, because that's what makes me unique compared to other, uh, employees out there.[...]."

(Transcript G.6 ATCK Interview 6, Lines 586-638).

Similarly, ATCK Interviewee 8 confirms a positive approach to the tasks connected to her language skills and intercultural competence. As the following text segment of her interview shows, completing such tasks feels totally natural to her:

“Interviewee 8: 00:37:24

[...] Um, professionally, I remember my first, um, in the import-export company, um, they would call on me for little things to translate like birthday cards or things like that in a different language to be able to mail away to--

Interviewer: 00:38:59

Okay.

Interviewee 8: 00:38:59

--the clients. Um, there would be spontaneous call-ins for, you know, English translations or things like that, but it didn't, it didn't stand out. It just felt like, yeah, sure, of course I'll do that or course I'll do this. It was, there was never a, a, a, a thought of, I think I read that somewhere in one of the questions you were asking. There was never a sense of 'That's not my job' or that, um, 'No, you can't do that' or 'Why should I do that? Why always me?' Or. So it became so naturally and so matter of fact and so, 'Yeah, sure. No problem. Bring 'em in. Let me see. Let me read it. Let me correct it. Let me edit it.' Whatever it was, you just do it, because it just feels so natural.”

(Transcript G.8 ATCK Interview 8, Lines 704-739).

The oldest of the interviewed ATCKs, Interviewee 11, has the most work experience to look back on. Remembering accomplished tasks related to his intercultural competence or language skills, he seems completely at ease:

“Interviewer: 00:10:58

Okay. Was there any, uh, any job you were ever asked to do where you really didn't feel comfortable filling out the position? You thought it went over your level of expertise? Um, or was it due to the fact that you had the professional background all-

Interviewee 11: 00:11:12

Oh, no--

Interviewer: 00:11:13

--just work of experience.

Interviewee 11: 00:11:13

--no, no. I don't get intimidated by much of anything.

Interviewer: 00:11:18

Okay.

Interviewee 11: 00:11:19

No. Once, once you've had missiles shot at you, uh, you know, as a lawyer, once you've tried, you know, tried, you know, death penalty cases,--

Interviewer: 00:11:29

Okay.

Interviewee 11: 00:11:29

--there's not much anything can say or do to impress.

Interviewer: 00:11:33

To, to make you nervous. Okay.

Interviewee 11: 00:11:34

Yeah."

(Transcript G.11 ATCK Interview 11, Lines 229-244).

ATCKs with mixed feelings:

When reflecting on their feelings the sampled ATCK interviewees remarked that not every task connected to language skills or intercultural competence was easy to do or went smoothly. ATCK Interviewee 7 says that she has done interpretation work outside the realm of her personal comfort zone in the past, because she felt it was valuable and helpful:

"Interviewee 7: 00:22:15

Hm, I've done things out of my comfort zone, like medical interpreting, going to hospital visits or going to help in delivery. You just do them, but that, you know, you don't have a great-- I don't have a great medical vocabulary. And-- but there, there you just have to use everyday words and I, you know.

Interviewer: 00:22:41

Okay. So you've never, um, felt the border to be so strict that you felt you needed to turn it down. You're just sort of got by [rest unclear due to overlap]?

Interviewee 7: 00:22:48

No, I, I will say, 'You know, I don't have a medical vocabulary.' and they'll be like, 'Hey, we're just afraid we won't even know what to do at the desk.' So I wind up, I, though I'm interpreting, I'm more, I'm serving just as much as a cultural guide, helping people like listen for their name when it's been muttered or, you know, oh that's them, trying to say your name. That's us, you know. Kind of--"

(Transcript G.7 ATCK Interview 7, Lines 434-450).

Another interviewed ATCK who contributes to this sub-research question, indicates that she has had mixed feelings when it comes to completing language-related tasks. She remarks that she sometimes feels frustrated, as the language oriented tasks she is asked to do are time consuming and in addition to her normal workload:

"Interviewer: 00:16:13

Okay, mm-hmm. Okay. How, how often does something like that happen to you?

Interviewee 5: 00:16:18

Um, well [pause] uh, more often than I would love-- wha-- that I would like to, you know? 'Cause it's not my-- I don't like to do those translations. I mean it's good to do

once in a while. As I said, it takes a lot of time and you have to put aside your other tasks. So that's why it's a bit frustrating. But of course you feel they take advantage of the situation. That's what I, how I, I mean they don't want to pay an expensive trans-- translator, so they just, you know?

Interviewer: 00:16:52
I understand.

Interviewee 5: 00:16:52
So that-- it, it's, it's mixed feeling. At one point I said, okay, I, I know it's for the company and it's best if I look at it. So at least it's correct. But then you say, yeah, I don't get extra pay for this so [pause]. But I do it nevertheless."

(Transcript G.5 ATCK Interview 5, Lines 326-341).

ATCKs feeling uncomfortable:

Two of the interviewed ATCKs in this study explain their feelings of being uncomfortable when doing such language oriented tasks with the lack of formal schooling in their mother tongue. They are worried that their language levels are insufficient or not high enough for the required business level. ATCK Interviewee 6 says that she sometimes she feels insecure when completing such language tasks expected of her:

"Interviewer: 00:17:10
[...] Are there specific, um, linguistically oriented tasks that you would not feel comfortable doing in, uh, in Indonesian or in English? Something that you might've been asked to do in the past where you said that's too much? I don't have the competence.

Interviewee 6: 00:17:32
Um, I recall that I had an experience writing in formal Indonesian to address a letter to a government body. For example, whenever I'm proposing field trip to Indonesian, uh, for example, fire department, like the kids need to see how fire men work and then I have to submit a letter to them. Sometimes I'm like stressed, because I never really write formal letter in Bahasa Indonesia, as I never went to Indonesian school. So I just use my common sense, ask people or Google the format for a letter, like formal letter, or ask my father, how do you create Indonesian formal letter or just think in English and the translate it the best I could into Bahasa. That's the only obstacle that I came across, but that's only like few times a year, because I only send out proposal, one proposal or two, every school term. Yeah. There's only four term in a, in a school year.

Interviewer: 00:18:35
And have you been ever asked to do any legal work in, in English or, or Bahasa Indonesian that um, like writing a contract, preparing something where, where there's real, uh, yeah, legal implications behind it.

Interviewee 6: 00:18:50
No, no. Thankfully not."

(Transcript G.6 ATCK Interview 6, Lines 299-323).

ATCK Interviewee 10 also comments on the same issue. He was asked to complete a task at work where he felt the language level of his mother tongue would not be sufficient. He actually turned down this task. This is particularly noteworthy, as there are only two interviewed ATCKs who openly state they declined to do a task in the past and were able to step out of it⁴⁷. The input ATCK Interviewee 10 provides is documented below. He is most comfortable interpreting, if he knows the subject matter well or the task is not unexpectedly thrust on him:

"Interviewer: 00:13:31
Mm-hmm. Is that something that you feel comfortable doing?

Interviewee 10: 00:13:37
Um, usually yes. I have done a similar job in the past where interpreting was a requirement. Um, so I've done it in the past. But of course if it's subject matter that I'm not too familiar with or if it's too kind of too sudden, uh, that I don't particularly enjoy it, but I'm not, I'm not averse to it.

Interviewer: 00:14:05
Do you have any kind of interpreting background through your studies?

Interviewee 10: 00:14:10
No. Just um, doing things on the fly.

Interviewer: 00:14:15
Okay, mm-hmm. Um, and when it comes to, to these, like, special jobs, is there anything that, where you would feel uncomfortable or in the past have declined to do? Because you said it's just over your, your level of expertise – from a, a linguistic perspective now. Something where you just felt too uncomfortable? Or have you always managed to sort of cover it up and, and do your thing and be glad that it was over?

Interviewee 10: 00:14:44
Um, yes. Uh, so one, one of the things that we do here is it's called 'localization'. I'm not sure how familiar you are, you are with, with video game production,--

Interviewer: 00:14:59
Not much.

Interviewee 10: 00:14:59
--but the localization step is one of the parts of, of developments [unclear due to connection] ah, yeah, very few people actually, uh, um, hear, ever hear the term localization. In, in a nutshell, it's just translation of the game.

⁴⁷ Next to ATCK Interviewee 10, the other ATCK who mentions a language task she was able to decline and did not do is ATCK Interviewee 5 (Transcript G.5 ATCK Interview 5, Lines 653-697).

Interviewer: 00:15:10

Okay.

Interviewee 10: 00:15:11

And that often involves texts. Sometimes voice, uh, voiceovers. Um, and also adjustments for cultural reasons. Like Japanese games, for instance, very often contain swastikas. Not because they're Nazis, but because the swastika is a Buddhist symbol as well. And so you might find a map in a game and, like, you have crosses marking churches in European maps, you'd have a swastika marking a temple on a Japanese map. But that's illegal in Germany to show swastikas. So then taking them out, telling the game developers that we can't have those and explaining why. That's all part of this whole process of [long interruption due to connection] localization [unclear due to connection] whether or not we would localize a game into Swedish. And they asked me if I would be willing to, uh, do all the QA, the testing for the Swedish, uh, grammar and, uh, uh, style, et cetera. That I did not feel comfortable doing because even though I am comfortable speaking, reading, writing Swedish, I've never been formally educated in Swedish, so I was going to make obvious grammar mistakes.

Interviewer: 00:16:38

Okay.

Interviewee 10: 00:16:40

And so I said, no, I would not be comfortable doing that. So yeah, we, we, we scrapped that idea.

Interviewer: 00:16:47

Okay. So you didn't have to do it, you were able to step out of it?

Interviewee 10: 00:16:50

Yes."

(Transcript G.10 ATCK Interview 10, Part 3, Lines 416-470).

ATCKs with negative feelings:

On the other end of the emotional spectrum, two interviewed ATCKs of this study share their negative feelings about being asked to complete a task based on their language skills or intercultural competence in the past. While ATCK Interviewee 1 also shares a positive example in her interview, provided above, she recalls the time she did interpreting work and felt embarrassed at the end of the task:

"Interviewee 1: 00:15:11

Well, there's, there's one that actually I just mentioned to someone yesterday because I, I was, I was recording a class for university here. Um, but it's not very, uh, flattering. I can probably think about a better one too, but anyway, in the beginning when, when, when the company that hired me started having meetings with, um, other companies in Europe, um, you know, we would all sit in a room and there would be an Italian and Spanish and an English and a German and all that. And um, I would, you know, for

the Italian in particular-- well, no, and my boss was French and his English wasn't good, so I had to translate almost everything to him during the meeting. Right? Or more or less, he would understand a little, but he liked [sic] some help. That was in the very beginning. And there was this Italian guy and he would go on and on and on. And I'm, I'm very Dutch in that way. But I think I'm also like that myself, is that I'm very synthetic [sic], so I don't like to talk for hours about, you know, if you could say it in ten words, why say it in forty, right? Uh, so this Italian would go on and on and on, and he always said the same thing! He see-- he would just repeat the same thing over and over, and then all of a sudden, you know, I, I translated it to my boss and it was like two sentences. And the Italian guy got offended because he was like, 'Could you please translate everything? Because obviously with what you just said, it wasn't everything I said.' And I didn't know what to do, but it was, it was, I had translated, you know, what was needed. But anyway, that was a, that was a little bit embarrassing.[...]."

(Transcript G.1 ATCK Interview 1, Part 2, Lines 452-500).

ATCK Interviewee 4 also describes strong negative feelings of not being acknowledged in the following story connected to his intercultural competence:

"Interviewer: 00:49:55

[...] Um, was there ever an intercultural encounter, a situation where your boss asked you for input or for knowledge as well? To, um, in a business setting to help advance negotiations, contacts, um, social setting in the evenings where, spe-- specifically he, he wanted to tap into your knowledge and use it for advancing the business?

Interviewee 4: 00:50:26

Very common in Korea.

Interviewer: 00:50:28

Yeah?

Interviewee 4: 00:50:28

I, I think it's very common in different countries, too. But yes, it is.

Interviewer: 00:50:33

Okay.

Interviewee 4: 00:50:34

Yes there were times, um, that, uh, I think, ah, I was, I only worked in one, uh, proper company in Korea.

Interviewer: 00:50:42

Okay.

Interviewee 4: 00:50:43

I think it was six months only. But, um, I was in like, uh, international food department. Uh, and then I had to, uh, I was suggesting in one of the Indonesian local food, like how be great. Yeah. And then I always knew that Koreans will love this food 'cause all my Koreans who lived in Indonesia love this food. And then I was wondering why is-- 'Cause it was very cheap, too. And then compare to other, um, Western, uh, food or

other Asian food came to Korea, it was pretty expensive. And then I thought this would, uh, hit the market. And then I was just talking freely, uh, after the work, you know, having a drink with my seniors, with my colleagues and then I think, uh, two weeks later, then I, uh, well other departments, so there's an international food department. There's like one department, department one, department two, department three and I was in the second one and then I think the, some senior guy from one, uh, took my idea 'cause I was sharing with my colleagues and he, he or she shared with other team, and then they just grab this items and then made it pretty successful. And then-- It was, it was, yeah, it was, yeah, I, I got pissed off I think.

Interviewer: 00:52:23

So they didn't share the, uh, the benefits? Or they didn't say it was, the idea was from you, they took it as sold it as their own?

Interviewee 4: 00:52:30

No 'cause there's no proof. So--

Interviewer: 00:52:31

Mm. Mm-hmm. Okay.

Interviewee 4: 00:52:34

So-- But obviously I just knew that it, it came from me. So-- “

(Transcript G.4 ATCK Interview 4, Lines 798-840).

In conclusion, the sub-research question: “If ATCKs are regularly approached by other staff members to execute linguistic or intercultural competence related tasks, how comfortable do they feel doing them?” is answered by five of the contributing nine ATCK interviewees in this study that they feel fine about it. They emphasize that they are working in their area of responsibility, they think completing such tasks makes them a valuable employee, the tasks feel natural to them and they finish them at ease. Two other ATCK interviewees in the study describe their mixed feelings about doing the tasks as being out of their comfort zone or feeling frustrated at time. A further two ATCK interviewees say they feel insecure about completing tasks in their mother tongue, in which they had limited to no formal school training. Only two of the ATCK interviewees state that they have turned down such language oriented tasks in the past, feeling inept to successfully complete them. Finally, two ATCK interviewees recall negative feelings about such tasks. None of the contributing ATCK interviewees in the study declare that they feel fully exploited or purely unhappy when they are asked to do such jobs by other company staff members.

4.3.1.8 Interview Data Connected to Sub-research Question 8

The following question was posed, as sub-research question 8, early in the research design phase: “When ATCKs are approached by other staff members with tasks connected to their linguistic skills or intercultural competence, is there an even balance? Or is one more predominately called upon than the other?”. In finding an answer to this sub-research question, it is important to take the responses to sub-research questions four, five and six into account as well. It seems there is indeed an imbalance and that other staff members in companies, in which the sampled ATCKs work, recognize the ATCKs language skills more readily, and predominantly approach them for these, rather than for the intercultural competence they also have. Smaller tasks such as translating a birthday card are considered no-brainer tasks by the interviewed ATCKs and other staff members. Larger language tasks like written translation or interpreting work in meetings or a conference, also seem to be normal activities that the sampled ATCKs are called upon to do. Asked to do comprehensive or complicated language tasks, such as the localization of gaming software (as ATCK Interviewee 10 describes in the sub-research question seven above) or working on tenders as ATCK Interviewee 5 describes below, seem to be much less common. If the ATCKs deem language tasks as really too complex, they may actually decline doing it:

“Interviewee 5: 00:36:18

I, I, I do,-- I did the same. I did the same because, uh, we also have tenders. And so if my, my colleague from the Marketing Department who was actually dealing with the tenders and the tenders are, are quite, you know difficult. Sometimes it's difficult terms and really, like what you said, legal jargon. And there was some point, there was a huge, um, tender that, I mean, it was, it was a request that our company, um, had to fill out for, uh, uh, a French institution. Um, and it was like a pack of papers like this [shows a distance gesture with her fingers]. And first they went to my colleague, uh, from the marketing who was dealing with the tenders. They every-- asked her if she could fill out the forms. And then she came up to me, is [sic] like: ‘Could you please help?’ And then I looked at it, I was like: ‘It's not our task to do this.’ I said: ‘This is too much. I mean, uh, it's not an-- on our pay grade, first of all. Uh, plus you really need a professional to, to fill out this.’ And of course they wanted to cut costs and everything. And then even the French country manager, he was angry because he says we don't have the knowledge and the knowhow in-house. Even him, he said: ‘I cannot fill out this. You need to get a consultant.’ You know, like somebody with a legal background who knows exactly how these things work. And it took up one and a half years before they actually made the move. And of course it cost like maybe 4,000 Euros to hire somebody who fill-- so it was very, something huge! And they, they would just feel like, oh, the, the French speakers can deal with it. And we refused then. Luckily we did ‘cause otherwise it would've been our heads.”

(Transcript G.5 ATCK Interview 5, Lines 665-694).

The sampled ATCKs fairly seldom mention tasks involving intercultural competence. This could not only be an indicator that they are asked to complete tasks contingent on their intercultural competence less frequently, but this competence seems to be more hidden. Or as ATCK Interviewee 8 comments on in her following interview segment, “the invisible stuff”:

“Interviewer: 01:04:23

But that was still more, more linguistic based, right? Or how much of like intercultural information is passed on in these-- in this preparatory work then as well?

Interviewee 8: 01:04:36

Um, I think that's what, again, it's, it's a lot of the invisible stuff and the, and, and what happens in the collaborative planning, preparation and correspondence with colleagues. Like that's where I could, I could share like, um, this is my experience and this is what I believe will help these students move forward. Um, and I would find, I found that was quite, I found quite successful, um, experiences through being able to say, this is my experience and this is how I can see this moving forward.”

(Transcript G.1 ATCK Interview 8, Lines 1129-1140).

Of course, the interviewed ATCKs of this study may simply never have really thought about the question if their intercultural competence is called upon more predominantly than their language skills or vice versa:

“Interviewer: 00:41:22

[...] do you feel that your boss and your colleagues see your linguistic skills more clearly than intercultural knowledge that you would have? Do they tap, I mean they tap in on it more than, than, um, in another setting?

Interviewee 2: 00:41:45

That's a good question. I don't know. I know, uh, one of my colleagues, um, is a bit, is a bit peeved with me, but that's because I corrected his English several times when he was actually using the wrong word to describe stuff.

Interviewer: 00:42:00

Okay.

Interviewee 2: 00:42:00

Uh, because he, he kept falling into the trap of false friends and so he would, he would always say 'recover' instead of 'retrieve'. And uh, this really bugged the hell out of me. And, and my boss, too. And I started nagging him about it and eventually he kind of-- but now he's actually using 'retrieved' instead of 'recover'.

Interviewer: 00:42:22

Okay.

Interviewee 2: 00:42:22

Which-- it [sic] not an, an insignificant achievement. Um, [pause] my boss has spent some time in the U.S. as well, um, professionally. So he's, uh, he's looking at me not

just as knowing English better, but also knowing the U.S. quite a bit better, as well. So he, he sees honestly both dimensions.

Interviewer: 00:42:50

Okay.

Interviewee 2: 00:42:50

Because he understands how fundamentally different the U.S. is to where we are now. [...].”

(Transcript G.2 ATCK Interview 2, Lines 770-796).

Comparing the responses provided by the sampled ATCKs in the questionnaire with the answers given in the interviews will round out the picture of this topic in the subsequent Chapter 5 of this research thesis. In the ATCK In-depth Interviews limited data is found on the idea that the language tasks are more visible to the ATCKs and the other staff members, than the ones connected to their intercultural competence. They seem to be called upon more predominately.

4.3.1.9 Interview Data Connected to Sub-research Question 9

Six ATCKs of the interviewed 13 in this study comment on the next sub-research question 9: “Do ATCKs have a personal preference: would they prefer to use their linguistic skills or intercultural competence more often and to better effect in their professional lives? Why?” It must be clearly stated here, that no hard yes/no or black/white answers are given by any of the sampled ATCKs. Reading between the lines and focusing on the underlying undertones are crucial to finding at least partial answers to the sub-research question.

ATCK Interviewee 6, for example, asserts that using her language skills in her professional life is very important to her:

“Interviewer: 00:41:05

Mm-hmm. And was it something when you were looking for a job that it was important to you to be able to use your different languages or would you have ended up in a, in another job where maybe you just speak Baha [sic] Indonesian?

Interviewee 6: 00:41:22

Not the latter for sure, because I would wanna be able to use my English and my linguistic, uh, skills much more. I just don't wanna, well, I just don't want it to go to waste. And nowadays in Indonesia they require people who speak multiple languages. So, yeah, I, I, I don't think I see anywhere that only speaks Bahasa now, even in government bodies.”

(Transcript G.6 ATCK Interview 6, Lines 676-687).

ATCK Interviewee 6 is aware that her language skills, but more importantly perhaps her intercultural competence and experiences opened professional doors for her:

“Interviewer: 00:40:16

[...] Was it important, uh, while you were looking for your past job as well as your previous one to be able to use your cultural knowledge or was it more important to use your language?

Interviewee 6: 00:40:32

I think, um, uh, language first, definitely. But then cultural is a plus.

Interviewer: 00:40:41

Mm-hmm. And was it something you were actively--

Interviewee 6: 00:40:43

[unclear due to overlap]

Interviewer: 00:40:45

Go ahead, sorry.

Interviewee 6: 00:40:48

No, no, no just, like I remember once, like, uh, the employer was intrigued to see that part of my cultural background in my CV. They're like, you seriously went to these places, you know, like-- then they start asking more about it.”

(Transcript G.6 ATCK Interview 6, Lines 662-675).

A similar line of thought is voiced by ATCK Interviewee 7. For her, it was very important to use her language skills throughout her life, too. This interviewed ATCK actively pursued different interpreting jobs during various stages in her life. Most often they were not even related to her actual daytime profession but activities she did as a side-line job. For her, actively using the language skill set she acquired as a child, by doing jobs in that language as a grown-up, is a way to stay emotionally connected to the language. In detail ATCK Interviewee 7 explains:

“Interviewee 7: 00:23:24

Um, I did use my language skills for the 12 years we were in Japan. I-- My first job out of college was at an ad agency. I was five years there and I just volunteered in the Minnesota, uh, interpreter pool. So I was in Minneapolis. I did use Japanese medical interpreting. I went to parent teacher conferences. Then, then in 12 years in Japan, I used Japanese all the time and I did a lot of interpreting when we would have a Japanese speaker at events where the expats were present. Japanese back to English for public speaking. I would sometimes go with other expats to the hospital. The funniest one was when the-- she was Japanese reared in Australia and I'm the interpreter. Felt good. People were like, huh? It's like now this, she's, she's your client and I'm the interpreter, Dr--right? Yeah, so but mostly just as a volunteer in the expat community, especially for medical events.

Interviewer: 00:24:41

Okay.

Interviewee 7: 00:24:42

While living in Tokyo. And then when we moved to Michigan, I registered again with the volunteer association and did interpreting once again for people, like there's a big company in West Michigan with a lot of Japanese employees, but they didn't want their company interpreter, so I would go to mostly parent teacher conferences with moms when the dad, who spoke English, didn't want to take off work.

Interviewer: 00:25:13

Mm-hmm. Okay.

Interviewee 7: 00:25:14

So.

Interviewer: 00:25:14

If I understand correctly, this was always though, uh, sort of a, a, a [sic] additional job, right? Something that you did on the side.

Interviewee 7: 00:25:21

Yes. I've never had a full time job as an interpreter. It's always been wherever I've lived, it hasn't been enough to do that kind of thing.

Interviewer: 00:25:33

Mm-hmm. May I ask why this was important to, to offer this skill-set on the side, for you, personally?

Interviewee 7: 00:25:40

Well, I would try, when I moved to a new location, like we were a year in Chicago and my husband was getting his doctorate, and I found a Japanese church and just stay connected with Japanese people. It was like, 'Oh, you, [name of Interviewee 7], we need your help with this or that.' And it just kinda happened. And then, um, in Michigan I also found a Japanese church community and also, uh, there was some Japanese professors, so the local college and would do with their families [sic]. So it's important for me to continue speaking Japanese at a heart level, not just surface and also to stay, stay breathing Japanese, um, stay connected with people. And at that point it was really important for my daughter, when we had come back from Japan, to stay connected with Japanese."

(Transcript G.7 ATCK Interview 7, Lines 453-502).

ATCK Interviewee 7 also remarks just a little bit later in her interview that because of her language skills, she is also able to comfortably interact with strong intercultural competence in situations such as these:

"Interviewee 7: 00:28:05

I think that there's a, in a work related context, like at our school we had a Japanese family with a special needs son, and I think it was a real relief to the mother, that in

addition to her anxiety about her son, she didn't have to face the anxiety of not being able to speak. So when she would come and just come and chat, about life in Moscow I felt like, okay, you provided with what I've been provided as growing up where I did and giving back to the community, by being someone that this lady can just talk to. And the other thing is with Japan it's all this saving of face. So to talk to another Japanese person who is connected with everybody else about her son's needs would have been difficult. That by talking to an outsider, you know, she didn't, she knew I wasn't going to run to the head of the embassy and do anything. You know, there's this-- a lot of people in Japan tell a lot of things to outsiders who understand Japanese that they've never talked about with other Japanese.

Interviewer: 00:29:17

As a, as a form of relief then or, uh,--

Interviewee 7: 00:29:20

Uh,--

Interviewer: 00:29:20

--just because you're out of the circle of--

Interviewee 7: 00:29:22

You're, out of the circle and the perception is you would understand these issues, you'd talk about them and you kind of give indicators, you know, like people might have a child that you've seen while you're hanging out your laundry. He lives in the courtyard, he's in a wheelchair, he's never been outside. He doesn't ever leave the family, and nobody else knows he exists. And sometimes as an outsider you can say something like, 'Oh, who's visiting?' And then they'll say 'He's not visiting.' And you know that too, but, and then they'll tell you about the child. What, they don't, you know, it's sort of like, there's a lot of secrets."

(Transcript G.7 ATCK Interview 7, Lines 532-564).

Throughout her interview, ATCK Interviewee 1 portrays a fairly balanced impression of her personal preferences. At first, she explains that she has used her language skills strategically in the past. Later on in her interview she then speaks about the tasks involving her intercultural competence, which have also led to professional enjoyment:

"Interviewee 1: 00:06:57

[...] So, so the first moment where I pulled them is just because that's why I get hired. And later on, uh, every time that, uh, my language skills could help in, in meetings or in negotiations, I would pull them up. But of course there's a limit to it because if you're in a meeting with a lot of people and the common language is English, it's very rare. I mean it's not easy to go and speak Spanish to someone all of a sudden, you know. But sometimes I would, I would use it usually to oil the relationships a little bit, or in personal settings or, you know, I, I just think it makes, it made everything easier. And I also think it made me likable because, you know, people tend to like people who speak their language, they, you know, for example, I have a huge admiration for foreigners who speak Dutch.[...]

[...]

Interviewee 1: 00:08:55

[...] So my point is that pe- people, it just makes you likable and at the same time it makes you more, um, you're like observing much more because you can understand between the lines, you know? You know that if a Spanish person speaks English, you almost understand the person better because you speak Spanish and you know, when, when they use an idiomatic expression, you know where it comes from. So I just think it's been a huge enhancer for me. Uh, now specifically there was also been times where people would ask me to translate things, especially a long time ago. Not anymore. Uh, but I just think it makes you more aware of everything that's going on."

(Transcript G.1 ATCK Interview 1, Part 2, Lines 301-347).

ATCK Interviewee 1 continues on intercultural competence:

"Interviewee 1: 00:35:51

[...]. Um, I don't know, really, if it, if it is that way, but, um, sometimes by being foreign you're important, right? So, I remember, uh, I had a very good relationship with our Chinese colleagues and they wanted to, uh, develop their business, so they asked me to go, uh, and stay with them for a while. It was two weeks. And we toured, uh, some of their clients and we did a few, you know, like, uh, presentations and events, so they would show me off, you know, it was like, 'Here we have a foreigner', you know, and I, I usually like to be able to do that because I'm-- It's really a win-win, because they're happy that you're there. And, um, and I was really happy to be there and to understand their culture and see how they worked. And, and some of those people, this is 20 years ago, or 10, I don't know. But anyway, some of those people were still, they're still friends. They'll ask about me, you know, if I hear via, via. So there's a lot of, you know, a lot of richness in that in the same way as of-- also. Now I remember in the same vein[sic], I've been invited once to speak at a conference. I was living in Chicago and I had, I was invited to speak at a conference in Turkey. I was like, 'Why?' You know why? Well, it's because they like this idea of, of, of showing that they have, you know, other kinds of people. And I, I always felt that those things were really win-wins because everyone, everyone enjoyed it. And, and uh, I think those are really nice experiences because, well, it's exactly what it is, right intercultural and enriching for everyone. I also, am extremely convinced-- well, I also like to say and this is more, you know, it's not for my work, but it's because I've noticed it so much- is that in--I always say, and I don't know if it's true, but I think so, that in, in the development of, of humanity, most of the biggest advances have come from the encounters of cultures. Because everyone does it in their own way. So when they meet, then all of a sudden they get new ideas and inspiration and then progress happens, right? So I just feel intrinsically that that's, that's what really happens. And I think that has happened to me over and over again in my, in my career, obviously in a very small scale. But I just feel that it's true. And every day I feel that it's true. Every day I feel that people working together who have different ways of looking at things create a better tomorrow."

(Transcript G.1 ATCK Interview 1, Part 2, Lines 798-841).

Another interviewee in the study, who believes that language skills and intercultural competence are equally important, is ATCK Interviewee 9. Though he does not specifically answer the question with regard to his personal preference in his own job, he speaks about the relationship of both aspects in work settings with other missionaries:

“Interviewer: 00:51:15

[...] Um, would you say you, you can be in Papua New Guinea with the language, but without the cultural knowledge or would you need both? For a longer time to be, to be happy to, to arrive there? Or do you automatically learn while you're learning the language-- do you learn about the culture?

Interviewee 9: 00:52:04

I think you definitely need the trade language. If, if, if, if you are in the capital city or one of the other cities, um, that culture is changing fast. Um, it's, it's becoming more and more Westernized. Um, and in some ways, I've, I've talked with other missions' leaders and there, there's debate about this. Some would say, and I would tend to agree, that the culture is probably more important. Um, the, the language is obviously huge. And any missionary that I work with, I strongly encourage him 'Get the language.'

Interviewer: 00:52:53

Okay.

Interviewee 9: 00:52:54

Um, but the culture and worldview helps you to know how they're thinking and why they're thinking. Language is kind of a, a tool to get to that. Um, and-- but sometimes you know, you can kind of go around, you can use lang-- English, you can use trade language. Uh, in so many countries, people are so multilingual. Now if, if you can go right to their heart language, obviously that's the best. But if, if you can go through another language and use other tools, reading other sources, um, but the-- I, I think the culture is really, really important.”

(Transcript G.9 ATCK Interview 9, Lines 823-857).

There are two further thoughts related to this sub-research question, both dealing with self-awareness in a business context. ATCK Interviewee 8 comments on the fact that she likes to know where she stands with her intercultural understanding and preferences in comparison to other colleagues at work. She explains that, when working in a multicultural team she will check certain parameters to see where she herself fits in:

“Interviewee 8: 00:53:04

[...] Um, within my, like I say within my professional career in general, um, [long pause] I think it's more-- I've also worked in multicultural-- 'cause I've worked in international schools, it's often very mulch-- multicultural anyway, so it's a third culture in and of itself. So knowing that you know, this sign from an Indian person might mean yes, might be no, but in most cases it's a no. And then knowing how to navigate to get the answer you need is, is, is important, um, instead of walking away and saying, 'Hey, I don't actually know what he wants now.' Um, or, let me think. Um, as something I looked into was power distance and, um, was it one of those, um, studies? I don't remember. I don't recall who did it, but the cultural power distance tool, I even have the app on my phone. Just knowing those things, like working with a New Zealander versus working with a Brit versus working with a German. But you know, I will always, knowing who's on my team, look it up, do my comparisons first to kind of see where do I sit within, within that distance. And I, even within that tool, I don't often know where to put myself. Am I a Brit, am I a German? So I kind of look at

both and see, um, where do I sit within that, to give me a sense of, um, when a person comes-- a New Zealander, I'd have to say, 'cause I've worked with New Zealanders as well, I've been like, 'Whoa'. And I've worked with um, other people where I'm kind of like, 'I don't quite understand what you want or need'. Um, so knowing that has helped me as well to, to navigate correspondence, to navigate, um, direction, um, getting things what I need done. Um, basically in most of the management tasks that I need to do."

(Transcript G.8 ATCK Interview 8, Lines 954-1003).

Self-awareness is also an essential line of thought in ATCK Interviewee 12's comments on the matter. She sees things from the angle of working with purpose towards a personal business future, for example to focus on yourself with a long term goal:

"Interviewee 12: 00:39:22

Mm. [long pause] Uh, I guess definitely to capitalize on those skills and to try and, um, represent them professionally as a professional asset.

[...]

Interviewer: 00:39:45

The language ones? The cultural ones?

Interviewee 12: 00:39:46

Language, cultural, just the general sort of adaptability, ability to, um, to acclimate to unfamiliar circumstances, to adapt to different needs or different communication styles or different, uh, cultures, whether-- not necessarily, um, you know, foreign cultures per se, but different work cultures, different office cultures. I think it really comes into play in ways that I may not even have been aware myself at that age. But more than that, and again, coming at it from a more, like, personal and emotional perspective, I would say, I think the-- one of the ways that this experience has played out for me has been a difficulty in deciding what it is I-- what future I'm working towards. I am constantly-- um, just unmo-- unmoored and uncertain about how to lock myself into fixed path. And it's led to me, I think taking a lot of different directions, a lot of different languages that have not-- that I haven't continued, but I guess I would say to, uh, try and be more-- to think more long term and think about how -even if you are exploring different possibilities- to, to try and think about how they can contribute towards a longer-term goal."

(Transcript G.12 ATCK Interview 12, Lines 832-860).

To sum up, answers to the sub-research question: "Do ATCKs have a personal preference: would they prefer to use their linguistic skills or intercultural competence more often and to better effect in their professional lives? Why?" the sampled ATCK interviewees offer no clear cut majority view. There are no hard facts or black/white or yes/no answers that can be tallied. However, paying close attention to the subtext and undertones in the statements of six of the 13 ATCK interviewees, some answers do become visible. Four of the six ATCKs of this study state that their language skills are important to them. Not only using these skills

strategically to network, or as a way of staying better connected with the ATCKs' past cultural experiences, their language skills and/or intercultural competence open(s) doors and provide(s) options in the professional world. Plus they lead to enjoyable situations too. Two of the six ATCKs also point out that self-awareness is key in a business setting, whether it is about fitting into an intercultural team or working toward professional goals and a strategic profile. In the discussion and evaluation of the ATCK Questionnaire in comparison with the ATCK In-depth Interviews in Chapter 5, more solid data regarding preferences will be furnished.

4.3.1.10 Interview Data Connected to Sub-research Question 10

Only six of the 13 interviewed ATCKs in this study contribute meaningfully to sub-research question 10: "Do companies recognize and embrace the linguistic skills and intercultural competence of the ATCKs they employ? Or do they remain 'a hidden asset'?" The personal insights and comments of these six ATCKs are helpful at finding first answers to the question, despite the lack of hard numbers to tally. ATCK Interviewee 1 is the only ATCK who reports on why her company frequently calls on her intercultural competence for relevant company tasks:

"Interviewee 1: 00:32:21

Well, I was-- let's not forget that I was hired that way, right? So I was, you know, I was hired to be an international product. But it's true that all of my jobs except maybe one -which by the way was more political, so in a way it makes sense- uh, have been, have had an international angle to them. And I've always had like global functions where my, my, my job was to define something for the whole world. Or something for all of Europe. Or, or, uh, I've, I've been involved also in, uh, things like training programs for the whole world and things like that. So it's, it's always been a lot of communication also. And another thing that, uh, distinguishes me, but I don't know-- that has, that people would say about me, right? I don't know if it's because of my ATCK-ness. Um, but maybe, you know. Is that I have never been afraid. W-- like when, when something new comes up, okay, oh, you know, we should do something and it's completely uncharted [sic] ground. Like no one has ever done it. And we don't know exactly w-- everyone feels that it should become a project, but they're not sure how to, you know, go about it? Then my name would almost always come up. As someone who can take something that, from zero and at least give it a shape. And then once it has a shape, others will take over. But it's almost like de-- designing something, right? Usually not the idea, wouldn't come from me, but, but the first shape, so I don't know if that is linked or not. It could very well be linked. But in any case, it's like we don't know exactly who to give this to. 'Let's give it to [name of Interviewee 1] because she'll, she'll know how to start.'

Interviewer: 00:34:17

Okay.

Interviewee 1: 00:34:17

And maybe it's because you, because I've started so often in every new country, you know, I know how to start. Maybe that is it, I don't know if it's linked."

(Transcript G.1 ATCK Interview 1, Part 2, Lines 741-774).

The next two interview segments from ATCK Interviewee 6 and ATCK Interviewee 12 show that, while their respective bosses might not clearly recognize the entire potential that their language skills or intercultural competence could add to the company, they do hold the ATCKs in high regard and have high expectations. ATCK Interviewee 6 believes she has advantages over other employees due to both her language skills and her intercultural competence:

"Interviewer: 00:41:51

Okay. Um, do you-- how do you feel when you're doing these tasks? Do you feel that you can adequately solve them? Is there-- do you feel that, that you would need help sometimes? Um, do you feel that it's being seen and recognized? Uh, is there somebody else that could be doing the job equally well? Around you, a colleague?

Interviewee 6: 00:42:17

Uh, 50/50, uh, well, in terms of skill as in like the scale that I acquired from my major. I studied PR in college. I feel like there's a lot of things lacking, but in terms of like my cultural and linguistic competence, I think I'm still on the upper bar. I'm still like on par with everybody else or even more advanced. So I feel like, I feel like my current employer still hoping a lot from me because of that advantage. And like she re--, she really, really regards me as a very valuable, uh, employee here because of that. Because apparently no other admin staff in my school can do what I do."

(Transcript G.6 ATCK Interview 6, Lines 688-704).

ATCK Interviewee 12 affirms that her boss is aware of the potential behind her language skills and intercultural competence, but for another reason:

"Interviewer: 00:26:45

Um, okay, well, my question is more along the lines of, um, your boss-- does, does he or she see, um, the background that you are bringing to the table, the potential that's behind it. Um,--

Interviewee 12: 00:26:57

Yeah.

Interviewer: 00:26:58

--is it more the thing that the colleagues see it and maybe ask you for help occasionally? Um, who, you know--

Interviewee 12: 00:27:01

She-- my-- the executive director is a TCK herself.

Interviewer: 00:27:07

Okay.

Interviewee 12: 00:27:07

Uh, Japanese-American, raised in Japan, but attending international schools.

Interviewer: 00:27:12

Okay. So there's a certain connection there-- is what you're--

Interviewee 12: 00:27:16

Yeah.

Interviewer: 00:27:16

--implying?

Interviewee 12: 00:27:16

Mm-hmm."

(Transcript G.12 ATCK Interview 12, Lines 571-586).

ATCK Interviewee 1 offers some thoughts on the skills sought after in recruitment. She claims that it is easier for companies to target new employees with language skills in their hiring process, simply because these are more visible. Assessing the intercultural competence of potential new employees is more difficult for companies, as this competence is less easily and quickly observable. However, in the opinion of ATCK Interviewee 1, having language skills is a prerequisite for intercultural competence:

"Interviewee 1: 00:41:03

The, well, the thing is that since, while we were talking, I've been thinking about, the thing is that I don't think they're independent because I don't think you can have intercultural, um, capabilities if you don't speak languages. I mean, it seems like very complicated to do, because it's only because you were in this different environment that you get that feeling, right? I'm not saying someone who hasn't lived abroad doesn't have intercultural competencies, but I think there's a difference between feeling it, you know, being there and learning it, right? So I don't think they're separate. Uh, it doesn't mean you have to speak five languages, but I, I, I do feel that it's hard to separate them and I think they're both very useful. But for different things. You could argue that language skills could go away if Google Translate becomes perfect, which of course, you know, we're not there, but it, you know, you could argue that. Intercultural skills, I don't think could ever be replaced. So you could say something like that.

Interviewer: 00:42:05

Yeah. Well it's coming from a, from an idea to that you know, that you can learn how to translate or to be an interpreter from a linguistic perspective. Um, surely you would take intercultural, um, knowledge on along the way, but it's different than, than living your life in different cultures and having to, to interact with them. In the same, you can say that you learn intercultural, um, aspects or competence, yeah? You can take courses on it and, and--

Interviewee 1: 00:42:31

Right.

Interviewer: 00:42:31

--theorize about it. Um, but as you say, there are nuances in the language that you simply won't pick up on, if you don't speak different languages. And also know this issue of quick translations in your head and what that means with idioms and so forth as well, right?

Interviewee 1: 00:42:45

Yes, and--

Interviewer: 00:42:45

I agree with you. I don't think it's separatable [sic], but I think a lot of people in society, um, or in, in the jobs tend to see one more than the other.

Interviewee 1: 00:42:56

Well, I guess it depends on what they need.

Interviewer: 00:42:59

Sure.

Interviewee 1: 00:43:00

Uh, I also think that language skills are more concrete. Like someone will know I need someone who speaks German. Okay. That's easy, right? I need-- but it's harder to say I need someone with intercultural, you know, competencies, because I don't think it's so-- it doesn't have as much awareness. Uh, unfortunately is one of those things that, you know, when you see it, you're recognize it, but it's hard to come and to put on your CV. It's hard to prove your intercultural competency, you know? Uh, but I don't know. It's, it's, I think it's, it's, I think it's important. I think you can learn it at least enough to function in a company. But I think someone who's really lived in another place and had to fight and to be integrated and everything, just has another level. Do, do companies need it? I don't know. It's just a fact. Uh, but I do think that -and maybe that's another way to look at it- I do think that this competency is also very important for communication in general. So even if you don't, uh, work in an international setting, I think your whole communication skills are better because you've had to struggle, because you've been the person who didn't speak the language and who didn't understand-- because it's more than a language. Who didn't understand what was going on, who didn't laugh at the jokes, you know?

Interviewer: 00:44:22

Mm-hmm, mm-hmm. Yeah, I fully agree.

Interviewee 1: 00:44:27

So, maybe, maybe it needs more awareness, but on the other hand, you cannot, I mean, it can be a plus, but you can't base, for example, for human resources, you can't base a recruitment, uh, strategy on finding people who've lived in different countries. If they, if they happen to be there, fine, you can choose them. But I don't think it's a, it's a viable, um, you know what I mean?

Interviewer: 00:44:52

Mm. On the other hand, there are a lot of job descriptions where they clearly state the languages that they're looking for. So that's the interesting part, right?

Interviewee 1: 00:44:59

Exactly.

Interviewer: 00:45:00

Yeah.

Interviewee 1: 00:45:01

It's also easier to check.

Interviewer: 00:45:02

Mm-hmm.

Interviewee 1: 00:45:03

Right?

Interviewer: 00:45:03

Definitely, mm-hmm.

Interviewee 1: 00:45:04

I mean, how are you going to check if I have intercultural competencies? I have no idea. Language is easy. You just speak to me in that language and you'll see what I answer."

(Transcript G.1 ATCK Interview 1, Part 2, Lines 883-966).

Two other ATCK interviewees of this study share their thoughts on adding one's language skills or intercultural competence to a CV, to better give potential employers a chance to recognize these personal strengths in their job applications. ATCK Interviewee 2 thinks that intercultural competence or language skills are definitely assets on a CV, but he believes they will not necessarily be fundamental to a qualified position that is not specifically international. In fact he thinks mentioning the different cultures a person is connected to in a CV might even cause confusion on the employer side. He feels it is more important for ATCKs to actively approach and clarify their position in the cultural landscape during the job interview:

"Interviewee 2: 00:44:14

Um, [pause] It doesn't hurt to add your languages and your, and your, your cultural experience on the CV, but don't expect it to be the major selling point.

Interviewer: 00:44:28

Okay.

Interviewee 2: 00:44:28

Um, I mean, unless you're doing specifically regarding, uh, international marketing for example, uh, or international communications, uh, positions, I don't see that most

man--, most hiring managers will, will see any kind of multilingual and multicultural experience as an asset. Uh, it's, uh, business wise, it's not always, uh, interesting, let's say, for, for a manager to, to, to have somebody who knows various, uh, social conducts and social codes. Uh, and it can actually make things more complicated sometimes. Uh, because if you, I mean, we-- I see this at work now, where we have a very international team with very different cultural backgrounds of different people. And, uh, some of the managers have a really hard time, uh, getting the right handle on people from a different, uh, cultural background, because the professional interactions. Even though it's like you, it's like you're, you're talking about two different levels and you're-- when, when you're doing one thing from one culture and it means something else in another, then basically you're sending confusing signals or, or the message that you're trying to, to give is not getting across. And in a professional setting that can be really frustrating and the source of a lot of conflict. Um, so it's good to mention that you have multicultural experience, but, uh, it might also be helpful during the interview to actually clarify, uh, where you stand, uh, culturally to, to-- so that they, they know by which end to, to talk to you basically."

(Transcript G.2 ATCK Interview 2, Lines 820-851).

ATCK Interviewee 3 also believes language skills and intercultural competence should be added to a CV, to be easily visible to potential employers. She thinks that sometimes ATCKs have trouble seeing their strong suits in these areas, as they tend to compare themselves with natives of a specific country they were raised in, whereas an ATCK, might have only lived in those surroundings for a certain period while growing up. However, as ATCK Interviewee 3 stresses, often an ATCKs does not realize, that through their unique upbringing, they actually understand that language or the cultural norms and values much more deeply than they think. This is especially true in contrast with people who were not raised abroad and did not have to interact with another culture or language in early life. ATCK Interviewee 3 feels that ATCKs sometimes misjudge themselves and do not add parts of their skill sets to their CV even though they should, because they are an advantage:

"Interviewee 3: 00:50:00

[...] I feel the TCKs, I've spoken with, they dream big and they dream overseas and they dream like, I'm going to have a global career. Or they, they want-- they, they have that desire to return to the country that they grew up in or maybe like they're, they're open and willing, um, and what I again -I dream, I'm dreaming- like I would love to have, um, like companies and like a job fair where it's like TCKs have the linguistic skills, they have the cross-cultural skills, they have the, you know, like desire to be overseas. So what, what companies want, want those, those, those kids. Um, also, I think it was, -oh, I don't know where I read this- but one TCK had like, just a little bit of maybe Mandarin and she didn't put it on her resume because she's like, 'No, I can't, I can't speak, but that-- I can't speak it.' But she was still miles, you know, like, you know, ahead of any other candidate that would've been good for that position because she did have, have that experience. So, um, yeah, I would say highlight, highlight and embrace, yeah, the skills that you have developed. And like help them identify, like sometimes they don't know how to name them. Um, and they haven't self-reflected on

those skillsets. So that's, that's another, another thing, like what are those soft-skills you bring?"

(Transcript G.3 ATCK Interview 3, Lines 826-865).

ATCK Interviewee 5's thoughts may be considered relevant for this section as well. In her interview, she comments that perhaps ATCKs, who are already identified as such within their company, could be used as examples in the company's public relations plan or in its HR strategy in order to attract others with a similar backgrounds and strong skill sets in the areas of languages and intercultural understanding. As ATCK Interviewee 5 states below, this approach for finding new employees is not yet being used to any kind of full potential:

"Interviewee 5: 00:44:55

[...] And, and they've, they've, um, also asked me whenever there was like, um, presentation or, um, some marketing support for the company, or if I had, you know, they wanted to make a, they made a video, like an introduction video of the company. So they asked me if I wanted to participate. I was like: 'Yeah.' So I had to say something nice about the, the company, about working there, blah blah, you know? So they've been asking me for, for the public relations, as well.

Interviewer: 00:45:50

Okay, okay.

Interviewee 5: 00:45:51

So you feel valued, you feel valued, you know, you feel like, ah, they appreciate the way I am. They appreciate the way I think. So. Which is nice.

Interviewer: 00:46:01

Is it highlighted to the others that are coming for these events, um, that you're a multinational background? Is that important--

Interviewee 5: 00:46:09

Uh,--

Interviewer: 00:46:09

--company to, to use as a, as a, um, as special advertisement for maybe working for the company or you know, that, that they use--

Interviewee 5: 00:46:17

Yeah.

Interviewer: 00:46:17

--not, not only your sunny personality but also sharing the information about your background to attract others?

Interviewee 5: 00:46:26

I don't think they do that so much. No. Which is a pity, though."

(Transcript G.5 ATCK Interview 5, Lines 817-847).

Summing up the ATCK In-depth Interview responses to this last sub-research question 10: “Do companies recognize and embrace the linguistic skills and intercultural competence of the ATCKs they employ? Or do they remain a ‘hidden asset’?” it is evident that the language skills of the sampled ATCKs seem to be more recognized than their intercultural competence at work. In fact, intercultural competence appears go largely unnoticed. The interviewed ATCKs in this study acknowledge that language skills are easier to observe and evaluate by potential employers than intercultural competence. At the same time, the uniqueness of ATCKs should be highlighted in their resumes, if only to make these valuable skillsets more identifiable to prospective employers.

Since this was the last sub-research question of this PhD thesis, the top-down approach for coding, organizing and presenting the data of the ATCK In-depth Interviews directly relevant to the research questions, is complete.

As indicated earlier, a bottom-up coding approach was also implemented, cataloging the topics, thoughts and feelings that the ATCK interviewees in this study additionally raised themselves. A set of two reoccurring topics was found in the 13 ATCK In-depth Interviews, which are directly relevant for this thesis. This data is presented in the following section. As the underlying method of Qualitative Content Analysis is being applied in this research work, it is essential that this information be organized and presented here as well, in order to convey the most complete research picture possible.

4.3.2 Coding with a Bottom-Up Approach

The bottom-up analysis was completed by sifting through nearly 1,400 statements of the 13 ATCK interviewees of this study and assigning codes to sort and group them. While checking the entire data collected in the interviews a second time, it quickly became visible that two additional topics were reoccurring. This additional data has been grouped and organized for better comprehension below.

4.3.2.1 ATCKs’ Intercultural Competence Development in International Schools

The first relevant and reoccurring topic mentioned often by the sampled ATCK interviewees is intercultural competence development as a result of their particular school education. All interviewed ATCKs in this study brought up their attendance at local,

international or boarding schools, where they were educated jointly with students from other nations, shaping their cultural awareness at a young age. In the following two quotes provided by ATCK Interviewee 1 in the first five minutes of her interview, her exposure to multiple cultures as a child and teenager is obvious:

“Interviewee 1: 00:02:39

So I-- when we were in Warsaw, my parents sent me to an English kindergarten. [...] And then when I was five, my parents sent me to a French school, where I stayed until I was 18. The Lycee Francais, uh, which means that when I was five, I also learned French. And, uh, so I, I spoke four languages when I was five, which kind of, you know, is, is something that no one can understand, but it just happens, right? Um, and I stayed in the French schools until the end of my Baccalauréat. [...].”

(Transcript G.1 ATCK Interview 1, Part 1, Lines 56-74).

A few minutes later ATCK Interviewee 1 continues:

“Interviewee 1: 00:04:33

[...] I've actually never been in the French school in France. So--

Interviewer: 00:04:37

Okay.

Interviewee 1: 00:04:38

--in all my schools, uh, there were in, in most of the schools when I was young, the primary was all foreign kids. And now and then that would be a local, but it wasn't typical. In Holland, I was the only Dutch girl in the French school because I was living in my own country, but going to the French school, which was very strange for me and provoked the necessary, you know, pre-adolescent, adolescent crisis. Uh, then when I went to Mexico I was a little different because in, in, in Latin America and here in, um, in Argentina it's the same. There the French school is fashionable also for locals. So in Mexico it was like half Mexicans half foreigners, but in the, in the primary schools, only foreigners and children of parents who would, you know, move a lot. Or French people who lived in the country.”

(Transcript G.1 ATCK Interview 1, Part 1, Lines 92-109).

ATCK Interviewee 3 also points out that, as a diplomat's daughter, she only went to international schools:

“Interviewee 3: 00:06:42

[...] I did not attend local schools. They were international schools, private international schools and uh, you know, one in Tokyo, the American International School in Japan. So, and then in Israel it was the Walworth Barbara American International School. So while it had American in the name, it was very diverse. [...].”

(Transcript G.3 ATCK Interview 3, Lines 121-164).

The memories of ATCK Interviewee 5 also show how culturally mixed her schooling was. Especially during her time in Dakar, she was exposed to 40 different nationalities:

“Interviewer: 00:03:15

[...] The French school was a French international school or were there local children? How was the setup there?

Interviewee 5: 00:03:24

Uh, in Morocco it's a, a Fre-- actually the French government has like, say French schools all over the world. And usually, it's supposed to be for the French expatriates who live in those countries. The thing is with the, with Morocco, they have a special agreement-- is that, uh, the school is also open to Moroccans. Uh, it's a private school. So, um, it's, it's quite costly. Um, but of course there was a, there were different kinds of nationalities there. And I, I would say more Moroccans than French.

Interviewer: 00:04:01

Mm-hmm. Okay.

Interviewee 5: 00:04:03

So that was, that was my time in Morocco. And then when we moved to, uh, when we moved to Senegal, it was actually officially a Senegalese school, but, eh, the school was split in two curriculums. You had the Senegalese program and the French program. Which means that the French program, was actually following, uh, the Academie de Bordeaux. So we had like, for example, for the, uh, the, the, when you finish, eh, the last exams from high school are the same from Bordeaux schools and all the other French schools around the world.

Interviewer: 00:04:41

Okay.

Interviewee 5: 00:04:42

So we had exactly the same exams at the end of the year.

Interviewer: 00:04:45

Okay.

Interviewee 5: 00:04:46

Um, and in that school there was multinational. I think it's, it's one of the biggest, eh, schools in, in Dakar, where we lived. And I think it had over 40 nationalities.

Interviewer: 00:04:58

Mm-hmm. 40? Four, Zero?

Interviewee 5: 00:04:59

So quite international. Yeah.

Interviewer: 00:05:02

Yeah. Okay. Mm-hmm. Um, so there it was more expatriates while in Morocco-- what would you say in Morocco was the percentage split of locals attending and internationals attending?

Interviewee 5: 00:05:14

Exactly. Uh, I would say [pause] um, 80/20.

Interviewer: 00:05:21
80. 80 locals?

Interviewee 5: 00:05:23
Yeah."

(Transcript G.5 ATCK Interview 5, Lines 66-104).

In her interview, ATCK Interviewee 6 lists the six international schools she went to while growing up. She attended kindergarten and the first three years of grade school at a local school in Indonesia. Her advanced schooling took place in international schools with a culturally mixed student body, based on different national curricula:

"Interviewee 6: 00:07:44
I went to international school. So in Iran I went to a British school. They call it the British School of Tehran because that's the, uh, school established by the British embassy, before it got closed down by the Iranian mass, uh, because they wanted the British out. And then when I was in Pakistan, I went to an international school. It's called International School of Islamabad, but based on American curriculum. And then in Romania, I went to American International School of Bucharest. It was sponsored by the American, uh, embassy. And then in Indonesia, I, for three years, I went to Australian International School, also sponsored by Australian government. And in Singapore I went to an overseas family school. It's a [unclear due to connection] basically just for force [unclear due to connection] not sponsored by any embassy whatsoever.

Interviewer: 00:08:37
But it was an international school. Yes?

Interviewee 6: 00:08:43
Yeah. It was just an international school. Not sponsored by anybody.

Interviewer: 00:08:46
Okay. Um, and so altogether in Jakarta, in Indonesia, you never went to local Indonesian school, right?

Interviewee 6: 00:08:58
I did in my very early years of childhood, maybe like from first grade to third grade. That's it. Yeah. And kindergarten is now. Yeah, but that's all my experience.

Interviewer: 00:09:12
Okay.

Interviewee 6: 00:09:15
Yeah."

(Transcript G.6 ATCK Interview 6, Lines 140-165).

ATCK Interviewee 7 and ATCK Interviewee 9 both grew up as Missionary TCKs. In their respective interviews, they explain that they attended boarding schools and also attended local schools in the USA, when they were on furloughs. Both were in regular contact with local children abroad while growing up, also profiting from deep exposure to other cultures at a younger age. ATCK Interviewee 7 went to an international school for some years in Japan and additionally had several years of home schooling education (Transcript G.7 ATCK Interview 7, Lines 88-125). ATCK Interviewee 9 recounts his more traditional boarding school experiences:

“Interviewee 9: 00:02:11

So, I basically grew up in Papua New Guinea, uh, from the age of three until I graduated from high school. Um, we had furloughs in the middle there and all of that. In, uh, high school we had, uh, one two-year furlough. So that was a longer furlough. So half of my high school was in the U.S., half was in PNG. Um, I went to a boarding school in PNG. Um, but the early years, my parents were dorm parents so I was in their dorm.

Interviewer: 00:02:46

Okay.

Interviewee 9: 00:02:46

And, uh, later on they moved to a, to a different ministry that was more remote in the bush, uh, so then, uh, it was more of a traditional boarding school experience. And, uh, so I was there till I graduated from high school, 1987, returned to the U.S. and, um, went to college [...].”

(Transcript G.9 ATCK Interview 9, Lines 48-64).

Both ATCK Interviewee 11 and ATCK Interviewee 13 grew up attending U.S. Military Schools. Additionally, they also attended local schools in the USA. By his own account, ATCK Interviewee 11 also attended French schools. While it may be said that, in regards to their schooling, these two ATCKs grew up in a predominantly American environment, they both share multiple stories and anecdotes about their international friendships during their youth; in this way, they profited from early and deeper exposure to other cultures. ATCK Interviewee 11 comments:

“Interviewer: 00:03:52

Okay. While you were going to school in France, Libya and Germany, what kind of schools were they? International? Locals?

Interviewee 11: 00:04:01

Uh, in, uh, in France I went to French schools. In Libya I went to American schools. And in Germany went to American schools.

Interviewer: 00:04:11

Okay. So in your teenage years plus, basically it was the international school setup.

Interviewee 11: 00:04:17

Yes.

Interviewer: 00:04:17

Mm-hmm. Um, and the children that were attending with you, were those also more the expat families then, uh,--

Interviewee 11: 00:04:23

No, well, military families, mostly.

Interviewer: 00:04:25

Military families. Okay.

Interviewee 11: 00:04:26

And expats', yeah."

(Transcript G.11 ATCK Interview 11, Lines 79-92).

Furthermore, ATCK Interviewee 11 continues a bit later:

"Interviewee 11: 00:22:02

Yeah. But I, yeah but I, I was in a, you know, in American surroundings, American schools.

Interviewer: 00:22:07

Mm-hmm. Would you, uh, say that it was also an American bubble?

Interviewee 11: 00:22:12

Yes, absolutely.

Interviewer: 00:22:13

Yeah?

Interviewee 11: 00:22:14

Absolutely."

(Transcript G.11 ATCK Interview 11, Lines 481-487).

ATCK Interviewee 13 also attended mostly military schools. Though inhabiting an American bubble, she did have exposure to other cultures through friendships while growing up. Engaging with American students who moved around in the world in military schools also had a great influence:

"Interviewee 13: 00:04:21

I went to mostly military schools. Um, my [pause] middle schools and high schools were civilian schools, but my high school was in a very military town, so I went to high school with other military brats mostly. So.

Interviewer: 00:04:46
And the other ones because--

Interviewee 13: 00:04:47
'Cuz we lived on the base.

Interviewer: 00:04:47
--Yeah. Like I said, you're one of the first, um, military affiliated that I'm talking to in detail. Um, military school means that they were then on base? Only--

Interviewee 13: 00:04:56
Yeah.

Interviewer: 00:04:57
--for military kids, or? Okay.

Interviewee 13: 00:04:59
Yes. Yeah. Um, went to several military schools on base, especially like Germany, of course. In Greece. Yeah. We never lived on the economy. Um, it was on base."

(Transcript G.13 ATCK Interview 13, Lines 78-91).

ATCK Interviewee 4 attended local schools in Korea as well as an international school in Indonesia (Transcript G.4 ATCK Interview 4, Lines 23-96). ATCK Interviewee 10 also remembers a patchwork of schooling:

"Interviewee 10: 00:04:12
Um, my pre-school, everything before first grade was just the local Dutch schools. Um, and then from first grade to fourth grade was, uh, British international schools in the Netherlands. And then, um, let me think. Fourth grade to sixth grade was, um, American international schools in Britain. And then everything I had after that was American schools, in America.

Interviewer: 00:04:48
Okay. And in the American schools in America, these were all then local Americans?
Interviewee 10: 00:04:54
Ah, yes."

(Transcript G.10 ATCK Interview 10, Part 2, Lines 144-153).

Similarly, ATCK Interviewee 12 attended a variety of schools during her youth abroad, coming in contact with other cultures from an early age:

"Interviewer: 00:04:10
[...] what kind of schooling did you go to? Where they international schools, where they--?

Interviewee 12: 00:04:27
All kinds.

Interviewer: 00:04:28

Okay.

Interviewee 12: 00:04:29

Uh, I started kindergarten in the Netherlands at a local school, Dutch language. Um, I was in public schools, I want to say second grade plus one semester in the U.S., two different states. Uh, also one semester of seventh grade in the U.S. at public school. Uh, I was in an international school in Jakarta and I went to two schools in Yogya, a local private Javanese language school. And then my mother ran a homeschool for six expat kids, sort of in the afternoons.

Interviewer: 00:05:04

Okay. Um, and then when you were in New Zealand, you, you finished, right? With high school?

Interviewee 12: 00:05:11

Yes. And also public school there.

Interviewer: 00:05:13

Also public school. Okay. So mainly you were together then with other local students or were they all sort of international expat background?

Interviewee 12: 00:05:22

Um, mainly I'd say 50:50 [pause] or more local, I guess.

Interviewer: 00:05:31

Okay. Okay.

Interviewee 12: 00:05:34

More local, yeah."

(Transcript G.12 ATCK Interview 12, Lines 106-130).

A small group of ATCK Interviewees attended local schools rather than international ones in the countries they lived in at the time. ATCK Interviewee 2 describes his schooling like this:

"Interviewee 2: 00:06:47

No, growing up actually I was, uh, first in a public, um, kindergarten in Switzerland. And then when I moved to France, I was in the pup-- in the French public school system."

(Transcript G.2 ATCK Interview 2, Lines 125-128).

Similarly, ATCK Interviewee 8 advanced through the local school system in Great Britain and in Germany. While exposed to two cultures at a young age, she was fully immersed in the German schooling culture till she finished her high school years:

“Interviewer: 00:23:40

Okay. And then coming back to the, uh, schooling where you said, uh, your, your personal schooling when you were in Germany-- those were all local German schools though, that you were going to? You didn't go to an international setup with your--

Interviewee 8: 00:23:53

No.

Interviewer: 00:23:53

--or your brothers and sisters? Okay.

[...]

Interviewee 8: 00:23:56

No, we went to German schools.”

(Transcript G.8 ATCK Interview 8, Lines 443-452).

With their recollections, these interviewed ATCKs in the study all mention how their attendance at local, international or boarding schools impacted them as children and adolescents, where they were educated jointly with students from other nations. Their cultural awareness was shaped from a young age, and with countless intercultural communication encounters, their intercultural competence was developed and practiced from early on. Through their schooling experiences, they had the opportunities to hone and practice their intercultural competence at a much younger age than most other children who not grow up internationally. This competence they carry with them into adult life with ease.

4.3.2.2 Growing Importance of Google Translate & Translating in Junior Roles

The second relevant and reoccurring topic is a language theme coursing through some of the interviews of this research study. It is that of Google Translate and its importance for quick translations. Google Translate, as an artificial intelligence language and translation tool, is mentioned several times. Another issue is whether the sampled ATCKs were asked to do more translations “on the side” when they were in more junior roles at work, and if this has changed over time. ATCK Interviewee 1 says:

“Interviewee 1: 00:08:55

[...] specifically there was also been times where people would ask me to translate things, especially a long time ago. Not anymore. [...]”

(Transcript G.1 ATCK Interview 1, Part 2, Lines 335-347).

She revisits this topic a second time a few minutes later, citing Google Translate as the reason she is no longer asked to translate trivial texts, now that she is in a senior role:

“Interviewer: 00:13:57

[...]One thing I really, um, value from, from the email input that you gave me already, was this, uh, notion also of you, in a more junior position, being asked more frequently to use. Um, whereas that in a more senior position that sort of loses, um, let's say the direct angle, yeah? That you use it in your day to day, for sure, the different languages. Um, but that people do not necessarily come with the minor jobs to ask and, and help, yeah?

Interviewee 1: 00:14:24

No, they wouldn't dream of it. And also I think there's something else going on. But is that with Google Translate, uh, a lot of people have started helping themselves. If it's just about understanding more or less. So I think a lot of those minor jobs have gone away because minor jobs are not always exact translations. People just want to know more or less what it says. And with Google Translate they can figure it out.”

(Transcript G.1 ATCK Interview 1, Part 2, Lines 429-445).

ATCK Interviewee 8 personally does not see a hierarchy with the assignment of translations:

“Interviewer: 00:39:48

Did that, um, did you lose that status over time, becoming more senior in your different professional settings? Or, um, question is it something where you think more, maybe more junior people are asked to, to jump in for these linguistic translational tasks?

Interviewee 8: 00:40:07

Uh, I'd have to think about that. I don't think so. I, I wou-- [long pause]. Maybe. Because I'm, I'm, it's not as much now and I can only say now in the, in, um, where I am now, where so many around me speak English well enough in order to do translations and I haven't had anyone needing to translate. Obviously in, in Doha in, in Arabic setting, I haven't needed, needed to use Laos or Cambodian language, Khmer, um, not, even French or Spanish for that matter. But there are a few people who speak French, um, uh, especially those coming from Lebanon or there's more of a French, um, speaking population there. Um, but no, no, I don't sense that there's any hierarchy--

Interviewer: 00:41:05

Okay.

Interviewee 8: 00:41:06

--in having to do those tasks.”

(Transcript G.8 ATCK Interview 8, Lines 740-759).

In his interview, ATCK Interviewee 10 explains that he was previously interested in working in jobs with a focus on translation, so that he could fully utilize his language skills. Nowadays, he has intentionally changed his career trajectory. On the one hand, he is worried that he may become “pigeonholed” if he sticks to translation work, and on the other, he is

worried that he might lose relevance on the job market as a translator due to the rise of artificial intelligence translation tools, such as Google Translate:

Interviewer: 00:19:25

[...] looking at your intercultural knowledge as well as your linguistic skills. Um, when you were looking for your jobs, was it important, uh, to you to be able to use these skills actively? Was it something that you, um, sought for a while, while, um, basically running through interviews?

Interviewee 10: 00:19:57

I, I--

Interviewer: 00:19:57

Not just, not just for this current job, but all the ones that you've had in the past? Or did it just sort of happen?

Interviewee 10: 00:20:04

Um, at one point it was quite important, uh, because at some point I wanted to be, uh, a professional translator.

Interviewer: 00:20:12

Okay.

Interviewee 10: 00:20:13

Um, so then it was, uh, an important point, but then since then I've actually been trying to actively get away from it. Because, um, yeah, I don't want that to be the kind of-- the limiting factor. So I would only be able to do jobs that have some kind of connection to, to Japan especially. Um, and that's one of the reasons why I'm now in my, my current position as opposed to-- Previously I think, I guess, until, until the end of May, uh, as I said earlier, I was in the localization of video games. Um, basically your project manager for translation and testing, linguistic testing of, of games. Um, and now I'm in more of a business, uh, role where I still have to use a lot of Japanese. But, um, because I'm trying to get away from the translation side because I see it as a, as a shrinking field. And, uh, I don't want to be pigeonholed.

Interviewer: 00:21:21

Mm-hmm. Why shrinking?

Interviewee 10: 00:21:26

Um, on the pure translation side, a lot of work now is, is, um, in general done, done with AI, with machine learning, machine tools, computer-assisted translation. Uh, that's what got me away from, um, being a, a translator myself. Uh, I was a translator for, for a while. Um, uh, I guess seeing everything, all the advancements, that's, that's when I started trying to get away from that, more into project management roles. Issues with trade and that kind of thing.

Interviewer: 00:22:00

But again, you don't have a, um, um, educated background in translation, right? You didn't do that in college?

Interviewee 10: 00:22:08

Uh, translation I did. But not interpretation.

Interviewer: 00:22:10

Okay. Sorry. Okay. So translation you did do?

Interviewee 10: 00:22:13

Yes, uh--

Interviewer: 00:22:13

Training on, okay.

Interviewee 10: 00:22:15

But, but not interpretation. Um, so because of the, the, the advances in technology I wanted to get away from translation, but then also in the, in the video game field, more and more companies are making heavier, heavier use of outsourcing. And seeing this trend, I also want to kind of get away from even the, the uh, uh, the management of, uh, uh, translation and localization."

(Transcript G.10 ATCK Interview 10, Part 4, Lines 833-885).

ATCK Interviewee 5 reports how translation work done by her colleagues using Google Translate, for example, has actually created *more* language work for her personally. As translations done with Google Translate do not necessarily lead to high quality texts in another language, she actually has had to re-do work previously done by co-workers:

"Interviewee 5: 00:15:39

Well, I think, well the original language was English and then the rest of the languages that were written there, I guess it was all Google Translate.

Interviewer: 00:15:46

Okay.

Interviewee 5: 00:15:47

So it was not good. Even my German colleague, she likes, she was calling me, she's like: 'Did you see the level-- How was the French?' I was like: 'It's bad!' It's [sic] like: 'Huh, the German is bad also!'.

Interviewer: 00:15:57

Okay.

Interviewee 5: 00:15:58

So we had to rewrite the script."

(Transcript G.5 ATCK Interview 5, Lines 307-316).

Besides being asked less frequently to do translation work, because people can help themselves with Google Translate, for example, there are also two ATCK Interviewees in the study who comment that they actually use the online tool themselves, to be able to do their own

jobs better. When they are uncertain of exact translations, they check online and can then move forward more quickly with their daily work tasks. ATCK Interviewee 6 describes such a situation, when she might use Google Translate:

“Interviewer: 00:19:13

Okay. So you, you’re just doing it basically with your own skill set with Google Translate, uh, or through the help of asking your father or somebody else, uh, in your surrounding that you-- can help you with the language?

Interviewee 6: 00:19:26

Yeah. Or just Google, uh, templates and modify the words, uh, based on the needs.”

(Transcript G.6 ATCK Interview 6, Lines 328-333).

Also ATCK Interviewee 12 comments she occasionally relies on Google Translate at work:

“Interviewee 12: 00:11:37

So I work very closely with artists from all over Asia, um, including Indonesia. Um, but we have an English language requirement for eligibility. So English is the primary language. Occasionally I’ll review materials in Indonesian, but it’s not an expected requirement of my position and I have to use Google Translate in combination with my, uh, my own comprehension skills to really make use of it.”

(Transcript G.12 ATCK Interview 12, Lines 270-277).

To briefly recap this section: in the second data review of the interviews – the bottom-up approach – two interesting additional topics relevant for this PhD thesis were found. They are included here expressively to provide a more rounded and comprehensive research picture of the 13 ATCKs selected for the interviews.

Now that the research methods and statistical results of the ATCK Questionnaire and ATCK In-depth Interviews have been comprehensively presented, the collected material will be discussed in Chapter 5. The data will be linked to key-publications, existing or missing connections, correlations and links will be reflected upon, where applicable, and meaning will be given to the data, while keeping the main and sub-research questions of this research project at heart.

5. Data Discussion

A large amount of data collected for this research project was presented in Chapter 4. By looking at the data from different perspectives and connecting the outcomes of the 1,191 survey results of the ATCK Questionnaires with those of the 13 ATCK In-depth Interviews, the research design and “triangulation” concept of Flick have been consistently applied. The data can therefore be combined and reviewed as a set, rather than as independent, single cases. In the following data discussion Chapter 5, existing connections will be highlighted. Special mention will be made where the quantitative data does not support the qualitative data, or vice versa, and fitting associations with prior, existing ATCK research will be identified. This will allow the results of this study to dovetail into the larger academic ATCK business context debate more easily, extending the overall knowledge in this field. Where no previous research exists to link with the data of this project, the novelty of this thesis’ results will be emphasized.

5.1 Answers to Sub-research Question 1

Generally speaking, ATCKs are traditionally the adult versions of Third Culture Kids, who spent a large part of the first eighteen years of their lives in a country or countries that are different from their parental passport countries due to the parent’s choice of work or advanced training (Pollock et al., 2017, p. 27). As no personal definitions have been provided in this dissertation, the updated concept of Pollock and van Reken has been followed.

The expectation of this research project was to study ATCKs across a wide age and gender span, as was already done in previous research such as Useem and Cottrell’s American research “Third Culture Kids: Focus of Major Study” in the early 1990s (R. H. Useem & Cottrell, 1996), but on a world-wide level. The aim was to achieve an equal distribution of age and gender groups in order to avoid falsification of the data by focusing on only certain groups. The expectation is largely met as the respondents of this research study are distributed almost equally across all age groups. Figure 38 depicts that nearly half (46%) of the ATCK sample group is between the ages of 20-35. The other half (54%) consists of 36+ year olds, up to retirement age. Examining the ATCK In-depth Interview candidates, 40% were chosen from the younger age pool until the age of 35 and 60% were in the older age pool. This was done purposely, to reflect the older ATCKs’ longer years of work experience.

One third of the study participants identified as male and two thirds as female (see Figure 37), leading to a greater weighting of the female gender in the answers. It is a common

phenomenon, as the outcome of several (A)TCK studies demonstrate (M. G. Ender, 2002, p. 87, 2002; Hartman, 2022, p. 126; Lyttle et al., 2011, p. 690; Shull, 2018, p. 32; Stokke, 2013, p. 68). It can be explained by the fact that (1) much of the advertising for the questionnaire's survey link took place via social media channels, where women are generally more active than men.⁴⁸ Also, (2) only ATCKs were eligible to join the study if they were under management and held a salaried employment position. Self-employed ATCKs were automatically exited from the survey after the first three pre-screening questions. Since men tend to hold self-employment positions more often than women⁴⁹, this helps to explain why fewer men gained access to the entire survey. In order to counteract a gender effect, care was taken to achieve an equal distribution of both gender view-points when selecting the ATCK interview partners. This was almost achieved (60%:40%). Since the results and statements from the ATCK In-depth Interviews do not differ significantly from the statements found in the ATCK Questionnaire, it can be assumed that the unequal gender distribution in the sample had no influence on the data of the questionnaire.

Another anticipation of this study was that most of the participating ATCKs would be well educated. Being highly educated is a trait of ATCKs, a fact that was initially found by Useem and Cottrell's "Third Culture Kids: Focus of Major Study" study in 1993-1994, which targeted American ATCKs (R. H. Useem & Cottrell, 1996, p. 24). It also proved to be true, for example, in Ender's study of American adult military children (M. G. Ender, 2002, p. 88), as well as in Shull's study on the educational and career choices of bi- and multicultural ATCKs (Shull, 2018, p. 42). Thus, the results of this research project falls in line with the common academic understanding and proves that the well-educated trait among ATCKs continues to be consistent in this sample. This fact also remains true when studying ATCKs globally and not just regionally in the United States. As the results in Figure 41 show, the ATCK sample group of this study are highly educated, with 94% having a post-secondary education level. Approximately 42% continued their schooling by gaining a vocational training diploma or bachelor's degree. 42% have a master's degree and nearly 10% finished a post-graduate

⁴⁸ In March 2023, Stacy Jo Dixon, for example, published the "Distribution of social media users in the United States as of January 2023, by gender" on www.statista.com. At the time, 54% of the social media users in the USA were women and 46% were men (Dixon (2023)). In January 2024, Stacy Jo Dixon published a second graph showing the "Distribution of leading social media platform users in the United States as of September 2023, by gender" Here Facebook was depicted as having 53% women and 47% males users whereas LinkedIn was depicted as having 42% women and 58% male users (Dixon, 2024).

⁴⁹ An article of Eurostat from March 2023 shows that "employed men in the EU were more likely to be self-employed than women: 16,1% of employed men were self-employed compared with 9,4% of women." Moreover, Eurostat found that the gender gap in self-employment rises with age (Eurostat,2023).

education. Specifically the ATCK In-depth Interview candidates all hold a university degree. Many studied in their passport country.

With respect to how internationally the ATCKs of this study would be raised, it was expected that most of the sample group would have lived in several different countries for multiple years while growing up. This is a common fact found in previous research of, for example, Ender, Gerner & Perry, Shull, Useem & Cottrell as well as Wisecarver (M. G. Ender, 2002, p. 89; Gerner & Perry, 2002, p. 170; Shull, 2018, p. 32; R. H. Useem & Cottrell, 1996, p. 23; Wisecarver, 2014, p. 24). The results of this study are in line with past research and the initial assumption proved true. Concurrently, the answers of the survey (Figure 39) comparing the number of years that ATCKs lived abroad as minors, the sample group shows a highly mobile lifestyle as children and adolescents (Figure 40). Over 70% of the surveyed ATCKs lived abroad in a different country for 7 years or more. This equates to almost half of the children's and adolescents' lives spent abroad, if agreed that most nationalities today see their youth grown-up at the age of 18. Considering these personal and biographical factors, as explained by Thomas in his Development of Intercultural Competence Model (Thomas, 2011, pp. 21–23), the ATCKs of this study all had excellent initial conditions enabling them to develop intercultural competence (Figure 5). Furthermore, all of the personally interviewed ATCKs in this study have a traditional TCK background and grew up either as Foreign Service/Diplomatic Kids, Corporate Kids, Missionary Kids or Military Brats. Beyond these classic categories, some of the interviewees grew up internationally because they have bi-national parents and moved between their home countries, or have parents that followed their own academic pursuits and took their families with them.

Another focus on demographic data collected in this study is on the working life of the participating ATCKs. The prior expectation was that it would be possible to attract ATCKs over a wide-range of work experience levels. It was indeed. The data shows that while there is a slight slant towards younger ATCKs participating in the study, it was possible to attract a considerable amount of respondents not only over a wide-age range but also with a wide-range of work experience. When asked about the level of work experience that the ATCKs have (Figure 42), a little more than 40% of the surveyed group say they have work experience levels of 0-10 years. It should be taken into account that these sampled ATCKs are highly educated, meaning they also start working full-time later in life, as their early adult years are often dedicated to finishing their post-secondary degrees. The second largest group within the sample are the ATCKs that have 11-20 years of work experience. These are nearly one quarter of all respondents. The survey gained equally interesting results from experienced workers as well.

Around 18% of the sample have 21-30 years of work experience and 17% have more than 30 years of gainful employment, which means that more than one third of the respondents in the study are highly seasoned workers.

In regard to the work surroundings ATCKs chose for themselves, the supposition at the onset of this research thesis was that similar results might be found in various industry sectors and business areas as in the case in past academic research. In Useem and Cottrell's American "Third Culture Kids: Focus of Major Study", they found that 25% of their ATCK respondents were working in the educational sector and 17% were working in the medical or legal field (R. H. Useem & Cottrell, 1996, p. 25). Similar numbers and sector focus can also be found in Shull's and Wisecarver's studies (Shull, 2018, pp. 47–48; Wisecarver, 2014, p. 31). Thus, the results of the collected data in this research project fall in line with previous findings. They cautiously substantiate some 30+ years after the first large ATCK study was completed and even while surveying the ATCKs globally, the surveyed ATCKs find some industry sectors more attractive than others.

When looking at the industry sectors (see Figure 43) and business areas (see Figure 44) in detail, the data of the sampled ATCKs shows, that they work over a broad range of industry sectors. This is reflected in the background data of the ATCK interview partners as well. Nearly one quarter of all the survey respondents' work in the Education/Research sector. Other significant numbers are found in the Health Care, Non-Profit Organizations/Associations, IT/Telecommunication Services and Government/Public Services Sector. Together these sectors make up for a third of all the respondents within the research study.

Nevertheless, in the interest of transparency, it must be pointed out here that just over 100 respondents, 9% of the total in this study, did not feel they could categorize themselves into a specific industry sector within the ATCK Questionnaire. Obviously they were missing categories in which to put themselves. The question would need a fine adjustment, should it be asked again in an ATCK context.

The same can be said on the question of business areas that the sampled ATCKs work at in their respective companies. Here, more than a third of the group could not categorize themselves into a business area; they were clearly missing categories as well. However, taking into consideration that the possible answers to this question were set up to accommodate structures commonly found in industry companies on the one hand, and on the other acknowledging that a large portion of the sample group stated they are working in educational,

healthcare, non-profit and public services sectors that are structured differently than most corporations, this rather large one third of survey respondents can be better explained.

The strongest three business areas named are (1) Administration/Management; (2) Marketing/Sales and (3) Customer Services/Relations. These are the business areas in which the most ATCKs, who contributed to this study, are working in. Strikingly, these are three business areas which often require a person to be flexible, a problem-solving thinker and have strong observational, social and communication skills. Cottrell already highlighted these business areas in her research on the educational and occupational choices of ATCKs over twenty years ago (Cottrell, 2002, p. 237), making the collected data of this study on the business areas ATCKs work in consistent with previous academic research.

There are two more background questions on the workplaces of the ATCKs in the ATCK Questionnaire. The first is regarding the size of the company that the surveyed ATCKs work for and secondly, the companies' level of internationality is asked about. While the previously mentioned ATCK "Focus of Major Study" by Useem and Cottrell data showed that their ATCKs were not employed in large corporations (R. H. Useem & Cottrell, 1996, p. 25), the research assumption was that more than thirty years later, and in an ever more globalized world, a shift might have taken place, finding many more ATCKs working for larger companies with a stronger international business focus acting across borders. This assumption proves true in this study and such a change has taken place.

The data of this research project, respectively depicted in Figure 45 and Figure 46, shows that fewer than a third of the ATCKs of this sample group works for small companies, i.e. employing 100 people or less. Equally, fewer than a third of the surveyed ATCKs work for mid-size companies employing between 101-1,000 people. Nearly 42% of the sample group work for large companies or corporations, employing more than 1,000 people. This again shows that there is a certain equivalence of the ATCKs working in small and medium companies. That being said, a certain slant to ATCKs working in larger companies or corporations can be found in the data (Figure 45).

Remarkably, looking at the responses given to the question of their companies' level of internationality, a very equal division can be found in this sample group. Respectively one third each of the respondents say that they work for companies which are highly international and active world-wide, or companies which are internationally active with a strong national orientation, or companies which only focus on national activities with no international interest at all. It is important to point out that the final third of the survey group, 397 participants of the

ATCK Questionnaire, state they work for a company that “is only focused on national activities and not international at all” (Figure 46).

One could assume that this significant subset of ATCK participants might not be able to contribute to the research questions of this thesis, as they are working in a surrounding that does not require them to use their language skills or intercultural competence to complete company business. While it is surely true that some of the participating ATCKs will be working for national oriented companies that have absolutely no international activities at all, it is unlikely that in the highly globalized world of today this is the case for the majority of the companies, even if their primary business focus is inbound. In most national oriented companies, the use of one’s language skills and intercultural competence will still come to play.

Looking at the current numbers, the U.S. Bureau of Labor Statistics, for example, published data showing that “in 2023, the foreign born accounted for 18.6 percent of the U.S. civilian labor force, up from 18.1 percent in 2022” (U.S. Bureau of Labor Statistics, 2024). This means that nearly every fifth person in the U.S. civilian labor force presently is foreign born and has an international background. In Germany it was every fourth person, as “in 2023, 17.1 million people aged 18 and over, or a quarter (25%) of the adult population [...] had an immigration history” (DeStatis Statistisches Bundesamt, 2024). Similarly, Eurostat published information on population diversity based on migration and asylum in Europe, showing that “in 2022, 8% of the people living in EU countries were non-nationals. 3% were citizens of another EU country and 5% of a non-EU country” (Eurostat, 2024). The International Labour Organization (ILO) just recently published a report in December 2024, stating that “international migrants are playing a crucial role in the global economy and made up 4.7 per cent of the total global labour force in 2022, with most employed in high-income countries and in key sectors such as services, notably care provision” (International Labour Organization, 2024).

Taking these current statistics into account, most companies, even if they are focused on national activities and do not seem very international at first glance, will still have a certain number of employees with international backgrounds working in their teams or diverse customers they will be attending to. Using language skills and intercultural competence will usually allow for smoother communication among colleagues and/or for better customer sales and happier clientele. Thus, it was deliberately decided that the answers of those ATCKs, who specified they work for companies which are only focused on national activities and not international at all in Figure 46, will remain included in the study. The probability that they still

have relevant language skill encounters and intercultural competence activities to share is high, even if they are not perhaps not particularly visible at first or at the forefront of one's mind.

Finally, and to round it off, no specific focus is given to the size and level of internationality of the companies during the ATCK In-depth Interviews, as these topics were not discussed.

Summing up, the sampled 1,191 ATCKs of this study:

- are a highly mixed group in regards to age;
- consist of more women (2/3) than men (1/3);
- speak two or more languages fluently or at mother tongue level (nearly 2/3)⁵⁰;
- are a highly educated group, with 94% having a post-secondary education;
- are dazzlingly internationally-experienced adults, with 70% having lived abroad in a different country for 7 years or more while they were growing up;
- are a well-mixed group in regards to levels of work experience, with more than 1/3 having over 20 years of work experience, thus being highly seasoned workers;
- work in a broad range of industry sectors, with 1/4 working in the Education/Research sector and another 1/3 working in the Health Care, Non-Profit Organizations, IT and Government sectors;
- are in business areas that often require them to be flexible, problem-solving thinkers and have strong observational, social and communication skills;
- are a balanced sample group in regards to working for small, medium or larger companies, with a slight slant found towards working in larger companies or corporations;
- are a very equally three-way divided group when it comes to working within companies with low, intermediate or high levels of international activity;
- and, finally, come from all areas of the world, with clustering found in U.S., European and Asian backgrounds, though input from South American and African ATCKs is included in the data as well.

5.2 Answers to Sub-research Question 2

The second sub-research question of this thesis is: “Do ATCKs have linguistic skills and intercultural competence?” When designing this sub-research question, the first underlying assumption was that yes, the ATCKs of this study would also show strong language skills due to how they were raised and would speak more than one language fluently. It was anticipated that the results of this research would fall into the line of previous academic research, such as

⁵⁰ See subchapter 5.2 for more details.

the works of Ender, who focused on American adult Military Brats (M. G. Ender, 2002, p. 90), as well as Pollock's & van Reken's and Useem's & Cottrell's research on American (A)TCKs (Pollock et al., 2017, pp. 175–180; R. H. Useem & Cottrell, 1996, p. 26). Tannenbaum & Tseng, with their focus on multilingualism and identity formation in TCKs, and Shull, with his comparative study on bi- and multicultural ATCKs in connection with their educational and career choices, showed equally similar language acquisition statistics (Shull, 2018, p. 32; Tannenbaum & Tseng, 2015, pp. 279–280). The results of this current world wide study proved the language skills expectation true for the solid majority of the sampled ATCKs (64%), though but not for all (36%). Two thirds of the survey pool, the bulk of the surveyed ATCKs, can be classified as being bi- or multilingual (Figure 15). The same correlation can also be seen in the data of the 13 ATCK interviews. Here 3 are bilinguals⁵¹ and 7 are multilinguals⁵², with 10 of the 13 attesting to strong to exceptionally strong language skills.

425 surveyed respondents of the ATCK Questionnaire, slightly more than one third of the group, as well as three of the ATCK In-depth Interviewees, describe they only speak one language fluently or at mother tongue level (Figure 15 and ATCK Interviewees 3, 12, 13). This is a relevant subset of monolingual respondents who could not contribute to the language focused questions of this research project adequately, as they revolve around tasks connected to different languages high proficiency levels. Had the answers of this subset of respondents been purposively cut out and ignored entirely, the language data would have been stronger in its presentation and the resulting statements would have been clearer. However, the answers of this subset of participants of this study were intentionally left in for the plain reason that while these monolingual ATCKs cannot add contributions from a language perspective, they can still weigh into the study results with their intercultural competence experiences that they have in abundance due to their international childhoods.

Using an example to clarify: some of the participating American ATCKs in this study, for instance, may have been raised solely with English as their mother tongue language. While only speaking one language on the highest proficiency level (though they did describe that they took high school or university classes in other languages as well), these American ATCKs will still have had countless intercultural encounters in their childhood and teen years living outside

⁵¹ Please see the following ATCK interview segments for details: Transcript G.7 ATCK Interview 7, Lines 196-230; Transcript G.9 ATCK Interview 9, Lines 166-197; and Transcript G.11 ATCK Interview 11, Lines 120-125.

⁵² Please see the following ATCK interview segments for details: Transcript G.1 ATCK Interview 1, Part 2, Lines 171-184; Transcript G.2 ATCK Interview 2, Lines 207-256; Transcript G.4 ATCK Interview 4, Lines 265-278; Transcript G.5 ATCK Interview 5, Lines 193-213; Transcript G.6 ATCK Interview 6, Lines 171-187; Transcript G.8 ATCK Interview 8, Lines 453-471; and Transcript G.10 ATCK Interview 10, Part 3, Lines 199-217.

of the USA, strengthening their competence in this area. Three such examples in this study are ATCK Interviewee 3, 12 and 13.

While keeping the entire monolingual ATCK subset group of respondents purposefully included in the study, the answers, insights and experiences they provide based on their intercultural competence remain, thus enriching the data of the study. Also, recalling the ten sub-research questions this thesis is based on, all of them focus on *both* the language skills and intercultural competence of the ATCKs *jointly*. In the questions guiding this study neither the one (language skills) nor the other (intercultural competence) is singled out and considered alone. Equally, by following the definition of Pollock and van Reken of who constitutes being an (A)TCK, and by not offering an individual supplementary definition, the ATCKs language skills are not explicitly listed and/or defined (Pollock et al., 2017, p. 27). In conclusion, there is no necessity to exclude the monolingual ATCKs.

The second underlying assumption when designing this sub-research question was that ATCKs in the study would have high levels of intercultural competence. Applying Thomas' Development of Intercultural Competence Model as portrayed in Figure 5, it was assumed that the surveyed ATCKs would be interculturally competent adults. Due to the factors of being immersed in different cultures early on in their lives and that they had a longer period of time to learn and understand their countless intercultural confrontations and experiences, the ATCKs had excellent initial conditions to develop intercultural competence throughout their childhoods and hone it as adults. (Thomas, 2011, pp. 21–23). Useem & Cottrell, for example, stated that, of the ATCKs in their American larger-scale study (n= 604) sample: “Nine out of ten report having more understanding and awareness of other peoples and cultures than most Americans, but most also report that their international skills and knowledge are underutilized.” (R. H. Useem & Cottrell, 1996, p. 26). A bit further down, they continue: “more than eight out of ten say that they can relate to anyone, regardless of differences such as race, ethnicity, religion or nationality” and “when confronted with unexpected or difficult situations, nearly 90 percent agree that they can usually figure out a way to handle them.” (R. H. Useem & Cottrell, 1996, p. 26). Another research piece, which focused on the dynamic cross-cultural competence of ATCKs, was that of Tarique and Weisbord. In their empirical study, with a smaller (n=159) but international ATCK study sample, they came to the conclusion that early international experience, as well as language and family diversity, positively correlated with cultural flexibility and tolerance for ambiguity, while simultaneously leading to less ethnocentrism. Equally, the openness to these experiences strongly correlated positively with cultural flexibility (Tarique & Weisbord, 2013, p. 152). Among Stokke's descriptive mixed-methods

study results, it was also shown that her ATCKs (n=257) saw themselves as “[...] (a) Changers, (b) Communicators, (c) Creative problem solvers, and (d) Global citizens” (Stokke, 2013, p. 105). Similar findings are available in Wilcox’ study as well, where the young ATCKs (n=23) in her interviews also spoke of heightened tolerance, open-mindedness, having a broader perspective, cultural awareness and appreciation, language skills, diplomacy skills, empathy, adaptability and calmness in crisis in their lives (Wilcox, 2017, pp. 79–93). In Imhof’s study, all of her interviewed ATCKs (n=13) concurred with having strong intercultural communication skills (Imhof, 2011, pp. 80–81). Aligning the results of this mixed methods and global reach dissertation project with those of other past studies, the underlying considerations can be deemed affirmed in this study.

The data of this PhD project fits nicely into the wider ATCK academic debate. Figure 28 and Figure 29 form a solid basis. While reflecting on character traits⁵³ often mentioned in combination with intercultural competence (Azad & Wendt, 2019, p. 110; Barrett, 2012, p. 25; Bolten, 2007, p. 86; Chen, 1997, pp. 7–9; Deardorff, 2009, p. 480; Thomas, 2011, pp. 21–23; Ting-Toomey & Kurogi, 1998, p. 211), more than 82% of the sampled ATCKs responded that they have “most or all of the traits” and believe these traits to make up a big part of who they are. Factoring in those surveyed ATCKs who answered that they have “a lot of those traits” (15%) the question receives a 97% positive agreement rate. Equally, the follow up question which specifically asked the ATCKs in this study if they thought they had intercultural competence is agreed to by 77%. More than three fourths of all the respondents of this research study answered that they believe they have all to a lot of these traits, and intercultural competence is one of their personal assets.

The data gained from of the ATCK In-depth Interviews additionally supports the results of the ATCK Questionnaire in this case. 8 of the 13 ATCKs interviewed portray their open-mindedness towards other cultures, people and places by statements made in their individual interviews⁵⁴. Eleven give accounts about being able to adapt well and being flexible

⁵³ These are: open-minded, flexible, quick at adapting to new situations; analytical, lateral and innovative thinker; good at improvising and solving problems; mindful and empathetic; good at observing and listening to your surroundings.

⁵⁴ Please see the following ATCK interview segments for details: Transcript G.1 ATCK Interview 1, Part 1, Lines 140-160; Transcript G.4 ATCK Interview 4, Lines 129-163; Transcript G.5 ATCK Interview 5, Lines 383-416; Transcript G.8 ATCK Interview 8, Lines 656-692; Transcript G.9 ATCK Interview 9, Lines 499-523; Transcript G.11 ATCK Interview 11, Lines 607-630 and Lines 1016-1025; Transcript G.12 ATCK Interview 12, Lines 329-348; and Transcript G.13 ATCK Interview 13, Lines 212-234 and Lines 682-702.

people⁵⁵. 4 interviewees show empathetic behavior⁵⁶ in their recollections and 5 illustrate their fine social antennas⁵⁷, when they speak about how they are able to easily, quickly and perhaps unconsciously “read the room” when in conversation with others. 11 ATCKs also make interesting statements connected to their awareness of cultural differences over the course of their respective interviews⁵⁸. Of the 13 selected ATCK interviewees, 4 have had formal training and 2 have had some training input in the intercultural competence field, but 7 of the interviewed ATCKs in this study demonstrate competence in this area without having had any kind of formal training. They gained their intercultural competence naturally, through their unique upbringing.

5.3 Answers to Sub-research Question 3

It is more difficult to answer the third sub-research question: “Are these linguistic skills and intercultural competence ATCKs specific, or do other people also have them as well?”. It is evident that this question intends to compare ATCKs with non-ATCKs. The underlying assumption, when initially setting up this research project, was that the ATCKs language skills and intercultural competence would most often be stronger than that of non-ATCKs. While other adult, non-ATCKs, may also advance their language skills and intercultural competence through numerous training efforts over time, as Thomas, for example, argues in his writings in connection with his Development of Intercultural Competence Model as portrayed in Figure 5 (Thomas, 2011, pp. 21–23), the capabilities of the ATCKs, who were immersed in these areas already as children make them seemingly innate traits for them as

⁵⁵ Please see the following ATCK interview segments for details: Transcript G.2 ATCK Interview 2, Lines 494-540; Transcript G.3 ATCK Interview 3, Lines 430-446; Transcript G.4 ATCK Interview 4, Lines 291-302; Transcript G.5 ATCK Interview 5, Lines 457-472; Transcript G.7 ATCK Interview 7, Lines 88-125; Transcript G.8 ATCK Interview 8, Lines 82-119; Transcript G.9 ATCK Interview 9, Lines 539-586; Transcript G.10 ATCK Interview 10, Part 4, Lines 584-632; Transcript G.11 ATCK Interview 11, Lines 560-585; Transcript G.12 ATCK Interview 12, Lines 376-384 and Transcript G.13 ATCK Interview 13, Lines 97-122.

⁵⁶ Please see the following ATCK interview segments for details: Transcript G.3 ATCK Interview 3, Lines 634-656; Transcript G.7 ATCK Interview 7, Lines 590-632; Transcript G.8 ATCK Interview 8, Lines 1041-1128; and Transcript G.9 ATCK Interview 9, Lines 709-772.

⁵⁷ Please see the following interview segments for details: Transcript G.1 ATCK Interview 1, Part 1, Lines 140-160 and Lines 717-734; Transcript G.3 ATCK Interview 3, Lines 34-53; Transcript G.5 ATCK Interview 5, Lines 551-589; Transcript G.8 ATCK Interview 8, Lines 1148-1183; and Transcript G.12 ATCK Interview 12, Lines 734-778.

⁵⁸ Please see the following ATCK interview segments for details: Transcript G.1 ATCK Interview 1, Part 2, Lines 512-597; Transcript G.2 ATCK Interview 2, Lines 590-615; Transcript G.3 ATCK Interview 3, Lines 483-502; Transcript G.4 ATCK Interview 4, Lines 98-108 and Lines 675-706; Transcript G.5 ATCK Interview 5, Lines 137-145; Transcript G.6 ATCK Interview 6, Lines 443-491 and Lines 553-563; Transcript G.7 ATCK Interview 7, Lines 77-85 and Lines 572-587; Transcript G.8 ATCK Interview 8, Lines 764-789; Transcript G.9 ATCK Interview 9, Lines 114-165 and Lines 778-822; and Transcript G.10 ATCK Interview 10, Part 2, Lines 77-80 and 559-583.

adults. Applying Thomas' model (Figure 5), the ATCKs have had exceptional initial conditions in the learning process of their intercultural competence, due to the factors that they lived internationally, often immersed in more than one different culture throughout their childhood and for longer periods of time. They had countless early opportunities to learn from their intercultural confrontations and experiences. With time, they were able to better recognize and understand the intercultural differences between themselves and "others" and were able to develop their intercultural competence. ATCKs, in comparison to non-ATCKs, have the advantage of learning through intercultural experiences earlier and longer. They are in a pole position to develop intercultural competence and through the innumerable experiences as children and teenagers, they have the opportunity to practice this competence intensely, until it is seemingly innate. As this study was not set up as a comparative study, with data equally being collected from a non-ATCK (control) sample group, answering this sub-research question may seem somewhat problematic at first glance. It becomes vital to look at previous academic (A)TCK studies, that did compare and draw conclusions between ATCKs and non-ATCKs.

At the time of writing this thesis, however, there are no existing comparative academic (A)TCK studies available assessing the language skills of (A)TCKs with those of non-(A)TCKs. Thus, general language statistics are concentrated on. Focusing on the worldwide numbers of mono-, bi-, and multilinguals, it is estimated that of the nearly 8 billion people that are currently on the planet, around half of them are bilinguals. There is a fluctuation in exact numbers, as obtaining clear and precise data is dependent on countries censuses or annual survey (François Grosjean, 2021, p. 27). More specific numbers frequently quoted state that: "43% of the world's population is bilingual, [...], meaning almost half of all people utilise two languages daily. 40% of the world's population is monolingual, using just one language. 17% of the world's population is multilingual, or fluent in two or more languages. [...]" (McGibney, 2023). This means there are countless children and adults using two languages or more in the world daily, and that the ATCKs are a subgroup in a widespread world phenomenon.

However, there are regional differences in the world. While many people in Asia and Africa are considered to be bi- or multilingual, and in Europe approximately half of the population is bilingual, the numbers are more limited in the United States, where less than one fourth are bilingual (François Grosjean, 2021, p. 28). In 2023, the United States Census Bureau presented its American Community Survey and released the data that "over three-quarters (78.3%) of the nation age 5 and older spoke only English at home" (United States Census Bureau, 2023). In comparison, a European Commission survey on "Europeans and their languages" of the same year found that "three out of five Europeans can have a conversation in

a language other than ones' mother tongue [...] The proportion rises to four out of five among young Europeans [...]” (European Commission, 2023). The survey results showed that 59% of the study participants were able to hold a conversation in at least one other language. 28% were able to hold a conversation in at least two other languages and 11% were able to converse in at least three other languages (European Commission, 2023). It seems the European Council resolution of 2008 on a “European strategy for Multilingualism” is showing positive effects for its population, strengthening multilingualism as an asset for Europe and as a shared commitment between the EU member states (Official Journal of the European Union, 2008). For ATCKs this could mean that, for example, when comparing their language skills with non-ATCK adults, they are less prominently visible in Europe, but could be more noticeable in the United States.

The academic discourse on the question if children or adults are more successful at learning a language is also of interest (Hardach, 2018; Kabbani, 2022; Kerschen & Cruz Martínez, 2024) as many ATCKs will have learned their languages as children while growing up, whereas other non-ATCK adults may have learned their languages later on in life. While some academics are saying it depends on when, what and how the children and adults learn a second language and support a more differentiated view on if children or adults are better at it (E. Bialystok, 1993; Flege, 2019; Muñoz, 2008; Newport, 2020; Yun et al., 2023), other scholars clearly argue that the children are more successful (Hartshorne, 2022; Hartshorne et al., 2018; Krashen et al., 1979; Lenneberg, 1967; Lillo-Martin, 2018; Long, 1990; Smalle et al., 2018). As Krashen et al. state:

“Acquirers who begin natural exposure to second languages during childhood generally achieve higher second language proficiency than those beginning as adults. In other words, adults and older children in general initially acquire the second language faster than young children (older-is-better for rate of acquisition), but child second language acquirers will usually be superior in terms of ultimate attainment (younger-is-better in the long run)” (Krashen et al., 1979, pp. 573–574).

Current research supports the statement that children are able to unconsciously train and learn new language rules through passive exposure. Being surrounded by of the new language, researcher Smalle's states that children are well able to “unconsciously implement the new language rules and newly acquired words in their daily life – while playing imaginary games or when communicating with peers. [...] they repeat themselves unconsciously with the new information, which benefits long-term memory consolidation” (United Nations Regional Information Centre for Western Europe, 2022). As all the ATCKs in this study sample grew up internationally, often being immersed in other language surroundings for multiple years at a

time, they were able to acquire their languages unconsciously and through passive, playful exposure. As adults, this sample group benefits from their childhood language immersion experiences and will have often developed more durable language skills than those of most non-ATCKs.

Focusing next on the intercultural competence of (A)TCKs, the previously existing comparative academic studies to non-ATCKs are relevant. As early as 1992, Gerner et al. was the first study to compare a significantly large group of internationally mobile adolescents with peers who remained in one country their entire youth (Gerner et al., 1992). At the time, they came to the conclusion that internationally raised American youth differed from the American adolescents who remained within the United States, in regard to their self-perception of cultural acceptance, interest in learning languages, traveling and having a continuously international lifestyle (Gerner et al., 1992, p. 210). More than ten years later, Lam & Selmer empirically studied TCKs in contrast to non-TCKs in the area of intercultural competence. They found the TCK scores to be higher in all questioned variables (neutrality, open-mindedness and flexibility, attitudes towards other systems and cultures, respect for others, and tolerance of other's behavior and views) and came to the conclusion that TCKs have strong character traits in these areas (Lam & Selmer, 2004, pp. 114–117).

The research of Lyttle, Barker and Cornwell collected data from young ATCKs and compared both groups as well. They came to the conclusion that “[...] third culture individuals have significantly higher social sensitivity than mono-cultural individuals, while mono-cultured individuals reported higher emotional sensitivity” (Lyttle et al., 2011, p. 686). In the same vein, the comparative research of Dewale and van Oudenhoven showed that their TCKs scored substantially higher in the area of Openmindedness than the non-TCKs of their study. They also scored slightly higher on Cultural Empathy in comparison and much lower on Emotional Stability. The functional multilinguals in the study scored much higher on Cultural Empathy and Openmindedness and much lower on Emotional Stability than the bilinguals as well (Dewaele & van Oudenhoven, 2009, p. 455). Waal's more recent pair of comparative studies revealed that her adult “[...] TCKs were found to be more intercultural sensitive than non-TCKs. [...] TCKs scored higher on open-mindedness, and lower on emotional stability than non-TCKs, but not significantly.” (Waal, 2021, p. 155). It also showed the ATCKs scoring higher on intercultural communication (Waal, 2021, p. 155).

The important take-away here from these previous comparative, intercultural competence (A)TCK studies is that even if non-(A)TCKs may have high levels of acquired

intercultural competence, the (A)TCKs most often still show significantly higher scores in many key areas such as open-mindedness, cultural empathy and social sensitivity. Therefore, the underlying expectation that the ATCKs language skills and intercultural competence are often more pronounced than those of non-ATCKs is cautiously proven true when factoring in and comparing the past and present data.

When *explicitly* comparing ATCKs with non-ATCKs, past scholars have also shown that ATCKs most often score higher in areas generally attributed to intercultural competence. Additionally, the data discussion in 5.2 has already shown, that the sampled ATCKs of this research study claim strong elements of intercultural competence (Figure 28 and Figure 29) with three fourths of all the respondents in the study stating that they have many traits generally associated with intercultural competence (Azad & Wendt, 2019, p. 110; Barrett, 2012, p. 25; Bolten, 2007, p. 86; Chen, 1997, pp. 7–9; Deardorff, 2009, p. 480; Thomas, 2011, pp. 21–23; Ting-Toomey & Kurogi, 1998, p. 211) and they see this an area to be one of their personal assets. These findings, also backed by the data from the interviews, fall in line with the prior conducted comparative research by other scholars on ATCKs' intercultural competence in comparison with non-ATCKs.

The data discussion in 5.2 has already shown that two thirds of the surveyed ATCKs of this study speak two or more languages fluently on mother tongue level (Figure 15). The interview findings corroborated this as well. With 64% of this ATCK sample being bi- or multilinguals, they surpass the combined statistic of 60% of bilinguals (43%) plus multilinguals (17%) worldwide (McGibney, 2023). The sampled ATCKs of this study are an impressive group, exceeding the number of bilinguals in the United States by far, but also the number of bilinguals in Europe, where multilingualism is a much greater trend (European Commission, 2023; United States Census Bureau, 2023).

Furthermore, ATCKs generally benefit from their childhood exposure to other language surroundings. Of the ATCK sample group of this study, 59% lived in three or more different countries while growing up (Figure 39) and more than 70% lived abroad for seven years or more as children or adolescents (Figure 40). Immersed in other language surroundings, the surveyed ATCKs were able to learn their additional language(s) in an unconscious and playful way, strengthening their skills while maturing, thereby making them seemingly inherent traits for them as adults today.

Finally, when asking the sampled ATCKs for their opinions if their TCK upbringing has substantially contributed to their language skills (Figure 27), a large majority of more than

70% of ATCKs in this research study answer positively. When asked the same question on intercultural competence, nearly all participants (94%) of the study concur that their TCK upbringing indeed has contributed to their intercultural competence and is the reason for it now being so ingrained (Figure 36). Combining the statements made by the ATCK participants, then yes, this study's sample group widely believes that they do have notable language skills and intercultural competence due to their international childhood. Additionally, three ATCK interviewees say that they believe ATCKs are different than most other adults and bring along the language skills and intercultural competence currently so valued on the job market⁵⁹.

5.4 Answers to Sub-research Questions 4 & 5

The fourth and fifth sub-research questions connect the ATCKs' language skills and intercultural competence to their work environments. Question Four asks: "In their own opinion, do ATCKs use their linguistic skills and intercultural competence in their work life? In what frequency?" and Question Five queries: "Are ATCKs regularly approached by other company staff members with tasks connected to their linguistic skills or intercultural competence?".

There were several underlying hypotheses that these two sub-research questions evolved from. One expectation was that the ATCKs in this study would indeed be using their existing language skills and intercultural competence at work, so long as their job descriptions and employment positions would in general require them to do so. It was assumed that most of the participating ATCKs of the study would have a white-collar desk job, due to the anticipated high education levels (M. G. Ender, 2002, p. 88; Shull, 2018, p. 42; R. H. Useem & Cottrell, 1996, p. 24), as well as the industry sectors and business areas that ATCKs tend to work in (Cottrell, 2002, p. 237; Shull, 2018, pp. 47–48; R. H. Useem & Cottrell, 1996, p. 25; Wisecarver, 2014, p. 31). Previous research offers first but limited results on this. Cottrell's research has shown that ATCKs were sporadically using their language skills and intercultural competence in work-related settings, though she did not publish notable data substantiating her statement (Cottrell, 2007a, p. 11). Lam & Selmer argued ATCKs were the ideal business expatriates. Next to this, they also saw value in equally employing the ATCKs more effectively in the home countries, though, they did not offer research data corroborating this either (Lam

⁵⁹ Please see the following ATCK interview segments for details: Transcript G.1 ATCK Interview 1, Part 2, Lines 847-869; Transcript G.5 ATCK Interview 5, Lines 882-910 and Transcript G.8 ATCK Interview 8, Lines 43-46.

& Selmer, 2004, p. 119). Similar statements were made by Tarique & Weisbord as well as Stokke (Stokke, 2013, p. 121; Tarique & Weisbord, 2013, p. 156).

Due to personal experience in the business world, this researcher held a further expectation in regards to the frequency of the language skills and intercultural competence used. It was assumed that the ATCKs in this study would be using their language skills and intercultural competence occasionally to regularly in their jobs. It was also anticipated that next to their own efforts, the ATCKs would be recurrently approached by other staff members with tasks because of their strengths in both the areas of language and intercultural communication.

The data of this research project provides a deeper understanding and better insight into the use of the sampled ATCKs' language skills and intercultural competence at their workplaces. It confirms all of the underlying expectations of these two sub-research questions.

The language data of the ATCK Questionnaire shows that, even though 97% of the surveyed ATCKs do not have a certified translator or interpreter background (Figure 16), 40% of the sample group confirm generally using more than one language at work (Figure 18). In the six months prior to the study, 50% of the ATCKs in this study were approached with requests to translate or interpret⁶⁰ by other staff members. This equates to almost 600 ATCKs in the past half year (Figure 20) requested to do this extra work in the study. In regards to frequency, a quarter of all respondents (25%) state they were asked, but rarely. The other quarter of the sample group answered that they are regularly (18%) and very frequently (7%) asked. This means that around 300 ATCKs were asked to help with translating and interpreting tasks frequently over the past six months in this study. The proportion is even higher, when factoring in that only those ATCKs who actually speak more than one language could be asked to complete translation and interpretation tasks by their colleagues. From the 1,191 ATCKs surveyed, 766 participants affirmed they fluently speak two languages or more (Figure 15). Thus, the real percentage rate is even more conclusive. In fact 76% of the ATCKs in this study were approached with requests to translate or interpret by other staff members in the six months prior to this study.

⁶⁰ Translating or interpreting tasks included translating written material; proof-reading written material such as emails, flyers, brochures, homepage entries or contracts; or attending meetings to assist with translating or interpreting needs due to their own language skills.

Similar percentages can be found in the data connecting to the international communication tasks⁶¹, albeit with a different split (Figure 22). 46% of the ATCKs in this sample were requested to help with these international communication tasks over the six months prior to the survey. As far as the frequency of these requests goes, these 552 ATCKs specify in the study that they were rarely asked (22%), regularly asked (15%) and very frequently asked (9%) by other staff members. Again, the real percentage rate is higher here, too, when factoring in that only 776 of the sampled ATCKs are bi- or multilinguals (Figure 15), thus actually being able to complete the requested tasks. Consequently, 72% of the ATCKs in this study were approached with international communication tasks by other staff members in the six months prior to the study.

The intercultural competence data of the ATCK Questionnaire presents a similar picture. While 86% of the sampled ATCKs in the survey state that they did not hold an official degree or certificate in the area of intercultural competence (Figure 30), 46% of the surveyed group were still asked to help with intercultural competence tasks⁶² in the six months prior to the research by their colleagues or boss (Figure 32). Of the 550 ATCKs approached, 23% were rarely, 15% were regularly and 8% were very frequently asked in this research study.

A comprehensive examination of the above mentioned data reveals a clear pattern: an approximate half of the respondents of this study were indeed asked and definitely did do such language or intercultural competence jobs in the past six months prior to the inquiry. As there were nearly 1,200 ATCKs who contributed to this study, this means that nearly 600 of the surveyed ATCKs did such focused activities in the past half year. When compared, the answers to the above mentioned sections of the ATCK Questionnaire on more classical tasks such as translating written material; proof-reading written material such as emails, flyers, brochures, homepage entries or contracts; or attending meetings to assist with translating or interpreting

⁶¹ International communication tasks included writing emails to international customers; answering international phone calls; communicating with international colleagues; helping in the hiring process of potential, international employees; or joining social events because of their own language skills.

⁶² Intercultural competence tasks included being involved in the planning, team recruitment or implementation of international project work; briefing the colleagues or boss on business etiquette, respectful behavior, time scheduling etc. in international meetings or social events; checking written material such as emails, flyers, brochures etc. regarding cultural vocabulary, design or address; or instructing colleagues on a culture the company is doing business with.

were called upon slightly more often than international communication tasks⁶³ or the intercultural communication jobs⁶⁴.

Adding the data collected from the ATCK In-depth Interviews to the debate presents a similar picture. 12 of the 13 ATCK interviewees of the study state they use their language skills at work. Some offered details on frequency, with 3 ATCKs saying they switch between their languages frequently⁶⁵ and another 4 interviewees specifying they do so only irregularly⁶⁶. 6 of the 13 ATCK interviewees offer additional insight when they say they are usually approached by their superior, though examples for help requests by colleagues are provided as well⁶⁷.

All 13 ATCK In-depth Interviewees are able to contribute to the data on the use of their intercultural competence in work-related settings in the study. 5 interviewees specify they use their intercultural competence all the time at work⁶⁸. 3 more ATCKs explain they use this competence regularly⁶⁹. As only very limited information can be found in the interview data, no clear levels of frequency can be described. A single ATCK interviewee points out that she is commonly approached with intercultural competence job related tasks by other company staff members⁷⁰.

⁶³ Which were defined as: writing emails to international customers; answering international phone calls; communicating with international colleagues; helping in the hiring process of potential, international employees; or joining social events due to their own linguistic skills in the past six months.

⁶⁴ Which were defined as: being involved in the planning, team recruitment or implementation of international project work; briefing the colleagues or boss on business etiquette, respectful behavior, time scheduling etc. in international meetings or social events; checking written material such as emails, flyers, brochures etc. regarding cultural vocabulary, design or address; or instructing colleagues on a culture the company is doing business with.

⁶⁵ Please see the following ATCK interview segments for details: Transcript G.5 ATCK Interview 5, Lines 261-274; Transcript G.6 ATCK Interview 6, Lines 261-298; and Transcript G.10 ATCK Interview 10, Part 3, Lines 332-367.

⁶⁶ Please see the following ATCK interview segments for details: Transcript G.1 ATCK Interview 1, Part 2, Lines 278-281; Transcript G.2 ATCK Interview 2, Lines 347-377; Transcript G.7 ATCK Interview 7, Lines 327-338; and Transcript G.11 ATCK Interview 11, Lines 170-187.

⁶⁷ Please see the following ATCK interview segments for details: Transcript G.2 ATCK Interview 2, Lines 378-394 and Line 473-491; Transcript G.4 ATCK Interview 4, Lines 401-409; Transcript G.5 ATCK Interview 5, Lines 281-304; Transcript G.6 ATCK Interview 6, Lines 586-638; Transcript G.10 ATCK Interview 10, Part 3, Lines 407-415; and Transcript G.11 ATCK Interview 11, Lines 321-353.

⁶⁸ Please see the following ATCK interview segments for details: Transcript G.3 ATCK Interview 3, Lines 557-581; Transcript G.7 ATCK Interview 7, Lines 724-754; Transcript G.9 ATCK Interview 9, Lines 596-625; Transcript G.12 ATCK Interview 12, Lines 491-552 and Transcript G.13 ATCK Interview 13, Lines 618-671.

⁶⁹ Please see the following ATCK interview segments for details: Transcript G.1 ATCK Interview 1, Part 2, Lines 643-706; Transcript G.8 ATCK Interview 8, Lines 837-855; and Transcript G.10 ATCK Interview 10, Part 4, Lines 663-725.

⁷⁰ Please see the following ATCK interview segment for details: Transcript G.7 ATCK Interview 7, Lines 1004-1019.

5.5 Answers to Sub-research Question 6

The discussion of the sixth sub-research question: “Do ATCKs complete these linguistic or intercultural competence tasks in addition to their regular workload?” again draws upon the data gleaned from the ATCK Questionnaire as well as the ATCK In-depth Interviews. When setting up this research study, it was anticipated that the ATCKs would be asked to do such tasks in addition to the regular tasks they were hired for.

The academic ATCK literature has thus far focused on specifying that ATCKs have unique language skills (M. G. Ender, 2002, p. 90; Pollock et al., 2017, pp. 175–180; R. H. Useem & Cottrell, 1996, p. 26) and heightened intercultural competence (Dewaele & van Oudenhoven, 2009, p. 455; Gerner et al., 1992, p. 210; Lam & Selmer, 2004, pp. 114–117; Lyttle et al., 2011, p. 686; Waal, 2021, p. 155). ATCKs are considered to be valuable employees when it comes to working in international language surroundings (Cottrell, 2007a, p. 11) and in intercultural business contexts (Lam & Selmer, 2004, p. 119; Stokke, 2013, p. 121; Tarique & Weisbord, 2013, p. 156). Past academic research, however, has not yet described in how often these skills are used in the daily business activities and/or if tasks, based on the language skills and intercultural competence of ATCKs, are seen as an additional or integral part of their normal workloads. Since no previous academic literature is available, the data of this research project cannot be compared with other past research results.

However, the data results of this study do meet the initial expectation and proves it to be true and valid. The data collected with the ATCK Questionnaire shows that around half of the 1,191 survey participants do perform extra language tasks for which they are largely not trained to do and were likely not hired to do. More than 550 ATCKs of this study are regularly assigned the language tasks *in addition* to their normal workload. Working in a highly-globalized world, the job descriptions of ATCKs and the internal structures of the (internationally active) companies they work for, can play a role in how they use their language skills and intercultural competence. For example, the language data in the ATCK Questionnaire shows that more than 60% of all respondents in the study negated having an established designated corporate language that is different to the local language (Figure 17). They are not requested to work according to certain corporate guidelines with another language each day. At the same time, 40% of all the sampled ATCKs agree that they generally use more than one language at work (Figure 18). This group of 40% was next asked why they generally use more than one language at work (Figure 19) and they were able to give multiple answers: 30% say they need another language to better communicate with their customers, clients, partners and

suppliers from around the world. Also, 18% state that materials they need to conduct their jobs are in another language. These answers are not really a surprise in the international business world of today. Remarkably though, 20% of the group report being approached by their boss or colleagues and asked to assist with language related tasks. This is especially interesting if it is taken into account that only 2% of the same group state that they were hired to work as an interpreter or translator in their current position. The responses in Figure 19 indicate that many of the participating ATCKs in this study do actually use their language skills at work for numerous reasons and in various circumstances.

Additionally, it was quickly established that nearly all of ATCKs of this study (97%) are not professional translators or interpreters (Figure 16). The large majority (86%) of the participants also do not have an official degree or certificate in the area of intercultural competence (Figure 30), nor have they received any on-the-job, intercultural training (Figure 31). Equally, the vast majority of 82% of the sample group stated that when they were hired for their current positions the different languages tasks were not part of their job descriptions (Figure 25). When the ATCKs were asked if they themselves actively offer to do the described language tasks at work – in addition to their regular duties – because they believe they can do the tasks well, just about half (47%) of the ATCKs in the study gave a positive response (Figure 26). A near quarter of the sample group answered that they actually do offer to complete such language tasks and it does not bother them that they are additional to their normal workload (24% of all surveyed), while the others replied that they do not actively offer to do such language tasks but somehow end up with them as an additional workload anyway (22% of all surveyed).

Of the 13 ATCK In-depth Interviewees, only 4 hold certification as a translator or interpreter, yet several more say they were specifically hired for their language skills in the past or for the current job⁷¹. Numerous quotes and examples show that the interviewed ATCKs are regularly asked to step in and help with typically *ad hoc* interpretation tasks. The interviewed ATCKs are often assigned translation tasks *in addition* to their normal workload because they speak the required language well⁷² and are readily available in the company workforce, even if they have no formal training for these jobs.

⁷¹ Please see the following ATCK interview segments for details: Transcript G.1 ATCK Interview 1, Part 2, Lines 294-333 and Lines 410-428; Transcript G.3 ATCK Interview 3, Lines 412-415; Transcript G.4 ATCK Interview 4, Lines 233-243; Transcript G.5 ATCK Interview 5, Lines 421-436; Transcript G.8 ATCK Interview 8, Lines 330-345 and Lines 607-623; and Transcript G.11 ATCK Interview 11, Lines 188-213.

⁷² Please see the following ATCK interview segments for details: Transcript G.1 ATCK Interview 1, Part 2, Lines 385-409; Transcript G.5 ATCK Interview 5, Lines 346-373; Transcript G.9 ATCK Interview 9, Lines 442-498;

From the intercultural competence perspective, it was established in the ATCK In-depth Interviews that only 6 of the 13 ATCK are certified and have formal training in this area. What cannot be clearly determined from the answers is whether those ATCKs were specifically hired for their intercultural competence for the current positions they are working in. It appears that 3 of the ATCKs may have been (ATCK Interviewees 3, 7, 12), as they give innumerable intercultural examples and episodes during their individual interviews. Obviously, they apply their intercultural competence to the daily work tasks at hand. What remains unclear from these 3 interviews is, whether the intercultural competence activities they describe are in addition to their normal workloads and if their superiors are truly aware of the ATCK's contributions.

When comparing the data from the ATCK Questionnaire with that of the ATCK In-depth Interviews, the impression could arise that the details presented in the ATCK In-depth Interviews do not fully tally with the general statements of the ATCK Questionnaire. While having certification training as a translator/interpreter or as a specialist with a background in intercultural communication was not a hard pre-requisite for being selected as an interview partner, choosing a few interviewees with these backgrounds was intentional. These specific ATCKs were able to speak with considerable experience on language and intercultural communication issues. Following Flick's concept of triangulation of the data sets, the advantage of combining the quantitative data (survey) with the qualitative data (interviews) lays in that the interviews led to more detailed insight and deeper appreciation of the issues discussed. Rigorous evaluation and comparison of both data sets prove that they actually are quite complementary to each other. Simply put, the ATCK In-depth Interviews offer another layer to the responses of the ATCK Questionnaire.

5.6 Answers to Sub-research Question 7

The ATCK Questionnaire and ATCK In-depth Interview contain questions that specifically target the surveyed ATCKs' feelings about doing additional tasks that rely on their language skills and intercultural competence. The answers of the sampled ATCKs give a clear understanding to the seventh sub-research question: "If ATCKs are regularly approached by other staff members to execute linguistic or intercultural competence related tasks, how comfortable do they feel doing them?".

When establishing this sub-research question in the study the underlying assumption was that some tasks would be classified as easy for the ATCKs participating in the study and not lead to discomfort whereas other tasks might be more difficult and lead to distinct uneasiness. It was expected that there would be a varying level of feelings and assumed that none of the participating ATCKs would feel utterly exploited by being asked to use their language skills and intercultural competence at work. These expectations were based on past personal experiences of the researcher, as well as on excerpts found in the academic literature shown below.

Looking at the relevant (A)TCK literature, it quickly became evident that academia has written about (A)TCK emotions, for example, in connection with their sentiments of being different and not fitting in easily (R. H. Useem & Cottrell, 1996, p. 24), their search for identity and belonging (Miller et al., 2020; Moore & Barker, 2012; van Reken, 2012b), their international schooling experiences (Fail et al., 2004; Hartman, 2022; Miller et al., 2020), and/or their positive and negative recollections on transitioning into college (Choi et al., 2010; Hervey, 2009; Huff, 2001; V. M. J. Smith, 2011). However, nearly nothing has been written on the (A)TCKs feelings revolving around issues in their work settings thus far. The major study of Cottrell & Useem found that at work two thirds of their ATCKs believed “maintaining an international dimension in their lives is important to them” (R. H. Useem & Cottrell, 1996, p. 26) and in 2002, Cottrell wrote in more detail:

“There are many reasons for desiring some international involvement including interest, excitement and challenge, support for one’s identity as an international person, opportunities to use cross-cultural knowledge or skills. On the negative side, motivations may include feeling unappreciated, even alien, in the American scene, or not fully understanding nuances of American life, especially work life. Occupation is one place ATCKs can realize a desired international or transnational connection, and having this in their work made work life more meaningful for some.” (Cottrell, 2002, pp. 240–241)

When looking more specifically at the ATCKs’ feelings while engaged in language or intercultural competence tasks at work, no similar studies were found to exist in the reviewed academic (A)TCK literature at the point of writing this dissertation.

It is possible, however, to link the results found in this study – in parts – with previous academic literature debate in the translation and interpreting field. As previously mentioned, the concept of “natural translation” formulated by Brian Harris comes to mind, which he defines as: “The translation done by bilinguals in everyday circumstances without special training for it.” (B. Harris, 1976, p. 96). The numerous and specific examples provided in the ATCK

Questionnaire and In-depth Interviews show, that these sampled ATCKs routinely complete language tasks at work. These tasks include translation and even interpreting jobs, which are most often completed without having formal professional training as translators or interpreters. By being bi- or multilingual, they are simply able to do the translations required. The surveyed ATCKs of this thesis fit well to Harris' concept and are prime candidates for strengthening his line of argumentation.

Another area of research to which the results found in this study can partially be connected with is Community Interpreting. The idea that interpreting happens in communal settings by individuals who do not have formal professional training in this area, but step in (ad hoc) and help because they speak the language, is discussed by multiple researchers (Grbić & Pöllabauer, 2008; Hale, 2007; Hertog & van der Veer, 2006; Mikkelsen, 1996, 1999; Pöchhacker, 1999; Roberts, 2002; Valero Garcés & Martin, 2008; Wadensjö, 2009). This phenomenon is repeatedly addressed in the ATCK In-depth Interviews as well. While some recollections given by the sampled ATCKs are from their childhood and teenager years, others reflect on the Community Interpreting work they do as adults.

Ahamer's thesis of "*Unsichtbare Spracharbeit*", in that young migrants are used as untrained interpreters in Community Interpreting settings, is not far afield of language ATCK issues either. This line of thought links the interpreting work done by younger people to similar activities when they are adults. In her academic volume, Ahamer devoted an entire chapter to grown-ups reflecting on the translation and interpreting work they did as children, as well as their feelings while doing it (Ahamer, 2013, pp. 349–366). She showed that these kind of language activities influence the children while growing up and continue to impact them as adults today.

Meyer, Pawlack & Kliche give a short recap in an article about existing linguistic academic literature on children who do ad-hoc interpreting for their families, including in the health care sector. In their article, they also point to research by Walichowski, who showed that children use higher cognitive and problem-solving abilities when doing this interpreting work and stated: "Becoming bilingual leads to feelings of pride; the brokering activity was most often considered a positive experience, but also a source of frustration" (Meyer, Pawlack, & Kliche, 2010, p. 303). This single statement demonstrates that doing translation or interpreting work as children is experienced positively, but can lead to resentment. If this is true for children, it can be assumed true for adults as well, especially if they find themselves in these kind of situations again and again.

Circling back to the underlying expectations of this sub-research question, they are proven to be true, though there is a shift in the numbers and emphasis from the original expectations. The data of this study shows that a very large portion of the sampled ATCKs feel comfortable completing extra language or intercultural tasks at work, with a smaller sample size of ATCKs admitting feeling uneasy about such work. Furthermore, none of the surveyed ATCKs voice anger or feeling miserable about completing such tasks. They do not feel exploited, rather only frustrated at times.

Looking at the data of the ATCK Questionnaire in detail, Figure 21 shows that of all 594 ATCKs (49,9% of the respondents) who said they had completed translation or interpreting tasks in the six months preceding the survey and interviews provided insight on how they were feeling the last time they did several or all of the translating or interpreting tasks⁷³. In total, 85% of the nearly 600 ATCKs, who replied to the question in this survey, feel good to great about doing these kind of tasks. Figure 23 shows the results of 552 ATCKs (46% of the respondents) who answered they had completed international communication tasks⁷⁴ in the six months prior to the survey. In total, 87% of them reply saying they feel good to great completing such an activity. The same is found to be true for the intercultural competence tasks⁷⁵. Here, Figure 33 shows that, of the 548 ATCKs (46% of the respondents) who replied, a total of 92% had positive feelings of good to great when last doing such work tasks requiring their intercultural competence. When comparing the data of the ATCK Questionnaire on the language and the intercultural competence tasks to each other, a consistent trend is quite evident. The majority of ATCK respondents in this study feel positive about completing such language or intercultural competence tasks. An even a higher percentage of the study's respondents answer positively on the question on intercultural competence than on either of the language ones, showing they feel

⁷³ As a reminder, these were specified in the ATCK Questionnaire as: translating written material; "proof-reading" or "checking" translated material against a language they are fluent in, for example emails, flyers, brochures, homepage entries, contracts; or attending meetings, during which they were asked to help with any arising issues that needed translating or interpreting.

⁷⁴ As a reminder, these were specified in the ATCK Questionnaire as: writing emails to international customers, clients or partners or helping colleagues to do so; answering international phone calls; communicating with international colleagues, for example by email or phone; helping with hiring international employees and testing the linguistic skills of the potential employee; or joining social events when international guest are visiting, for example a social dinner.

⁷⁵ As a reminder, these were specified in the ATCK Questionnaire as: tasks such as being involved in the planning, team recruitment or implementation of international project work, by providing relevant information based on the knowledge of the other culture; briefing the colleagues or boss on international meetings or social events regarding, for example, business etiquette, respectful behavior, time scheduling, seating arrangements, acceptable social get-togethers; checking written material such as e-mails, flyers, brochure, homepage entries or contracts regarding acceptable cultural vocabulary, address, pictures, design; or instructing or training colleagues on a culture one does business with.

even more comfortable and secure with their intercultural competence than their language skills.

Looking next at the data of the 13 ATCK In-depth Interviews, 5 ATCK interviewees say they feel fine when executing such language or intercultural competence related tasks⁷⁶ and are able to complete them effortlessly. 2 ATCKs express mixed feelings about of doing such tasks⁷⁷, saying they feel out of their comfort zone or that they feel frustrated doing such tasks. A further 2 ATCKs say they sometimes feel insecure completing the language tasks in their mother tongue, since it is a language they have no formal schooling in⁷⁸. Another 2 ATCK interviewees state they have turned down language tasks at work in the past, because they felt they would not be able to successfully complete them⁷⁹. 2 ATCKs share anecdotes of such language tasks in their interviews and profess to having negative feelings about them⁸⁰. Again, the majority of the questioned ATCK interviewees feel fine to ok being asked to compete such tasks. None of the 9 ATCKs, who contribute input on this question in the study, report feeling exploited or miserable when asked to complete such language or intercultural competence tasks at work by other company staff members.

As some of the segments of the ATCK In-depth Interviews connect closely to the above mentioned past academic literature in the translation and interpreting field, they will briefly be highlighted here.

Two segments connect to Harris described concept of “natural translation”, where any bilingual has the capability to complete translation work. To be clear, Harris does not mention the feelings of the bilinguals on which he bases his “natural translation” concept. A direct comparison is therefore not possible. However, following his line of thought, two interviewees in the study mention uneasy feelings when reflecting on how they were asked to do translation work in their mother tongue languages, even though as bilinguals they never received formal training in them: (1) During her interview, ATCK Interviewee 6 remembers how she needed to complete a translation job in her mother tongue Bahasa Indonesian for work once. She did not

⁷⁶ Please see the following ATCK interview segments for details: Transcript G.1 ATCK Interview 1, Part 2, Lines 348-359; Transcript G.2 ATCK Interview 2, Lines 395-422; Transcript G.6 ATCK Interview 6, Lines 586-638; Transcript G.8 ATCK Interview 8, Lines 704-739; and Transcript G.11 ATCK Interview 11, Lines 229-244.

⁷⁷ Please see the following ATCK interview segments for details: Transcript G.7 ATCK Interview 7, Lines 434-450 and Transcript G.5 ATCK Interview 5, Lines 326-341.

⁷⁸ Please see the following ATCK interview segments for details: Transcript G.6 ATCK Interview 6, Lines 299-323 and Transcript G.10 ATCK Interview 10, Part 3, Lines 416-470.

⁷⁹ Please see the following ATCK interview segments for details: Transcript G.5 ATCK Interview 5, Lines 653-697 and Transcript G.10 ATCK Interview 10, Part 3, Lines 416-470.

⁸⁰ Please see the following ATCK interview segments for details: Transcript G.1 ATCK Interview 1, Part 2, Lines 452-500 and Transcript G.4 ATCK Interview 4, Lines 798-840.

feel very comfortable doing the task, as she had never been formally educated in her mother tongue language at secondary school.⁸¹ (2) The same issue is addressed by ATCK Interviewee 10, when he describes a time at work when he was asked to do “localizational” work⁸² for a computed game in his mother tongue Swedish. Because he had never had formal education in his mother tongue at school, he felt uncomfortable executing such a task and declined to do it.⁸³

The next insightful example shows how ATCK Interviewee 7 has experience in Community Interpreting activities in the health sector. She recounts how she has done medical interpreting as an adult in the past, by going with friends as language support during hospital visits, even during the delivery of a baby. She felt outside of her comfort zone in these instances, because she felt she did not have a very good medical vocabulary.⁸⁴ This ATCK example portrayed in this research study is a small connection to the much wider and well-established academic research field on Community Interpreting in Healthcare Settings (Meyer & Bührig, 2013; Meyer, Bührig, et al., 2010; Pöchhacker & Kadrić, 1999).

Later on, the same ATCK Interviewee 7 also calls to mind Ahamer’s *Unsichtbare Spracharbeit*, when she, as an American ATCK, speaks about the English-Japanese translation work she did when she was a younger girl in Japan and a telegram informing the family of her grandfather’s death arrived from the United States:

“I can remember in six years in Japan, I think there was one phone call and it was after my grandfather had passed and we ca-- after we got the telegram, which was funny, you know, by itself because the telegram boy was a friend of mine. He was about 12 and I was maybe 10, and he came and he called, my name at the gate. And he had me come out and read it and says, “Is this is [sic] happy or sad?” I says, “It’s sad. It needs the black envelope.” Then he put the telegram in the black envelope and then went around to the other side of the gate and called for my father, and gave him his bad news that his dad had died.”

(Transcript G.7 ATCK Interview 7, Lines 1125-1136)

This simple example demonstrates that ATCK Interviewee 7, not only did on-the-spot translation work as a child, but she received the saddening news of her grandfather dying, as the first member of the family. She also gave cultural advice to her Japanese similarly-aged

⁸¹ Please see the following ATCK interview segments for details: Transcript G.6 ATCK Interview 6, Lines 299-323.

⁸² As a reminder: when computer games are localized, the games are prepared for a market outside of where it was originally published. During the process of localization, the computer game’s art work, packaging, cultural work and legal background may be changed to fit the target market better.

⁸³ Please see the following ATCK interview segments for details: Transcript G.10 ATCK Interview 10, Part 3, Lines 416-470.

⁸⁴ Please see the following ATCK interview segments for details: Transcript G.7 ATCK Interview 7, Lines 434-450.

friend on the color of the envelope that should be used. ATCK Interviewee 7 is a great example showing the continuation of such activities from childhood through adulthood, as she is still helps and does medical Community Interpreting today as a grown-up.

In short, the data confirms that the language skills and intercultural competence that the ATCKs in this study developed from childhood seem to be ingrained in such ways that they actually feel completely natural for them. Only a select few feel inclined to turn down language tasks at work or voice their frustration when asked to complete such tasks. The great majority of the surveyed and interviewed ATCKs in this study perceive them as innate skills and competence that they can use in their work settings and feel fine to great doing them, despite the lack of professional training as translators or interpreters.

5.7 Answers to Sub-research Question 8

The eighth sub-research question: “When ATCKs are approached by other staff members with tasks connected to their linguistic skills or intercultural competence, is there an even balance? Or is one more predominately called upon than the other?” will be discussed next. This sub-research question 8 is a more extensive look at the previously discussed sub-research question 5 (please see 5.4).

Whereas sub-research question 5 asked *if* the sampled ATCKs are regularly approached by other staff members with language and/or intercultural competence task requests *at all*, and the data shows that approximately half of the participating ATCKs of this study are asked and indeed did do such language or intercultural competence jobs in the past six months prior to the study, this sub-research question 8 focuses on the balanced nature of these requests. Thus, it is not a repetitive question but offers another layer of input to the overall research project.

Striving for a more in-depth look, sub-research question 8 is based on similar expectations: that not only would the participating ATCKs certainly be approached by other staff members and asked to complete additional tasks due to their language skills and intercultural competence (as hypothesized and proven in 5.4), but that the requests for language tasks would dominate over intercultural work. Due to personal experience of the researcher in the business world, it was presumed that a tilt in favor of the language skill tasks would be clearly visible in the numbers of the respondents’ answers.

The prior academic ATCK literature in this area is limited and only offers minimal insight. Cottrell, Lam & Selmer, Stokke, as well as Tarique & Weisbord all previously argued that ATCKs are using their language skills or intercultural competence in work related settings, but they do not offer many details on exactly how (Cottrell, 2007a, p. 11; Lam & Selmer, 2004, p. 119; Stokke, 2013, p. 121; Tarique & Weisbord, 2013, p. 156). Unfortunately, no other notable prior ATCK academic literature, nor language and intercultural academic literature was found at the time of writing this thesis to help corroborate or disprove the underlying assumptions of this sub-research question.

Looking at the data collected from the ATCK In-depth Interviews in this study, it appears that the surveyed ATCKs are not consciously aware of being asked more often to do language jobs as opposed to intercultural tasks by their colleagues or their bosses. The examples that they provide throughout their interviews do most often revolve around the language-related tasks, while the intercultural competence tasks are addressed only occasionally, and are not at the forefront of their minds. Three of the interviewees do not even believe they have intercultural competence or at least they do not consider naming it as a skill-set they have⁸⁵. Some of the interviewees in the study say they use their intercultural competence all the time⁸⁶, whereas others say they do so only irregularly or only in social settings that happen to take place at the office⁸⁷. In general, it seems that their intercultural competence sideline jobs are not much in focus.

Half of the participating ATCK interviewees in the study can provide clear examples of how they have been approached by other staff members and asked to do tasks using their language skills⁸⁸. 12 of the 13 ATCKs interviewed also state that they use their language skills at work⁸⁹. In addition, nine of the interviewed ATCKs describe translation and interpreting tasks

⁸⁵ Please see the following ATCK interview segments for details: Transcript G.2 ATCK Interview 2, Lines 638-655; Transcript G.5 ATCK Interview 5, Lines 537-549; and Transcript G.11 ATCK Interview 11, Lines 652-712.

⁸⁶ Please see the following ATCK interview segments for details: Transcript G.3 ATCK Interview 3, Lines 557-581; Transcript G.7 ATCK Interview 7, Lines 724-754; Transcript G.9 ATCK Interview 9, Lines 596-625; Transcript G.12 ATCK Interview 12, Lines 491-552; and Transcript G.13 ATCK Interview 13, Lines 618-671.

⁸⁷ Please see the following ATCK interview segments for details: Transcript G.2 ATCK Interview 2, Lines 456-467; Transcript G.4 ATCK Interview 4, Lines 622-654; and Transcript G.6 ATCK Interview 6, Lines 715-748.

⁸⁸ Please see the following ATCK interview segments for details: Transcript G.2 ATCK Interview 2, Lines 378-394 and Lines 473-491; Transcript G.4 ATCK Interview 4, Lines 401-409; Transcript G.5 ATCK Interview 5, Lines 281-304; Transcript G.6 ATCK Interview 6, Lines 586-638; Transcript G.10 ATCK Interview 10, Part 3, Lines 407-415; and Transcript G.11 ATCK Interview 11, Lines 321-353.

⁸⁹ Please see the following ATCK interview segments for details: Transcript G.1 ATCK Interview 1, Part 2, Lines 278-281; Transcript G.2 ATCK Interview 2, Lines 347-377; Transcript G.3 ATCK Interview 3, Lines 281-301; Transcript G.4 ATCK Interview 4, Lines 365-400; Transcript G.5 ATCK Interview 5, Lines 261-274; Transcript G.6 ATCK Interview 6, Lines 261-298; Transcript G.7 ATCK Interview 7, Lines 327-338; Transcript G.8 ATCK Interview 8, Lines 552-565; Transcript G.9 ATCK Interview 9, Lines 241-254 and Lines 406-415; Transcript G.10 ATCK Interview 10, Part 3, Lines 332-367; Transcript G.11 ATCK Interview 11, Lines 170-187; and Transcript G.12 ATCK Interview 12, Lines 505-539.

they have done, though only four of the interviewees hold certification as translators and/or interpreters⁹⁰. As language tasks and their results are more visible and quantifiable, it appears that they are called upon more predominately than the intercultural concerns. The ATCK In-depth Interview results validate the expectations of this sub-research question.

Focusing next on the ATCK Questionnaire, the data presented in Figure 20, Figure 22 and Figure 32 are of importance. In the three figures, the frequency is portrayed, i.e. how often the survey participants were asked to do tasks requiring to translating, interpreting or intercultural competence tasks in their current jobs in the six months prior to the survey. The results in these three figures have already been discussed in-depth regarding the sub-research questions 4 and 5 (see subchapter 5.4). The outcome of these figures showed that 550-600 surveyed ATCKs were requested to help with language or intercultural competence oriented tasks in the six months prior to the study and that both language as well as intercultural tasks were requested in similar numbers.

Whether languages skills or intercultural competence are called upon more predominately than the other thus cannot be answered absolutely in this study. In the interviews, the statements lean more towards the language skills, which would fit well with the initially made assumptions of an imbalance in favor of language tasks being called upon more often. In the questionnaire, the data points towards a more balanced statement between the intercultural competence and the language skills. The survey data seems to disprove the underlying assumptions of this sub-research question, as the extra language and intercultural competence tasks actually do seem more balanced. Statistically speaking, the distribution is roughly similar. If at all, there would only be a slight tilt towards the language skills. Future ATCK research could focus on this issue more, if a stark delineation between language skills and intercultural competence becomes necessary.

5.8 Answers to Sub-research Question 9

The ninth sub-research question asks about the sampled ATCKs' inclinations in working with their intercultural competence and language skills: "Do ATCKs have a personal

⁹⁰ Please see the following ATCK interview segments for details: Transcript G.1 ATCK Interview 1, Part 2, Lines 294-333, Lines 410-428 and Lines 385-409; Transcript G.3 ATCK Interview 3, Lines 412-415; Transcript G.4 ATCK Interview 4, Lines 233-243; Transcript G.5 ATCK Interview 5, Lines 346-373 and Lines 421-436; Transcript G.8 ATCK Interview 8, Lines 330-345 and Lines 607-623; Transcript G.9 ATCK Interview 9, Lines 442-498; Transcript G.10 ATCK Interview 10, Part 3, Lines 396-406; Transcript G.11 ATCK Interview 11, Lines 188-213; and Transcript G.12 ATCK Interview 12, Lines 587-621.

preference: would they prefer to use their linguistic skills or intercultural competence more often and to better effect in their professional lives? Why?”

The prior expectation was that the participating ATCKs would show a preference in using their intercultural competence at work more than their language skills. Being well-versed in using different languages and in understanding cross-cultural issues from an early age on, using both skill-sets would come easily to the ATCKs. While the language tasks and their skills in this area would be more visible within the companies they work for, and would generally be simple to solve, the intercultural tasks would remain the hidden champions, though beneficial to a company's success. If it was possible to put their intercultural competence to good use at all, it was presumed that the ATCKs would willingly complete intercultural competence tasks, gaining satisfaction of having added to their company's overall business impact with their contributions.

There is only limited ATCK related language and intercultural academic literature to link these assumptions to. Taking further relevant language literature into account is pertinent. From an intercultural angle, the American “TCK Focus of a Major Study” in the early 1990s the researchers Useem, Cottrell & Jordan found that “Two thirds feel they have more transnational knowledge and skills than they have opportunity to use in their domestic lives.” (R. H. Useem & Cottrell, 1993-1994, p. 27). This statement was later repeated: “[...] over 90 percent report having more understanding and awareness of other peoples/culture than most Americans, but most say they have more cross-cultural knowledge and skills than opportunity to use them.” (R. H. Useem & Cottrell, 1993-1994, p. 4). Ten years later on, Cottrell then argued:

“While most felt they had much to offer in this increasingly globalized world, many felt that their ability to contribute and use the [cross-cultural] talents had been under utilized. [...] less than half (45%) agreed that they were sought out for their transnational/cross-cultural knowledge or skills.” (Cottrell, 2002, p. 245).

From a language angle, Imhof's study should be revisited. She studied whether (A)TCKs are predestined to work as interpreters due to their often multilingual upbringing. She came to the conclusion that as ATCKs have had a vibrant childhood and have much prior experience in using their multiple languages and intercultural competence in young years, they have a certain advantage over the monolingual grown-ups while completing their interpreting educational studies and training (Imhof, 2011, p. 100). She also stressed that translation skills are not innate for ATCKs. They need to be trained and practiced, and all of her ATCKs agreed with her (Imhof, 2011, p. 95). With these findings, Imhof stands in contrast to Harris' line of argumentation and his thoughts on bilinguals as being “natural translators” (B. Harris, 1976).

All of Imhof's ATCKs stated that their bicultural and bilingual education as children played a huge role when deciding to opt for an advanced education in interpretation studies (Imhof, 2011, p. 95). Another interesting link can be found between Imhof's work and Ahamer's. In her research, Imhof asked her ATCKs if they ever interpreted for family or friends as children. Two-thirds of her respondents said yes (Imhof, 2011, p. 69). This is an example that shows how ATCKs do Community Interpreting work as children, clearly supporting Ahamer's "*Unsichtbare Spracharbeit*" concept (Ahamer, 2013). One of Imhof's ATCK interviewee partners even stated that the interpreting work she did as a child encouraged her to pursue a career as an interpreter as an adult (Imhof, 2011, p. 69). Surely there are many more ATCKs who actively practice careers as professional translators, interpreters or intercultural competence specialists, who obtain professional training in these areas and successfully work with these skills and competence in the business world. An ATCK study could be conducted in future on ATCKs who specifically seek out jobs where they need professional training, but start their advanced educations as adults with a significant advantage due to their unique personal histories.

The collected data of this study proves the expectations to be valid. While both skill-sets are important to them and they use them strategically when they see beneficial business opportunities arise, the sampled ATCKs of this study showed a slight preference in using their intercultural competence over their language skills. The collected data of this study confirms earlier arguments provided by Useem & Cottrell. Other relevant ATCK literature, revolving around the personal preferences of ATCKs in the usage of their intercultural competence does not exist, leaving much room for future research studies.

The data of the 13 ATCK In-depth Interviews demonstrates that half of the interviewees in this study offer testimonials stating that they believe their intercultural competence and language skills are important⁹¹. When the opportunities arise, they try to use both their intercultural competence and language skills strategically and to their personal benefit at work. In the interviews four ATCKs express that their language skills are important to them⁹². They use these skills strategically to network in work-related settings. They also use

⁹¹ Please see the following ATCK interview segments for details: Transcript G.1 ATCK Interview 1, Part 2, Lines 301-347 and Lines 798-841; Transcript G.6 ATCK Interview 6, Lines 662-687; Transcript G.7 ATCK Interview 7, Lines 453-502 and Lines 532-564; Transcript G.8 ATCK Interview 8, Lines 954-1003; Transcript G.9 ATCK Interview 9, Lines 823-857; and Transcript G.12 ATCK Interview 12, Lines 832-860.

⁹² Please see the following ATCK interview segments for details: Transcript G.1 ATCK Interview 1, Part 2, Lines 301-347 and Lines 798-841; Transcript G.6 ATCK Interview 6, Lines 676-687 and Lines 662-675; Transcript G.7 ATCK Interview 7, Lines 453-502 and Lines 532-564; and Transcript G.9 ATCK Interview 9, Lines 823-857.

their language skills to stay better connected with their personal, often mixed, cultural background. In the interviews, the ATCKs detail their experience more often in language tasks, rather than intercultural areas. This may be because the selected ATCKs' intercultural competence is not called upon as often. But it could also be possible, as intercultural competence is hard to grasp, that the tasks where the ATCKs actually used this competence may have been less visible and not at the forefront of their minds while speaking in the interviews.

The data compiled from the ATCK Questionnaire shows that tasks linking both the ATCKs language skills (Figure 20 and Figure 22) as well as intercultural competence (Figure 32) are requested by other company staff members. This has already been discussed in sub-chapter 5.4. Correspondingly, the feelings of the sampled ATCKs while completing these tasks have also been discussed in sub-chapter 5.6. They are mentioned here again with some detail, because the ATCKs' statements can be seen as a reference point, as personal preferences are often based in how they feel about things. If one does not like doing something, one will not complete the task quickly or again and again. However, 84% of the surveyed ATCKs felt all right to great about solving the translating or interpreting tasks requested of them in the six months prior to the survey (Figure 21). Even more of the ATCKs sample group, namely 87%, felt the same way about the international communication tasks they had been asked to do in the same time frame (Figure 23). Looking at their feelings about the intercultural competence tasks completed in the half year before the survey took place, one can see that 92% of the ATCKs in the study felt all right to great about solving them (Figure 33). The surveyed ATCKs view intercultural competence tasks most positively and attest a slight preference to these kinds of tasks.

Furthermore, there is data from the ATCK Questionnaire portraying the subjective view of the survey participants on whether the completed language or intercultural competence tasks have a positive impact on the company business or not. A slight preference in favor of intercultural competence tasks can also be seen here. Figure 24 shows that of the 683 ATCKs who were eligible to answer in this study, 38% believe their language work had significant impact, 47% believe their language work had a small effect, while around 15% think the impact was negligible or non-existent at all. These numbers show that the majority of the group is more modest about how their language efforts contribute to their companies' business, with only a strong third of the respondents believing their language efforts led to a significant impact on their companies' business. The similarly posed question with focus on intercultural competence

in Figure 34, shows a shift in the distribution. Of the 548 ATCKs that were eligible to answer the question in this study, 49% believe that their intercultural competence work had significant impact and 44% think it had a small impact. A small portion of 7% believe that it had negligible impact or none at all. Therefore, the slight majority of ATCKs in this study believe they add more value to the company if they can use their intercultural competence as opposed to their language skills.

Finally, when the sampled ATCKs were asked if they believed they could use their intercultural competence more effectively at work, two thirds of the entire surveyed group of this research study checked “yes” (66%) as depicted in Figure 35. In other words, more than every second ATCK of this study feels their intercultural competence could be put to better use in the work setting. This answer set also shows, that 97% of the survey participants believe they have intercultural competence. This is *nearly all* of the sampled ATCKs of this study.

Consequently, the findings of the early 1990s of Useem & Cottrell are confirmed with the data compiled in this study. It holds true not only several decades later, but also takes into account surveyed ATCKs from all parts of the globe. This ATCK Questionnaire data expands on the previous American data and strengthens the message: the sampled ATCKs of this study, too, have much intercultural competence to offer and they prefer using this competence over their obvious language skills; yet their intercultural competence still remains under recognized and underutilized by the companies the ATCKs work for.

5.9 Answers to Sub-research Question 10

In the final and tenth sub-research question: “Do companies recognize and embrace the linguistic skills and intercultural competence of the ATCKs they employ? Or do they remain ‘a hidden asset’?” this study builds on previous academic ATCK research.

Based on the existing academic literature, the expectation of this research project was that the employing companies would only be utilizing the intercultural competence of the ATCKs on their payroll in a very limited fashion, if at all. It was hypothesized that the participating ATCKs’ language skills might find more use – if they were noticed at all by the employing companies – since language skills tend to be more easily recognizable than intercultural competence in a person at a quick glance.

While there is very limited previous academic research focusing specifically on the use of the ATCKs language skills at work, the study of Useem & Cottrell wrote as early as 1996 that of their respondents: “Some [...] work daily in a language other than English” as early as 1996 (R. H. Useem & Cottrell, 1996, p. 26). They, as well as other researchers, generally focused on more international and intercultural attributes of ATCKs. Thus, as stated before in sub-chapter 5.8, Useem & Cottrell were among the first to find that only 45% of their ATCKs were: “[...] sought out for their transnational/cross-cultural knowledge or skills” (Cottrell, 2002, p. 245).

In the early years of the 21st century, Lam & Selmer’s focused on ATCKs as ideal business expatriates, at a time when posting employees across the globe was a frequent and widespread international business practice. They recommended HR departments of globalizing firms, looking to hire expatriate candidates, to focus their recruitment attention on ATCKs. Due to the ATCKs unique upbringing, Lam & Selmer argued, the firms would run into fewer cross-cultural problems when assigning ATCKs overseas and would save money and cost on cross-cultural training programs in preparations for the assignments (Lam & Selmer, 2004, pp. 118–119). A few years later, Bonebright focused on ATCKs and the challenges, as well as opportunities, they brought to human resource development. She, too, came to the conclusion that: “For those seeking to develop successful business expatriates, adult TCKs could represent an under-tapped source of high quality employees.” (Bonebright, 2010, p. 358). In Tarique & Weisbord’s study, which focused on how early international experience and personality variables impact cross-cultural competence in ATCKs, they also demonstrated the practical implications for HR managers in hiring and assigning ATCKs as expatriates (Tarique & Weisbord, 2013).

Shifting away from the more narrow business perspective of ATCKs as perfect expatriate employees, the studies of Stokke as well as Molteno reasoned the hiring of ATCKs as valuable employees in general. Stokke focused on the development of the global mindsets of ATCKs. She also offered advice to, for example, HR personnel to recognize ATCKs as prospective global leaders and employees because of their predisposition of having a global mindset (Stokke, 2013, p. 5). At the end of her research study, when she determined there was still a large discrepancy, Stokke recommended: “Future research is needed to identify avenues of bringing together ATCKs and business so not only ATCKs recognize their innate global skills and abilities, but recruiters, HR professionals, and hiring managers appreciated the potential values these individuals can offer organizations.” (Stokke, 2013, p. 117).

Molteno came to a similar conclusion a year later. This researcher was looking at the insights that managers in multi-national corporations had of ATCKs and the use of this talent group of employees within the corporations. Molteno also came to the conclusion that only a limited awareness for ATCKs existed in the companies she worked with during her study. The HR personnel she interviewed agreed that the skillset of ATCKs would be valuable to the companies, but they were in fact being underutilized, because the ATCKs were not recognized as employees with special backgrounds and accompanying skillsets that the companies could tap into (Molteno, 2014, p. 3).

The data of this research study links to previous academic research, finding the hypotheses of this sub-research question to be partially true. The collected interview statements of the ATCK In-depth Interviews in this study tend to reveal more about their language skills of the ATCKs than their intercultural competence. It seems that language skills of the sample group are easily recognized, while intercultural competence appears to remain a hidden ATCK talent in the companies they work for. In the interviews, five ATCK interviewees speak about their language skills,⁹³ but only one interviewee comments that she has been asked by other company staff members to complete tasks based on her intercultural competence⁹⁴. One ATCK interviewee specifically mentions that during recruitment, language skills are easier to acknowledge and check by potential employers, while intercultural competence is harder to identify and assess.⁹⁵ Two ATCK interviewees of the study referred to highlighting their uniqueness by adding information about language skills and their intercultural competence to the CV.⁹⁶ With this added information, potential employers can better identify such skillsets in job applications.

The data from the ATCK Questionnaire shows (Figure 20, Figure 22, Figure 32), that the company staff members have asked ATCKs to do translating, interpreting, international or intercultural communication tasks in the six months prior to the survey. As previously discussed in subchapter 5.4, around 600 ATCKs in the study completed such tasks. The data of the ATCK Questionnaire clearly shows, that staff members request both language oriented as well as tasks

⁹³ Please see the following ATCK interview segments for details: Transcript G.2 ATCK Interview 2, Lines 820-851; Transcript G.3 ATCK Interview 3, Lines 826-865; Transcript G.5 ATCK Interview 5, Lines 817-847; Transcript G.6 ATCK Interview 6, Lines 688-704; and Transcript G.12 ATCK Interview 12, Lines 571-586.

⁹⁴ Please see the following ATCK interview segments for details: Transcript G.1 ATCK Interview 1, Part 2, Lines 741-774.

⁹⁵ Please see the following ATCK interview segments for details: Transcript G.1 ATCK Interview 1, Part 2, Lines 883-966.

⁹⁶ Please see the following ATCK interview segments for details: Transcript G.2 ATCK Interview 2, Lines 820-851 and Transcript G.3 ATCK Interview 3, Lines 826-865.

relying on intercultural competence and there is only a marginal shift in the percentages between the three backing questions on how frequently they are asked.

It is important to point out, however, that in the above mentioned questions of the ATCK Questionnaire regarding requests to do language and/or intercultural tasks, more than half of the respondents in the sample group answered they had *not* been approached by other staff members and had *not* completed translating, interpreting, international or intercultural communication tasks during the six month period prior to the survey. This is a large number of surveyed ATCKs who are not able to make use of their intercultural competence and language skills, if they are bi- or multilinguals and have the skill-set to do so!

There is a high probability that companies are simply not aware of how uniquely skilled the ATCKs on their staff are. This assumption is corroborated in Figure 35, which was previously discussed in sub-chapter 5.8. Two thirds of all the ATCK Questionnaire respondents in this study believe they could use their intercultural competence more effectively at work.

Nevertheless, the tenth sub-research question can be answered both negatively and positively. Around 600 respondents of the sample group are underutilized. This is a large number that should not be ignored. More research is a definite need here including HR and C-Suite corporate staff. At the same time the data shows that many companies actually do recognize the language skills and intercultural competence of the surveyed ATCKs. In other words, when companies recognize and utilize both skill-sets of the ATCKs on their payroll they engage both the language skills and intercultural competence.

On the one hand, the assumption for this study that one skill-set is requested predominately over the other has been disproven. On the other, it seems there are approximately just as many companies that do not recognize the language skills and intercultural competence of their employed ATCKs at all. In these cases the hypothesis proves true. There is much slumbering potential in such companies for both the businesses as well as the ATCKs to tap into.

5.10 Answers to the Main Research Question

The main research question of this entire PhD research project is: “Do Adult Third Culture Kids (ATCKs) have specific linguistic skills and intercultural competence that they use regularly in their jobs?” While setting up this research study, this question was posed originally under the assumption that the language skills of the participating ATCKs are recognized by the

companies they work for. They are approached by other staff members and asked to complete these tasks because of the language skills they possess. Most of the surveyed ATCKs do not have professional training and are usually not hired as translators or interpreters and the language tasks they complete are in addition to their normal, daily workload. At the same time, the sampled ATCKs' intercultural competence is not often recognized and the companies do not make use of this resource asset. This leads to an unbalanced use of the surveyed ATCKs language skills and intercultural competence in the companies they work for. Taking all of the answers of the ten sub-research questions into consideration, as they help lead up to the main research question, it can be said that:

Yes - the 1,191 ATCKs of this internationally diverse and highly educated research study group have considerable language skills and intercultural competence. Nearly two thirds of the participants are bi- or multilinguals, meaning they speak two or more languages on mother tongue level. Thus, the academic viewpoint that ATCKs tend to have strong language skills is re-affirmed by this study. The results of this thesis support those of other studies, in which the surveyed ATCKs show strong elements of intercultural competence. In self-assessment, more than three quarters of this study's participants believe their intercultural competence to be a strong suit in their personal assets, though these results was not cross-examined in a comparative study approach with a non-ATCK sample.

It has been shown, through the data of the ATCK Questionnaire, that approximately half of the respondents in this study use their language skills and intercultural competence in their work life to varying degrees. More detailed findings of the 13 ATCK In-depth Interviews substantiated the findings of the questionnaire.

Most of the sampled ATCKs of this study do not have prior professional training as a translator, interpreter or intercultural communication specialist and do not or did not receive such training on the job. Most of them were not initially hired to do such jobs initially, yet countless language and intercultural communication tasks are completed by the surveyed ATCKs in this study in addition to their normal workload.

From the collected survey data, a solid statement cannot be given whether language skills or intercultural competence is called upon more predominantly than the other. The ATCK In-depth Interviews suggest, however, that requests for language tasks are predominate. The data also shows that at least every second ATCK in this study's sample group believes he/she could be using their intercultural competence more effectively in the work settings. This corroborates prior findings in ATCK research, meaning the intercultural competence of the

surveyed ATCKs in this study is still underutilized and companies generally do not use the language skills and intercultural competence of the ATCKs they employ in a strategic way. Finally, most of these tasks arise out of ad hoc situations.

Having discussed the data of this PhD thesis at length, and after having mapped out how the collected data set tallies with the sub- and main research questions of this research study, it is now time to reflect as well as formulate the final conclusions and to frame areas where further academic research is recommended.

6. Recommendations and Conclusions

At the end of a research project, it is crucial to summarize any omitted topics and to explore further research approaches to be followed in future. Key messages bear repeating in a conclusion wrap-up. This final chapter will focus on these issues.

6.1 Omitted Topics & Further Research Areas

There are many more subsidiary topics that lead off the main research theme and questions. In regards to future research on the ATCKs' language skills or intercultural competence, three general ideas could be of value for researchers to consider. (1) It would be beneficial to arrange for a larger researcher pool to work together jointly on a large-scale, world-wide ATCK project. Relevant data could then be collected, not only in English, but in other world languages such as Spanish, French, Russian, Chinese or Indian. This would offer more – globally valid – information on ATCKs. (2) A future research project could be formulated as a comparative study with data being collected from a non-ATCK control group. A similar set of research questions used to compare bona-fide ATCKs with non-ATCKs who have strong language skills or intercultural competence might be a worthwhile study for the future. Such a comparative study may help clarify which characteristics might be more pronounced in ATCKs in contrast to others. Especially assessing the language skills of (A)TCKs with those of non-(A)TCKs, could be of interest, as no comparative academic (A)TCK studies in this area exist thus far. Lastly, (3) a long-term study with the same sample group of ATCKs could-track significant changes or developments in the use of their language skills or intercultural competence in an ever evolving globalized business world. With these general approaches in mind, more specific future research areas and possibilities will now be described.

6.1.1 Extended Work With The Collected ATCK Research Data

The data gleaned from this research project is very rich. Working with it from different angles could add several layers of depth to complement the academic discussion. So far, the data has been looked at in its entirety. Other correlations than the ones decided on for this research project might come to more unrevealed or differing conclusions.

One example would be taking a narrower look at the data contributed only by those sampled ATCKs who have a translator, interpreter or intercultural communications background and specifically examine what this sub-group of study respondents provided as responses in the

ATCK Questionnaire. The data of this smaller sample group, could then be compared and evaluated against the data of the larger sample group of ATCKs without a professional background in either of these areas. Another direction could be examining the smaller group of ATCKs who were explicitly hired for their current position to do language or intercultural competence based tasks. Assessing how this group answered the questions revolving around the queried activities, frequency and their feelings while completing them could be of value for an extended discussion, while being based on the same data set.

Furthermore, it was not possible to conclusively determine whether the additional language and intercultural competence task requests are evenly distributed, or if one is more often called upon than another. Future research could be conducted here since finding a clear response to this question would be beneficial to the argumentation found within this study, bringing the entire academic ATCK business debate a step forward. It is worth recalling that the surveyed ATCK attitudes in this study were more positive regarding intercultural competence based tasks, rather than language based ones. Here it would be interesting to see if another research model to this sub-set question would come to similar conclusions.

6.1.2 Future (A)TCK Research Areas With an Intercultural Perspective

A similar focus of research in greater detail could be on the question if ATCKs tend to feel more confident of their intercultural competence than their language skills at work. More concentration on the interchange between the ATCKs' high levels of intercultural competence and its application to business tasks would be beneficial to ATCK research in general. It would help raise more awareness for the topic and spotlight the uniqueness of the ATCKs who are poised to put this much valued business trait into practice in a globalized business world.

Another future research area could look at the factors contributing to the ATCKs' intercultural competence development in the years that they are being raised in foreign countries as children. In Thomas' Development of Intercultural Competence Model, as portrayed in Figure 5, these personal and biographical factors, as initial conditions, are a significant factor in developing intercultural competence (Thomas, 2011, pp. 21–23). In addition to the influence of international schools in a TCK's development of intercultural competence in young years (as presented in sub-chapter 4.3.2.1), a look at the effects of other factors such as (extended) family and friends, hobbies and volunteering, religious and political affiliations, living and traveling styles, etc. while living at home or overseas as a child or teenager is necessary. These

are all factors contributing to an ATCK's intercultural competence and they continue to impact their relationships as adults navigating through business life.

Yet another line of thought to explore through further research could be whether ATCKs can actually lose parts of their intercultural competence (or their often extensive language skills for that matter) as adults, if they do not have the possibility to continue utilizing this competence in their work, specifically during international (business) interactions. Or does intercultural competence gained as a child, run deeply and indelibly in ATCKs? More knowledge would benefit ATCK academia. It could underline the uniqueness of the ATCK's upbringing and their value to the business market. Employees who take intercultural competence training courses can extend their acquired knowledge with personal experiences. But will they ever reach the depth and understanding that most ATCKs already innately seem to hold in this area?

6.1.3 Future (A)TCK Research Areas With Language Perspective

There are many opportunities for potential ATCK research topics with a language perspective. As there has been very limited research regarding the language skills of ATCKs thus far, any and all research focal points should be of interest to the ATCK research community. Until now, the existing (A)TCK specific language research has encompassed matters such as language acquisition and identity formation. Concentrating on how ATCKs use their bilingual or multilingual background in business settings – strategically or non-strategically – has apparently not been focused on as yet. This would be a new sphere to explore within the wider ATCK research debate.

In another example, a study could address bilingual or multilingual ATCKs who are not formally trained to do translating or interpreting work, but find themselves in business situations where they are required to work with their mother tongue language(s), which they only spoke and learned at home, not in school. Future research might show, on the one hand, that ATCKs are quite able to complete such tasks for everyday business activities. On the other hand, they also might feel they are not able to turn such tasks down, and feel very uncomfortable when completing them. Companies might inadvertently be draining the goodwill of their ATCKs on payroll, instead of investing in professional business translating services, which might actually lead to better outcomes on both sides. Likewise, future academic research could also identify more ATCKs who do actively practice careers as professional translators and interpreters (or intercultural competence specialists for that matter) and who obtained

professional training while building expertise in those careers. Can ATCKs more quickly become successful in one of these areas, simply because of their already strong language skills and innate intercultural competence?

Lastly, a future language area which could profit from more academic research, is in the area of machine-based translations and their consequences. Through quick-fix translation options such as Google Translate, people are nowadays able to help themselves in real time with minor translating issues. For ATCKs this may mean that they might be asked to complete additional translation work less often. Conversely, ATCKs may end up being asked to double-check the translation work of machine-based translations, filling out a more language quality-control role in future. This would be a noteworthy future research topic, linking well to the data presented in sub-chapter 4.3.2.2. A cross-collaboration project, possibly joining researchers from different disciplines, for example those academics studying ATCKs with those academics focusing on machine-based translations, could offer fruitful and exciting research results.

6.1.4 Future ATCK Research With A Sample Shift

As this research project was designed, much thought was given to who would be able to contribute to the study with their input. Emphasis was placed on gaining insights from participating ATCKs who are employees with a boss and colleagues and are actively working. Self-employed and retired ATCKs were intentionally excluded from participating in the study. The researcher was contacted more than once by self-employed and retired ATCKs and asked why they could not join the study. Naturally, their input would have been interesting and would have given the research questions another layer. It seems these would be two sample groups which would lead to keener understanding of other ATCK business issues. At the same time, while this study also comes to the same conclusion as Bonebright and Molteno: it is high-time that businesses and HR departments of these companies focus on the hidden assets of employees who had a very international childhood (Bonebright, 2010; Molteno, 2014), further research explicitly investigating these self-employed or retired views would be valuable to both businesses as well as the ATCKs themselves in future.

6.2 Conclusions

Arriving at the conclusions of this PhD research thesis, a quote found in the book “Third Culture Kids – Growing Up Among Worlds” sets the desired undertone when it is says:

“Utilize the experience of TCKs and ATCKs. It’s ironic to see an organization bring in ‘experts’ about a particular subject or country while ignoring the wealth of knowledge and experience of their own ATCKs.” (Pollock et al., 2017, p. 364).

The research results of this study have shown that, the majority of the participating ATCKs have exemplary strong language skills, with two thirds of the sample group speaking two or more languages on mother tongue level. Three quarters of the ATCK sample group state they have intercultural competence. The majority of the studied ATCKs acquired these skills and competence naturally through their TCK childhood abroad, and not by formal education. They bring an abundance of language knowhow and intercultural expertise along to work. The first part of the main research question of this study can therefore be answered positively. Yes, the ATCKs of this study have specific language skills and intercultural competence!

A differentiated picture arises from the data for the second part of the question: “do they use them regularly in their job?”. Around 600 ATCKs in the study completed language and intercultural competence tasks at work in the six months prior to the survey, and were asked to do so by their colleagues or boss. Approximately 300 ATCKs of this data pool sub-set were only rarely asked to complete such tasks. The other 300 respondents completed such tasks regularly, or even frequently. The data of this research project shows that the language skills and intercultural competence of around a quarter of the ATCKs of this study are indeed recognized in the companies they work for. However, since these tasks are almost always completed *additionally* to the normal workload of the sampled ATCKs, the overall opportunism of their companies must be questioned. Are other non-multilingual, non-ATCK staff members asked to complete tasks in addition to their own work and with such frequency? More importantly, none of the near 300 ATCKs in this study mentioned receiving extra financial compensation for the additional workload they are covering.

Equally interesting is the fact that basically half of this study’s entire sample negated being assigned tasks at all, based on their language skills or intercultural competence in the six months prior to the survey. In absolute numbers, this means 597 of the total 1,191 ATCKs sampled in the study did not receive such job requests by other company staff members. While some of the ATCKs as monolinguals do not have the prerequisite skill to complete additional language tasks, the others are bi- or multilingual ATCKs; and widely they will all have had intercultural competence that could have been put to good use in the business context. There may simply not have been any tasks requiring language skills or intercultural competence in

some companies, but it is unlikely in this highly globalized business world, that this would be the case in 500+ companies. Were such tasks outsourced?

In addition, the data of this study reveals that two thirds of the entire sample group believe they could use their intercultural competence more effectively at work! This statement agrees with previous ATCK academic findings and shows that, nearly thirty years later, the appreciation and use of the ATCKs intercultural competence has not significantly progressed.

In response to the second part of the main research question, it must therefore be said: some can use their specific language skills and intercultural competence regularly in their jobs, but the largest portion of the surveyed ATCKs cannot do so at all.

With regard to the main hypothesis of this PhD study, certain parts are proven to be true. The sample group shows, that insofar as the language skills of their bi- or multilingual ATCKs are recognized by the companies they work for, they are approached by other company staff members to complete such tasks at differing frequency levels. They complete these language tasks additionally to their regular work. Though most are not professionally trained to complete such language tasks, they, for the largest part, feel fine doing them.

Conversely, it has *not* proven true that the language skills of the sampled bi- and multilingual ATCKs are being exploited to a degree that the participating ATCKs feel despondent, though sometime levels of frustrations were voiced. Still, for 22%- 28% of the surveyed bi- and multilingual ATCKs the initial recognition of their language skills does not happen at all, depending on the translating/interpreting or international communication tasks at hand. Similarly, the intercultural competence of 50% of the ATCKs in this sample group is recognized. Here the hypothesis proves only partly true, because the hypothesis originally assumed that *none* of the ATCKs in the study would be recognized for their intercultural competence within the companies they work for. Again, if their intercultural competence is recognized and asked for, the sampled ATCKs tend to complete these tasks additionally to their normal workload and for the largest part feel fine about doing so. Whether the surveyed ATCKs language skills and intercultural competence are being used in equal measure, remains inconclusive in this study.

The statements in this PhD thesis made on ATCKs cannot be considered absolute. As ATCKs are an incredibly heterogeneous group of individuals worldwide, there will be countless variations in their individual views and experiences on the matters at hand. Assertions in this study were therefore only given based on the data of the explicit ATCKs who comprised the

sample group for this study. The group, randomly formed and in itself diverse and heterogeneous, too, provided much input with the nearly 1,200 data sets to fall back on. Thus, the statements made in this study, based on the surveyed ATCKs, while not definite, are made with confidence. Furthermore, the data of this research project aligns well with previous data sets of other ATCK researchers. It has shown that many previous American ATCK research results are applicable when studying a larger, global ATCK group as well.

This study has shown the research topic to be significant, as it has highlighted areas that both the employing companies as well as the ATCKs on payroll stand much to gain from when it comes to strategically recognizing and utilizing the ATCK's language skills and intercultural competence in the workplace. As it stands currently, too much of the ATCK's potential remains hidden and thus is an idle asset within the companies they work for. In the globalized business world of today, ATCKs bring a sought after skill-set to the business table and can do much more than *ad hoc* translations and on-the-fly interpreting activities. As talented intercultural communicators, ATCKs can easily and quickly respond to verbal and non-verbal cues in business settings. They have intrinsic knowledge of multiple cultures and know that there are many ways of meeting, getting things done or coming to decisions within the business work context. Their language skills, coupled with intercultural competence, are an exceptional skill-set to offer when it comes to working in the international settings of today business world.

This thesis aims to contribute to the growing global academic ATCK debate by providing new data on how the language skills and intercultural competence of 1,191 ATCKs have recently been utilized in the companies they work for. The hope remains strong that in future ATCKs and more companies worldwide will grow to recognize, as well said by ATCK Interviewee 1 during her interview, that as adults in the business world an **ATCK is “someone with an extra power, with a super power [...]**”⁹⁷ to be reckoned with.

⁹⁷ Please see the following ATCK interview segments for details: Transcript G.1 ATCK Interview 1, Lines 973-983.

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Appendixes

A ATCK Research Request

PhD Survey on Adult Third Culture Kids by Jennifer Kuhne

Hello! I am currently working on my PhD on the topic of "Adult Third Culture Kids (ATCKs)". For this I have developed an English online questionnaire and I am now looking for participants for my survey. My goal is to get answers from as many participants together - at least 1000 by the mid of April 2019. Can I count on your support?

If you meet the three selection criteria, I would like to ask you to complete the questionnaire yourself. In only 10 minutes of your time, you would really bring my research and me a long way forward. Once you have completed the questionnaire, but also if you should not meet the selection criteria yourself, I would like to ask you to forward this email with the questionnaire link to your family, friends and colleagues (private and professional), anyone you can think of at all, who would be willing to participate. The further you can help me spread my inquiry world-wide, the better!

Here are the key facts about the PhD survey: Adult Third Culture Kids (ATCKs):

Selection Criteria:

The survey participants must please

- currently be 20 years of age or older, and
- have lived in two or more countries for at least one year each between age of 0-18, but not as part of an educational exchange program and,
- be a salaried employee, (not self-employed), and working 20 hours or more per week.

Time & Language:

approx. 10 minutes; easy English

Link:

<https://survey.zdv.uni-mainz.de/index.php/234234?lang=en>

If clicking directly on the link should not work, please copy and paste it to the browser.

Researcher:

Jennifer Kuhne

Johannes Gutenberg-University in Mainz/Germany

jennifer.kuhne@students.uni-mainz.de

Topic:

Growing up in three different countries, between two cultures and two languages before I turned 18 has significantly shaped me to be the person I am today. I learned in my mid-20s that others with a similar background are often called "Third Culture Kids (TCKs)". This made me curious to find out more. We TCKs are growing in numbers due to the impact of globalization and heightened international lifestyles. I soon discovered that a lot of research has already been conducted on TCKs as children, teenagers and people in their early twenties. However, less research has been directed towards TCKs as adults.

After working full-time for a while myself, I decided to go for my PhD, conduct my own research and contribute to the growing academic knowledge about “Adult Third Culture Kids (ATCKs)”. I reasoned that a TCK upbringing probably continues to affect us as adults and the way we work in our jobs. Focusing on ATCKs in my research work, I would like to find out if Adult TCKs have attained and developed specific skills and competence, which they are able to use in their daily professional work-life.

Thank you very much for your help and for participating!
Should you have any questions about the survey or my research, please do not hesitate to contact me.

Kind regards, Jennifer Kuhne

B ATCK Questionnaire

Welcome Page

Growing up in three different countries, between two cultures and two languages before I turned 18 has significantly shaped me to be the person I am today. I learned in my mid-20s that others with a similar background are often called “Third Culture Kids (TCKs)”. This made me curious to find out more. We TCKs are growing in numbers due to the impact of globalization and heightened international lifestyles. I soon discovered that a lot of research has already been conducted on TCKs as children, teenagers and people in their early twenties. However, less research has been directed towards TCKs as adults.

After working full-time for a while myself, I decided to go for my PhD, conduct my own research and contribute to the growing academic knowledge about “Adult Third Culture Kids (ATCKs)”. I reasoned that a TCK upbringing probably continues to affect us as adults and the way we work in our jobs. Focusing on ATCKs in my research work, I would like to find out if Adult TCKs have attained and developed specific skills and competence, which they are able to use in their daily professional work-life.

This questionnaire has four different sections.

1. Pre-Screening Questions
2. Questions on Your Linguistic Skills
3. Questions on Your Intercultural Competence
4. Background Information

It should not take more than 10 minutes to complete the entire questionnaire. You can track your progress at the top of the page with the progress bar. Important: you cannot save your answers and resume later. The questionnaire must be completed in one session or all replies will be lost.

Privacy Notice: The responses to this questionnaire will be collected in an anonymous way, will be used exclusively for this PhD research work and will not be shared with third parties.

Thank you very much for participating! Let's get started.

Section 1 of 4: Pre-Screening Questions

Question 1:

Are you currently 20 years of age or older?

- ☐ Yes.
- ☐ No.

Question 2:

Have you lived in two or more countries for at least one year each, between age 0-18, but not as part of an educational exchange program?

- ☐ Yes.
- ☐ No.

Question 3:

Are you currently gainfully employed (not self-employed!) and working 20 hours or more per week?

- ☐ I am currently gainfully employed and work at least 20 hours or more per week.
- ☐ I am still a college/university student, but work 20 hours or more per week in a part-time position next to my studies.
- ☐ I am currently unemployed, OR work less than 20 hours per week, OR am self-employed, OR am a full-time college/university student, OR am retired.

Section 2 of 4: Questions on Your Linguistic Skills

Question 4:

How many languages do you speak fluently or at mother tongue level?

- ☐ 1 language.
- ☐ 2-3 languages.
- ☐ More than 3 languages.

Question 5:

Are you a certified translator or interpreter with an official degree/certificate from a school, college or university for this specific job?

- ☐ Yes.
- ☐ No.

Question 6:

Does the company you work for do business world-wide and have a designated corporate language for communication that is different to your local language?

- ☐ Yes, it does and often the designated corporate language is used.
- ☐ Yes, it does, but we generally do not use the designated corporate language. We tend to speak the local language of the country my company is located in.
- ☐ Yes, it does, but there is no established corporate language.
- ☐ No, it does not.

Question 7:

Do you generally use more than one language at work?

- ☐ Yes, I do.
- ☐ No, I do not.

Question 8:

Why do you generally use more than one language at work?

- ☐ I need to communicate with my customers/clients/partners/suppliers from around the world, who speak another language.
- ☐ Materials I need to conduct my job are in another language (for example tutorials, magazines, books).
- ☐ The specified working language at my job is a corporate language and different to the one of the country I am currently living in (for example work in Spanish but live in China).
- ☐ Because I speak more than one language well, my boss and/or colleagues approach me and ask me to help them with language-related tasks.
- ☐ I speak a different language at my desk than during my (lunch/coffee) breaks, depending on the people I am speaking with.
- ☐ The job position I was hired for is working as an interpreter/translator.

Question 9:

Thinking back at the past six months in your current job, how often were you approached by your colleagues/boss and asked to do one or more of the following tasks requiring translating or interpreting, because of your linguistic skills?

- Translate written material.
 - "Proof-read" or "check" translated material against a language you are fluent in or due to your mother tongue level, for example emails, flyers, brochures, homepage entries, contracts.
 - Attend meetings, during which you were asked to help with any arising issues that needed translating or interpreting.
- ☐ I was very frequently asked.
 - ☐ I was regularly asked.
 - ☐ I was rarely asked.
 - ☐ I was never asked.

Question 10:

How did you feel the last time you were doing several or all of the previously mentioned translating or interpreting tasks?

- I felt great and think I was able to solve the tasks adequately.
- I felt all right, however, I would have liked someone else to double-check my work.
- I felt ok, but I wish someone else could do these tasks in the future.
- I felt uncomfortable and hope that I will not be approached for something similar again in the future.

Question 11:

Now looking at the following international communication tasks and thinking back at the past six months in your current job, how often were you approached by your colleagues/boss and asked to do one or more of these tasks, because of your linguistic skills?

- Write emails to international customers, clients or partners and help colleagues to do so.
 - Answer international phone calls.
 - Communicate with international colleagues, for example by email or phone.
 - Help with hiring international employees and test the linguistic skills of the potential employee.
 - Join social events when international guests are visiting, for example a social dinner.
- I was very frequently asked.
 - I was regularly asked.
 - I was rarely asked.
 - I was never asked.

Question 12:

How did you feel the last time you were doing several or all of the previously mentioned international communication tasks?

- I felt great and think I was able to solve the tasks adequately.
- I felt all right, however, I would have liked someone else to double-check my work.
- I felt ok, but I wish someone else could do these tasks in the future.
- I felt uncomfortable and hope that I will not be approached for something similar again in the future.

Question 13:

In your personal opinion, do you think that completing one or more of the previously described language tasks had a positive impact on how your company conducts its business?

- I think my work had a significant impact.
- I think my work had a small impact.
- I think my work had a negligible impact or none at all.

Question 14:

When you were hired for your current position, were the previously described language tasks already part of your job description?

- ☐ Yes.
- ☐ No.

Question 15:

Do you actively offer to do the previously described language tasks for your colleagues or boss - in addition to your regular duties - because you believe you have strong linguistic skills and can do such tasks well and efficiently?

- ☐ Yes, I do. That the tasks are additional to my normal workload does not bother me.
- ☐ No, I do not. However, somehow I frequently end up with such additional tasks.
- ☐ I have never done or actively offered to do such tasks at my current job.

Question 16:

In your opinion, has your Third Culture Kid (TCK) upbringing substantially contributed to your strong linguistic skills?

TCK upbringing = living in at least two different countries, including the country of your birth and/or early childhood for a minimum of one year each while growing up between the ages of 0-18.

- ☐ Yes, I believe it has.
- ☐ No, I do not believe it has.
- ☐ I do not think I have strong linguistic skills, thus this question does not apply to me.

Section 3 of 4: Questions on Your Intercultural Competence

Question 17:

In self-assessment, do you have these character traits?

- open-minded, flexible and can adapt quickly to new situations
- analytical, lateral and innovative thinker
- good at improvising and solving problems
- mindful and empathetic
- good at observing and listening to your surroundings

- ☐ Yes, I have most or all of those traits. They make up a big part of who I am.
- ☐ I have a lot of those traits.
- ☐ I have a few of those traits.
- ☐ No, I have none of those traits. They do not represent me in any way.

Question 18:

From your perspective, do you think you have intercultural competence, meaning do you feel you have a deep knowledge of the different cultures you grew up with AND do you have most or all of the previously described character traits?

- ☐ Yes, I do. This is one of my assets.
- ☐ I do, but I would not consider it to be very strong.
- ☐ I have cultural knowledge and some or all of the previously described traits, but I would not have combined them under the heading “intercultural competence”.
- ☐ No, I do not.

Question 19:

Do you have any formal training in the area of "intercultural competence", resulting in an official degree/certificate, from an institute, school, college or university for this specific job field?

- ☐ Yes.
- ☐ No.

Question 20:

Has your company offered you the possibility to participate in an intercultural competence training course in the past?

- ☐ Yes.
- ☐ No.

Question 21:

Thinking back at the past six months in your current job, how often were you approached by your colleagues/boss and asked to do one or more of the following intercultural competence tasks?

- Be involved in the planning, team recruitment or implementation of international project work, by providing relevant information based on your knowledge of the other culture.
- Brief your colleagues/boss on international meetings or social events regarding, for example business etiquette, respectful behavior, time scheduling, seating arrangements, acceptable social get-togethers.
- Check written material such as e-mails, flyers, brochures, homepage entries or contracts regarding acceptable cultural vocabulary, address, pictures, design.
- Instruct or train your colleagues on a culture you do business with.

- ☐ I was very frequently asked.
- ☐ I was regularly asked.
- ☐ I was rarely asked.
- ☐ I was never asked.

Question 22:

How did you feel the last time you were doing several or all of the previously described intercultural competence tasks?

- ☐ I felt great and think I was able to solve the tasks adequately.
- ☐ I felt all right, however, I would have liked someone else to double-check my work.
- ☐ I felt ok, but I wish someone else could do these tasks in the future.
- ☐ I felt uncomfortable and hope that I will not be approached for something similar again in the future.

Question 23:

In your personal opinion, do you think that completing one or more of the previously described intercultural competence tasks had a positive impact on how your company conducts its business?

- ☐ I think my work had a significant impact.
- ☐ I think my work had a small impact.
- ☐ I think my work had a negligible impact or none at all.

Question 24:

Do you believe you could use your intercultural competence more effectively at work?

- ☐ Yes.
- ☐ No.
- ☐ I do not believe I have intercultural competence.

Question 25:

In your opinion, has your Third Culture Kid (TCK) upbringing substantially contributed to your strong intercultural competence?

TCK upbringing = living in at least two different countries, including the country of your birth and/or early childhood for a minimum of one year each while growing up between the ages of 0-18.

- ☐ Yes, I believe it has.
- ☐ No, I do not believe it has.
- ☐ I do not think I have strong intercultural competence, thus this question does not apply to me.

Section 4 of 4: Background Information

Question 26:

What is your gender?

- ☐ Male.
- ☐ Female.
- ☐ Other / Do not wish to answer.

Question 27:**How old are you?**

- ☐ 20-35 years old.
- ☐ 36-55 years old.
- ☐ 56-65 years old.
- ☐ Over 66 years old.

Question 28:**How many different countries did you live in between the ages of 0-18?**

- ☐ 2 different countries.
- ☐ 3 different countries.
- ☐ More than 3 different countries.

Question 29:**How many years in total did you live abroad between the ages of 0-18?**

- ☐ Less than 1 year.
- ☐ 1 to 3 years.
- ☐ 4 to 6 years.
- ☐ 7 to 10 years.
- ☐ 7 to 10 years.

Question 30:**What is your highest - completed - level of education?**

- ☐ Diploma from secondary school (for example high-school diploma).
- ☐ Certified apprenticeship or vocational training diploma.
- ☐ Bachelor degree or equivalent.
- ☐ Master degree or equivalent.
- ☐ PhD degree or equivalent.
- ☐ Professor title or equivalent.

Question 31:**How much work experience do you have?**

- ☐ 0-10 years.
- ☐ 11-20 years.
- ☐ 21-30 years.
- ☐ Over 30 years.

Question 32:**Which industry sector are you currently working in?**

- ☐ Aerospace/Defense
- ☐ Culture/Sports
- ☐ Education/Research
- ☐ Electronics
- ☐ Entertainment/Media
- ☐ Food/Beverages
- ☐ Forestry/Paper
- ☐ Government/Public Services
- ☐ Health Care
- ☐ Industrial Engineering
- ☐ Industrial Manufacturing
- ☐ Agriculture
- ☐ Industrial Metals
- ☐ IT/Telecommunication Services
- ☐ Language Industry
- ☐ Mining
- ☐ Non-Profit Organizations/Associations
- ☐ Oil/Gas
- ☐ Personal/Household Goods
- ☐ Pharmaceuticals/Life Sciences
- ☐ Retail
- ☐ Service Sector
- ☐ Arts/Design
- ☐ Social Work
- ☐ Travel/Leisure/Hospitality Services
- ☐ Transportation/Logistics
- ☐ Utilities/Energy
- ☐ None of the above
- ☐ Banking / Finance
- ☐ Automotive
- ☐ Biotechnology
- ☐ Chemicals
- ☐ Construction/Building Materials
- ☐ Consulting Services
- ☐ Consumer Goods

Question 33:**Which business area at your company do you currently work in?**

- ☐ Administration/Management
- ☐ Operations
- ☐ Production/Manufacturing
- ☐ Purchasing
- ☐ Quality Assurance/Quality Control
- ☐ Regulatory/Compliance
- ☐ Research/Development (R&D)
- ☐ Supply Chain/Logistics
- ☐ Validation

- ☐ None of the above
- ☐ Customer Services/Relations
- ☐ Distribution
- ☐ Finance/Accounting
- ☐ Human Resources
- ☐ ICT
- ☐ Language Department
- ☐ Legal
- ☐ Marketing/Sales

Question 34:

How many people does the company you work for employ, including all business units in all locations?

- ☐ 100 people or less.
- ☐ 101 to 500 people.
- ☐ 501 to 1000 people.
- ☐ More than 1000 people.

Question 35:

How international is the company you work for?

- ☐ It is highly international and active world-wide.
- ☐ It is internationally active, but has a strong national orientation.
- ☐ It is only focused on national activities and is not international at all.

Question 36:

This was the first of a two-step process in my PhD research focusing on the question: “Do Adult Third Culture Kids (ATCKs) have specific linguistic skills and intercultural competence that they use regularly in their jobs?”. Would you be interested in participating in the second step which is an in-depth interview (no longer than 1 hour via Skype)?

- ☐ Yes, I am interested.
- ☐ No, I am not interested.

Question 37:

I am looking forward to interviewing you! Thank you for your interest in participating in an in-depth interview via Skype (max. one hour) and your continued support for my research. Please type in your email address and full name in the text field box below. I will get in contact with you very soon to arrange the next steps. If you have any further questions or comments in the meantime, you can also contact me directly at: jennifer.kuhne@students.uni-mainz.de.

Answer

Exit Page

Thank You.

Thank you very much for participating in this questionnaire and supporting my ATCK research work!

If you were navigated to this page while still answering the pre-screening questions, then I am very sorry, but unfortunately you do not meet the three pre-screening criteria (age, numbers of countries you lived while growing up and style of current employment). Thank you for trying though!

I will be very happy to share the entire research results with you and send you an overview of the final PhD outcome.

If you would like to request your personal copy of the completed PhD research, please write me a short email. I will be in touch with you shortly.

Also, if you have any questions or comments, please contact me at: **jennifer.kuhne@students.uni-mainz.de**.

C ATCK Questionnaire Underlying Conditions

Welcome Page: is shown to all ATCK Questionnaire participants

Section 1 of 4: Pre-Screening Questions

Question 1:

Question summary PSQA (ID: 67169)

Question group: (ID:7098)
Code: PSQA : (Mandatory question)
Question: Are you currently 20 years of age or older?
Help:
Type: List (radio) (Type: L)
Mandatory: Yes
Encrypted: No
Condition: 1

Question 2:

Question summary PSQB (ID: 67168)

Question group: (ID:7098)
Code: PSQB : (Mandatory question)
Question: Have you lived in two or more countries for at least one year each, between age 0-18, but not as part of an educational exchange program?
Help:
Type: List (radio) (Type: L)
Mandatory: Yes
Encrypted: No
Condition: ((PSQA.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67169) == "A1"))

Question 3:

Question summary PSQC (ID: 67170)

Question group: (ID:7098)
Code: PSQC : (Mandatory question)
Question: Are you currently gainfully employed (not self-employed!) and working 20 hours or more per week?
Help:
Type: List (radio) (Type: L)
Mandatory: Yes
Encrypted: No
Condition: ((PSQB.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67168) == "A1"))

Section 2 of 4: Questions on Your Linguistic Skills

Question 4:

Question summary LingSkillsA (ID: 67171)

Question group: (ID:7099)
Code: LingSkillsA : (Mandatory question)
Question: How many languages do you speak fluently or at mother-tongue level?
Help:
Type: List (radio) (Type: L)
Mandatory: Yes
Encrypted: No
Condition: ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 5:

Question summary *LingSkillsB* (ID: 67172)

Question group:	(ID:7099)
Code:	LingSkillsB : (<i>Mandatory question</i>)
Question:	Are you a certified translator or interpreter with an official degree/certificate from a school, college or university for this specific job?
Help:	
Type:	List (radio) (Type: L)
Mandatory:	Yes
Encrypted:	No
Condition:	((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 6:

Question summary *LingSkillsB* (ID: 67172)

Question group:	(ID:7099)
Code:	LingSkillsB : (<i>Mandatory question</i>)
Question:	Are you a certified translator or interpreter with an official degree/certificate from a school, college or university for this specific job?
Help:	
Type:	List (radio) (Type: L)
Mandatory:	Yes
Encrypted:	No
Condition:	((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 7:

Question summary *LingSkillsD* (ID: 67174)

Question group: (ID:7099)
Code: LingSkillsD : (*Mandatory question*)
Question: Do you generally use more than one language at work?
Help:
Type: List (radio) (Type: L)
Mandatory: Yes
Encrypted: No
Condition: ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 8:

Question summary *LingSkillsE* (ID: 67175)

Question group: (ID:7099)
Code: LingSkillsE : (*Mandatory question*)
Question: Why do you generally use more than one language at work?
Help:
Type: Multiple choice (Type: M)
Option 'Other': No
Mandatory: Yes
Encrypted: No
Condition: ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2") and (LingSkillsD.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7099/qid/67174) == "A1"))

Question 9:

Question summary *LingSkillsH* (ID: 67177)

Question group: (ID:7099)

Code: LingSkillsH : (*Mandatory question*)

Thinking back at the past six months in your current job, how often were you approached by your colleagues/boss and asked to do one or more of the following tasks requiring translating or interpreting, because of your linguistic skills? - Translate written material. -

Question: "Proof-read" or "check" translated material against a language you are fluent in or due to your mother tongue level, for example emails, flyers, brochures, homepage entries, contracts. - Attend meetings, during which you were asked to help with any arising issues that needed translating or interpreting.

Help:

Type: List (radio) (Type: L)

Mandatory: Yes

Encrypted: No

Condition: ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 10:

Question summary *LingSkillsI* (ID: 67178)

Question group: (ID:7099)

Code: LingSkillsI : (*Mandatory question*)

How did you feel the last time you were doing several or all of the previously mentioned translating or interpreting tasks?

Help:

Type: List (radio) (Type: L)

Mandatory: Yes

Encrypted: No

Condition: ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2") and (LingSkillsH.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7099/qid/67177) == "A1" or LingSkillsH.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7099/qid/67177) == "A2" or LingSkillsH.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7099/qid/67177) == "A3"))

Question 11:

Question summary *LingSkillsJ* (ID: 67179)

Question group: (ID:7099)

Code: LingSkillsJ : (Mandatory question)

Question: Now looking at the following international communication tasks and thinking back at the past six months in your current job, how often were you approached by your colleagues/boss and asked to do one or more of these tasks, because of your linguistic skills? - Write emails to international customers, clients or partners and help colleagues to do so. - Answer international phone calls. - Communicate with international colleagues, for example by email or phone. - Help with hiring international employees and test the linguistic skills of the potential employee. - Join social events when international guests are visiting, for example a social dinner.

Help:

Type: List (radio) (Type: L)

Mandatory: Yes

Encrypted: No

Condition: ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 12:

Question summary *LingSkillsK* (ID: 67180)

Question group: (ID:7099)

Code: LingSkillsK : (Mandatory question)

Question: How did you feel the last time you were doing several or all of the previously mentioned international communication tasks?

Help:

Type: List (radio) (Type: L)

Mandatory: Yes

Encrypted: No

Condition: ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2") and (LingSkillsJ.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7099/qid/67179) == "A1" or LingSkillsJ.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7099/qid/67179) == "A2" or LingSkillsJ.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7099/qid/67179) == "A3"))

Question 13:

Question summary *LingSkillsL* (ID: 67181)

Question group: (ID:7099)

Code: LingSkillsL : (Mandatory question)

Question: In your personal opinion, do you think that completing one or more of the previously described language tasks had a positive impact on how your company conducts its business?

Help:

Type: List (radio) (Type: L)

Mandatory: Yes

Encrypted: No

((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2") and (LingSkillsH.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7099/qid/67177) == "A1" or LingSkillsH.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7099/qid/67177) == "A2" or LingSkillsH.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7099/qid/67177) == "A3")) and (LingSkillsJ.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7099/qid/67179) == "A1" or LingSkillsJ.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7099/qid/67179) == "A2" or LingSkillsJ.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7099/qid/67179) == "A3")) or ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2") and (LingSkillsH.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7099/qid/67177) == "A4") and (LingSkillsJ.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7099/qid/67179) == "A1" or LingSkillsJ.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7099/qid/67179) == "A2" or LingSkillsJ.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7099/qid/67179) == "A3")) or ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2") and (LingSkillsH.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7099/qid/67177) == "A1" or LingSkillsH.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7099/qid/67177) == "A2" or LingSkillsH.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7099/qid/67177) == "A3") and (LingSkillsJ.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7099/qid/67179) == "A4"))

Question 14:

Question summary *LingSkillsG* (ID: 67176)

Question group: (ID:7099)
Code: LingSkillsG : (*Mandatory question*)
Question: When you were hired for your current position, were the previously described language tasks already part of your job description?
Help:
Type: List (radio) (Type: L)
Mandatory: Yes
Encrypted: No
Condition: ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 15:

Question summary *LangSkillsM* (ID: 67182)

Question group: (ID:7099)
Code: LangSkillsM : (*Mandatory question*)
Question: Do you actively offer to do the previously described language tasks for your colleagues or boss - in addition to your regular duties - because you believe you have strong linguistic skills and can do such tasks well and efficiently?
Help:
Type: List (radio) (Type: L)
Mandatory: Yes
Encrypted: No
Condition: ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 16:

Question summary *LangSkills0* (ID: 67183)

Question group:	(ID:7099)
Code:	LangSkills0 : (<i>Mandatory question</i>)
Question:	In your opinion, has your Third Culture Kid (TCK) upbringing substantially contributed to your strong linguistic skills? TCK upbringing = living in at least two different countries, including the country of your birth and/or early childhood for a minimum of one year each while growing up between the ages of 0-18.
Help:	
Type:	List (radio) (Type: L)
Mandatory:	Yes
Encrypted:	No
Condition:	((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Section 3 of 4: Questions on Your Intercultural Competence

Question 17:

Question summary *InterCultCompA* (ID: 67184)

Question group:	(ID:7100)
Code:	InterCultCompA : (<i>Mandatory question</i>)
Question:	In self-assessment, do you have these character traits? - open-minded, flexible and can adapt quickly to new situations - analytical, lateral and innovative thinker - good at improvising and solving problems - mindful and empathetic - good at observing and listening to your surroundings
Help:	
Type:	List (radio) (Type: L)
Mandatory:	Yes
Encrypted:	No
Condition:	((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 18:

Question summary *InterCultCompB* (ID: 67185)

Question group:	(ID:7100)
Code:	InterCultCompB : (<i>Mandatory question</i>)
Question:	From your perspective, do you think you have intercultural competence, meaning do you feel you have a deep knowledge of the different cultures you grew up with AND do you have most or all of the previously described character traits?
Help:	
Type:	List (radio) (Type: L)
Mandatory:	Yes
Encrypted:	No
Condition:	((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 19:

Question summary *InterCultCompC* (ID: 67186)

Question group:	(ID:7100)
Code:	InterCultCompC : (<i>Mandatory question</i>)
Question:	Do you have any formal training in the area of "intercultural competence", resulting in an official degree/certificate, from an institute, school, college or university for this specific job field?
Help:	
Type:	List (radio) (Type: L)
Mandatory:	Yes
Encrypted:	No
Condition:	((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 20:

Question summary *InterCultCompD* (ID: 67187)

Question group:	(ID:7100)
Code:	InterCultCompD : (<i>Mandatory question</i>)
Question:	Has your company offered you the possibility to participate in an intercultural competence training course in the past?
Help:	
Type:	List (radio) (Type: L)
Mandatory:	Yes
Encrypted:	No
Condition:	((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 21:

Question summary *InterCultCompF* (ID: 67188)

Question group:	(ID:7100)
Code:	InterCultCompF : (<i>Mandatory question</i>)
Question:	Thinking back at the past six months in your current job, how often were you approached by your colleagues/boss and asked to do one or more of the following intercultural competence tasks? - Be involved in the planning, team recruitment or implementation of international project work, by providing relevant information based on your knowledge of the other culture. - Brief your colleagues/boss on international meetings or social events regarding, for example business etiquette, respectful behavior, time scheduling, seating arrangements, acceptable social get-togethers. - Check written material such as e-mails, flyers, brochures, homepage entries or contracts regarding acceptable cultural vocabulary, address, pictures, design. - Instruct or train your colleagues on a culture you do business with.
Help:	
Type:	List (radio) (Type: L)
Mandatory:	Yes
Encrypted:	No
Condition:	((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 22:

Question summary *InterCultCompG* (ID: 67189)**Question group:** (ID:7100)**Code:** InterCultCompG : (*Mandatory question*)**Question:** How did you feel the last time you were doing several or all of the previously described intercultural competence tasks?**Help:****Type:** List (radio) (Type: L)**Mandatory:** Yes**Encrypted:** No

Condition: ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2") and (InterCultCompF.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7100/qid/67188) == "A1" or InterCultCompF.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7100/qid/67188) == "A2" or InterCultCompF.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7100/qid/67188) == "A3"))

Question 23:

Question summary *InterCultCompH* (ID: 67190)

Question group:	(ID:7100)
Code:	InterCultCompH : (<i>Mandatory question</i>)
Question:	In your personal opinion, do you think that completing one or more of the previously described intercultural competence tasks had a positive impact on how your company conducts its business?
Help:	
Type:	List (radio) (Type: L)
Mandatory:	Yes
Encrypted:	No
Condition:	((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2")) and (InterCultCompG.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7100/qid/67189) == "A1" or InterCultCompG.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7100/qid/67189) == "A2" or InterCultCompG.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7100/qid/67189) == "A3" or InterCultCompG.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7100/qid/67189) == "A4"))

Question 24:

Question summary *InterCultCompJ* (ID: 67191)

Question group:	(ID:7100)
Code:	InterCultCompJ : (<i>Mandatory question</i>)
Question:	Do you believe you could use your intercultural competence more effectively at work?
Help:	
Type:	List (radio) (Type: L)
Mandatory:	Yes
Encrypted:	No
Condition:	((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 25:

Question summary *InterCultCompK* (ID: 67192)

Question group: (ID:7100)

Code: InterCultCompK : (*Mandatory question*)

Question: In your opinion, has your Third Culture Kid (TCK) upbringing substantially contributed to your strong intercultural competence? TCK upbringing = living in at least two different countries, including the country of your birth and/or early childhood for a minimum of one year each while growing up between the ages of 0-18.

Help:

Type: List (radio) (Type: L)

Mandatory: Yes

Encrypted: No

Condition: ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Section 4 of 4: Background Information

Question 26:

Question summary *BGA* (ID: 67193)

Question group: (ID:7101)

Code: BGA : (*Mandatory question*)

Question: What is your gender?

Help:

Type: List (radio) (Type: L)

Mandatory: Yes

Encrypted: No

Condition: ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 27:

Question summary BGB (ID: 67194)

Question group: (ID:7101)
Code: BGB : (*Mandatory question*)
Question: How old are you?
Help:
Type: List (radio) (Type: L)
Mandatory: Yes
Encrypted: No
Condition: ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 28:

Question summary BGC (ID: 67195)

Question group: (ID:7101)
Code: BGC : (*Mandatory question*)
Question: How many different countries did you live in between the ages of 0-18?
Help:
Type: List (radio) (Type: L)
Mandatory: Yes
Encrypted: No
Condition: ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 29:

Question summary BGD (ID: 67204)

Question group: (ID:7101)
Code: BGD : (Mandatory question)
Question: How many years in total did you live abroad between the ages of 0-18?
Help:
Type: List (radio) (Type: L)
Mandatory: Yes
Encrypted: No
Condition: ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 30:

Question summary BGE (ID: 67196)

Question group: (ID:7101)
Code: BGE : (Mandatory question)
Question: What is your highest - completed - level of education?
Help:
Type: List (radio) (Type: L)
Mandatory: Yes
Encrypted: No
Condition: ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 31:

Question summary BGF (ID: 67197)

Question group: (ID:7101)
Code: BGF : (Mandatory question)
Question: How much work experience do you have?
Help:
Type: List (radio) (Type: L)
Mandatory: Yes
Encrypted: No
Condition: ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 32:

Question summary BGG (ID: 67198)

Question group: (ID:7101)
Code: BGG : (Mandatory question)
Question: Which industry sector are you currently working in?
Help:
Type: List (dropdown) (Type: !)
Mandatory: Yes
Encrypted: No
Condition: ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 33:

Question summary BGH (ID: 67199)

Question group: (ID:7101)
Code: BGH : (Mandatory question)
Question: Which business area at your company do you currently work in?
Help:
Type: List (dropdown) (Type: !)
Mandatory: Yes
Encrypted: No
Condition: ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 34:

Question summary BGI (ID: 67200)

Question group: (ID:7101)
Code: BGI : (Mandatory question)
Question: How many people does the company you work for employ, including all business units in all locations?
Help:
Type: List (radio) (Type: L)
Mandatory: Yes
Encrypted: No
Condition: ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 35:

Question summary BGJ (ID: 67201)

Question group: (ID:7101)
Code: BGJ : (Mandatory question)
Question: How international is the company you work for?
Help:
Type: List (radio) (Type: L)
Mandatory: Yes
Encrypted: No
Condition: ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 36:

Question summary BGK (ID: 67202)

Question group: (ID:7101)
Code: BGK : (Mandatory question)
Question: This was the first of a two-step process in my Ph.D. research focusing on the question: "Do Adult Third Culture Kids (ATCKs) have specific linguistic skills and intercultural competence that they use regularly in their jobs?". Would you be interested in participating in the second step which is an in-depth interview (no longer than 1 hour via Skype)?
Help:
Type: List (radio) (Type: L)
Mandatory: Yes
Encrypted: No
Condition: ((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2"))

Question 37:

Question summary BGL (ID: 67203)

Question group:	(ID:7101)
Code:	BGL : (<i>Mandatory question</i>)
Question:	I am looking forward to interviewing you! Thank you for your interest in participating in an in-depth interview via Skype (max. one hour) and your continued support for my research. Please type in your email adress and full name in the text field box below. I will get in contact with you very soon to arrange the next steps. If you have any further questions or comments in the meantime, you can also contact me directly at: jennifer.kuhne@students.uni-mainz.de.
Help:	
Type:	Short free text (Type: S)
Mandatory:	Yes
Encrypted:	No
Condition:	((PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A1" or PSQC.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7098/qid/67170) == "A2")) and (BGK.NAOK (/index.php/questionAdministration/view/surveyid/234234/gid/7101/qid/67202) == "A1"))

Exit Page: is shown to all ATCK Questionnaire participants

D ATCK Interview Guide and Questions

Thank you for agreeing to participate in this interview.

Is the technical side of video and audio working well for you?

As mentioned before, the interview will not last longer than max. one hour.

To be able to evaluate the data better later on, I would like to video tape this conversation.

Is this okay with you? I sent you the Agreement about Informed Consent and Data Protection for this Scientific Interview prior. Did you have a chance to read it? Are there any questions?

If not, I will sign it now. If you like, the interview tape will be accessible to you afterwards to download via Skype.

The interview will be semi-structured with different question blocks. There are some questions in each block that I would like to pose, but my main wish is for you to feel comfortable in talking freely about the issues at hand. Details are interesting to me!

Shall we get started?

1) Please tell me about your personal, international background.

- ➔ How and where did you grow up between the ages of 0-18?
- ➔ When were your age leaps? How long did you live in each stop?
- ➔ Where were you born?
- ➔ Did you ever live in the country you were born in? If yes, for how long?
- ➔ What nationalities do you hold?
- ➔ What kind of schools did you attend while growing up? International ones? Local ones? What was interesting here for you?
- ➔ Anything else you would like to add to this block of “early years/TCK background” that is important to you?

2) Now that I know more about your international background, let's look at the languages you speak.

- ➔ While you were growing up between the ages of 0-18, which languages did you speak?
- ➔ Which language(s) would you consider to be your mother-tongue?
- ➔ How did you learn the languages you speak? (parents, school, surrounding)
- ➔ While you were growing up, were some languages used more frequently than others (is there a ranking of importance)?
- ➔ Did you learn any more languages as a grown-up?
- ➔ Which languages do you still speak today?
- ➔ Which languages do you speak at work?
- ➔ Do you speak other languages only in the private settings?
- ➔ Do you think you were able to learn the languages you speak more easily due to your TCK upbringing? (e.g. understanding exists that languages open doors; or that

there is a cultural benefit as language can help you integrate into the culture you are living in faster/better)

3) Now let us connect your linguistic skills with your professional life.

Several of the questions in my survey dealt with the use of your language skills at work. There I asked you, if you were ever asked to do extra jobs by your boss or colleagues because of the languages you speak.

Examples that I listed were, such as

- if you ever had to translate or proof-read written material (e.g. email, flyers, brochure, homepage entries) or
- if you were ever asked into a meeting to provide translational help,
- or if you were ever asked to answer international phone calls or emails,
- or if you were ever asked to join social events when international guests were visiting your company – simply because you spoke the needed language well.

➔ Please tell me what languages you use in your daily work life and in what context?

- ➔ Can you give me a concrete example or two of what linguistic tasks you do?
- ➔ How did you feel while you were doing the tasks?
- ➔ Has the frequency of being asked to do these tasks remained the same or changed over time?
- ➔ From your own perspective, is it a benefit for you to have these linguistic skills and why?
(Extra praise/recognition? Are your extra efforts being seen? Use the skills more effectively? Feel exploited? Other colleagues just as capable?)
- ➔ Would there be linguistic jobs you would not like to do? Maybe you had to in the past? (e.g. Translating a contract/doing legal background work? Less formal vs. very formal documents?)
- ➔ Earlier in your professional life (not this job), were you asked to do linguistic skills? Same kind of tasks or different?

4) Looking back at your entire professional life so far, is there an interesting linguistically focused story or encounter from work that you would like to share with me?

- ➔ A story that connects well to your linguistic skills and your international background?
- ➔ A linguistic story that you just have not forgotten about, because it stood out?
- ➔ Why does this story stand out to you?

5) Let's now turn to your international background and your intercultural competence.

- ➔ Which cultures do you think you know deeply and well? Which cultures do you feel comfortable in, because you know your way to move around?
- ➔ Are these the cultures you grew up in between the ages of 0-18 or are they the ones you have lived or interacted with as an adult?
- ➔ Is it a broader set of cultures than the ones you actually lived in yourself?
- ➔ Do you know your way around some of your earlier mentioned cultures better than others? Why do you think this is so?
- ➔ Did you learn about some of the cultures only in an indirect way, e.g. via friends or family (dinners, music, movies, conversations)?
- ➔ What cultures/countries would you be comfortable and confident in teaching to other people? Would you teach someone else about your birth culture? What about the current culture you are living in now as an adult?
- ➔ Would you consider yourself to be an intercultural competent person? (Being aware that there are other cultures in the world as well as that there are other ways of handling and thinking about problems; being able to ask many questions, is it innate to you? Deeply bread in through actions and upbringing? Not learned by extra courses?)
- ➔ Do you think you acquired your intercultural competence mainly through your international upbringing or also through your professional experiences or did you have any training in this area with e.g. specific courses?

6) Now let us connect your intercultural competence with your professional life.

In my survey several of the questions dealt with the use of your intercultural competence at work. There I asked you, if you were ever asked to do extra jobs by your boss or colleagues because of the intercultural competence you have.

Examples I listed were, such as

- if you ever were involved in the planning or implementation of international project work where you provided relevant cultural knowledge, or
 - if you ever briefed your boss/colleagues on international meetings regarding (e.g. business etiquette, respectful behavior, time scheduling, seating arrangements), or
 - if you were ever asked to check written material regarding acceptable cultural address, design and content; or
 - if you were ever asked to train your colleagues on a culture you do business with – simply because you had intercultural knowledge and competence about the needed culture in question.
- ➔ **Are you able to use your intercultural competence in your work-related settings? In which way, can you give me a concrete example or two?**
 - ➔ How did you feel while you were doing the tasks?
 - ➔ Has the frequency of being asked to do these tasks remained the same or changed over time?

- ➔ From your own perspective, is it a benefit for you to have this intercultural competence and why? (Extra praise/recognition? Are your efforts being seen? Use it more effectively? Feel exploited? Other colleagues just as capable?)
 - ➔ Did your boss/colleagues give you these tasks specifically because of your international background? Did they match up the country/culture information needed with your personal story and international stops?
 - ➔ Did your boss/colleagues heed your intercultural advice/input?
 - ➔ Earlier in your professional life (not this job), were you asked to do tasks where you could specifically connect to your intercultural competence? Same kind of tasks or different?
- 7) **Looking back at your entire professional life so far, is there an interesting intercultural focused story or encounter from work that you would like to share with me?**
- ➔ A story that connects well to your intercultural competence and your international background?
 - ➔ An intercultural story that you just have not forgotten about, because it stood out?
 - ➔ Why does this story stand out to you?
- 8) **At the end of this interview, let us bring both your intercultural competence and linguistic skills together. Let's look at them jointly.**
- ➔ Is it important for you to be able to use your linguistic skills or intercultural competence at work? Why?
 - ➔ When you were looking for your job(s), was it important to you to be able to use your linguistic skills or intercultural competence at work? Did you specifically look for a job where you could make use of these?
 - ➔ What would you rather be asked to do at work, if you had to choose between the two: tasks connected mainly with your linguistic skills or rather with your intercultural competence/adding on the cultural layers when doing tasks? Why?
 - ➔ Do you feel that at work your boss/colleagues perhaps only see your linguistic skills but at the same time do not really see that you bring strong cultural background knowledge to the table? Where do you think the problem lays herein?
- 9) **Finally, what would you tell younger ATCKs, just starting out in their professional careers, to think about, when they are looking for their first jobs.** Or, stated the other way around: what would you have liked to know at the time, that an ATCK mentor person could have told you then?

Thank you very much for this interview!

Background information on the interviewee:

Name: _____

Age: _____

Nationality / Nationalities: _____

Currently lives in: _____

Job title: _____

Years of work-experience: _____

E Agreement about Informed Consent and Data Protection in Scientific Interview

1. Participation in the interview is voluntary.

2. It has the following purpose:

To contribute to the growing academic knowledge about “Adult Third Culture Kids (ATCKs)”. An international, Third Culture Kid upbringing probably continues to affect them as adults and the way they work in their jobs. Focusing on ATCKs in this PhD thesis, the interviewer would like to find out if Adult TCKs have attained and developed specific skills and competence, which they are able to use in their daily professional work-life.

3. Responsible for doing the interview and analyzing it are:

Interviewer:

Jennifer Kuhne, Johannes Gutenberg-University in Mainz/Germany
jennifer.kuhne@students.uni-mainz.de

Supervisor of the project:

Prof. Bernd Meyer, Johannes Gutenberg-University in Mainz/Germany
Faculty of Translation Studies, Linguistics and Cultural Studies
An der Hochschule 2 – 76726 Germersheim/Germany

4. The responsible persons will ensure that all data will be treated confidentially and only for the purpose agreed upon herewith:

The interviewee agrees that the interview will be recorded and scientifically analyzed. After finishing the recording he or she can ask for erasing of single parts of the interview from the recording.

5. For assuring data protection, the following agreements are made:

Recording

- The recording of the interview will be done via the online-tool Skype. A copy of the interview recording can be downloaded from Skype for 30 days by both the interviewer and interviewee individually. The recording of the interview will be saved on a separate, personal storage media by the interviewer.
- Only the interviewer and supervisor will have access to the recording for analyzing the data. The recording will not be shared with any third parties or uploaded to any internet platforms by the interviewer.

Analysis and Archiving

- For the analysis, the recording will be transcribed. Names and locations mentioned by the interviewee will be anonymized in the transcript as far as necessary.
- In the PhD publication, it is guaranteed that identification of the interviewee will not be possible.

6. The interviewer holds the copyright for the interview.

A) To be signed at the beginning of the interview by the interviewer:

I confirm that I have informed the interviewee about the purpose of the data collection, explained the details of this agreement about data protection, and obtained his or her agreement.

Hofheim, _____ Interviewer _____

B) To be filled out throughout the interview by the interviewer:

Information about the interviewee:

Name: _____
 Age: _____
 Nationality / Nationalities: _____
 Currently lives in: _____
 Job title: _____
 Years of work-experience: _____

Information on the interview:

Date: _____
 Place: Online, via Skype
 Starting time: _____
 Ending time: _____
 Total length: _____

F Overview of ATCK Interviewees

Interviewee Number	Interview Date	Sex	Age	TCK Group	Nationalities	Grew up in	During the interview lived in	Work Experience Years	Studied	Mother Tongue(s)	Languages	ATCK Advice & Comments
Interviewee 1	15.05.2019	female	56	Foreign Service Kid (Netherlands)	Netherlands	Warsaw, Washington D.C., Bern, Holland, Mexico, France	Buenos Aires, Argentina	31	Yes, in France	Dutch (mother but uncomfortable), French (educational language), English (easiest)	Dutch, English, Polish, French, German, Spanish	Building a shell; instinct/six sense; at home all speak french even though no one is french; strong at starting projects; ATCKs have a super power and are not just wierd
Interviewee 2	15.05.2019	male	33	Child of bi-cultural parents (French & USA)	French & USA	Basel, France Plus: Mother from Strassbourg & Father from USA Midwest	Geneva, Switzerland	8	Yes, in USA	French is Mother Tongue, English is Father Tongue	English, French, Swiss German, Japanese, Norwegian	Sense of TCK belonging & tribe at college, met others like him not just an outcast. Off balance after studying, zigzagging in business
Interviewee 3	18.05.2019	female	32	Foreign Service Kid (USA)	USA	Virginia; Pretoria South Africa; Virginia again; South Korea; Bonn Germany; Frankfurt Germany; Tokyo Japan; Tel Aviv Israel	Whitehall, Michigan, USA	12	Yes, in USA	English	English, French, German,	5 Second vs 5 Minute answer to "where are you from"; travel itch and travel bug; anecdote: where are you from; uses language expressions as door opener, use of accents when useful; TCK Screamer; abrupt release of diplomatic child
Interviewee 4	20.05.2019	male	31	Corporate Kid (moved due to father's work)	Korean	Seoul Korea; Surabaya Indonesia; Korea again	Indonesia	10	Yes, in Korea & Argentina	Korean, English is emotional language	Korean, English, Indonesian, Japanese, Spanish	English as Second Language stress; home visits are lots of fun but not reality; loves to travel; language classes as a child; eating Chinese Noodles was first time he felt different culturally among family; other ATCKs from high school considered trusted friends; your international contacts are treasures
Interviewee 5	24.05.2019	female	41	Child of bi-cultural parents (Netherlands & Moroccan) Corporate Kid (father worked for UN)	Netherlands & Moroccan	Minnesota USA, Morocco, Senegal	Maastricht, Netherlands	20	Yes, in Netherlands	French (educational & emotional language), English (emotional)	Dutch, English, French, Arabic, Spanish, Italian	All speak french at home even though no one holds the nationality; not all languages mentioned on CV as some are on "camping level"; feels like a foreigner in passport country; international company & international friends are important and make one feel at home; take the best out of all cultures and mix for oneself; put ATCK background on CV, Chameleon in every kind of situation; want to be entertained by other peoples stories not just be the entertaining story guest. Life and personality enriched by experiences
Interviewee 6	17.06.2019	female	24	Corporate Kid (moved due to fathers work in Oil Service Company)	Indonesian	Jakarta Indonesia; Teheran Iran, Islamabad Pakistan, Bucharest Romania, Singapore,	Jakarta, Indonesia	5	Yes, in Indonesia & Australia	Bahasa Indonesia, English	Bahasa Indonesia, English, French, Spanish, Japanese, Korean, Arabic	ATCK life is special. Put TCK lifestyle on front page of CV, stressed to write formal communication in mother tongue language; interculturally competent person because adapts a lot of other cultures into her everyday life; an intercultural experience is a gate-opener: can be a little random story
Interviewee 7	18.06.2019	female	58	Missionary Kid	USA	USA, Small Island Japan, USA again, Small Island Japan again	Moscow, Russia	40	Yes, in USA	Japanese (mother & emotional language)	Japanese, English, Russian, Spanish	When very tired, vocabulary comes in Japanese first; defines "language fluency" only if you can hold a heartfelt conversation; done things out of her comfort zone eg. medical birth translations; interpreting as a way to stay connected with Japanese culture and country; introvert vs. extrovert in USA/Japanese cultures; feels in this job it has all come together, all the different parts in her life, nothing is wasted; as life moves on it gets easier, it gets better; blend/adapt/flux with whichever culture you are in, its easier to stay in contact due to social media, vs. one phone call when grandfather died in Japan; might bump into a TCK later on in schooling life as well

Interviewee 8	22.06.2019	female	49	Corporate Kid (moved due to father's work)	German & British	United Kingdom & Germany	Doha, Katar	32	Yes, Online Studies	Dinglisch: 100% English & 90% German Emotional: English	Englisch, German, French, Spanish, Khmer, Laos	ATCKs already come with majority of skills needed for 21st century business world; Fremdsprachenkorrespondentin und TESOL; long time felt she had all these experiences and languages but was not perfect in anything, then decided she could communicate well; "I'm a multicultural international thing and I can communicate in several different languages", translating feels natural, more sensitive understanding of emotional intelligence, failed an intercultural test as did not fit the form and questions; had a phase of "stuckness", be yourself - do not try to fit a mold, do not brag, just be yourself
Interviewee 9	24.06.2019	male	49	Missionary Kid	USA	USA & Papua New Guinea	Greenville, South Caroline, USA	28	Yes, in USA	English (mother and emotional) at times Melanesian Pidgin was also emotional language	English, Melanesian Pidgin, Papua New Guinea Tribal Languages, French	MK's = Missionary Kids, went to international kind of school just faith based; experienced more shock coming to the USA than going to Papua New Guinea; comfortable in both knowing I am not fully in either; helpful was being able to connect with other MKs at college; growing up in another culture has always been a deep pull, being a TCK is not a disability; do not look at the negative, it's a huge positive, you seen things from multiple different perspectives
Interviewee 10	05.07.2019	male	35	Child of bi-cultural parents (Japan & Sweden) Corporate Kid (moved due to father's work)	USA & Swedish	Netherlands, United Kingdom, USA,	City South of Mainz, Germany	10	Yes, in USA, Japan & Belgium	English (mother and emotional)	Dutch, English, Japanese, Swedish, Spanish, German	To answer the question why did you move so much: running from the law; felt more Japanese & European on the inside, went to Japan for a college exchange and realized more USA on the inside than previously acknowledged (accumulation of frustration and many annoyed moments); grew up with a lot of halfway things, sometimes felt left out at school not knowing the traditions; do not rely purely on languages skills; as soon as you do not use them actively anymore you start making mistakes, find other skills that are marketable as well; international school choices also formed cultural background
Interviewee 11	06.07.2019	male	74	Govemment Service Kid (USA) (father worked for CIA)	USA & French	France, Libya, Germany	Dambach, France	56	Yes, in USA	French & English (English is emotional)	French, English, German, Italian, Spanish	uses bits of German language as a door opener; feels very comfortable living in a border area (Elsace & El Paso); cross-cultural influence is something I appreciate and it has advantages; way of education highly influenced his cultural upbringing, his attitude culturally is that he firmly believe that success in life is being able to cope with plan B; I never thought of it in those terms (not sure if working with plan B has to due with his upbringing); finds shocking: there are people that are proud of the fact they never left their home county, culture can be learnt by properly observing, live in France but all entertainment is from USA due to technical possibilities; upbringing has taught him: be receptive not afraid, much easier to stay in contact nowadays with social media; in the 60s and 70s people came by ship and stayed for full 3 years before returning, now you go back and forth regularly

Interviewee 12	06.07.2019	female	38	Academic Kid (USA) (family moved due to fathers academic pursuits)	USA & New Zealand	USA; Canberra, Australia; Solo, Indonesia; Leiden, Netherlands; Canberra, Australia; Yogya, Indonesia; Salt Lake City, Utah; Provo, Utah; Colorado; Jakarta, Indonesia; USA; New Zealand	New York, New York, USA	16	Yes, in USA	English	English, Indonesian, French, Arabic, Persian Farsi	sometimes uses language to connect with other people; likes to surround herself with people that are from other places and speak other languages, helps maintain a sense of identity; always felt like an immigrant in the USA; surrounds herself with people that have one foot in and one foot out of the door; struggling with reverse culture shock in final year of studying; do not tend to claim expertise in any culture but is rather an observer, plays in Indonesian music groups to continue having access to the culture; has a general sensitivity to experience of being dislocated; even with its negative sides she would not have traded it for anything; her TCK experience different than from many other TCKs as her parents did not have much money or a sponsor organization backing them; also were very immersed within the local culture, more than other TCKs perhaps experience; try to decide what future to work towards; constantly unmoored and uncertain about how to lock herself into a fixed path; try to contribute to a long-term goal
Interviewee 13	03.08.2019	female	48	Military Kid (USA)	USA	USA (Springfield Illinois, Colorado Springs); Crete, Greece; USA (Plattsburgh New York, Illinois); Neu Ulm Germany; USA (Cheyenne Wyoming, Offutt Nebraska)	Marietta, Georgia, USA	33	Yes, in USA	English	English, German	She does not have fond memories of transition periods, especially from military to non-military schools; she did not fit in to the curriculum; lived on base but were active in the economy, not only in the US-military bubble, travelled alot in Europe; to husbands dismay she always wants to do something new, something different, like different restaurant every weekend; orders imported Bratwurts to stay connect with Germany and simply because they taste better; uses social media to connect with other Military Brats from Neu Ulm in Germany; her American accent is very mixed and cannot be placed easily; not comfortable when she is around people who only grew up in one single place; is a chameleon and will try to fit in, uses the chameleon approach at work very strategically as well; loss of friendship is a drawback; "I am not bragging, I am just talking about my childhood", a military brat needs other military brats in his/her life to feel whole, Gummi Man search online opened up a whole new world; reconnecting with other Military Brats has healed some scars for her; teach other TCKs about the concept of closure and also better hold on to some childhood friendships

G Transcripts of 13 ATCK In-depth Interviews

G.1 ATCK Interview 1 – May 15th, 2019

1 Part 1

2 Interviewer: 00:00:00 -- your end, started basically.

3 Interviewee 1: 00:00:04 Yeah.

4 Interviewer: 00:00:05 Okay.

5 Interviewee 1: 00:00:05 Yeah, it says you're recording.

6 Interviewer: 00:00:07 Then I will put you there. Uh, nice to meet you, [name of
7 Interviewee 1]. Thank you for taking the time.

8 Interviewee 1: 00:00:14 You're welcome.

9 Interviewer: 00:00:14 Um, I, um, yeah, as I said before, it's not gonna take more
10 than one hour that I'd like to do this talk. Um, and the
11 interview I'm going to have semi-structured. So there will
12 be, um, several questions that I will pose, but, um, what's
13 important to me is that you feel comfortable talking
14 openly. Details are interesting to me. So it's just sort of
15 some highlighting points that I'd like to cover basically in
16 all the interviews I'm doing. Um, but uh, the, the, the
17 storyline is what you also develop out of it, basically what
18 you, what you tell me.

19 Interviewee 1: 00:00:48 Okay.

20 Interviewer: 00:00:49 Yeah? Okay. Um, so my first question is: please tell me
21 about your personal international background.

22 Interviewee 1: 00:00:58 Uh.

23 Interviewer: 00:00:58 What, what, what were your main stops? How did, how
24 did your, your pre-, uh, pre-18 life--

25 Interviewee 1: 00:01:05 Okay.

26 Interviewer: 00:01:06 --develop and then also continue on? So.

27 Interviewee 1: 00:01:09 Okay. Um, when I was three years old, my father entered
28 the Foreign Service for the Netherlands and we started
29 traveling, uh, for his work. Well, traveling, actually
30 moving. So I spent, when I was three, I moved to Warsaw
31 for two years. Then when I was five I moved to
32 Washington D.C. for two years. Then when I was seven,
33 I moved to Bern in Switzerland for three years. Then we
34 moved back to Holland for three years, when I was 10.
35 When I was 13, I moved to Mexico for four years and
36 when I was 17, I moved to France to study. And I stayed
37 there for a long time, but you're only interested until 18.

38 Interviewer: 00:01:55 [Unclear due to overlap.]

39 Interviewee 1: 00:01:55 And now I live in Argentina, and in the meantime I've
40 lived again in the U.S. and in France.

41 Interviewer: 00:02:01 Okay. So you continued on the lifestyle,--

42 Interviewee 1: 00:02:05 Yes.

43 Interviewer: 00:02:05 --basically as a grown-up to move as well.

44 Interviewee 1: 00:02:06 Yes, I reproduced, I repro--, I replicated the model.

45 Interviewer: 00:02:11 Okay. Um, nationalities that you hold is, uh, only Dutch?
46 Or do--

47 Interviewee 1: 00:02:15 Yes.

48 Interviewer: 00:02:15 --you have multiple?

49 Interviewee 1: 00:02:16 No, only Dutch. Only Dutch. Uh, but my children are-- I
50 have two French daughters, and an Argentinian daughter
51 and a Dutch son.

- 52 Interviewer: 00:02:28 Okay! That, those are true ATCKs growing up too, uh?
- 53 Interviewee 1: 00:02:33 Yes.
- 54 Interviewer: 00:02:33 Yeah. Um, while you were in school, what kind of
55 schools did you attend?
- 56 Interviewee 1: 00:02:39 So I-- when we were in Warsaw, my parents sent me to
57 an English kindergarten. Uh, [pause] so when I was three
58 and a half or something, I already spoke Dutch, English
59 and Polish because we had a Polish nanny. And then
60 when I was five, my parents sent me to a French school,
61 where I stayed until I was 18. The Lycee Francais, uh,
62 which means that when I was five, I also learned French.
63 And, uh, so I, I spoke four languages when I was five,
64 which kind of, you know, is, is something that no one can
65 understand, but it just happens, right? Um, and I stayed in
66 the French schools until the end of my Baccalauréat. And
67 the reason why my parents picked the French school is
68 because they liked the fact that it was the same
69 everywhere, that it was very centralized. That the
70 program is the same in every country. So when you move
71 - and they knew they were gonna move - that they would,
72 you know, be like that. And also because it had a
73 reputation of being quite strict and serious, which is
74 something my parents liked.
- 75 Interviewer: 00:03:50 Okay. Were they, were they, um, themselves, French-
76 speaking?
- 77 Interviewee 1: 00:03:55 They spoke French. Uh, you know, like a, a lot of people
78 - they are in their Eighties now - but a lot of people who
79 um, went to school in the Netherlands years ago, they
80 would have French, German and English at school. So
81 they spoke French. Today there's a little less Francophilia
82 in Holland, but at the time it was an important language.

83	Interviewer:	00:04:14	Okay.
84	Interviewee 1:	00:04:15	So they spoke French and they could actually, which is
85			not the case with all the parents, you know, my friends,
86			they could actually help me with homework.
87	Interviewer:	00:04:22	Mm-hmm. And, um, your school set up was then mainly
88			also children with, with these international backgrounds,
89			because you then went to French school--
90	Interviewee 1:	00:04:31	Yes.
91	Interviewer:	00:04:32	--also outside of France, right?
92	Interviewee 1:	00:04:33	Yes. I've actually never been in the French school in
93			France. So--
94	Interviewer:	00:04:37	Okay.
95	Interviewee 1:	00:04:38	--in all my schools, uh, there were in, in most of the
96			schools when I was young, the primary was all foreign
97			kids. And now and then that would be a local, but it wasn't
98			typical. In Holland, I was the only Dutch girl in the
99			French school because I was living in my own country,
100			but going to the French school, which was very strange
101			for me and provoked the necessary, you know, pre-
102			adolescent, adolescent crisis. Uh, then when I went to
103			Mexico I was a little different because in, in, in Latin
104			America and here in, um, in Argentina it's the same.
105			There the French school is fashionable also for locals. So
106			in Mexico it was like half Mexicans half foreigners, but
107			in the, in the primary schools, only foreigners and
108			children of parents who would, you know, move a lot. Or
109			French people who lived in the country.
110	Interviewer:	00:05:30	Mm-hmm. Okay. Is there anything sort of, to this pre-18
111			early years, TCK background that you'd like to add still?

112 Otherwise I would move on to, uh, the languages a little
 113 more in detail.

114 Interviewee 1: 00:05:45 Um. No, I mean, I don't know exactly where you're going.
 115 But obviously, uh, you do create kind of a, a special way
 116 of looking at life when you move all the time. And
 117 especially looking at— I would say the main
 118 characteristics are that the way you look at the Other,
 119 which, um, you know, you're, I think you're much more
 120 open to the Other in the sense that you have to adapt
 121 everywhere. So it's not like an Other, as a stranger, an
 122 Other someone you have to accept and adapt to. And the
 123 other thing is that, I think that emotionally, because you
 124 know you're gonna move again, you kind of make some
 125 kind of, um, you know, like a little how-- what is it called.
 126 Um, heh, you know what turtles have. Um,--

127 Interviewer: 00:06:32 Shell?

128 Interviewee 1: 00:06:33 --Uh, a shell, yeah. You build a shell around yourself, you
 129 know, to shield yourself from all those feelings because
 130 you know, you're gonna-- first, you're gonna be no one,
 131 and then you're gonna be someone, and then you're gonna
 132 leave again. So that hurts. So then you're gonna be no one
 133 again. So that thing, which I guess you, you are also
 134 familiar with.

135 Interviewer: 00:06:50 Yeah. I did, too, yeah.

136 Interviewee 1: 00:06:52 But I think that has very-- a lot of implications also for
 137 later life, which is why I just wanted to mention it.

138 Interviewer: 00:06:59 Okay. What, what implications? Let's follow that a little
 139 bit.

140 Interviewee 1: 00:07:03 Um, well first the implication-- if, if I go to the first thing,
 141 where you consider the Other as an Other that, who needs

142 to accept you, you know, and not like you always lived in
 143 the same country and the Other is like, oh my God, is
 144 scary, right? You just have to accept that there are
 145 differences and things like that. I think that makes you
 146 much more open to others. Uh, not just to, to working
 147 with others, but also to, um, understanding others. I've
 148 noticed myself very often that I would be in meetings
 149 with people from different countries. And when people
 150 don't understand each other, I could just feel it. I just
 151 know it, that they're not speaking at, on the same length
 152 [sic]. But the other people don't notice. You see? So
 153 they're, they're kind of--, I just know what information
 154 this person is missing. I, I don't know how to explain it,
 155 but I could just feel that there's something not right. And
 156 then usually I would add that information and then
 157 everyone would be at the same place again. So I think it
 158 gives you some kind of an instinct towards, uh, you know,
 159 understanding if the others understand or not. Uh, and
 160 about the shell. I don't know if that has a lot of, oh-oh.

161 [Technical disturbance – screen frozen – Skype interview
 162 breaks off and needs to be re-started – time-stamp starts
 163 at 00:00 again]

164

165 Part 2

166 Interviewee 1: 00:00:00 Oh, I, I think that's the main, um, that's the main
 167 comment. It's about the relations with others. I don't think
 168 the shell, I don't think the shell thing, the turtle thing has
 169 a lot of bearing on your future life, at least not your
 170 professional life.

171 Interviewer: 00:00:14 Okay. Okay, so now that I know more about your
 172 international background in general, um, let's look at the

173 languages that you speak. Um, I remember you saying it
 174 was Dutch, English and Polish in the first years.

175 Interviewee 1: 00:00:30 Yeah, and then--

176 Interviewer: 00:00:31 French followed.

177 Interviewee 1: 00:00:31 --French, German in Switzerland. Uh, and then Spanish
 178 in Mexico. And by then I had forgotten Polish.

179 Interviewer: 00:00:41 Okay. Which are your active languages now?

180 Interviewee 1: 00:00:46 Uh, Spanish, English and French are the most active ones.
 181 Uh, Dutch when I speak with Dutch people only, which
 182 is almost nowhere, never. And, uh, German is very rare,
 183 but I understand it and I can make myself understood. But
 184 I never use it here.

185 Interviewer: 00:01:04 Okay. What, um, languages would you consider to be
 186 your mother tongues?

187 Interviewee 1: 00:01:11 Well, I guess technically Dutch is my mother tongue, but
 188 I'm more comfortable in French because it's my education
 189 tongue. Uh, and in English because it's just the easiest,
 190 has been the easiest for the past 30 years in work. Um, so
 191 I, I-- and it's quite actually quite uncomfortable. I, I try
 192 not to think about it, but when I speak with my parents in
 193 my mother tongue, I'm uncomfortable. So it's
 194 uncomfortable, have-- speaking, you know, not being
 195 good at your mother tongue, in a way. Uh, I speak it and
 196 no one notices, but I know it's a little strange and it's
 197 harder for me. So I would say I don't, maybe, yeah, again,
 198 I have a technical mother tongue, but my best languages
 199 are French and English. And now Spanish every time
 200 more because I'm here, but I have an accent which I don't
 201 have in the other languages.

202	Interviewer:	00:02:02	Okay. And, um, in regards to writing and reading in the
203			languages. Are they equally strong?
204	Interviewee 1:	00:02:11	Uh, I would say French, English and Dutch are the
205			strongest.
206	Interviewer:	00:02:16	Okay.
207	Interviewee 1:	00:02:16	Spanish is okay, but it's a little more painful and German
208			is very painful.
209	Interviewer:	00:02:24	Okay.
210	Interviewee 1:	00:02:26	I mean if I were to read like a novel, you know, I would
211			never pick German. And if I can read it in French or
212			English, I prefer over, um, Spanish or Dutch.
213	Interviewer:	00:02:37	Okay. You mentioned earlier that, um, you learned also,
214			not just in the school and with your parents, but also
215			through the housekeeper, I think it was, uh,--
216	Interviewee 1:	00:02:47	Yes.
217	Interviewer:	00:02:48	--one of the languages.
218	Interviewee 1:	00:02:49	Polish.
219	Interviewer:	00:02:49	Was anybody else,-- Polish, yeah. Was anybody else, uh,
220			involved in, in helping you learn languages or did-- how
221			did you pick it up other than your parents and in school?
222	Interviewee 1:	00:03:00	Uh, TV.
223	Interviewer:	00:03:03	Okay.
224	Interviewee 1:	00:03:03	TV in Germany, uh, I'm told that, you know, we picked it
225			up from German TV. Um, and that's, well-- and one thing
226			my mother did when we were, I guess about six or
227			something, when I was about six, she sent me to the
228			Belgian embassy to take Dutch lessons to learn how to

229 write Dutch. And I think that if I hadn't done that, I
 230 wouldn't be able to write Dutch.

231 Interviewer: 00:03:30 Okay. Mm-hmm. Um, Spanish came as a grown-up
 232 language then, right? Or was that also in your schooling?

233 Interviewee 1: 00:03:38 No, no, I was in Mexico when I was 13.

234 Interviewer: 00:03:41 Yeah, you're right.

235 Interviewee 1: 00:03:41 So the basis came when I was a teenager, and then when
 236 I moved here in 2013, I went to a special class to improve
 237 my Spanish and to learn the Argentinian Spanish, which
 238 is a little different.

239 Interviewer: 00:03:56 Okay.

240 Interviewee 1: 00:03:57 To feel more comfortable, uh, because I was
 241 uncomfortable with the Mexican Spanish when I met
 242 family, so. And, and that really helped. But I already
 243 spoke Spanish. You-- I, I went to the class and they
 244 already put me in the advanced because of what I had
 245 learned when I was a teenager.

246 Interviewer: 00:04:12 Okay. And are there any other languages that you learned,
 247 um, or wanted to learn only as a, as a grown-up? That sort
 248 of on top, where you say maybe from a business
 249 perspective that something was missing. Um, for
 250 example,--

251 Interviewee 1: 00:04:25 No.

252 Interviewer: 00:04:25 --people say Arabic or, you know, Chinese, that they
 253 really--

254 Interviewee 1: 00:04:28 No, no. Missing, never. At some point I took some
 255 Russian languages because I kind of like the, you know
 256 the, the whole culture and I noticed that I would learn
 257 very fast, but that's about it.

258	Interviewer:	00:04:42	Okay.
259	Interviewee 1:	00:04:43	I didn't continue.
260	Interviewer:	00:04:45	And, um, in the business and private setting. Where are
261			the differences? Which, which languages do you use?
262			Mainly privately? Which ones do you use in the business?
263	Interviewee 1:	00:04:56	Uh, privately for all sorts of reasons and mostly because
264			I studied in French and my first husband was French and
265			I lived in France. So when my daughters were born,
266			although with the first one I spoke Dutch. With the second
267			one, I, I, I kind of dropped it because the outside world
268			wasn't very accepting of it, you know. So at the end I
269			ended up speaking French with my two daughters and
270			when I divorced, I continued speaking French with them
271			and I moved to the U.S. with them. And when I met my
272			second husband, we were already speaking French. So
273			he's from Argentina and he did speak a little bit of French,
274			but to be adopted by our family, he needed to speak
275			French. So now at home we all speak French, but no one
276			is French.
277	Interviewer:	00:05:41	Okay.
278	Interviewee 1:	00:05:42	So kind of funny. Uh, and then in business, mostly
279			English, uh, when I, you know, in any meeting that is
280			outside of Argentina. And Spanish in, when I, when I'm
281			with my Argentine colleagues.
282	Interviewer:	00:05:56	Okay. Um, let's dive into the work setting a little more
283			clearly now. Um, in what context, maybe concrete
284			example or two, would you use, um, your linguistic skills,
285			basically? Where, where would you make the switch? I
286			mean, you just started, started on that track basically with
287			the difference of whom you're doing business with, but,

288 um, in what kind of settings do you pull your different
 289 languages up?

290 Interviewee 1: 00:06:24 Uh, well, different settings. First of all, our company is a
 291 global company that has offices in more than 80
 292 countries.

293 Interviewer: 00:06:34 Okay.

294 Interviewee 1: 00:06:34 And I was, I started working 30 years ago in, in, in a
 295 company that was later purchased by this company, but
 296 whatever. But I started working in the late Eighties when
 297 the company was just becoming more and more
 298 international. Right? So in the beginning, I was like, uh,
 299 a driver of their international, you know, um, growth.

300 Interviewer: 00:06:57 Okay.

301 Interviewee 1: 00:06:57 Among, not the only one of course, but among them it
 302 was a small French company and it started getting bigger
 303 and bigger and buying companies. And I was part of that
 304 whole expansion. So in the beginning, uh, they almost
 305 hired me because I spoke English. I mean, it was one of
 306 the main-- they didn't care-- because I studied economics
 307 and I had all kinds of other qualifications, but they didn't
 308 really care about that. What they cared about most was
 309 that my English was so good and I helped them set up a
 310 network of international companies. So in the beginning
 311 it was almost the-- English and Spanish by the way, uh,
 312 because they also had a partner in Spain. So in the
 313 beginning, was almost thanks to my language skills that I
 314 started working in this area. And then it was just very,
 315 um, you know, very useful for the whole development
 316 process. Which for others was complicated. But for me it
 317 was never a problem because I could understand most of
 318 the people I would work with. So, so the first moment

319 where I pulled them is just because that's why I get hired.
 320 And later on, uh, every time that, uh, my language skills
 321 could help in, in meetings or in negotiations, I would pull
 322 them up. But of course there's a limit to it because if
 323 you're in a meeting with a lot of people and the common
 324 language is English, it's very rare. I mean it's not easy to
 325 go and speak Spanish to someone all of a sudden, you
 326 know. But sometimes I would, I would use it usually to
 327 oil the relationships a little bit, or in personal settings or,
 328 you know, I, I just think it makes, it made everything
 329 easier. And I also think it made me likable because, you
 330 know, people tend to like people who speak their
 331 language, they, you know, for example, I have a huge
 332 admiration for foreigners who speak Dutch. I, I think you
 333 speak Dutch, no? Do you speak Dutch?

334 Interviewer: 00:08:52 No, unfortunately not. My brother does.

335 Interviewee 1: 00:08:55 Yeah, ok. Well anyway. So my point is that pe- people, it
 336 just makes you likable and at the same time it makes you
 337 more, um, you're like observing much more because you
 338 can understand between the lines, you know? You know
 339 that if a Spanish person speaks English, you almost
 340 understand the person better because you speak Spanish
 341 and you know, when, when they use an idiomatic
 342 expression, you know where it comes from. So I just think
 343 it's been a huge enhancer for me. Uh, now specifically
 344 there was also been times where people would ask me to
 345 translate things, especially a long time ago. Not anymore.
 346 Uh, but I just think it makes you more aware of
 347 everything that's going on.

348 Interviewer: 00:09:40 Were there jobs, um, in the beginning of your career then
 349 when you were asked to do specific linguistic tasks, um,
 350 that you were uncomfortable doing?

351 Interviewee 1: 00:09:53 No, I've, um, I've always enjoyed, um, because in my
352 field, even if I were doing a translation for someone, uh,
353 you know, the, the market research field is very
354 interesting. So usually it would be a survey on something.
355 So I don't know, um, how do Polish housewives consume
356 chocolate, whatever. So the contents were always
357 interesting. So I was never bored because of what I was
358 learning about, you know. So no, I was never really, no,
359 I've never been bothered or offended or, or anything.

360 Interviewer: 00:10:30 I'm asking because some people have said, um, that they
361 have had or they've been asked to do like legal
362 translational work.

363 Interviewee 1: 00:10:37 Uff.

364 Interviewer: 00:10:38 That they have to prepare contracts or things because the
365 company wants to, um, do a first pitch or something and
366 save a little bit of money and not have a, a professional
367 translator coming. And that's sort of where a lot of people
368 draw the line that, um, they, they, uh, you know, the, the
369 every day to day and sort of general tasks they feel
370 comfortable with. But when it comes down to, um, you
371 know, paper, paper writing legal, that's where they say, I
372 did it. I really didn't like it. I don't really want to do it
373 again, um, because I don't have the professional
374 background. If, if that's the people,--

375 Interviewee 1: 00:11:08 Yeah.

376 Interviewer: 00:11:08 --the people I've been talking to.

377 Interviewee 1: 00:11:09 I, I don't think I would have actually done it. I think I
378 would have told people that I can tell them more or less
379 what it says. You know, if, if you get a contract in another
380 language or something, I can, you know, summarize what
381 it's about and, and do that. And that usually helps, but

382 translate something, uh, legal, I don't think I would've,
 383 um,-- I, I would've said directly, I, I cannot do this and,
 384 but I can tell you or them, I can summarize it if you want.

385 Interviewer: 00:11:37 Mm-hmm. And were you ever specifically asked, um, for
 386 your language skills, like into meetings to do literal
 387 translations to help out? Um, in, in communication?

388 Interviewee 1: 00:11:46 Well I've-- Yes. I've actually done, uh, interpretations.

389 Interviewer: 00:11:51 Okay.

390 Interviewee 1: 00:11:52 So in market research there's, there's such a thing called
 391 group, um, group discussions, you know, where you have
 392 a lot of people in a room and they'll talk about a product
 393 or whatever. And uh, I've, I've actually been in situations,
 394 uh, because for example, um, and typically when the
 395 client is foreign, we would hire interpreters to interpret
 396 the, the groups, uh, for, for the client. And those
 397 interpreters are usually, uh, you know, serious cons--
 398 conference interpreters, interpreters. So, you know, they
 399 would come in, in pairs and 20 minutes each and
 400 whatever. So it's very complicated and expensive. So
 401 sometimes they would ask me to do it. And I have done
 402 it. Uh, it's not something-- You know, it hasn't been
 403 difficult because the topic was easy, right? Uh, but
 404 obviously I'm not trained for that, but I've done it and it,
 405 it's worked well and usually it's helped in improving
 406 relationships with clients.

407 Interviewer: 00:12:52 Do you-- go ahead.

408 Interviewee 1: 00:12:52 But I wouldn't say I'm the best interpreter, but it's, it was
 409 enough.

410 Interviewer: 00:12:56 Mm-hmm. Do you feel that, um, these es-- extra linguistic
 411 efforts were also seen or valued by your colleagues and

412 boss? Was it, was it mentioned? Or was it just something
 413 that sort of generally fit to international [name of
 414 Interviewee 1] that was sort of sideline? Was it something
 415 really seen or, or added on?

416 Interviewee 1: 00:13:18 It's difficult because I was hired already with an
 417 international background, right? So I was already the
 418 international product. Uh, so I don't think anyone would
 419 have, you know, said, "Oh, and she also speaks English".
 420 No, because they already knew it, right? So, I just think it
 421 was very consistent with my positioning and that it just
 422 generally helped, you know, to give me a very
 423 international, uh, image, which I've always had, but it, it
 424 just was maintained and, and strengthened.

425 Interviewer: 00:13:50 Okay.

426 Interviewee 1: 00:13:50 But it wasn't something that, you know, it's not like I
 427 worked as something else and all of a sudden-- because I
 428 was hired already as such a product.

429 Interviewer: 00:13:57 Mm-hmm, mm-hmm. One thing I really, um, value from,
 430 from the email input that you gave me already, was this,
 431 uh, notion also of you, in a more junior position, being
 432 asked more frequently to use. Um, whereas that in a more
 433 senior position that sort of loses, um, let's say the direct
 434 angle, yeah? That you use it in your day to day, for sure,
 435 the different languages. Um, but that people do not
 436 necessarily come with the minor jobs to ask and, and help,
 437 yeah?

438 Interviewee 1: 00:14:24 No, they wouldn't dream of it. And also I think there's
 439 something else going on. But is that with Google
 440 Translate, uh, a lot of people have started helping
 441 themselves. If it's just about understanding more or less.
 442 So I think a lot of those minor jobs have gone away

443 because minor jobs are not always exact translations.
 444 People just want to know more or less what it says. And
 445 with Google Translate they can figure it out.

446 Interviewer: 00:14:49 They can help themselves. Yeah. Okay. Hmm, is there
 447 still, looking at your entire professional life so far, is there
 448 an interesting linguistic focused story or encounter that
 449 you'd still like to share here? Something that sort of stands
 450 out that has a strong linguistic angle to it, where you
 451 would laugh or tell it as a, as a coffee table story?

452 Interviewee 1: 00:15:11 Well, there's, there's one that actually I just mentioned to
 453 someone yesterday because I, I was, I was recording a
 454 class for university here. Um, but it's not very, uh,
 455 flattering. I can probably think about a better one too, but
 456 anyway, in the beginning when, when, when the company
 457 that hired me started having meetings with, um, other
 458 companies in Europe, um, you know, we would all sit in
 459 a room and there would be an Italian and Spanish and an
 460 English and a German and all that. And um, I would, you
 461 know, for the Italian in particular-- well, no, and my boss
 462 was French and his English wasn't good, so I had to
 463 translate almost everything to him during the meeting.
 464 Right? Or more or less, he would understand a little, but
 465 he liked [sic] some help. That was in the very beginning.
 466 And there was this Italian guy and he would go on and on
 467 and on. And I'm, I'm very Dutch in that way. But I think
 468 I'm also like that myself, is that I'm very synthetic [sic],
 469 so I don't like to talk for hours about, you know, if you
 470 could say it in ten words, why say it in forty, right? Uh,
 471 so this Italian would go on and on and on, and he always
 472 said the same thing! He see-- he would just repeat the
 473 same thing over and over, and then all of a sudden, you
 474 know, I, I translated it to my boss and it was like two
 475 sentences. And the Italian guy got offended because he

476 was like, "Could you please translate everything?
 477 Because obviously with what you just said, it wasn't
 478 everything I said." And I didn't know what to do, but it
 479 was, it was, I had translated, you know, what was needed.
 480 But anyway, that was a, that was a little bit embarrassing.
 481 Um, and later on, this isn't exactly language, but there's a
 482 few [pause] a few funny things that I also actually wrote
 483 stories about for, for our company magazine. Is when,
 484 you know, uh, I did a lot of work also in, with inter--
 485 marketing research companies and other bus-- in other
 486 countries, right? So I would coordinate jobs. And one day
 487 -that was in the beginning too- and one day, um, you
 488 know, you typically would ask things like, uh, this was
 489 for a company in Japan. You would say, well, we want to
 490 have focus group with people who, you know, uh, use,
 491 uh, who have this kind of car and who are at least, um,
 492 uh, social groups A, B and C plus or something like that.
 493 Because the whole social group thing is a big, big deal on
 494 market research. But it's much more important in, in la--
 495 in emerging markets than in developed markets. So
 496 anyway. So this, this Japanese woman answers by email
 497 and she says, "Well, you know, um, we can do what you
 498 want, but except for the social groups because we know
 499 that in your country there are earls and lords, but in Japan
 500 everyone is pretty much middle class.

501 Interviewer: 00:18:12 Okay.

502 Interviewee 1: 00:18:13 So that kind of little funny things. You know, would
 503 happened, uh, all the time actually.

504 Interviewer: 00:18:20 Okay. Thank you for sharing. Um, sort of looking at the
 505 time and to get through, um, looking at your international
 506 background now in your intercultural competence, sort of
 507 going away a little bit from the language focused [sic] of
 508 the questions. What cultures do you think you know well

- 509 and deeply, which, which cultures are you comfortable in
 510 moving around in and, and sharing knowledge about with
 511 others?
- 512 Interviewee 1: 00:18:47 Uh, well, that's complicated question because in one way
 513 I don't think you ever know a culture right? When you're
 514 not from that culture. As a matter of fact, I don't even
 515 think I know my own. But the cultures I am most familiar
 516 with, uh, today I think are the French culture and probably
 517 the American culture because that's where I've spent a lot
 518 of time. Uh, I'm also quite familiar with the Argentinian
 519 culture, but I don't understand it as well as the others,
 520 because it's more different than mine. So I have more
 521 issues with it. Yeah, I understand it, but I don't know
 522 necessarily how to deal with it because it's more different
 523 than, than from mine than, than, than the American
 524 culture, for example.
- 525 Interviewer: 00:19:34 Can you give me a, um, um, sort of a direction where it,
 526 where you feel more clashes?
- 527 Interviewee 1: 00:19:42 Well, there's more values, you know, like, um, uh, I don't
 528 know, like the more, I would say Protestant cultures, you
 529 could say that they're more direct. So they'll go like, um,
 530 you know, if it's no, it's no. Or you know, if it's 8:00 a.m.,
 531 it's 8:00 a.m. Or if they say, I'll call you, they'll call you,
 532 you know. And here it's not at all like that. So, so I know
 533 that. So I know they're not gonna call me. I know they're
 534 gonna be late, I know all these things, but what I don't
 535 know is how to deal with it. In other words, what do I do
 536 to make people call me? What do I do to make people
 537 come on time? That's what I don't know how to do. Uh,
 538 and that's why I'm saying that it's more difficult. Because
 539 although I know the, the symptom, I don't know how to
 540 make things work as smoothly here than in, in France or
 541 in, in the U.S.. In France, in the U.S., you know what I,

542 what I will start, will usually happen. So if I ask someone
 543 to do something, he'll do it. Or if I explain what I want,
 544 you know, I'll get a-- the response, I'll get the response
 545 I'm anticipating. Whereas here, and of course this could
 546 be the same in a lot of other countries, but I just happen
 547 to be here now, here, I don't necessarily know how to
 548 provoke the response that I need.

549 Interviewer: 00:21:10 Okay.

550 Interviewee 1: 00:21:11 I don't know if that makes sense.

551 Interviewer: 00:21:11 Do you feel that-- you've been in Argentina now, how
 552 many years?

553 Interviewee 1: 00:21:15 Six.

554 Interviewer: 00:21:17 Do you feel it's getting different, better maybe? Or is it
 555 still-- do-- are you just seeing the problems more clearly?

556 Interviewee 1: 00:21:27 What, what cha--, well, first when you arrive, the things
 557 that, uh, you don't, that, you know, that are very different
 558 will irritate you, right? So, and some of them clash with
 559 your values. So then you have to have those negotiations
 560 internally. Uh, what has changed is I don't get irritated by
 561 it anymore because you know, then you just, you, you're
 562 irritated all day. So I just have accepted it that this is the
 563 way it is. But I am not yet in a comfortable phase as to
 564 how to, uh, navigate it completely. I'm probably getting
 565 better, but I still feel resistance. Like I don't want to do
 566 this.

567 Interviewer: 00:22:10 And in your time, um, I understand the, the, the sort of
 568 Protestant, yeah, more, um, more similar cultures also,
 569 uh, between the U.S. and, and, and France or Europe,
 570 let's, let's say in the bigger term. Um, what about your
 571 time in Mexico? Does that-- did you have similar

572 feelings or was it, um, because you were younger maybe
573 that it wasn't such an issue?

574 Interviewee 1: 00:22:32 Well, first of all, I wasn't working, so I didn't need to, you
575 know, I didn't need to get stuff done in the same way. Uh,
576 but I do remember, um, that there were things that I had
577 trouble with. Um, and you must have read, uh, Hofstede,
578 you know, "The Dimensions of Culture". Okay. So this
579 collective versus individual. So I remember in Mexico,
580 most of the time there would be good-- big groups of
581 young people and we would just be hanging around, you
582 know? And I was like, well, and then someone would say,
583 let's go to the movies. And I'm like, yeah, let's go to the
584 movies. Well, why don't we just go? No, we have to call
585 so and so and wait til so and so arrived and then til two
586 hours later so and so arrived, you still haven't done
587 anything. So this, this group thing is something that I
588 remember from Mexico being different and needing to
589 get used to. So I guess that was, that's my biggest memory
590 from, from Mexico, from what was really different that
591 you couldn't necessarily, you know, operate by yourself.
592 Everything was very group-- groupy. Uh, which at the
593 same time is very warm and fun. And I had a lot of
594 friends. So, you know, I had a lot of fun, but I remember
595 this thing of being frustrated that when we said we were
596 going to the movies, we usually didn't go because there
597 was always something that happened.

598 Interviewer: 00:23:52 Okay. Yeah.

599 Interviewee 1: 00:23:55 So, yes, I think the, the whole group versus individual
600 thing is very strong. And then there's also the other
601 dimension to me is very strong is the one of, um, you
602 know, uh, court--, cour, courtesy. So you know, when you
603 don't want to say no to not to hurt someone's feelings,

604 where we in Holland have absolutely no problem with
605 that.

606 Interviewer: 00:24:15 Being direct, yeah. Um, did you learn about some cultures
607 also in a sort of indirect way? Um, in the sense that you
608 maybe had a group of friends for a long time that were
609 from one specific culture that introduced you to certain
610 things, not necessarily the ones that you lived in now. But,
611 um, um, and I, you know, I do know that you have, uh,
612 intercultural knowledge and competence as well. I, I, uh,
613 I understand that, but, um, sort of from a semi-private
614 setting coming, that you would have dinners with them
615 that, you know, whatever, um, you'd read literature that
616 they tell you to read or something like that that introduced
617 you to another culture that you hadn't yet been in close
618 contact with?

619 Interviewee 1: 00:24:59 I've been interested in, um, also through work in, uh, in
620 the Chinese culture a little bit. But I wouldn't say I
621 understand it, but it, it does interest me and, and I've been,
622 uh, confronted with it. I've traveled several times. I've,
623 I've read things about them and I, I kind of feel them a
624 little bit. And I also, uh, used to have a Lebanese
625 boyfriend. And I met a lot of people from that community
626 who also, you know, uh, also are very warm and you
627 know, and they had this specificity that, at that time, a lot
628 of them would be refugees in, um, or at least temporarily
629 relocated in, in France because it was the war over there.
630 So that was very interesting also. And, and I'm very
631 curious, of course, in understanding that.

632 Interviewer: 00:25:49 Mm-hmm. Okay. Now again, connecting intercultural,
633 uh, angle of things with, uh, the work setting. Um, so in,
634 in your professional life, I, I in my survey I had some
635 questions that were sort of geared towards that
636 specifically if you had the feeling that, um, the

637 intercultural aspects played a clear angle and role, sort of,
 638 in your professional life, where you have tasks that you,
 639 um-- I mean that it's underlying, it's clear, yeah, that it's
 640 an underlying issue, but sort of where it also pops up. If
 641 there is, uh, certain examples where, um, this comes up
 642 more to the surface.

643 Interviewee 1: 00:26:29 Yes, definitely. So my job, uh, for a long time has been,
 644 uh, to develop, um, we call them products, but in fact
 645 they're methods to answer specific survey questions. For
 646 example, uh, for a lot of years I participated in something
 647 called advertising research where the objective was to
 648 find a way to survey people, uh, about ads,
 649 advertisements, to see if they worked. And you know, that
 650 has a lot of psychological dimensions because if you, if,
 651 if, I ask you, does this add work? Obviously you'll say
 652 whatever you want, but that doesn't mean it works, right?
 653 What you think the ad does to you is not necessarily what
 654 it does to you. So it has a whole kind of methodology
 655 around it where typically, like in medical research, you'll
 656 use a test cell that seen the ad in a control cell that hasn't,
 657 you know? Like the medication and the placebo. So
 658 there's a lot of sophistication that goes around that
 659 because it's also very expensive for companies to put ads
 660 on TV. So there's a lot of research behind it. So those
 661 things are called pre-tests. Um, and, and, and my job has
 662 been -also in other areas of research- to develop methods.
 663 And typically, what happens in-- what has happened is
 664 that my company has bought comp-- companies all over
 665 the world. So typically, everyone in every country would
 666 have their own way of doing things. Okay. Which is
 667 normal. It's like if I, if I, if I asked you to make a chocolate
 668 cake, it's not going to look like my chocolate cake. Right?
 669 So that's normal. But our company is a large company and
 670 its clients are global, like P&G, Unilever, all that. So they

671 needed the, the methodology to be the same in all the
672 countries. And that was my job. My job was to find the
673 best methodology that would work globally. And I think
674 that where my intercultural, uh, competences have helped
675 a lot, is that I have been able many times to put everyone-
676 - well, first of all, to understand what everyone was doing
677 and why, because everyone had their own rationale. And
678 then to take all of that and create something that would
679 work for everyone. So some kind of mega consensus. Uh,
680 and sometimes it had bits and pieces. So for example, if,
681 if the Americans really didn't like one piece, well I would
682 make it optional, right? So some countries would do it
683 and others would not. But anyway. So in a way, this, this
684 has allowed me to first of all understand deeply what
685 everyone was doing. And then from there go to what I
686 think would be an acceptable compromise or an
687 acceptable solution, because it wasn't-- usually it was
688 better than what everyone was doing, but an acceptable
689 solution for everyone. And to also negotiate with
690 everyone to show them, each one individually, how they
691 would go from where they are today to where they, where
692 we're gonna go tomorrow and how to improve that. And,
693 and I really think that, also because I've, I had a lot of
694 American colleagues, um, at the time, uh, I could tell that
695 for me it was much easier to understand what the others
696 were doing and to, to convince them to change, than for
697 the American colleagues who had more of an approach
698 of, listen, we've been doing this for 20 years and it works,
699 so just do it, you know? So I would say that has been a
700 very, I really think that was very, you know, a specific
701 skill I had and I've been very successful in, in that. And,
702 and I've repeated it many times. That same idea of, of, of
703 all the possible things, finding the one that would work
704 best for everyone and making sure that everyone

- 705 understood and accepted. I should have gone to [sic]
 706 politics.
- 707 Interviewer: 00:30:31 Mm-hmm, yeah, I think that politics can be very quick-
 708 lived [sic] huh? That's the one big real difference. Yeah.
 709 Okay. Um, in comparing that with, a little bit with the,
 710 with the linguistics, do you feel that over the years of
 711 gaining more seniority in your job, you're using more the
 712 intercultural and less the linguistics? Or are they on the
 713 same pari [sic]. Or other way asked, already as a more
 714 junior person, were you using these intercultural skills
 715 already on the same sort of setting? With less experience,
 716 of course.
- 717 Interviewee 1: 00:31:06 I think I've always used them because it's almost like
 718 natural for me. I think I've gotten better at it and I think
 719 the difference between then and today is today I
 720 understand what it does-- it did. Whereas, at the time it
 721 was just an instinct, you know. It's like when you know
 722 how to play music, you just play it. But then later maybe
 723 you can, you know, understand better why and things like
 724 that. But I think I've always had that, that you could
 725 almost call it a sixth sense, I guess. Um, you know, of, of
 726 better understanding. But I think they're not independent
 727 because I think part of the better understanding of the
 728 other is of course your curiosity and your openness. But
 729 part of it is also speaking their language because of the
 730 way they speak English. Like I said earlier, you, you, you
 731 sometimes understand better what they say, because in
 732 their translation you can tell which expression it comes
 733 from in their own language. So I think they're not
 734 independent.
- 735 Interviewer: 00:32:01 Um, I'm sure over time, or, that you would probably say
 736 yes to this, that over time your, your boss also or your
 737 colleagues, um, gave you more and more tasks along the

738 lines too, because they were, saw that, that the
 739 intercultural angles, were working in it as well, right?
 740 You were sort of helped along the way then? Or?

741 Interviewee 1: 00:32:21 Well, I was-- let's not forget that I was hired that way,
 742 right? So I was, you know, I was hired to be an
 743 international product. But it's true that all of my jobs
 744 except maybe one -which by the way was more political,
 745 so in a way it makes sense- uh, have been, have had an
 746 international angle to them. And I've always had like
 747 global functions where my, my, my job was to define
 748 something for the whole world. Or something for all of
 749 Europe. Or, or, uh, I've, I've been involved also in, uh,
 750 things like training programs for the whole world and
 751 things like that. So it's, it's always been a lot of
 752 communication also. And another thing that, uh,
 753 distinguishes me, but I don't know-- that has, that people
 754 would say about me, right? I don't know if it's because of
 755 my ATCK-ness. Um, but maybe, you know. Is that I have
 756 never been afraid. W-- like when, when something new
 757 comes up, okay, oh, you know, we should do something
 758 and it's completely uncharted [sic] ground. Like no one
 759 has ever done it. And we don't know exactly w-- everyone
 760 feels that it should become a project, but they're not sure
 761 how to, you know, go about it? Then my name would
 762 almost always come up. As someone who can take
 763 something that, from zero and at least give it a shape. And
 764 then once it has a shape, others will take over. But it's
 765 almost like de-- designing something, right? Usually not
 766 the idea, wouldn't come from me, but, but the first shape,
 767 so I don't know if that is linked or not. It could very well
 768 be linked. But in any case, it's like we don't know exactly
 769 who to give this to. "Let's give it to [name of Interviewee
 770 1] because she'll, she'll know how to start."

771	Interviewer:	00:34:17	Okay.
772	Interviewee 1:	00:34:17	And maybe it's because you, because I've started so often
773			in every new country, you know, I know how to start.
774			Maybe that is it, I don't know if it's linked.
775	Interviewer:	00:34:25	Mm. Do you-- how did you feel in these situations? Was
776			there in the end, I mean, were, were you excited to go
777			along? Was it sometimes tiring, because it was sort of,
778			okay, now I'm asked the, the seventh time in a row to start.
779			Is it, you know, is it, did you feel exploited? Did you feel,
780			uh, generally happy?
781	Interviewee 1:	00:34:45	Usually, usually excited. Uh, as for with a new adventure,
782			um, and, and in that way, reproducing a little bit this sense
783			of, okay, we're moving guys, this is a new adventure. And
784			here it was also, again, the new adventure. So usually
785			excited. Um, and, um, but only, you know, if, if, if it was
786			like-- it had to be important. Okay. If it's not important,
787			then I'm not, you know, why would you bother, right?
788			But, but if something is, is important and I can help get it
789			off the ground, then I was usually excited.
790	Interviewer:	00:35:23	Mm-hmm. Okay. Looking again at your entire
791			professional life, um, is there an interesting intercultural
792			story or encounter that sort of pops up, if you think back
793			now, um, because it was so special that you'd still like to
794			share here?
795	Interviewee 1:	00:35:43	Well, there's the translation thing with the Italian person.
796	Interviewer:	00:35:48	Well there's a lot of culture in that as well, definitely.
797			Yeah.
798	Interviewee 1:	00:35:51	Um, wow. That's a difficult question. Um, yes, maybe one
799			thing. Um, I don't know, really, if it, if it is that way, but,
800			um, sometimes by being foreign you're important, right?

801 So, I remember, uh, I had a very good relationship with
802 our Chinese colleagues and they wanted to, uh, develop
803 their business, so they asked me to go, uh, and stay with
804 them for a while. It was two weeks. And we toured, uh,
805 some of their clients and we did a few, you know, like,
806 uh, presentations and events, so they would show me off,
807 you know, it was like, "Here we have a foreigner", you
808 know, and I, I usually like to be able to do that because
809 I'm-- It's really a win-win, because they're happy that
810 you're there. And, um, and I was really happy to be there
811 and to understand their culture and see how they worked.
812 And, and some of those people, this is 20 years ago, or
813 10, I don't know. But anyway, some of those people were
814 still, they're still friends. They'll ask about me, you know,
815 if I hear via, via. So there's a lot of, you know, a lot of
816 richness in that in the same way as of-- also. Now I
817 remember in the same vein[sic], I've been invited once to
818 speak at a conference. I was living in Chicago and I had,
819 I was invited to speak at a conference in Turkey. I was
820 like, "Why?" You know why? Well, it's because they like
821 this idea of, of, of showing that they have, you know,
822 other kinds of people. And I, I always felt that those
823 things were really win-wins because everyone, everyone
824 enjoyed it. And, and uh, I think those are really nice
825 experiences because, well, it's exactly what it is, right?
826 Intercultural and enriching for everyone. I also, am
827 extremely convinced-- well, I also like to say -and this is
828 more, you know, it's not for my work, but it's because I've
829 noticed it so much- is that in-- I always say, and I don't
830 know if it's true, but I think so, that in, in the development
831 of, of humanity, most of the biggest advances have come
832 from the encounters of cultures. Because everyone does
833 it in their own way. So when they meet, then all of a
834 sudden they get new ideas and inspiration and then

835 progress happens, right? So I just feel intrinsically that
 836 that's, that's what really happens. And I think that has
 837 happened to me over and over again in my, in my career,
 838 obviously in a very small scale. But I just feel that it's true.
 839 And every day I feel that it's true. Every day I feel that
 840 people working together who have different ways of
 841 looking at things create a better tomorrow.

842 Interviewer: 00:38:46 Do you feel that, um, these are also sort of, um, thoughts
 843 shared also with your colleagues and your boss? Or is this
 844 something that's more specific to you and you're just, just,
 845 just working in the global environment that they might
 846 see it being?

847 Interviewee 1: 00:39:04 No, I think it's very specific to me. I think I have-- I mean
 848 I'm not the only one who says it, but I do think that it
 849 comes from my own experience in the sense that I just see
 850 all the time that I'm different. And since I'm five years
 851 old, right? I see that I'm different, because when you're
 852 three and you know, you're Dutch you and you live in
 853 Poland and you go to an English kindergarten, you're
 854 different. So I've been different all my life. And, and at
 855 some point, by being different-- I mean you feel different
 856 all the time, but then you, the older you get, the more you
 857 can see where it comes from. So I just think I have a
 858 different view of the world than most people. Uh, which
 859 I just find very interesting. And most people, um, they
 860 know that and they accept it. And I think they value it, but
 861 I don't think they completely understand it. So I think that
 862 these little theories -like I just, you know, about mankind
 863 and stuff that those- I have a ton of little theories like that,
 864 that I think I just produced through experience over the
 865 years because of my different upbringing, because of all
 866 the unusual situations I've been in. And I'm not saying
 867 other people couldn't have been in that kind of situations.

868 Everyone has an unusual life, right? But this one was just
869 a little more internationally tainted [sic].

870 Interviewer: 00:40:22 Mm-hmm. Well, we're almost at the end. Um, for the
871 more junior people that I interview, I would ask the
872 question still of, um, what's, what is more important when
873 looking for jobs or when wanting to fulfill them - the
874 linguistic area or the intercultural? To have the
875 opportunity to be able to use the skills in those areas. Um,
876 you obviously have been in a very international setting
877 for a very long time, so I'm assuming that both are, um,
878 of equal importance to you. To be able to work in
879 different languages, um, throughout your sort of daily
880 professional life as well as, um, having the cultural
881 backgrounds to deal with different issues. Or am I
882 misjudging?

883 Interviewee 1: 00:41:03 The, well, the thing is that since, while we were talking,
884 I've been thinking about, the thing is that I don't think
885 they're independent because I don't think you can have
886 intercultural, um, capabilities if you don't speak
887 languages. I mean, it seems like very complicated to do,
888 because it's only because you were in this different
889 environment that you get that feeling, right? I'm not
890 saying someone who hasn't lived abroad doesn't have
891 intercultural competencies, but I think there's a difference
892 between feeling it, you know, being there and learning it,
893 right? So I don't think they're separate. Uh, it doesn't
894 mean you have to speak five languages, but I, I, I do feel
895 that it's hard to separate them and I think they're both very
896 useful. But for different things. You could argue that
897 language skills could go away if Google Translate
898 becomes perfect, which of course, you know, we're not
899 there, but it, you know, you could argue that. Intercultural

900 skills, I don't think could ever be replaced. So you could
 901 say something like that.

902 Interviewer: 00:42:05 Yeah. Well it's coming from a, from an idea to that you
 903 know, that you can learn how to translate or to be an
 904 interpreter from a linguistic perspective. Um, surely you
 905 would take intercultural, um, knowledge on along the
 906 way, but it's different than, than living your life in
 907 different cultures and having to, to interact with them. In
 908 the same, you can say that you learn intercultural, um,
 909 aspects or competence, yeah? You can take courses on it
 910 and, and--

911 Interviewee 1: 00:42:31 Right.

912 Interviewer: 00:42:31 --theorize about it. Um, but as you say, there are nuances
 913 in the language that you simply won't pick up on, if you
 914 don't speak different languages. And also know this issue
 915 of quick translations in your head and what that means
 916 with idioms and so forth as well, right?

917 Interviewee 1: 00:42:45 Yes, and--

918 Interviewer: 00:42:45 I agree with you. I don't think it's separatable [sic], but I
 919 think a lot of people in society, um, or in, in the jobs tend
 920 to see one more than the other.

921 Interviewee 1: 00:42:56 Well, I guess it depends on what they need.

922 Interviewer: 00:42:59 Sure.

923 Interviewee 1: 00:43:00 Uh, I also think that language skills are more concrete.
 924 Like someone will know I need someone who speaks
 925 German. Okay. That's easy, right? I need--but it's harder
 926 to say I need someone with intercultural, you know,
 927 competencies, because I don't think it's so-- it doesn't
 928 have as much awareness. Uh, unfortunately is one of
 929 those things that, you know, when you see it, you're

- 930 recognize it, but it's hard to come and to put on your CV.
 931 It's hard to prove your intercultural competency, you
 932 know? Uh, but I don't know. It's, it's, I think it's, it's, I
 933 think it's important. I think you can learn it at least enough
 934 to function in a company. But I think someone who's
 935 really lived in another place and had to fight and to be
 936 integrated and everything, just has another level. Do, do
 937 companies need it? I don't know. It's just a fact. Uh, but I
 938 do think that –and maybe that's another way to look at it-
 939 I do think that this competency is also very important for
 940 communication in general. So even if you don't, uh, work
 941 in an international setting, I think your whole
 942 communication skills are better because you've had to
 943 struggle, because you've been the person who didn't speak
 944 the language and who didn't understand-- because it's
 945 more than a language. Who didn't understand what was
 946 going on, who didn't laugh at the jokes, you know?
- 947 Interviewer: 00:44:22 Mm-hmm, mm-hmm. Yeah, I fully agree.
- 948 Interviewee 1: 00:44:27 So, maybe, maybe it needs more awareness, but on the
 949 other hand, you cannot, I mean, it can be a plus, but you
 950 can't base, for example, for human resources, you can't
 951 base a recruitment, uh, strategy on finding people who've
 952 lived in different countries. If they, if they happen to be
 953 there, fine, you can choose them. But I don't think it's a,
 954 it's a viable, um, you know what I mean?
- 955 Interviewer: 00:44:52 Mm. On the other hand, there are a lot of job descriptions
 956 where they clearly state the languages that they're looking
 957 for. So that's the interesting part, right?
- 958 Interviewee 1: 00:44:59 Exactly.
- 959 Interviewer: 00:45:00 Yeah.
- 960 Interviewee 1: 00:45:01 It's also easier to check.

961	Interviewer:	00:45:02	Mm-hmm.
962	Interviewee 1:	00:45:03	Right?
963	Interviewer:	00:45:03	Definitely, mm-hmm.
964	Interviewee 1:	00:45:04	I mean, how are you going to check if I have intercultural
965			competencies? I have no idea. Language is easy. You just
966			speak to me in that language and you'll see what I answer.
967	Interviewer:	00:45:13	Yeah. Okay. My final question in the interview is, um,
968			what would you tell younger ATCKs, so people just
969			starting out in their, in their careers or professional
970			careers, um, to think about when they're looking for their
971			first jobs or other way put, what would you have liked to
972			know then, that you know now, when you started out?
973	Interviewee 1:	00:45:37	Uh, I would say, uh, use your difference, try to define and
974			to use your difference to your best advantage without
975			necessarily, you know-- I mean find the best way to put
976			your difference forward for the job you're applying for.
977			Because of course it depends, right? But, but, but you are
978			different and instead of feeling awkward or you know,
979			having this problem that you're not like the others, try to,
980			to find the best way to, to reconcile yourself with that
981			difference and put it to work for you. See yourself as
982			someone with an extra power, with a super power, rather
983			than someone who is weird.
984	Interviewer:	00:46:25	Okay. Thank you.
985	Interviewee 1:	00:46:28	Does that work?
986	Interviewer:	00:46:29	It works. It's a very nice quote that I can use. Um, [name
987			of Interviewee 1], I only have two sort of side questions.
988			One is, uh, how many years of work experience do you
989			now have? How many years have you been working?

990	Interviewee 1:	00:46:42	I have been working more than 30 years.
991	Interviewer:	00:46:45	More than 30, okay.
992	Interviewee 1:	00:46:46	31 exactly.
993	Interviewer:	00:46:47	And-- sorry?
994	Interviewee 1:	00:46:49	31 exactly.
995	Interviewer:	00:46:50	31. Okay. And uh, what's your current job title? I have to
996			admit I could look on Xing, but I didn't do that. Um--
997	Interviewee 1:	00:46:58	Yes, I'm responsible for innovation in, uh, in research
998			methodologies.
999	Interviewer:	00:47:05	Okay. Um, that would conclude it. I'm exactly the one
1000			hour that I promised.
1001	Interviewee 1:	00:47:13	Very good! Hey, good luck with your, uh-- when, when
1002			are you gonna finish? What's your plan?
1003	Interviewer:	00:47:18	Yeah, my plan is to, um, be done with the writing around
1004			Christmas. Um, I'm not sure it, if it-- it depends if I get,
1005			uh, 'cause the German system has sort of dates by the time
1006			that you have to submit. So I'm not sure if I will be early
1007			enough to be done by Christmas or if it will then lead into
1008			the next year to have the official, uh, oral exam. Um, that's
1009			still connected with it, you know, that they still need to,
1010			to read it and then we have a final defense on it. Um, so
1011			I'm hoping by Christmas and if all else fails then sort of
1012			in Q1, the first quarter of 2020.
1013	Interviewee 1:	00:47:52	Okay. And where, where do you live? I, I remember
1014			seeing that you lived in the Netherlands.
1015	Interviewer:	00:47:57	I studied in the Netherlands actually.
1016	Interviewee 1:	00:47:49	You studied.

- 1017 Interviewer: 00:47:49 I studied in, in Maastricht. Um, yeah, I, I personally am,
 1018 uh, born American. Um, my mom is American, my dad is
 1019 German and we moved around, um, in the U.S. and in
 1020 Germany quite a bit. Um, I, yeah, I was born in the U.S.,
 1021 my parents were in Hamburg, in Germany at the time and
 1022 after four years when my brother was born here in
 1023 Germany, we moved to the U.S., where I started school.
 1024 Um, I was there for five years and that was just when the
 1025 Berlin Wall came down and, um, my father decided he
 1026 wanted to go to the former Eastern parts of Germany and
 1027 help rebuild. So we moved from, um, from the U.S. to
 1028 basically one of the most Eastern towns of, of Germany,
 1029 even further than Dresden, uh, where we spent five years.
 1030 Then I was a bit in Bavaria and I finished my high
 1031 schooling in the German local school system though, in,
 1032 uh, Aachen, which is the most western city of Germany.
 1033 And then, at that point I was deciding to either study in
 1034 the U.S., um, or to study in Europe. And um, Maastricht
 1035 had a very interesting international program in English,
 1036 um about the European Union, um, and sort of the
 1037 European focus. Um, so I decided to go and do my
 1038 bachelor and master's there in the end. I spent some time
 1039 in Finland as a typical Erasmus student. And, um--
- 1040 Interviewee 1: 00:49:17 In Finland, wow!
- 1041 Interviewer: 00:49:17 Yeah, in Finland, yeah, in the dark, uh, five months. That
 1042 was an interesting time. Um, and after that, um, I started
 1043 my first job in Aachen, where, again, I sold myself too
 1044 cheaply for my linguistic skills. They were looking for
 1045 somebody that spoke English to dive into the British
 1046 market that they wanted to conquer at the time. Um, I
 1047 stayed there for five years, I think in total, but it was
 1048 interrupted because I really— after my studies wanted to
 1049 travel. So I, um, started working for the company and I

1050 knew in the beginning I said, "I'm going to work here a
 1051 year and then I'm going to go travel with the money that
 1052 I made here". Um, and I went on a world trip and when I
 1053 came back I was completely broke. I asked if I could start
 1054 up with them again and it turned into a longer term, um,
 1055 job. And then I met my husband and I followed him to,
 1056 uh, Kaiserslautern, which is where the big Ramstein air
 1057 bases of the Americans, um, here in Germany. Spent five
 1058 years there. Very hard to meet Americans there, funny
 1059 enough, because a lot of them are only on base. That was
 1060 also interesting,

1061 Interviewee 1: 00:50:20 Yeah, they stay amongst each other.

1062 Interviewer: 00:50:23 Mm-hmm. And since I'm not military connected, we
 1063 don't, you know, we couldn't just go onto base. That
 1064 doesn't happen anymore nowadays. Um, yeah. And after
 1065 a while I followed my husband to a city very close to
 1066 Frankfurt, uh, where I live now.

1067 Interviewee 1: 00:50:36 Okay.

1068 Interviewer: 00:50:37 And I decided to do my PhD, uh, parallel becoming a
 1069 mommy and getting married and now buying a house. So
 1070 it's, you know, life is complicated and everything sort of
 1071 is mushing together, but--

1072 Interviewee 1: 00:50:48 Yeah. Yeah. Good. So you have a child?

1073 Interviewer: 00:50:51 Yeah, I have one girl. Um, she's two and a half now. She's
 1074 also being taught in English and German, um, her
 1075 kindergarten is also bilingual right now. And it's
 1076 interesting to see that, just through the day-to-day. I think
 1077 she was very strong in English in the beginning, but
 1078 through the more immersion, yeah, of 40 hours a week in,
 1079 in the German setting.

1080	Interviewee 1:	00:51:12	Yeah.
1081	Interviewer:	00:51:12	She's just, I mean, it's amazing to me that she has all the
1082			vocabulary, but she just reacts in, her sentences are
1083			always in German right now.
1084	Interviewee 1:	00:51:19	Well, what you'll notice is that the older they get, children
1085			just want to be like the others. They hate being different.
1086			So whatever they're in, they're going to pretend, you
1087			know, they don't, they're not, uh, uh, I have a friend who
1088			was French and who adopted a little Chinese boy and she
1089			adopted him late. He was nine and now he's 11. And um,
1090			so he lived nine years in China and now he's, his French
1091			is getting really good and he doesn't want to talk about
1092			China at all. He just wants to be French. So.
1093	Interviewer:	00:51:50	Yeah.
1094	Interviewee 1:	00:51:50	Whereas he speaks fluently, but he doesn't wanna hear
1095			anything about it. He just wants to be like the others. It's,
1096			it's really interesting. Okay. Hey, one last thing I wanted
1097			to tell you that, um, I have, um, actually when I came to
1098			Argentina, uh, it's more anecdotal, but I, uh, Argentinians
1099			are very interesting people. But I started, I wrote a book
1100			about Argentinians based on interviews with foreigners
1101			who lived here, which is called "10 Little Theories About
1102			Argentines". Which is just kind of funny about, you
1103			know, how they are and things like that. And I enjoyed
1104			that and I wanted to write a second book, and a novel
1105			actually, and I'm finishing right now, a novel about my,
1106			uh, moving life as a child, which kind of— until 18, and
1107			then there's this big hole because the rest of the life isn't
1108			that interesting. But you know, and then to today a little
1109			bit. Um, so I'm almost done with it. Um, so, uh, it's in
1110			Spanish, but eventually I'll try, I think I'll have it

1111 translated into English. So, uh, if I, if, if I think about it,
 1112 I'll, um, I'll send you a copy.

1113 Interviewer: 00:53:00 Please.

1114 Interviewee 1: 00:53:00 It might, it, uh, it might be interesting.

1115 Interviewer: 00:53:04 Definitely.

1116 Interviewee 1: 00:53:04 It won't be, won't probably be in time for your PhD, but
 1117 you know, as, as a mom of a, of a TCK, uh, it might be
 1118 interesting for you.

1119 Interviewer: 00:53:15 Most definitely. Well, [name of Interviewee 1], it goes
 1120 from me without saying that the, the people I'm
 1121 interviewing, I'm also going to send--once the thing is
 1122 published, my PhD, then I'm going to send you a hard
 1123 copy as well. So, um, thank you for your time. I know that
 1124 it's, everyone's always busy and it really means a lot to
 1125 me to, to find enthusiastic ATCKs that are willing to have
 1126 an hour, additional to the survey, yeah, out of their daily
 1127 schedule to help out. So. Thank you very much!

1128 Interviewee 1: 00:53:39 Okay. Well good luck, good luck with your, with your,
 1129 with your thesis, and, um, and we'll be in touch then.
 1130 Okay?

1131 Interviewer: 00:53:47 Thank You. Yes, [name of Interviewee 1]. Thank you.
 1132 Have a lovely day.

1133 Interviewee 1: 00:53:50 You too. Bye.

1134 Interviewer: 00:53:51 Bye. Bye.

G.2 ATCK Interview 2 – May 15th, 2019

1	Interviewee 2:	00:00:00	I can see you perfectly on screen, but my like picture in
2			picture is not showing up. So, go figure.
3	Interviewer:	00:00:06	Okay. It should be running now. You should get a, a pop
4			up on it-- that it's running.
5	Interviewee 2:	00:00:12	Uh, yeah, I see it on top. Yeah [unclear due to overlap].
6	Interviewer:	00:00:14	Okay, great.
7	Interviewee 2:	00:00:15	Yeah, that's perfect.
8	Interviewer:	00:00:16	Um again, thanks for taking the time. As I said, I don't
9			want to have it, uh, last longer than an hour, so um I'm,
10			I'm pretty good at setting the time. Um.
11	Interviewee 2:	00:00:25	Jupp.
12	Interviewer:	00:00:26	Um, I have set up the interview in a semi-structured way
13			in the sense that there are some, uh, questions that I've
14			been asking in every interview. Um, but my main issue is
15			that I'd like you to speak freely in those different blocks,
16			basically. The more detailed, the more interesting to me.
17	Interviewee 2:	00:00:44	Mm-hmm.
18	Interviewer:	00:00:45	These are sort of just guidelines that we cover certain
19			aspects. Um, and if you're good to go then we can start.
20	Interviewee 2:	00:00:51	Yes, I am.
21	Interviewer:	00:00:52	Okay.
22	Interviewee 2:	00:00:53	I am.
23	Interviewer:	00:00:53	So first an easy question for any ATCK: Tell me about
24			your international background while growing up.

- 25 Interviewee 2: 00:01:01 Sure. Um, well, so I was born in Switzerland, um, in
26 Basel. Um, my father is from the Midwest in the U.S..
- 27 Interviewer: 00:01:10 Okay.
- 28 Interviewee 2: 00:01:10 My mother's from Strasburg. Uh, so I grew up in a
29 household, my, my parents were pretty disciplined. My
30 Dad was always speaking English, my mother always
31 speaking French and we were living in a German
32 speaking area or German-ish, if you want to call it that
33 way. Um, and then when I was, yeah, just before I turned
34 six, we moved right across the border to France. Um, it
35 didn't seem like-- it doesn't seem like much of a change
36 in terms of distance, but culturally it made a world of
37 difference. Um, and then I stayed there until I went to, uh,
38 until I finished high school, actually. I finished high
39 school in France, and then we moved to the U.S.. Uh, my
40 parents were in California and I was like, I need to be on
41 my own for a while. So I did a, I did one year in Maine,
42 uh, realized that minus 40 is just too cold and ended up in
43 college in Oregon--
- 44 Interviewer: 00:02:06 Okay.
- 45 Interviewee 2: 00:02:06 --uh, for, for four years. Uh, I graduated there in 2008 and
46 then after that moved to, uh, Los Angeles, uh, moved
47 back in with my parents because-- economic crisis, there
48 was no job to be had. Uh, after a couple of years I, I'd
49 found an internship here or there, but, um, decided to
50 follow a Master's and so I moved back to Switzerland.
51 But this time in the French speaking part in [unclear
52 Swiss town name] in 2010 and, uh, I haven't left the
53 country, although I have moved from [unclear Swiss
54 town name], I'm now right next to Geneva.
- 55 Interviewer: 00:02:41 Okay.

- 56 Interviewee 2: 00:02:42 So that's been my, yeah, parcours, if you will, in terms of,
57 uh, where I've lived. Uh, but culturally it was also very--
58 yeah, I, I look at myself as a TCK, not so much because
59 of where I have lived so much as, uh, because of the, the
60 culture I had at home. Which was kind of bizarre. My
61 Dad's family is Jewish, my mom's family is Catholic. Uh,
62 and she is a nonbeliever in, in Catholicism. My Dad is a,
63 is not a, uh, active, uh, believer either. There's a name for
64 it in French and I can't think of the translation for that
65 right now, which I'm sure is something common to most,
66 most multi-lingual, uh, people.
- 67 Interviewer: 00:03:25 All good.
- 68 Interviewee 2: 00:03:27 Um, and so it was really interesting to-- like, I grew up in
69 a, like in-- the, the vill--, both Basel and France, uh, where
70 I was growing up were very small-minded, like, very,
71 like, uniformly religious and like you go to church on
72 Sundays and it's like, if you're not at church, then you're
73 obviously doing something wrong.
- 74 Interviewer: 00:03:51 Okay.
- 75 Interviewee 2: 00:03:52 Uh, we were kind of pariahs in the village, uh, as a family.
76 Uh, because my dad was a foreigner, number one.
77 Number two, because my mom wouldn't go and like share
78 in with the rest of the, um, various, uh, village, uh, gossip,
79 uh, gossiptry [sic]. And yeah, it didn't, didn't really go
80 away until I moved to high school where I finally started
81 making friends outside of like few kids of, uh, my parents'
82 friends who were very distanced away. Um, and then
83 when I was in the U.S. and I ended up at Lewis and Clark,
84 uh, for, for college, that's when I finally felt that I'd found
85 kind of where I belonged. Um, it was, uh, it was an eye-
86 opening experience in, in a lot of ways. Because I'd
87 always been like, I'm not French, I'm not American, I'm

- 88 not Swiss. I see all these people get all, all that excited
 89 about all these football teams. And like, they're like,
 90 'cause they're French, they cheer on the, the French team
 91 at the soccer-- at the, the World Cup and things like that.
 92 I don't get that! I, I really don't! Like, I don't bel--, I, I
 93 never had a sense of belonging anywhere. And so it took
 94 me, uh, until I met other people like me to realize that no,
 95 I'm not an outcast. I just haven't really found my tribe yet.
 96 Uh, and that, uh, yeah, it was, uh, it was a powerful
 97 experience for me and a, and a very transformative one,
 98 uh, in, in, in many ways.
- 99 Interviewer: 00:05:32 May I ask what you did in Maine for that year? Was that-
 100 -
- 101 Interviewee 2: 00:05:35 Um, yeah, so what-- it was postgrad's, uh, year, so the--
 102 basically academic transition from the French system to
 103 the American system. Because we learned that we were
 104 moving from France to the U.S. in, I wanna say mid-
 105 March, uh, when I was in senior year in high school in, in
 106 France. And, uh, American universities don't really
 107 accept applications for the fall past, like November,
 108 basically. So if you want, so if you want to go to school
 109 in September, your application should have been received
 110 the previous November--
- 111 Interviewer: 00:06:10 Okay.
- 112 Interviewee 2: 00:06:10 --to be able to enroll. Uh, so I had basically, it was like a,
 113 a, a repeat of my senior year in high school, except this
 114 time taught by American professors, um, in a tiny, uh,
 115 private school in, in Maine with 250 students. Um--
- 116 Interviewer: 00:06:27 Okay.
- 117 Interviewee 2: 00:06:28 Yeah.

118 Interviewer: 00:06:29 Okay.

119 Interviewee 2: 00:06:30 Not a-- I, I, I don't like to talk about it 'cause I really did
120 not have a pleasant time over there.

121 Interviewer: 00:06:34 Ok. Um, in how far did you-- you attended then the local
122 schools while you were growing up? Or were there, was
123 that a, like an international setup in the sense that you
124 were with other international kids?

125 Interviewee 2: 00:06:47 No, growing up actually I was, uh, first in a public, um,
126 kindergarten in Switzerland. And then when I moved to
127 France, I was in the pup-- in the French public school
128 system.

129 Interviewer: 00:06:59 Mm-hmm, okay.

130 Interviewee 2: 00:07:00 Um, that also complicated my college applications in the
131 U.S. quite a bit, because I was a U.S. citizen applying
132 with a French transcript. Uh, it's, it's kind of exceptional.
133 I remember my, my college counselor, uh, at that school
134 in Maine was, uh, kind of confused and, and, uh, very
135 scared for me, for my chances of being able to get into
136 any schools, uh, because I had such an atypical profile
137 that they would just not understand it. So I applied, uh,
138 most students normally apply to like seven or eight if
139 they're like worried about getting in anywhere. And I
140 ended up applying to 23 different schools. Uh, and out of
141 those 23, I got accepted at two and wait-listed at one.

142 Interviewer: 00:07:44 Okay.

143 Interviewee 2: 00:07:45 Uh, the two that accepted me outright were Lewis and
144 Clark and the University of Minnesota. The University of
145 Minnesota, because my uncle was working there and I put
146 him as a reference, uh, on my application. So they

147 checked with him to get my story. And that's kind of when
 148 they figured out, oh, okay. He's not just a Weirdo.

149 Interviewer: 00:08:04 Okay.

150 Interviewee 2: 00:08:05 Um, and then Lewis and Clark, uh, has a reputation for
 151 dealing with TCKs and international students. They, they
 152 really attract a lot of them. I think 10% of the student body
 153 is international and another 10-15% at least is a TCK or
 154 TCK-ish in, in nature. So they have a very strong, or they
 155 had at least, uh, I don't know if that's maintained, uh,
 156 today, but they had a, a very good admissions department
 157 at sniffing out people whose profiles were atypical and
 158 finding ways to evaluate them properly. And because
 159 they were evaluating them properly, they were accepting,
 160 I want to say a much higher percentage of us than other
 161 schools might.

162 Interviewer: 00:08:45 Okay.

163 Interviewee 2: 00:08:46 Uh, and so yeah, it was, uh, yeah, that was my, my choice
 164 in the end, and I ended up in Portland.

165 Interviewer: 00:08:52 Okay. Uh, do you have, next to the U.S. citizenship,
 166 another dual-- like a dual citizenship? Do you have
 167 another one?

168 Interviewee 2: 00:08:58 With France, yeah.

169 Interviewer: 00:08:59 France? Okay. Okay. Anything else you want to share
 170 from the early years? Otherwise I'd move on.

171 Interviewee 2: 00:09:08 Not really. Uh, I think, well, I mean one, one other thing
 172 that may have complicated things a bit for me with the
 173 sense of belonging is I didn't find out until I moved back
 174 to Switzerland after my grandmother's funeral that I had
 175 a whole lot of uncles and aunts and cousins I didn't really

176 know about because my fam--, my, my mother has been
 177 relatively estranged from her own family.

178 Interviewer: 00:09:30 Okay.

179 Interviewee 2: 00:09:30 Like she chose to distance herself and that caused a huge
 180 crisis of belonging and identity in my, in my younger
 181 years because I had no meaningful family to, to speak of,
 182 outside of like immediate cousins basically.

183 Interviewer: 00:09:45 Mm-hmm. Okay. How, uh, what, what was the age
 184 around-- what time was that?

185 Interviewee 2: 00:09:49 Oh, that was like in 2012, so it was relatively recent. I was
 186 like 25-ish.

187 Interviewer: 00:09:56 Okay. So, already past 18.

188 Interviewee 2: 00:09:59 Oh yeah.

189 Interviewer: 00:09:59 Yeah, ok. Yeah, that's a big surprise. I, I, I do know--, I
 190 do have a reference there, too.

191 Interviewee 2: 00:10:06 Yeah.

192 Interviewer: 00:10:07 I don't think quite as dramatic as you, but um, maybe--

193 Interviewee 2: 00:10:08 Well it's--

194 Interviewer: 00:10:08 Maybe that is also something that the ATCK grown-ups
 195 distance themselves.

196 Interviewee 2: 00:10:15 Yeah, yeah. I mean it was, it was, it was a shock being
 197 there for my grandmother's funeral and, and then there's
 198 like a gathering for fam-- for a, for her family at her, at
 199 her apartment, and I walk in and the place is packed! And
 200 I knew like three people there. And it's just, yeah, I, like

201 I was completely overwhelmed and I still haven't fully
 202 come to terms with what that really means.

203 Interviewer: 00:10:40 Yeah.

204 Interviewee 2: 00:10:40 Um, haven't really had the time, uh, career-wise to keep
 205 in touch with anybody. And the fact that I'm not in the
 206 area doesn't help either, but at least I know they're there.

207 Interviewer: 00:10:51 Mm-hmm. Okay. Now that I know more about your
 208 international background, let's go to the languages that
 209 you speak.

210 Interviewee 2: 00:10:59 Mm-hmm.

211 Interviewer: 00:10:59 Um, while you were growing up, I hear there was French
 212 definitely.

213 Interviewee 2: 00:11:03 Mm-hmm.

214 Interviewer: 00:11:04 English?

215 Interviewee 2: 00:11:06 Yes.

216 Interviewer: 00:11:07 And?

217 Interviewee 2: 00:11:07 Um, I would-- so like I said, when I, uh, was living in
 218 Switzerland, uh, I wa-- I used to be fluent in Swiss
 219 German--

220 Interviewer: 00:11:15 Okay.

221 Interviewee 2: 00:11:15 --um, until we moved to France. And then I think I had
 222 such a horrible experience being a foreigner in, in Basel
 223 that, uh, I ha-- developed some, some, some kind of
 224 mental block against it. And so even though German was
 225 a mandatory taught language in French school until I
 226 graduated, I retained very little capability of like,

- 227 maintaining any kind of discussion. Like, I, I usually say
 228 I speak just about enough German to make sure I get to
 229 the right place when I take the train or order food. Uh, I
 230 don't really—, I, I wouldn't consider myself proficient
 231 beyond like very, very basic levels.
- 232 Interviewer: 00:11:54 Okay. Other, other languages that you speak?
- 233 Interviewee 2: 00:11:58 Uh, so I started learning Japanese when I was in college.
- 234 Interviewer: 00:12:01 Okay.
- 235 Interviewee 2: 00:12:02 And I'm now learning Norwegian.
- 236 Interviewer: 00:12:04 Mm-hmm. And which, which of the languages would you
 237 consider to be your mother tongue or mother tongues?
 238 Depending on--
- 239 Interviewee 2: 00:12:13 English and French are, uh, I mean, the, the joke in my
 240 family is, uh, 'French is my mother tongue and English is
 241 my father tongue'.
- 242 Interviewer: 00:12:20 Okay.
- 243 Interviewee 2: 00:12:21 Uh.
- 244 Interviewer: 00:12:22 Okay.
- 245 Interviewee 2: 00:12:23 I don't, I don't have a better way of describing it.
- 246 Interviewer: 00:12:24 So on equal setting basically also in, uh, in, uh,
 247 importance level?
- 248 Interviewee 2: 00:12:31 Yeah. Uh, it, it, yeah, it really is. Uh, I find myself now
 249 speaking more English than French on a daily basis. Uh,
 250 simply because at work the environment is, is English
 251 based and uh, I have less time to, to have social, uh,
 252 interactions after work. Uh, I'm hoping that'll change.

253 But, uh, yeah, it's, it's a relatively recent change in the last
 254 couple of years. And there is French spoken in the office,
 255 uh, as well. And at home it's mostly English and
 256 Norwegian.

257 Interviewer: 00:13:03 Okay. And is there, um, one of the languages where you'd
 258 say that's your emotional language, where you tend to
 259 switch to if you're upset or incredibly happy, because you
 260 feel that words come out faster or you can pinpoint it
 261 more clearly?

262 Interviewee 2: 00:13:20 I can't actually say that I have one language that's fave--
 263 that's preferred over another in that sense. Like it's not, I
 264 don't think it's related to emotion. It's related mostly to
 265 who I'm around--

266 Interviewer: 00:13:31 Okay.

267 Interviewee 2: 00:13:31 -- and how I want to, how I want my, how I want to
 268 express myself to those people. Uh, there are, I guess like
 269 I had-- you'll, you'll remember, I just had that moment
 270 where I was like, there's an expression for this in French
 271 and I can't translate it. There are, like, odd moments
 272 where like there's a perfect meaning for a specific
 273 language in a, in a, in one language that I can't find the
 274 equivalent concept in another language. And, uh, that
 275 happens quite often. I, I--

276 Interviewer: 00:13:58 Okay.

277 Interviewee 2: 00:13:59 --I'm lucky enough, most of my colleagues are actually
 278 bilingual between French and English with obviously
 279 varying levels of proficiency, but I can actually like, use
 280 expressions as I see fit, uh, around them with-- which
 281 helps.

282 Interviewer: 00:14:10 Mm-hmm. And did you learn your languages primarily
 283 then through your parents and the schooling or was there,
 284 were there any other impulses, other people that taught
 285 you certain elements while you were growing up? I don't
 286 mean the Japanese that, you know, that you were taught
 287 there--

288 Interviewee 2: 00:14:25 Mm-hmm, yeah, yeah.

289 Interviewer: 00:14:26 --at university.

290 Interviewee 2: 00:14:27 So, yeah, I mean, the German was mostly taught by, uh,
 291 by force at school. It was, it was an academic, um,
 292 mandatory requirement. I didn't have a choice in the, in
 293 the matter. And, um, it didn't really help. Like I-- yeah it-
 294 - the way my dad describes French language education is,
 295 "it's not an education, it's a vaccination". Um, which
 296 sounds odd when you think of it, but when you look at
 297 how it was, how it's actually taught, you understand why
 298 they speak so, uh, such, such, such poor English and, and
 299 foreign languages, uh, so poorly in general.

300 Interviewer: 00:15:11 I, I was just speaking to a, uh, a lady today from Buenos,
 301 Buenos Aires and she was, she's a Dutch that grew up in
 302 the French schooling system and--

303 Interviewee 2: 00:15:20 Oh boy.

304 Interviewer: 00:15:20 --she said too that, that her parents wanted to have the, the
 305 you know, clear structures and--

306 Interviewee 2: 00:15:26 Yeah.

307 Interviewer: 00:15:27 --the rigidity behind it, um, through the international
 308 lifestyle of the changes. So--

309 Interviewee 2: 00:15:30 Yeah.

310	Interviewer:	00:15:31	--I, I think it's entertaining right now that I met two that
311			have gone through the French schooling system on one
312			day.
313	Interviewee 2:	00:15:36	Who describe the same thing, yeah.
314	Interviewer:	00:15:37	Yeah, mm-hmm. Okay.
315	Interviewee 2:	00:15:39	Yeah. And then, Norwegian, I'm learning on my own,
316			basically. I've, --
317	Interviewer:	00:15:43	Okay.
318	Interviewee 2:	00:15:44	--I've got no academic, uh, schooling on that.
319	Interviewer:	00:15:47	How are you doing it?
320	Interviewee 2:	00:15:48	Uh, mostly through discussions, readings, reading a
321			couple of, um, fiction books with, uh, with help from my
322			girlfriend and dictionaries. Uh, and a couple of apps like
323			Duolingo and uh, yeah, there's, there's another one online
324			I forget now.
325	Interviewer:	00:16:06	Okay. Um, and in regards to watching TV, what language
326			would you use that-- or do that in?
327	Interviewee 2:	00:16:14	Uh, so I, I tend to watch mostly American and English
328			speaking-- like--
329	Interviewer:	00:16:19	Okay.
330	Interviewee 2:	00:16:19	--TV shows spoken in English. Um, French TV shows
331			frankly, are boring to me in contents.
332	Interviewer:	00:16:25	Okay.
333	Interviewee 2:	00:16:25	It's not the language, it's the content. Um, if I see a good
334			movie in French, I'll definitely watch it. Uh, so the, the--
335			I've got no preferred language there. It's like,--

336	Interviewer:	00:16:36	Okay, okay.
337	Interviewee 2:	00:16:37	--It's like, yeah, mostly on content that I decide what to
338			watch.
339	Interviewer:	00:16:41	Mm-hmm. Connecting your linguistic skills now with
340			your professional life.
341	Interviewee 2:	00:16:46	Mm-hmm.
342	Interviewer:	00:16:47	Um, I had-- several of my questions in the questionnaire
343			were targeted to specific tasks that you might've been
344			asked to do. Um, just sort of as a recap, what would
345			interest me now is how you use your languages at work
346			on a daily basis. If you could give me an example or two.
347	Interviewee 2:	00:17:02	Umm, I mean I-- most of our business, everything written
348			has to be in English, uh, to be-- because that's the, that's
349			the company language. Uh, and not everybody in the
350			company is fluent in, in French. It's a very international
351			startup. Uh, even though we're in Switzerland, I think, uh,
352			there's, out of 35 people, maybe five of them are Swiss, if
353			that.
354	Interviewer:	00:17:28	Okay.
355	Interviewee 2:	00:17:28	Um, and so we have most-- everything is, is written in
356			English, um, except for potentially casual chats. And--
357			Yeah, I've, I've had occasions where I've had colleagues,
358			uh, that German colleague who had just moved, who was
359			having trouble communicating with a local repairman for
360			his apartment where he, he was asking for help to actually
361			like handle the, the repair. And so, I would get on the
362			phone, acting the translator. Or, um, sometimes, uh, when
363			it comes to, to negotiating, uh, for, um, purchases or
364			services that we're, that we're contracting, um, I'll,
365			depending on, on my-- how involved I am in terms of

366 responsibilities with that, I'll be, I'll be directly in contact
 367 with the vendors, instead of having the, uh, person in
 368 charge of finance deal with them. Um, so I've be-- I was
 369 one, for example, to negotiate the Internet connection
 370 deal that, that we have. Uh, instead of having the, um, uh,
 371 financial officer or the, uh, the admin-- like the, the, uh,
 372 the accountants deal with the, with the pricing directly. I
 373 was the one doing that simply because they're not as
 374 fluent with--. They don't speak French, uh, one-- the, the,
 375 the financial officer doesn't speak French at all and the,
 376 the accountant is not fluent enough to, to grasp the
 377 subtleties of the business-- of business French, let's say.

378 Interviewer: 00:19:02 Okay. Do, do you feel that you're singled out in that sense
 379 or would there be other colleagues around you that would
 380 be just as capable?

381 Interviewee 2: 00:19:09 Uh, there would be other colleagues that are just as
 382 capable, uh, of doing that. Uh, it's just that because I-- I'm
 383 natively bilingual, uh, there is a certain amount of benefit
 384 to that. Um, but it's mostly, it's mostly because of my area
 385 of responsibility, I think,--

386 Interviewer: 00:19:29 Okay.

387 Interviewee 2: 00:19:29 -- that, that I'm singled out. Um, I know for example, my,
 388 my boss is perhaps less flu-- less fluent when he speaks,
 389 but he understands French just fine. Uh, and so he would
 390 be able to negotiate just as well. Um, but it, it's just not as
 391 convenient for him because he has a lot less time on his
 392 hands.

393 Interviewer: 00:19:49 Mm-hmm, okay.

394 Interviewee 2: 00:19:50 Less time in general, not, not like he has a lot of free time.

- 395 Interviewer: 00:19:54 How, when you're doing these tasks, how does it feel to
 396 you? Is it just sort of on the-- on case by case? Is there
 397 anything that has frustrated you in the past? Um, is it
 398 easygoing?
- 399 Interviewee 2: 00:20:06 It's case by case. Um, and it's, uh, it's quite easy going,
 400 like generally, like I said, it's because of my area of
 401 responsibility. So I have a professional responsibility to
 402 also be involved in the decision making and the fact that
 403 I'm also then, become the prime, the prime negotiator in
 404 the, in the matter, uh, is not farfetched because like we're,
 405 we're a startup, so everybody's doing everything. Uh, we
 406 don't have, uh, a lot of time or procedures to go through
 407 with regards to, to all these things. So it, yeah, it, it, it
 408 feels fine. Uh, it's just part of the daily workload, I want
 409 to say. In, in, in that sense.
- 410 Interviewer: 00:20:47 Is there a certain frequency behind it?
- 411 Interviewee 2: 00:20:50 No.
- 412 Interviewer: 00:20:50 That it happens often, or?
- 413 Interviewee 2: 00:20:51 No, it's, it's completely ad hoc.
- 414 Interviewer: 00:20:54 Okay.
- 415 Interviewee 2: 00:20:54 Um, last time it happened really was when we, when we
 416 moved offices, which is not something we do regularly.
- 417 Interviewer: 00:21:00 Okay, okay.
- 418 Interviewee 2: 00:21:03 So.
- 419 Interviewer: 00:21:04 Um, have you ever been asked to do a linguistic oriented
 420 job that you were not comfortable with or something
 421 where you'd say, I, I really don't want to do this?

422	Interviewee 2:	00:21:14	No. No.
423	Interviewer:	00:21:15	Okay. I'm asking 'cause I've, I've had some people
424			respond that they've been asked, for example, to do, uh,
425			preparatory work for contraction [sic]-- like contracts in
426			the sense that they were asked to translate contracts. Uh,
427			so legally binding documents where they said, we're not,
428			you know, we're not professionals. Yes, I can look into
429			this, but this is not something that I'm, I'm, you know, in,
430			it-- writing an email or being on the phone is some,
431			something completely different than--
432	Interviewee 2:	00:21:39	Yeah, absolutely. Um, so, no I've not, I've not been asked
433			to do any of that.
434	Interviewer:	00:21:41	--preparing legal texts. Okay. Mm-hmm.
435	Interviewee 2:	00:21:44	Uh, like I said, all of these contracts are generally done in
436			English and everybody's fluent in English. So that's--
437	Interviewer:	00:21:51	And, and other, other jobs that you had so far, like your
438			internships you were talking about, were there any
439			linguistic, um, special--
440	Interviewee 2:	00:21:59	No.
441	Interviewer:	00:22:00	--sort of activities that you were asked to do?
442	Interviewee 2:	00:22:02	No, not really. Actually, it's, it's-- while I was in the U.S.
443			everything was in English, all of it. Even when I was an
444			intern for, uh, what became, uh, a subsidiary of
445			Johnson&Johnson and dealing with teams in Belgium
446			and China and the Netherlands-- nobody even hinted at
447			ever speaking a different language. Even if I would have
448			been capable of doing so. It was just like strictly English,
449			everything in English, emails, phones, um, and, and, uh,
450			documentation. Uh, so that was not-- the U.S. is probably

451 the least interesting place to go if we want to have
 452 multilingual experience.

453 Interviewer: 00:22:41 Okay.

454 Interviewee 2: 00:22:42 At least from my personal experience. I, I don't know if
 455 that's always the case.

456 Interviewer: 00:22:46 And in a, in a social setting-- also, you didn't use your--
 457 in, at work, in a social setting in the sense of, in your
 458 breaks or something that you would use other languages.

459 Interviewee 2: 00:22:54 No, no.

460 Interviewer: 00:22:54 Ok. And now?

461 Interviewee 2: 00:22:55 Not in the U.S.. Now, yes, I mean I now it's like I freely
 462 alternate between basically French and English, uh,
 463 depending on who's around.

464 Interviewer: 00:23:04 Mm-hmm, okay.

465 Interviewee 2: 00:23:05 Um, and, and occasionally when we had, uh, our German
 466 colleague who's left us since, I would occasionally speak
 467 in German with him. The little bits I would remember.

468 Interviewer: 00:23:14 Mm-hmm. Okay. Um, looking back at your entire
 469 professional life so far, um, is there another interesting
 470 linguistic focused story or encounter that you'd still want
 471 to share? Something that's sort of you still remember even
 472 though it might be years ago.

473 Interviewee 2: 00:23:31 Uh, sort of, yeah. I was, I was an intern for this, uh,
 474 pharma startup, uh, and they had a, a product where they
 475 were doing studies, uh, worldwide. Uh, and obviously
 476 they had like very like narrow risk-- narrow areas of
 477 responsibility. Uh, but I, I remember like walking by one
 478 day and, and this guy pulls me over. He was like, "Can

479 you translate this word for me? 'Cause I don't think the
 480 English translation is right." I look at him, I, I give him
 481 the translation and he's like, "Oh yeah, they totally
 482 screwed up the English translation. That's not what they
 483 wrote." Like do I want to know what they wrote? He's
 484 like, "Technically I'm not allowed to show you." And so
 485 he basically, he was using a loophole in that, um, I wasn't
 486 allowed because I, because I was an intern and, and like
 487 this was like a sensitive, confidential document. He
 488 wasn't allowed to show me the, the, the confidential
 489 document in English, but the original document was not
 490 marked as confidential. So he used kind of a loophole to
 491 get my, to get my, my view on that.

492 Interviewer: 00:24:34 Mm-hmm. Okay. Thank you for sharing.

493 Interviewee 2: 00:24:38 You're welcome.

494 Interviewer: 00:24:39 Um, now let's turn to your international background and
 495 your intercultural experiences. So, less on the linguistics,
 496 more on the culture. Which, uh, cultures do you think you
 497 personally know deeply and well, which would you feel
 498 comfortable in, um, because you know your way to move
 499 around?

500 Interviewee 2: 00:24:57 Uh, that's a tough one. I mean, I, I'm more familiar, I want
 501 to say with different aspects of American political life
 502 than I am with any of the European, uh, politics right now.
 503 Uh, and I, I, I tend to read American, uh, media or watch
 504 American news shows more often than I do European's,
 505 uh, simply out of force of habit. I mean, that's, that's what
 506 I was doing in college when I-- when my political
 507 awareness really grew, let's say. Uh, but on a social level,
 508 I feel probably more comfortable in, in, in Switzerland.
 509 Um--,

- 510 Interviewer: 00:25:36 Okay.
- 511 Interviewee 2: 00:25:36 -- simply because-- yeah, I mean in Switzerland and
512 Norway, uh, it's, uh, slightly similar, uh, on the surface at
513 least, the type of, of situation. Um, I've left France too
514 long ago. Like when you're, uh, when you're a high school
515 student, you move very differently than you do as an
516 adult. Um, and uh, I, I've never really felt comfortable in
517 the U.S. Like for me, everything seemed just too obvious
518 or too on the nose. Like I was always looking for the catch
519 for the, the, the, the, the hidden facet of things. When in
520 fact, looking back, there really wasn't any. The, the
521 Americans know really no subtlety on a social level. And
522 so this is kind of why you can pick out American tourists
523 immediately when you're traveling through Europe. Like
524 they're the ones who are loud and you hear, you hear them
525 500 meters away, uh, or, or you can listen in on their
526 conversation from the other side of the train. Um, and I,
527 I, I'm social, I like exuberant display-- like discussions,
528 I'm, I, I can, I can be loud on occasion. I'm also very, um,
529 aware of my European roots in that sense where I, I, I
530 know how to be discreet and just blend in and hide and,
531 and not appear like I'm anything, uh, out of the ordinary
532 or anyone out of the ordinary. Uh, in fact when I, when I
533 was in Norway recently, I was, uh, just hi-- I was just like
534 part of a, I was helping my, my in-laws with an art exhibit
535 they were putting on and, uh, at some point somebody
536 walks up to-- one of the guests walks up to me and asks
537 me, "So, are you Norwegian?" "Well, if you have to ask,
538 that means my disguise is working." Uh, so clearly that
539 means that I'm, I, I, I fit in better in a, in a European
540 setting than I do in an American one. And that's, uh, yeah.
- 541 Interviewer: 00:27:38 Okay, um-- [long pause] yeah, one question I still have is,
542 uh, did you ever learn about other cultures through, um,

543 through indirect ways? Not in the sense that you were
 544 actually living there, but that you had maybe a friends
 545 group, um, that were, you know, teaching you certain
 546 things? Um, yeah.

547 Interviewee 2: 00:28:04 Yeah. So when I was in college, like we had a, we had a
 548 group of friends, very tight close, uh, friends, uh, and, uff,
 549 it was about-- a couple of us and put all together we
 550 represented every continent. And, uh, we spoke a total of
 551 I think 15 different languages that we would speak
 552 between each other that didn't include like individual
 553 language counts, but just languages we could have
 554 spoken to each other. Um, and so I learned a lot about,
 555 um, Indian and, and Bangladeshi, uh, culture, uh,
 556 Tunisian and um, Egyptian culture that way. Uh, and, and
 557 Japanese as well. Uh, Jap-- I mean I originally learned
 558 Japanese language because I was interested, because of
 559 martial arts. I've done karate and I was interested in that.
 560 Uh, but I also had classes, uh, teaching Japanese where
 561 they were teaching the basics of Japanese etiquette and
 562 culture. [Technical problem:] Sorry, is this getting a bit
 563 dark?

564 Interviewer: 00:29:08 It, it's getting dark. Yeah.

565 Interviewee 2: 00:29:10 Yup. I just noticed the light turning off.

566 Interviewer: 00:29:12 All good.

567 Interviewee 2: 00:29:13 Um, and so I had classes basically teaching me about like
 568 Japanese etiquette and, and culture and how things are
 569 usually done. Um, but I never, I've never been to Japan
 570 even though my sister was there for a couple of years, I
 571 never got the chance to actually visit her there. Uh, and
 572 yeah, what I know about how Japanese people behave, I
 573 mean I had Japanese friends on campus, uh, but they were

574 in an American setting. And so they adapted. And, but
575 yeah, that's how, that's what I would know about
576 American culture. And then same with, uh, Brazil. I've
577 got a number of Brazilian colleagues, so I know about
578 Brazil is strictly second hand. Uh, and I wouldn't, I
579 wouldn't feel able to navigate my way through Brazil
580 socially.

581 Interviewer: 00:30:03 And Japan?

582 Interviewee 2: 00:30:06 I think I might have a slightly better handle on how to do
583 that.

584 Interviewer: 00:30:09 Okay.

585 Interviewee 2: 00:30:10 Um, yeah. Simply because of the rules seem a bit cleaner
586 or, or more structured, let's say. Brazil is just-- from what
587 I'm, from what I'm hearing, it's really just barely
588 controlled chaos. Uh, at least that's the impression I've
589 gotten with it.

590 Interviewer: 00:30:29 Okay. Would you consider yourself to be an
591 interculturally competent person in general?

592 Interviewee 2: 00:30:38 Competent, uh, it depends on the level of proficiency I'd
593 say.

594 Interviewer: 00:30:42 Okay.

595 Interviewee 2: 00:30:43 Uh, I mean, I, I feel like I would be able to avoid making
596 any major faux pas, pretty much anywhere. Uh, to say that
597 I would be able to really integrate into a social, uh, fabric
598 anywhere is a completely different story. Um, there's
599 [pause] yeah, I, I ... there's a lot of places that I, I know I
600 could fit in just fine. Uh, even if I would need a, a, a
601 relatively long period of adjustment to really get the hang
602 of it. And when I say long, I mean a year or two. Um,

603 other places, you know, I was in Australia, that's like
 604 three days and you can hide— you can blend in except
 605 for the accent. And occasionally asking "Whatzat?" Um,
 606 but, uh, yeah, I mean, I, I've never been really in an
 607 environment where I stand out ethnically. Uh, I mean I, I
 608 visited India and South Africa on vacation, uh, but I was
 609 always guided around by other people. So I never really
 610 had to be on my own, let's say, where I really stand out.
 611 So I never had to deal with any kind of, uh, minority
 612 status. And so,--

613 Interviewer: 00:32:02 Okay.

614 Interviewee 2: 00:32:02 --that's, that's why I would say I'm not particularly
 615 competent, is that I don't know how to handle that.

616 Interviewer: 00:32:06 Okay. Valid point. All good. Um, looking at the
 617 intercultural knowledge or competence then, that you
 618 would have or consider yourself to have, with your
 619 professional life. There too, I asked certain questions in
 620 my questionnaire, um, if you, in your, in your daily
 621 routines, um, add a level basically of intercultural
 622 knowledge to the work that you're doing as well. Um
 623 going further than just translating but looking basically
 624 into the, or, or just the linguistics aspect, but looking into
 625 more detail of why something is like this or that. It just, it
 626 doesn't quite sound right because you need to, you know,
 627 when you're--

628 Interviewee 2: 00:32:44 Yeah.

629 Interviewer: 00:32:44 --when you have a specific angle. Is that something that,
 630 um, happens to you in, in your work setting or, uh, can
 631 you give me an example or two, where you would use
 632 your cultural knowledge as well?

- 633 Interviewee 2: 00:32:54 I mean it— it happens, but it, the cultural knowledge that
 634 this happens to me with is actually not like what you
 635 would normally consider cultural knowledge, but tech
 636 knowledge, because I'm a, I'm a--
- 637 Interviewer: 00:33:04 Okay.
- 638 Interviewee 2: 00:33:04 --program--, I'm a computer programmer, system
 639 administrator. I, I deal with the tech at the company. And
 640 we are a high tech company. So there's a lot of that going
 641 around. Uh, and a lot of the times I get people from, uh,
 642 commercial activities or operations coming to me and,
 643 and asking me questions and I'm like, wait a minute, why
 644 is it-- why are they asking that? They don't understand
 645 how that's working. And, uh, and then I try to clarify
 646 things, but generally it's dealing honestly with, uh, with
 647 that kind of aspect more than anything else. Um, I've
 648 never really had this situation where I had to face people
 649 who might say things that seem slightly off kilter because
 650 of a cultural meaning behind it. Um, it's either that or I, I
 651 was already the prime negotiator and so I was not put off
 652 by the, uh, by the phrasing because I know the culture.
 653 And so I was able to just meet like talking apples to
 654 apples, let's say. Uh, uh, yeah, I've not, I've not really had
 655 that experience otherwise.
- 656 Interviewer: 00:34:22 Okay, that's fine. Um, then I'm going to jump the next
 657 question, 'cause I was going to ask you for an
 658 interculturally focused encounter or story, but if you say
 659 you haven't had that, that's fine.
- 660 Interviewee 2: 00:34:32 Yeah.
- 661 Interviewer: 00:34:34 Um, bringing your, your, uh, intercultural knowledge and
 662 your linguistic skills together, was this something that
 663 was important to you while looking for a job that you

- 664 were able to use these skills in your, in your daily work
 665 life? Or was it something that just sort of happened? Was
 666 it something you were actively looking for?
- 667 Interviewee 2: 00:34:51 No, I wasn't looking for it. It, it really just happened. Um,
 668 I mean I was looking for a place that had more of a, uh,
 669 moral appeal to me more than a, a, any kind of a linguistic
 670 or, or, uh, cultural aspect to it. Uh, and, and by trade, like
 671 I said, I'm a, I'm a techie. Uh, so I, for me, like English
 672 was obviously going to be a, a language at work no matter
 673 what I do. Simply because pretty much everything related
 674 to computers is written in English. Um, and dealt with in
 675 English for the most part. Um, the--, I, I--, by choosing to
 676 look for a job in, in the French speaking part, I was hoping
 677 to get a chance to socialize maybe more in French than I
 678 would have, uh, had the occasion to in a German speaking
 679 part or a or an English speaking country. Um, uh, but I, I
 680 had other motives for wanting to stay in the area as well.
- 681 Interviewer: 00:34:55 Okay, okay.
- 682 Interviewee 2: 00:34:56 It's simply, my personal life is here.
- 683 Interviewer: 00:35:59 Okay. That would have been, uh, one of my follow-up
 684 questions now why, why, uh, stick around after the
 685 masters but you, you provided the answer so all good.
- 686 Interviewee 2: 00:36:09 Yeah.
- 687 Interviewer: 00:36:10 Um, if you had to choose, um, would you, would you cut
 688 out certain languages?
- 689 Interviewee 2: 00:36:23 Cut out certain languages--
- 690 Interviewer: 00:36:25 --in your, in your daily work? I mean I get the fact that
 691 English is probably non, non-cuttable [sic], but um--

692 Interviewee 2: 00:36:30 Uh, I, yeah, I couldn't do without English at work. Um, I
693 could get by without French. Uh, there are days when I
694 do get by without it entirely, but I would miss it. Um, one
695 of the reasons I didn't want to stay in the U.S. was simply
696 that I had no way of actually using French in, in, in my
697 daily life at all. And, uh, I felt really off balance by that.
698 It was, it was very bizarre for me, but I, I, I never felt like
699 I was completely whole, uh, when I was in the U.S.
700 unable to, to really speak French outside of my immediate
701 family. Um, and then when I came back to, to
702 Switzerland, and I was studying, well when I was with
703 the German guys, uh, the German speaking guys, I had to
704 speak English because I couldn't hold a conversation in
705 German. But at the same time I was going up the bar in
706 the French speaking part and, and speaking French and
707 slurred drunken French quite a bit. Um, and, uh, that was,
708 uh, quite comforting actually for me to be able to, to, to
709 use both. Because it felt like both sides of me had a place.
710 Uh, whereas in the U.S. it was like, I really couldn't
711 balance out at all. I was like, I was standing on one leg all
712 the time, and I felt my French atrophy up to a point. Uh,
713 I, I don't think my mother realizes just how much her
714 French has, uh, diverged, let's say, from what's actually
715 spoken in France. Um, it-- when I came back to, to, to
716 Switzerland and started speaking French with people,
717 there were certain words where-- obviously I had to learn
718 the, the dialect here, but I was using words that they
719 couldn't fathom because in the end, like, when you're,
720 when you're only a few people speaking to each other in,
721 in that way, you start developing your own words and
722 your language, um, your own code. Uh, and my mother is
723 especially proficient in inventing words.

724 Interviewer: 00:38:33 Okay.

725 Interviewee 2: 00:38:34 So, uh, yeah, it's, it was good to, to, to come back and,
726 and have more people to share with -- on the French.

727 Interviewer: 00:38:42 You said earlier that at Lewis and Clark, you had the
728 feeling that you were for the first time balanced out
729 though that, that you found--

730 Interviewee 2: 00:38:49 I did. Uh, and, but that was, uh, I mean-- as, that was still,
731 uh, relatively early in my time in the U.S. Uh, and I did
732 have other people to speak French to there. Uh, but I,
733 where I started feeling off balance is after college and
734 actually having a professional life there.

735 Interviewer: 00:39:08 Okay.

736 Interviewee 2: 00:39:09 So, um, I mean I look back at college very fondly. It was
737 a wonderful time. Uh, a wonderful experience, but it's
738 not, I don't think it's, it's feasible to experience the same
739 type of environment in any kind of professional setting
740 for an, for an extended period of time. Uh, it simply just
741 doesn't work.

742 Interviewer: 00:39:32 Did you have, um, the impression, this is just a side note
743 of interest, um, that other friends of yours that, that went
744 to Lewis and Clark and finished there had similar
745 experiences afterwards?

746 Interviewee 2: 00:39:45 [pause] I don't know. Um, I, I think a lot of them-- uh, a
747 lot of TCKs that I know definitely have the same type of,
748 of, uh, feeling. I mean, a lot of them stayed in Portland
749 because of the proximity of, uh, others like, like us, other
750 TCKs. So there's a, there's a very high percentage of
751 people who stay in, in Portland after graduation and find
752 jobs there. Um, especially it's, it's even higher among
753 TCKs I wanna say. But I don't know that, um, [pause] that
754 everybody had the same lack of belonging initially.

- 755 Interviewer: 00:40:24 Okay.
- 756 Interviewee 2: 00:40:25 Uh, because bizarrely enough, most of the TCKs I met,
 757 came from, uh, a mono—, what I'm, what I, what I've
 758 come to coin as a monocultural family, meaning both
 759 parents come from, if not the same background, at least a
 760 similar one, right? So like British and American or, um,
 761 uh, somebody from, from the Philippines who had a, a
 762 parent from Taiwan and Thailand. Again, slightly
 763 different but a lot of ground in common as well. Uh, even
 764 religiously, more than, more than what I had. Uh, and so
 765 that, that yielded a, a very different, um, aspect to, to, to
 766 things. And it's, yeah, I don't know how, how deeply the
 767 effect is felt by others. Uh, it's not something we really
 768 touched upon. Like we were, uh, we were too busy having
 769 fun to actually be touchy-feely.
- 770 Interviewer: 00:41:22 That's fine. Um, final question in, in the, in the almost
 771 last block, um, do you feel that your boss and your
 772 colleagues see your linguistic skills more clearly than
 773 intercultural knowledge that you would have? Do they
 774 tap, I mean they tap in on it more than, than, um, in
 775 another setting?
- 776 Interviewee 2: 00:41:45 That's a good question. I don't know. I know, uh, one of
 777 my colleagues, um, is a bit, is a bit peeved with me, but
 778 that's because I corrected his English several times when
 779 he was actually using the wrong word to describe stuff.
- 780 Interviewer: 00:42:00 Okay.
- 781 Interviewee 2: 00:42:00 Uh, because he, he kept falling into the trap of false
 782 friends and so he would, he would always say 'recover'
 783 instead of 'retrieve'. And uh, this really bugged the hell
 784 out of me. And, and my boss, too. And I started nagging

785 him about it and eventually he kind of-- but now he's
786 actually using 'retrieved' instead of 'recover'.

787 Interviewer: 00:42:22 Okay.

788 Interviewee 2: 00:42:22 Which-- it [sic] not an, an insignificant achievement. Um,
789 [pause] my boss has spent some time in the U.S. as well,
790 um, professionally. So he's, uh, he's looking at me not just
791 as knowing English better, but also knowing the U.S.
792 quite a bit better, as well. So he, he sees honestly both
793 dimensions.

794 Interviewer: 00:42:50 Okay.

795 Interviewee 2: 00:42:50 Because he understands how fundamentally different the
796 U.S. is to where we are now. Um--

797 Interviewer: 00:42:57 How, how does that— how do, how does it, how does it,
798 um, show? Like what kind of, is it just 'cause of like semi-
799 private conversations you're having or is it also business-
800 related?

801 Interviewee 2: 00:43:08 No, it's, it's mostly just semiprivate and, and, um, social
802 interactions in general, like, uh, like the, the social
803 discussions we have over lunch or, um, discussing current
804 events. Uh, he knows that obviously Trump is a big, is a
805 big news, uh, type of thing for everybody. But, uh, he
806 knows that I actually follow the story and know a bit more
807 detail and I, I know who the major players are in the, in
808 in the U.S., uh, federal government. And because he's
809 been there, he understands the various key positions and
810 so he's able to follow along when I start explaining the
811 se— the, the various situations.

812 Interviewer: 00:43:49 Mm-hmm, okay.

813	Interviewee 2:	00:43:50	Uh, which some of my colleagues can't, 'cause they don't
814			understand the, the structure of the government there.
815	Interviewer:	00:43:54	Mm-hmm, okay. Um, final major question. When-- What
816			would you tell younger ATCKs, um, that are just starting
817			out their professional, um, careers to think about, what
818			you would have liked to know basically when you were
819			starting out?
820	Interviewee 2:	00:44:14	Um, [pause] It doesn't hurt to add your languages and
821			your, and your, your cultural experience on the CV, but
822			don't expect it to be the major selling point.
823	Interviewer:	00:44:28	Okay.
824	Interviewee 2:	00:44:28	Um, I mean, unless you're doing specifically regarding,
825			uh, international marketing for example, uh, or
826			international communications, uh, positions, I don't see
827			that most man--, most hiring managers will, will see any
828			kind of multilingual and multicultural experience as an
829			asset. Uh, it's, uh, business wise, it's not always, uh,
830			interesting, let's say, for, for a manager to, to, to have
831			somebody who knows various, uh, social conducts and
832			social codes. Uh, and it can actually make things more
833			complicated sometimes. Uh, because if you, I mean, we-
834			- I see this at work now, where we have a very
835			international team with very different cultural
836			backgrounds of different people. And, uh, some of the
837			managers have a really hard time, uh, getting the right
838			handle on people from a different, uh, cultural
839			background, because the professional interactions. Even
840			though it's like you, it's like you're, you're talking about
841			two different levels and you're-- when, when you're doing
842			one thing from one culture and it means something else
843			in another, then basically you're sending confusing
844			signals or, or the message that you're trying to, to give is

845 not getting across. And in a professional setting that can
 846 be really frustrating and the source of a lot of conflict.
 847 Um, so it's good to mention that you have multicultural
 848 experience, but, uh, it might also be helpful during the
 849 interview to actually clarify, uh, where you stand, uh,
 850 culturally to, to-- so that they, they know by which end
 851 to, to talk to you basically.

852 Interviewer: 00:46:19 And why would, um, you not consider the languages to
 853 be such an asset? Because at least in, in Germany so far,
 854 what I've been seeing is that they're always asking for the
 855 languages on top-- in, in their applications and so forth. I
 856 mean, of course the better fitting your language is to the
 857 job that you want to be doing. Sure.

858 Interviewee 2: 00:46:36 Yeah. Yeah. I mean, like, like I said, it really depends on
 859 the position you're, you're joining. Uh, if they, if they're
 860 interested in language requirements, uh, then obviously
 861 you have to meet them. But the language requirements
 862 that you're going to find, and this is true, in Switzerland
 863 as well, is basically driven by what the company and the
 864 teams that you're going to be integrating actually speak.
 865 So if you speak anything outside that range, it's like, yeah,
 866 cool, but not helpful. Uh and uh, it's sad to say, but it's,
 867 you're, you're not likely to speak that, uh, unless you find
 868 other people with the same kind of, uh, linguistic
 869 background that you have, uh, if it's not a business
 870 language. And, um, I mean, I, I, I'm in a situation at work
 871 where we've got a significant portion of the, uh, the team
 872 that actually speaks Russian. Uh, and we have a number
 873 of, of people off sites in, in Russia and Ukraine and, uh,
 874 they are still forced to speak English because that's the
 875 business language. The hir-- there's no hiring requirement
 876 to speak Russian. And uh, I would say it-- while it, it's not

877 [unclear] it's not, uh, bad to speak Russian if you join the
878 company, it's also not going to be the reason we hire you.

879 Interviewer: 00:47:56 Mm-hmm, okay.

880 Interviewee 2: 00:47:57 So putting focus on that aspect, uh, means that you're
881 distracting from your other qualities and, and the other
882 points that man-- that the hiring manager might actually
883 be looking for.

884 Interviewer: 00:48:10 Okay. Okay. Thank you for that.

885 Interviewee 2: 00:48:12 You're welcome.

886 Interviewer: 00:48:13 I have just some, um, sort of statistical background
887 information that I'd like to collect still. One is, um, you
888 said nationalities 'U.S. and French', right?

889 Interviewee 2: 00:48:21 Yes.

890 Interviewer: 00:48:22 Um, your age?

891 Interviewee 2: 00:48:23 I'm 33.

892 Interviewer: 00:48:25 Okay. Your current job title?

893 Interviewee 2: 00:48:29 Uh, I think it's 'Software Engineer'. It's, it's a little
894 difficult 'cause we're in the middle of renaming and, and
895 restructuring and changing titles around, so.

896 Interviewer: 00:48:37 Okay. I'm, I'm good with that. It, uh, you know, it's just
897 to, to have a background to it. And the years of your work
898 experience? You can count in the times of your
899 internships, etc., as well, where you were really--

900 Interviewee 2: 00:48:48 Yeah.

901	Interviewer:	00:48:48	--earning, well, I mean, I mean, I, I know that a lot of
902			internships are unpaid, but where that was your main
903			focus in the week? Yeah, not just, um, doing--
904	Interviewee 2:	00:48:55	Yeah, yeah.
905	Interviewer:	00:48:55	--additional work to the studies.
906	Interviewee 2:	00:48:58	Uh, it was probably what [pause], I think it's seven or
907			eight years--
908	Interviewer:	00:49:06	Okay.
909	Interviewee 2:	00:49:07	--of career now.
910	Interviewer:	00:49:08	Eight years?
911	Interviewee 2:	00:49:10	Yeah.
912	Interviewer:	00:49:11	Okay. Okay.
913	Interviewee 2:	00:49:13	Not all of that time is, is professionally relevant. Yeah.
914			I've, I've, I've got eight years in, in various workplaces.
915	Interviewer:	00:49:21	Yeah, but it, it, it doesn't always have to be, um, one step
916			after the other. There's zig-zagging involved, I would say,
917			everywhere. So all good.
918	Interviewee 2:	00:49:29	More so for TCKs than others, I would, I would, uh, add.
919	Interviewer:	00:49:33	Why do you think so?
920	Interviewee 2:	00:49:36	Well, uh, for, for one thing, I mean, I, I started out my
921			career in the U.S. in something that I didn't really like,
922			and then I went back to school and it was on a different
923			continent. So that completely changed my, my career
924			outlook as well. Uh, and the, and my sister, for example,
925			she's been to Japan, Australia and she's worked in both
926			those places and now she's back in the U.S. and she's

927 looking for her next adventure, uh, both career and, uh,
 928 travel-wise. And I don't really see that really changing.
 929 Uh, there are some people who like to just, like, look for
 930 the next adventure, uh, and, and interesting place to be.
 931 And me, I just like to-- I, because I didn't have a sense of
 932 belonging until quite late, um, I was just looking for some
 933 place to settle down.

934 Interviewer: 00:50:30 Okay.

935 Interviewee 2: 00:50:31 And I would say in, in a way, I'm like every other TCK
 936 that I've met in that a lot of them settled down in, in
 937 Portland. I decided to settle down a little bit further. Uh,
 938 but yeah, eventually like a number of us like to settle
 939 down and, and just find a place to stay.

940 Interviewer: 00:50:50 May I ask, is your sister older or younger than you?

941 Interviewee 2: 00:50:52 Younger. She's a couple years younger. Um, and she's
 942 been to more of the America--, she's been in the American
 943 public, uh, high school system.

944 Interviewer: 00:51:04 Okay.

945 Interviewee 2: 00:51:05 Which I have not.

946 Interviewer: 00:51:06 Mm-hmm. Um, I, I would say this is the, the end of the
 947 official, uh, interview. Thank you for that.

948 Interviewee 2: 00:51:12 You're welcome.

949 Interviewer: 00:51:13 Um, I, I definitely also can relate to the fact that siblings
 950 have a different TCK experience just through their, their
 951 age set up and the different, yeah, age brackets that they
 952 were in their, in their countries as well. Um, I've, I feel I
 953 have a little bit more American experience than my
 954 brother does, who went through the German schooling

955 system basically. He's also four years younger. Um I'm
 956 also, the one settling down already and he's still, you
 957 know,--

958 Interviewee 2: 00:51:39 [unclear due to overlap]

959 Interviewer: 00:51:39 --navigating his way. But I'm wondering if that's also
 960 something that, uh, just happens with, with age too.
 961 Yeah? And um, I don't know, maybe also finding--

962 Interviewee 2: 00:51:50 [unclear due to overlap]

963 Interviewer: 00:51:50 --your partner for life or your ideas of how you'd like to
 964 live. I don't know, well.

965 Interviewee 2: 00:51:54 I don't know. Like, like I said, my sister is only two years
 966 younger.

967 Interviewer: 00:51:57 Okay.

968 Interviewee 2: 00:51:58 And two years ago I was already in this apartment.

969 Interviewer: 00:52:00 Okay.

970 Interviewee 2: 00:52:00 Uh, and I've been in this apartment, for a while with my
 971 girlfriend, for a while.

972 Interviewer: 00:52:05 Okay.

973 Interviewee 2: 00:52:06 I, I, I, I don't know that that's actually the case—that, that
 974 age really shapes us all that much. I think it's really more
 975 of a mindset and, and what we're looking for.

976 Interviewer: 00:52:17 Well, I mean, I would agree, yes, you have definitely
 977 certain tendencies either this way or that. Um, I do think
 978 it has to do also with, um, of whom you meet and decide
 979 to want to spend your time with and the background that

980 that person brings to and the, the anchoring or not
 981 anchoring that happens with that as well. But yeah,--

982 Interviewee 2: 00:52:34 Sure.

983 Interviewer: 00:52:35 I get it. I find it, um, amusing that both my brother and I
 984 have opted for the full German, um, who's not spent that
 985 much time abroad but actually speaks English
 986 exceptionally well. I don't know how both of them
 987 learned how to do it. Um, they love to travel, but they've
 988 never really had to-- no, that's not true. My, my sister-in-
 989 law, is, um, she spent three years I think in the U.K.
 990 schooling as well. Um, but my husband definitely didn't
 991 and he's never had to put himself out there and figure his
 992 way, you know, in a non-vacation setting,--

993 Interviewee 2: 00:53:06 Yeah.

994 Interviewer: 00:53:07 --figure out his lifestyle. Um, not even for a semester or
 995 something abroad. So.

996 Interviewee 2: 00:53:12 Yeah, I've, I've never tried to work in a place where I
 997 have to speak a, a language that I don't already master.
 998 So.

999 Interviewer: 00:53:19 Mm-hmm. Well, I spent a semester in Finland. That was
 1000 pretty amazing in itself.

1001 Interviewee 2: 00:53:23 Yeah, I can imagine, but, uh, come back to me in, in five
 1002 years' time. We'll probably be in Norway by then. Then I
 1003 can tell ya.

1004 Interviewer: 00:53:31 Yeah, Norway is-- like I said Finland and Norway have
 1005 certain elements I think that are probably pretty much the
 1006 same just being in the Scandinavian style. But um--

1007 Interviewee 2: 00:53:40 Yeah, yeah.

1008	Interviewer:	00:53:41	Yeah.
1009	Interviewee 2:	00:53:42	Although Finland stands apart in a number of different
1010			ways.
1011	Interviewer:	00:53:44	Oh, yeah.
1012	Interviewee 2:	00:53:45	Linguistically at least.
1013	Interviewer:	00:53:46	Definitely.
1014	Interviewee 2:	00:53:47	Yeah. But uh, we'll see.
1015	Interviewer:	00:53:50	I had to do a survival Finnish class and I would not say
1016			I'm a bad language, um, acquisition person. But that was
1017			a class that we just went to, to show up and left and had
1018			like-- my highlight was after the semester in Finland to,
1019			uh, be able to equate in the shopping, yeah, when you, uh,
1020			when you were getting your fruits and vegetables to be
1021			able to actually know beforehand how much your
1022			tomatoes and your, uh, cucumber was going to cost
1023			because you were able to equate the, the words of the
1024			vegetables to the price that was hanging underneath.
1025	Interviewee 2:	00:54:20	Yeah. That's it.
1026	Interviewer:	00:54:21	Yeah, but, it's always [unclear due to overlap]
1027	Interviewee 2:	00:54:23	Yeah, yeah. I mean I, if I remember correctly, Finnish is
1028			in the same family of, of languages is Hungarian. Those
1029			are among the hardest languages to learn.
1030	Interviewer:	00:54:34	I would agree. My mom is actually Hungarian. But I've
1031			never learned it. They raised us English and German, so-
1032			-
1033	Interviewee 2:	00:54:42	Yeah.

1034	Interviewer:	00:54:43	That's fine. Okay, well thanks [name of Interviewee 2].
1035	Interviewee 2:	00:54:45	You're welcome!
1036	Interviewer:	00:54:45	Um, I promised an hour. It's been an hour.
1037	Interviewee 2:	00:54:48	Well, I, yeah, I'm sure you want to get on with your
1038			evening as well.
1039	Interviewer:	00:54:51	All good. Yeah. Um, I, I appreciate the time that you took.
1040			I will definitely, um, send you a copy. I'm not quite sure
1041			how it's going to be published yet, but um, once, once it's
1042			written and done, which will still take a while, um, I
1043			would like to send it to you.
1044	Interviewee 2:	00:55:07	[unclear due to overlap]
1045	Interviewer:	00:55:08	If, um, anything sort of pops up in the meantime or after,
1046			you know, today where you'd still like to share, please
1047			reach out and we can either reconnect by Skype or you
1048			just, um, email me your thoughts. All good.
1049	Interviewee 2:	00:55:19	Sure.
1050	Interviewer:	00:55:20	Um, and I do appreciate it because I know that
1051			everybody's very busy and you know that it's an hour here
1052			and then the questionnaire there and stuff that it, it, yeah.
1053			I, I think it's really, um, amazing to see how many
1054			ATCKs, um, are taking the time to do this. Um, um, much
1055			easier going than I thought it was going to be. Um, but
1056			yet it's still is, you know, it's an hour and a half of your
1057			life that you, um, spent basically.
1058	Interviewee 2:	00:55:46	Yeah. I spent plenty of hour and a half's doing other
1059			stupider stuff, so I'm glad to contribute.

1060	Interviewer:	00:55:52	Well thanks. All good. Um, yeah, and I'm hoping that,
1061			you know, we'll, we'll, um, I'll be able to add a little bit
1062			into the ATCK research that's been done.
1063	Interviewee 2:	00:56:04	I, I'll, um, I'm looking forward to that.
1064	Interviewer:	00:56:06	Yeah, we'll see. I, it's uh, you know, privately motivated.
1065			I've been sitting on this idea for a long time. Um, and it
1066			started out with, for me example [sic] saying, I think I
1067			sold myself too cheaply in my first job. They were
1068			definitely looking for somebody with English linguistic
1069			skills to, um,--
1070	Interviewee 2:	00:56:22	Mm-hmm.
1071	Interviewer:	00:56:23	--get into the British market. And if, that would be my
1072			answer to that ATCK quick question at the end, where I'd
1073			say, you know, tell a younger person to, to stand up for
1074			that too. I mean they can still say it's not interesting, but I
1075			didn't--
1076	Interviewee 2:	00:56:35	Yeah, yeah.
1077	Interviewer:	00:56:35	--I didn't market it very well in the beginning.
1078	Interviewee 2:	00:56:38	Mmm.
1079	Interviewer:	00:56:38	And I think I could have already had a slightly different
1080			base salary if I would have pushed that button a little
1081			more. But um—
1082	Interviewee 2:	00:56:45	There's, there's yeah, I mean, like I said, there's, there's
1083			always cases where you can push that as an argument.
1084	Interviewer:	00:56:50	Yeah, yeah. All good.
1085	Interviewee 2:	00:56:52	Yeah. My, my, my personal experience has been
1086			different, but I'm in a completely different field.

1087	Interviewer:	00:56:57	Yeah. It's all good. I, I ended up in the IT world too, funny
1088			enough, but, um. And then, and then I decided to do my
1089			PhD back in my study interests, yeah. So--
1090	Interviewee 2:	00:57:07	Of course.
1091	Interviewer:	00:57:08	All good. So,--
1092	Interviewee 2:	00:57:10	Alright.
1093	Interviewer:	00:57:10	--thanks so much.
1094	Interviewee 2:	00:57:11	You're welcome.
1095	Interviewer:	00:57:12	Have a good evening.
1096	Interviewee 2:	00:57:12	You too.
1097	Interviewer:	00:57:13	And um, don't be a stranger per se. You never know how
1098			you meet up again. And thanks again, also, I thought this
1099			was, um, exceptionally interesting for me because of the
1100			Lewis and Clark--
1101	Interviewee 2:	00:57:22	Mm-hmm.
1102	Interviewer:	00:57:22	--connection. Um, and the idea that hypothetically I could
1103			have gone there and we might've been in the same classes
1104			and some of them at least. So--
1105	Interviewee 2:	00:57:29	Yeah.
1106	Interviewer:	00:57:30	--there was a, you know-- Portland is-- the fact that my
1107			grandparents still live there, I'm not there that frequently,
1108			but I was a year and a half ago. And it, I, I spent many
1109			summers there, as, growing up as a, as a kid and somehow
1110			flying into the Portland airport on a good day, if you can
1111			see the volcanoes is very special.
1112	Interviewee 2:	00:57:48	Yeah it is, it really is.

1113	Interviewer:	00:57:48	That's something I'd still like to show my husband too,
1114			who hasn't been there yet. So--
1115	Interviewee 2:	00:57:54	Well.
1116	Interviewer:	00:57:54	--that's a little bit of home in a certain part of my heart
1117			there.
1118	Interviewee 2:	00:57:58	I can definitely recommend if you're going there again,
1119			uh, just visit the, the campus. Uh, you have, uh, a very
1120			gorgeous view if the weather's clear—
1121	Interviewer:	00:58:06	Yeah.
1122	Interviewee 2:	00:58:06	--on Mt. Hood.
1123	Interviewer:	00:58:07	Yeah, well, I was, um, like I said, I was there and I met
1124			with Brian White and had a lovely day.
1125	Interviewee 2:	00:58:12	Mmm.
1126	Interviewer:	00:58:13	They showed me everything. Um, and I was accepted and
1127			then I decided to stay in Europe for personal reasons at
1128			the time.
1129	Interviewee 2:	00:58:19	Yeah.
1130	Interviewer:	00:58:20	And that's fine. But my life would have been very
1131			different if I had gone.
1132	Interviewee 2:	00:58:25	Yeah. I, I stopped wondering what my life would've been
1133			if I hadn't gone to Lewis and Clark a long time ago.
1134	Interviewer:	00:58:33	Good. I'm glad [unclear due to overlap].
1135	Interviewee 2:	00:58:33	It's like, well, it's good. I'm glad, um, I'm glad I went
1136			there. I don't want to change any of that.

1137	Interviewer:	00:58:39	Well I'm very, uh, moved still by the fact that, um, it was
1138			Brian White who introduced me and my mom to that
1139			concept and that it was just the, the, this TCK idea was
1140			something that y-- was not known in any way in Europe
1141			at the time. I think it's been--
1142	Interviewee 2:	00:58:55	I had not heard of it before I, I actually got on campus.
1143			Like they, they sent me like letters, like standard thing,
1144			like school starts orientation. What I didn't realize is that
1145			the dates in the pack of the pamphlet they sent me was for
1146			international slash TCK orientation, until I showed up on
1147			campus with my dad in tow.
1148	Interviewer:	00:59:17	Okay. Did, um, how did you find Lewis and Clark, 'cause
1149			you said you to 23 different ones.
1150	Interviewee 2:	00:59:22	Yeah.
1151	Interviewer:	00:59:23	How did, how did they end up on your shortlist?
1152	Interviewee 2:	00:59:25	Uh, my college counselor in, in Maine, actually.
1153	Interviewer:	00:59:27	Okay.
1154	Interviewee 2:	00:59:28	One of the only people I, I have fond memories of--
1155	Interviewer:	00:59:31	Okay [unclear due to overlap].
1156	Interviewee 2:	00:59:32	--up there. Uh, she was the one who suggested it and, and
1157			strongly suggested I apply. And then at the time, uh, I was
1158			filling up the, the common app, which was like a common
1159			like application that you can send to like a whole bunch
1160			of different colleges. And the fact that Lewis and Clark
1161			accepted it didn't hurt.
1162	Interviewer:	00:59:50	Okay, okay. Well 'cause I, for me it was just basically the,
1163			uh, near vicinity to my grandparents that we looked at

1164 everything that was sort of in the Portland driving area, to
1165 not be too far away.

1166 Interviewee 2: 01:00:01 Yeah.

1167 Interviewer: 01:00:02 Yeah. Good. So much for that. Thank you.

1168 Interviewee 2: 01:00:05 Yeah, you're welcome.

1169 Interviewer: 01:00:07 And have a good evening. Bye-bye.

1170 Interviewee 2: 01:00:08 You, too. Bye!

G.3 ATCK Interview 3 – May 18th, 2019

1	Interviewer:	00:00:00	There should be a little pop up on your end too. Yeah.
2	Interviewee 3:	00:00:05	Yes, mm-hmm.
3	Interviewer:	00:00:07	Good. Well thanks again for taking the time to, to talk to
4			me. Um, technically, I guess everything's working, which
5			is ha-- I'm happy to hear. That hasn't always been the case
6			the last couple of days.
7	Interviewee 3:	00:00:15	Oh, well, sorry, sorry to hear--
8	Interviewer:	00:00:19	That's-- Internet across the world is not always the most
9			stable situation, but that's fine.
10	Interviewee 3:	00:00:24	True.
11	Interviewer:	00:00:25	Um, regarding the interview, I have several different, uh,
12			question blocks basically where I'd like to, um, have, you
13			know, just topics basically that I'm asking in all the
14			different interviews. For me, it's really important though
15			that everybody, um, speaks or that, that you take the time,
16			details are interesting to me, um, that you sort of spin a
17			story out of the answers, too. So--
18	Interviewee 3:	00:00:46	Okay.
19	Interviewer:	00:00:46	--it's just sort of like giving a general direction and then
20			opening the field to whatever you think is important and
21			you'd like to share with me. Okay?
22	Interviewee 3:	00:00:53	Yes.
23	Interviewer:	00:00:54	So semi-- semi-structured.
24	Interviewee 3:	00:00:55	Yes.

- 25 Interviewer: 00:00:56 Um, I'd just dive in. I set about an hour so, um, I'll make
 26 sure I'm good on the clock to be done then in an hour at
 27 the latest. Um, and if you're all good to go, we can start.
- 28 Interviewee 3: 00:01:06 Yes. Good to go.
- 29 Interviewer: 00:01:07 OK. Great. Um, my first question is easy, I think for an
 30 ATCK, just tell me something about your personal,
 31 international background. How did you grow up? What
 32 were the most important stops basically in your life?
 33 Internationally--
- 34 Interviewee 3: 00:01:19 Hmm, mm-hmm. Mm-hmm. Right, right. Um, for you,
 35 I'll go with the, with the more five minute answer.
 36 Sometimes I give the five second answer because--
- 37 Interviewer: 00:01:29 Okay, thank you.
- 38 Interviewee 3: 00:01:30 I can— I can, yeah, determine what— right off the bat
 39 interest level, or how deep do I want to go with
 40 somebody. Um, my dad was a Foreign Service diplomat,
 41 uh, with the U.S. embassy, the U.S. Foreign Service. And
 42 so, uh, I'll give you, I'll give you the running list. Um, was
 43 born in Virginia and then we moved to Pretoria, South
 44 Africa, then we moved back to Virginia and we moved to
 45 South Korea. Then we moved to Bonn, Germany, and
 46 then to Frankfurt, Germany, and then to Tokyo, Japan,
 47 and then to Tel Aviv, Israel. And those were right, my,
 48 my 18 years. And then I did college in Florida. I went and
 49 spent summers, uh, working at the U.S. embassy in
 50 Vienna where my parents were posted. After my four year
 51 college, I did a Grad program in Athens, Greece. After
 52 that I moved to South Carolina, to Greenville, South
 53 Carolina. Then, um, I moved to Kőszeg, Hungary.
- 54 Interviewer: 00:02:41 Okay.

- 55 Interviewee 3: 00:02:41 Then I moved to Virginia and then to Washington D.C.,
56 then to Elbląg, Poland, and then here to Michigan.
- 57 Interviewer: 00:02:55 Okay. How-- what were the, the stops in between and
58 how, how long were you in the different places? If you go
59 back to the first 18 years--
- 60 Interviewee 3: 00:03:04 Mm-hmm. They averaged three years--
- 61 Interviewer: 00:03:07 Okay.
- 62 Interviewee 3: 00:03:07 --per place.
- 63 Interviewer: 00:03:08 Okay.
- 64 Interviewee 3: 00:03:09 Yeah.
- 65 Interviewer: 00:03:10 Okay. And then the, the continued lifestyle after your
66 studies was due to job choices? Or internships? Or why
67 did you, I mean, you did quite a bit of moving after 18 or
68 after the study period, let's put it that way.
- 69 Interviewee 3: 00:03:23 Yeah, mm-hmm, right, right. I had, I had the travel, the
70 travel bug, the itch to move, um, found strong identity
71 ties, uh, just in several ways, um, to, to Western Europe,
72 Central Europe. So, I, uh, decided to teach English, in
73 schools abroad. So, yeah, abroad meaning not here in the
74 U.S. So when I was in Greenville, I got my te—, my
75 TESOL or TESOL certification to go teach and I taught
76 in high schools, and, uh, private, private English schools.
- 77 Interviewer: 00:04:04 Mm-hmm, okay. Um, I, I understand it correctly, though,
78 that both your parents are American?
- 79 Interviewee 3: 00:04:10 Yes.
- 80 Interviewer: 00:04:12 Okay. Okay. And I guess you then mainly grew up with
81 the English language as your mother tongue, correct?

82	Interviewee 3:	00:04:19	Yes.
83	Interviewer:	00:04:20	Okay. What about other languages that you speak? I'm
84			sort of diving into my second big block now.
85	Interviewee 3:	00:04:26	Mm-hmm, yeah. Um, well I went to international schools
86			and um, from fifth grade they required a second language
87			and so I began with French in fifth grade and that was in
88			Germany. And then we moved to Japan and I selected—
89			ah, oh wait, no, no, no, no, wait, yes, excuse me.
90	Interviewer:	00:04:52	All good.
91	Interviewee 3:	00:04:53	It was in Bonn, Germany, fifth grade where we had to
92			pick a language. So I started with French, then we moved
93			to Frankfurt and that international school required us to
94			take two foreign languages. So I took French and
95			German. Then that was only for two years. We moved to
96			Japan and that school required a foreign language, only
97			one. So I stuck with French. And then in Israel again, the
98			requirement, one language, I chose French. And so while,
99			you know, I had what, you know, six years of French, it
100			was, uh, I, I don't consider myself bilingual at all. Then,
101			when I lived in Hungary, uh, I lived on the Austrian-
102			Hungary border. And so I picked up conversational
103			German again, considering I, I spent time in Austria and,
104			uh, also Hungarian, but uh, right. Uh, and oh, and then in
105			Grad School, an American university, my grad program
106			required us to, um, take a foreign language exam. And so
107			I did French after, you know, x number of years of not
108			studying it, but-- so I had to do a refresher and was able
109			to pass. So I'm like, okay, it's still in there somewhere.
110	Interviewer:	00:06:14	So that, that was for French or for German?
111	Interviewee 3:	00:06:16	For French.

112	Interviewer:	00:06:17	For French. Okay. Mm-hmm.
113	Interviewee 3:	00:06:18	Yeah, yeah.
114	Interviewer:	00:06:20	Okay. Um, I'm just taking a little bit of notes on the side.
115	Interviewee 3:	00:06:25	Sure, yeah, mm-hmm.
116	Interviewer:	00:06:28	Okay. Um, coming back to your school, you said the
117			international schools? Um, meaning there were all in the
118			classroom, basically all international kids as well, all sort
119			of with a similar background? Or, um, did you also attend
120			local schools in between?
121	Interviewee 3:	00:06:42	Um, I did not attend local schools. They were
122			international schools, private international schools and
123			uh, you know, one in Tokyo, the American International
124			School in Japan. So, and then in Israel it was the
125			Walworth Barbara American International School. So
126			while it had American in the name, it was very diverse. I
127			do share this anecdote with, with, with, with a lot of
128			people: um, the first week or the first, you know, day of
129			class when you're meeting your new classmates, you
130			would say, 'Hi, my name is [name of Interviewee 3]. I'm
131			from America.' But the follow-up question is like, 'Yeah,
132			but where did you just move from?' And so I'd say, 'Oh, I
133			just moved from Germany.' And they're like, 'Oh yeah,
134			any other places?' And that was always the conversation.
135			In every international school, they would always ask the
136			follow-up question 'Okay, but where have you lived?'
137			And so we all knew our passport country, but, or would,
138			you know, maybe say that to give grounding 'Okay,
139			where are you from', but you know, we really identified
140			then, you know, where we've lived previously. What was
141			so shocking to me, going to college in, in Florida, in the
142			U.S., um, the first weeks [unclear due to technical

143 microphone failure], you know, with my new classmates
 144 in every different class, 'Hi, my name is [name of
 145 Interviewee 3], I'm from America' and just stares like
 146 'What?', you know, it, it was a very, uh, homogeneous,
 147 yeah, school, private, private college and basically I
 148 would say 90% were U.S. citizens, had never left the U.S.
 149 Um, and so it took me a couple days to like, why am I
 150 getting these weird, you know, blank, you know, stares or
 151 pauses. And, um, then I realized, oh, people were then
 152 asking 'What state in the U.S. are you from?' And I-- that
 153 was an identity crisis there. I'm like, I don't know what
 154 state I'm from. Is it Virginia where I was born? Ah, my
 155 Dad is from Michigan. Um, but you know, had left 20
 156 yea--, 25 years prior. My mom is an Adult Third Culture
 157 Kid. Her dad was in the U.S. military. Originally from the
 158 state of Massachusetts, but you know, never lived there
 159 since she was in high school or you know, various points
 160 in her life. So it was just, 'Or do I say Florida where I'm
 161 living currently?' So yeah, it, it, became, yeah, freshman
 162 year I'm like, 'Okay, I'll just choose Virginia.' But then
 163 that had the complicating factors of someone else is from
 164 Virginia 'Where you're from in Virginia?'

165 Interviewer: 00:09:35 Yeah.

166 Interviewee 3: 00:09:36 Uh, uh, you know, like, Culpepper, that's where I was
 167 born. "Oh, that's so redneck". Oh, I don't know, like, I was
 168 just born there. So yeah, so that's a huge, um, that was a
 169 huge shock to me, uh, you know, going to university.

170 Interviewer: 00:09:51 Mm-hmm. Did you, um, spend time in the U.S. as a child?
 171 Um, other than just the vacationing or spending time with
 172 the family? You didn't live there for a while, did you?

173 Interviewee 3: 00:10:01 We lived there, uh, for, for, uh, my kindergarten year and
 174 first grade.

175	Interviewer:	00:10:08	Okay, mm-hmm.
176	Interviewee 3:	00:10:09	So those two years, and of course I was born, but born in
177			Virginia, but we, we moved when I was three.
178	Interviewer:	00:10:17	Okay.
179	Interviewee 3:	00:10:18	So really no memories of,--
180	Interviewer:	00:10:20	Yeah.
181	Interviewee 3:	00:10:21	--of that period of life.
182	Interviewer:	00:10:23	It's all good.
183	Interviewee 3:	00:10:24	But yeah, during the summers, during the summers, we
184			would come here to Michigan, to my grandparents' house,
185			my dad's parents. And so this has always been kind of a
186			root for me. And, uh, now moving back, have been here
187			about a year, um, just figuring out, whoa, what kind of a
188			root is it really?
189	Interviewer:	00:10:47	Mm-hmm, okay. Thank you for, for sharing. Um, in
190			regards to language, I'm going to dive into that a little
191			more. Um, what other languages, I mean, you, you said
192			French and German, uh, English on the mother tongue.
193			Are there any other languages that you're interested in
194			learning still? Where you say that something like in a, you
195			know, two to three year goal where you say, I really want
196			to get, get some classes going on that?
197	Interviewee 3:	00:11:12	Hm-hmm. Yeah. You know, that's, uh, oh, that's a striking
198			question because if you had asked me that maybe six
199			months ago, I would've said, uh, Hungarian because I was
200			in a serious long-term relationship and was pursuing
201			language and for, for family, his family. And so, uh, it's

202 been kind of, I would say, uh, a goal I've, I've, I've
203 struck—

204 Interviewer: 00:11:47 Okay.

205 Interviewee 3: 00:11:48 --from, from my plan in this past year.

206 Interviewer: 00:11:51 Okay. Fine by me. Um, [pause] I think altogether, I mean,
207 I've, you know, the, the ATCKs are very diverse. There's
208 some that speak multiple languages. There's some that
209 speak just the one as a main mother tongue. Um, it has
210 nothing to do with any kind of, uh, importance basically
211 to my work. It's just, I know that everybody has a very
212 different background. So of course--

213 Interviewee 3: 00:12:12 Yeah.

214 Interviewer: 00:12:13 --I have the questions are geared more towards the one or
215 the other. Um,--

216 Interviewee 3: 00:12:17 Mm-hmm.

217 Interviewer: 00:12:18 Um, I'm gonna go through the linguistic part a little
218 quicker because I think, um, you have a lot more to share
219 on the intercultural angle of things from what I saw in
220 your responses to the questionnaire as well that, um, you
221 filled out.

222 Interviewee 3: 00:12:30 Mm-hmm.

223 Interviewer: 00:12:31 Um, regarding language skills at work, do you work in
224 other, in, in, in French, for example? Have you ever had
225 to deal with, uh, other languages in your working life?
226 Not just in the past six months, but go ahead and go all
227 the way since, you know, starting or finishing university
228 basically, in your entire career.

- 229 Interviewee 3: 00:12:49 Mm-hmm. Not a part of the, for example, the job
 230 description where you know that, that was a hiring factor
 231 because I do put like a working knowledge of, of French
 232 or, um, on it, but I would say more in the capacity of, of,
 233 um, uh [pause] So not, not in daily professional work but
 234 more in developing relationships, professional
 235 relationships with colleagues or with, with contacts at
 236 work where I want to say, 'Hey, I do have this connection
 237 and I'd like to use it in this capacity with you.' Um, uh, so,
 238 you know, and then I have a colleague in, in Italy who
 239 will just write certain things. I'm like, I have to translate
 240 this because--
- 241 Interviewer: 00:13:39 Okay.
- 242 Interviewee 3: 00:13:40 --I don't know what she's saying, but um, so no, it hasn't
 243 been part of my work ethic to, to use it.
- 244 Interviewer: 00:13:49 Okay. But, but it is interesting to me to have the sidelines
 245 too. So I understand that in the work you haven't, you
 246 don't regularly, uh, have to translate paperwork or you
 247 know, I mean to understand your colleague is, is already
 248 something different, it's sort of your personal
 249 understanding but not in the sense of, um, having to
 250 translate brochures or web, you know, web page pieces
 251 or something that you would be asked to, to, to help out
 252 with your French levels basically.
- 253 Interviewee 3: 00:14:13 Right. No.
- 254 Interviewer: 00:14:13 Okay. And then, then let's just leave that part off and let's
 255 focus a little more on the social setting. Where, um,
 256 because that's interesting to me, where, um, where would
 257 you use that in more detail? Do you have an example or
 258 two maybe where you, where you switched over? At
 259 work?

260 Interviewee 3: 00:14:27 Mm-hmm, right. Where, it's either professional
 261 organizations I'm involved with—involved with or was,
 262 you know, involved with. Um, whether that's like a
 263 university network for, for professional development or
 264 I'm thinking, um, for example, uh, the Italian, that's not
 265 even the language I stud—I've studied, but, um, she's my
 266 co-chair for, um, a member interest group at [name of
 267 Association]. And so she is an American, uh, Third
 268 Culture Adult working in, in Italy raising, you know, two
 269 TCKs. And so it's just become part of her, um, yeah, her
 270 style to just [unclear due to microphone failure] Italian
 271 phrases. And so I just come to appreciate, all right, this is
 272 who she is, this is what she does. She works now, uh,
 273 bilingually with her, with her work. So yeah, it's just kind
 274 of, uh, like the social part of it, like you were saying.

275 Interviewer: 00:15:35 Okay. So, do you, um, do you switch in, for example, in
 276 your coffee breaks? Do you switch maybe in the, in the
 277 evening setting, um, or is it when you're doing, you know,
 278 getting to know somebody business-wise on the phone, in
 279 what, what kind of scenarios would you go into a different
 280 language?

281 Interviewee 3: 00:15:51 Ah, I see what you're saying. Yeah. Well, okay, well I
 282 can, um, give an example. I was in the Families and
 283 Global Transition Conference last month and connected
 284 with a few people at a networking reception who are
 285 from, from Israel. And so I, I just threw out a couple of
 286 expressions and they're like, "What?", you know, and
 287 then like started speaking in Hebrew and I was like, 'No,
 288 no, no, no. That's really all I know'. That, you know, just
 289 to kinda say, 'Hey, this is part-- this is a connection point
 290 or, um, I'd like to share this part of me. Like I, I lived in
 291 Israel, so I'll, I'll connect that way. When I was in, um,
 292 when I was living in Hungary, I would actually go to

- 293 church, um, in Austria on Sundays. And so in the
 294 mornings, um, when, I would go to the English speaking
 295 service, but the German speaking service was after, and
 296 so I would stay for the coffee break. And then there was,
 297 you know, that time where, there, it was always mixed, it
 298 was, it was like, oh, half German, half English. And then
 299 if I didn't understand something I would, I would ask, you
 300 know, I, you know, can we switch to English or, but just
 301 kind of challenge it.
- 302 Interviewer: 00:17:05 Can I-- it, it, obviously seems to be important to you to,
 303 to find a connection via, um, via the language with your
 304 counterpart. Why is it important to you?
- 305 Interviewee 3: 00:17:16 Mm-hmm.
- 306 Interviewer: 00:17:17 I mean, you could just as easily— You know, with the
 307 Israelian example, just have not used that. Yeah. That
 308 background that you have basically.
- 309 Interviewee 3: 00:17:26 Yeah, that's a great question. Um, I think it's important
 310 because, uh, I feel that it is just maybe in the smallest way
 311 a part of my identity and kind of wanna honor that for
 312 myself, I think. Um, but, and also I would say, um, to
 313 honor where they're coming from, too, and making,
 314 making the effort to say, 'Hey, you know, I did, I did pick
 315 up on some of the language. Um, and this is what I know.'
 316 Uh, so—
- 317 Interviewer: 00:18:03 Would you connect the language then with the culture
 318 closely, too?
- 319 Interviewee 3: 00:18:10 Uh, yeah. Yeah. Um, and I would say that, um, as an adult
 320 I connected it more closely. Um, as a child I was
 321 operating always in a English-speaking setting at school
 322 and at home. So, um, right. You know, if people, when

323 they hear my story, they're like, 'How many languages do
 324 you speak?' And I always have to go into the fact like,
 325 yeah, I, I did, I only learned it, one class, one hour a week
 326 or something, you know? Um, but as an adult, like even
 327 living in Hungary for about a year and a half, I, yeah, I, I
 328 would find where I understood, where people sometimes
 329 say "I have different emotions in different languages" and
 330 when I was operating or when I was speaking in
 331 Hungarian with, with Andreas or with his family, I'm like,
 332 'Whoa, I feel like this is a different part of my identity and
 333 how I'm projecting myself'. So--

334 Interviewer: 00:19:14 Okay.

335 Interviewee 3: 00:19:15 --that was, that was just a little-- I, I never really
 336 understood when, when, when TCKs, you know, share
 337 their story about how maybe with their mother they speak
 338 one language and with their father, they speak another
 339 language and they-- that can be complex in how they deal
 340 with emotions.

341 Interviewer: 00:19:31 Sure. Okay. Um, looking at your entire professional life
 342 so far, is there a linguistically focused story or encounter
 343 that you'd still like to share? Something that strikes out
 344 that even after a couple of years you're like, have to
 345 chuckle about or you remember or maybe you have to,
 346 you know, you sort of cringe up because it didn't go well.
 347 Something that you'd like to share?

348 Interviewee 3: 00:19:51 Oh my word-- Okay. Uh, well, first of all, it's just so
 349 funny because I always want to ask you 'And you? And
 350 you?', because I'm always curious about, you know, we
 351 can then have another conversation--

352 Interviewer: 00:20:05 Happily so, after the official part's over.

- 353 Interviewee 3: 00:20:08 Yeah, I know. Um, uh, so, okay, a couple of stories. One,
354 uh, when I was in Germany, I remember with my, with
355 my German teacher, uh, it was, uh, one of the breaks,
356 maybe a lunch break and we sustained a conversation in
357 German and it was like--, um, you know, I'm like maybe
358 12 or 13 at the time. And it was the first time where I'm
359 like, 'Oh my goodness, like, bilingual, I can, I, I'. It was
360 just, uh, such a great feeling at that, at that moment where
361 I'm like, 'Oh my goodness, I, I understand and I can
362 communicate back'. And that was huge for me. Um, I
363 always think about that. Um, and then when I was in
364 Hungary, I would say a learning curve wa-- for me was,
365 uh, teaching British English in the school system and not,
366 uh, so I had to learn British spellings. Uh, I remember one
367 time, uh, inc-- making corrections on one student's paper
368 about 'learnt' versus 'learned'. And so, and they're like,
369 'But this is in the book.' I was like, 'Oh my goodness.
370 Yeah, yeah, yeah.' And then, um, 'biscuits' versus
371 'cookies'. I'm like, 'Ah, okay. New, new, um, lingo!'. But
372 also then I was speaking about that with my mom and she
373 said, uh, 'Don't you remember in South Africa, when we
374 went back to the U.S. you kept referring to your baby
375 doll's diapers as 'nappies' and people kept correcting you?'
376 I'm like, 'No.' Or a pram and a stroller. And so I was like,
377 'Oh, right.' So, um, I feel like now, or I, I kind of took
378 pride and I think I still take pride in how I can code
379 switch. And when I'm in Europe, I'll be, uh, I'll, use
380 British English. Sometimes I feel there's a hint of an
381 accent when I'm, you know, when I, uh, I'm in that
382 cultural context or with people who, who have what I
383 consider accents.
- 384 Interviewer: 00:22:14 Accent is an interesting topic because it's popped up in
385 another conversation I've had. Um, why do you feel that

- 386 you use the accent? Or why do you take it on, even if it's
387 slight?
- 388 Interviewee 3: 00:22:25 Yeah, that's a great question. Uh, I think even here in
389 Michigan, um, so in the mid-- the U.S. Midwest, there's
390 a, there is a distinct accent. And I, I mean, they for a
391 shopping bag [bæg], they're like 'shopping bag' [be:g] and
392 'my mom' [mɑ:m] or 'my mom' [mæm] and I'm like,
393 'Well--', I just kind of like cringe on it. Um, I dunno. But,
394 uh, I know that, I dunno, it's weird. Uh, I mean, here I'm
395 re-- rethinking my identity here, just like what it means
396 and how long I'll stay here. But I, I know like when I
397 want-- want to be a TCK screamer, then I'll, I'll be like,
398 'Oh, sorry, I'm not from here' or I'll put on, yeah, not a full
399 blown accent, but I-- like at, at the Walmart I heard--
400 yeah, I was getting a photo developed there or something.
401 And, and the guy picked up, he's like, 'You're not from
402 here.' And I was like, 'Oh, that wasn't even [unclear due
403 to microphone failure] a point. But it's when I want to,
404 yeah, make it known like, 'Oh, I'm not from here', so I'm
405 going to put on an accent.
- 406 Interviewer: 00:23:38 Okay. So it's rather to, to, um, get out of the group then
407 to, to try and get into the group. Yeah?
- 408 Interviewee 3: 00:23:45 Mm-hmm, yeah. That's, I would say what stories come to
409 mind right now.
- 410 Interviewer: 00:23:49 Okay.
- 411 Interviewee 3: 00:23:49 It would be fair, fair to say that.
- 412 Interviewer: 00:23:53 Uh, final question on the language issue. Um, how long
413 were you teaching English as a foreign language and how,
414 how did you come to that?
- 415 Interviewee 3: 00:24:03 I was teaching abroad, um, collectively about five years.

- 416 Interviewer: 00:24:08 Okay.
- 417 Interviewee 3: 00:24:08 And that was like in Athens and Hungary and Poland.
 418 And, when I finished my first grad degree in Athens, I
 419 wanted to stay-- I wanted to stay there or I wanted to go
 420 back to Austria or, um, stay in, in, in Europe and Central
 421 Europe and it just wasn't happening. I mean, and I think a
 422 huge factor of course was I, I didn't speak the local
 423 language. And so I, I had interviewed in a couple of
 424 places, but I was like, 'No, I'm not proficient enough.' And
 425 so I got my TESOL certification in order to go back,
 426 abroad.
- 427 Interviewer: 00:24:54 Okay. So it was a means to also spend more international
 428 time basically?
- 429 Interviewee 3: 00:24:59 Mm-hmm, yup.
- 430 Interviewer: 00:25:00 Mm-hmm, okay. Well thanks for the language focus. Um,
 431 I would now turn over to the intercultural and
 432 intercultural competence areas, basically. And my main,
 433 first question would be, what cultures do you think you
 434 know deeply and well, um, where-- which cultures do you
 435 feel comfortable in because you know your way to move
 436 around?
- 437 Interviewee 3: 00:25:20 Mm-hmm. Yeah. Uh, what I'm discovering and what I
 438 denied for the past few years is the U.S. culture. Um, you
 439 know, 'cause after I graduated college I was like, 'I'm out,
 440 I'm done', I-- and so I went to Europe and now being back
 441 I'm like, 'Oh, I, yeah, I know how to pump gas. I know, I
 442 know that tax is included, you know, um, in addition at
 443 the checkout, um, I can, yeah, find my way around. And
 444 so the U.S. culture certainly. Um, and then I would say
 445 Hungarian. Um, and I would say Austrian and perhaps,
 446 perhaps Polish. Um, Greece maybe. Greek.

- 447 Interviewer: 00:26:13 Okay.
- 448 Interviewee 3: 00:26:13 Yeah.
- 449 Interviewer: 00:26:15 Greek would be though in combination, not only as a-- as
 450 a younger person, but also during your studies, right?
 451 That you were there?
- 452 Interviewee 3: 00:26:22 I was not there when I was younger. No.
- 453 Interviewer: 00:26:24 Oh, I thought—okay, I thought you were there when you
 454 were, um, under 18 as well.
- 455 Interviewee 3: 00:26:27 Mm-mm.
- 456 Interviewer: 00:26:28 No. Okay. Um, okay. But, but so far, uh, except for the
 457 American, you listed only, uh, the places where you've
 458 lived as a grown-up, right. Where you would be
 459 comfortable in the culture.
- 460 Interviewee 3: 00:26:42 Perhaps Germany, too.
- 461 Interviewer: 00:26:44 Okay.
- 462 Interviewee 3: 00:26:44 Yeah, yeah. Mm-hmm.
- 463 Interviewer: 00:26:47 But the other places you would consider too, too
 464 different? You, you weren't there long enough? You, you
 465 didn't get in touch with the localness enough because of
 466 being in the sort of diplomatic circle also or--
- 467 Interviewee 3: 00:27:00 Uh, so this is a good question. Um, I'm thinking of our
 468 time in Japan and in Korea. Um, so a couple of weeks ago
 469 when I was in Bangkok for the conference, it was the first
 470 time I'd been back to Asia, um, in about 15 years.
- 471 Interviewer: 00:27:23 Okay.

- 472 Interviewee 3: 00:27:24 And, uh, one of my friends asked me, she's like, 'Did it
473 remind you of any place you've ever been? And I was
474 like, 'Whoa. No. It was very new. Um, except the heat.' I
475 was like, that reminded me of [unclear due to microphone
476 failure] summers.
- 477 Interviewer: 00:27:39 Okay.
- 478 Interviewee 3: 00:27:40 So I would say it's not that I wouldn't feel familiar or
479 comfortable or, uh, I would--, what was the original
480 question?
- 481 Interviewer: 00:27:53 It-- where you would be comfortable in, because you
482 know your way around, basically.
- 483 Interviewee 3: 00:27:57 Uh, thank you. Um, I feel now muddled in like how I'd be
484 like, oh, wanting to put, um, maybe a theoretical like len-
485 - or see it through a theoretical lens. Like, oh, I know this
486 is a high context culture or low context culture or, uh,
487 individualistic or collective. And like, I'd be like, oh,
488 that's how, uh, I could do research and then maybe I'll go
489 back and say, oh, I did experience that when I was a teen
490 or a kid or something like that. So--
- 491 Interviewer: 00:28:32 But that's coming from, because that, that makes you
492 interesting to me too. You're one of the few that was, um,
493 that clearly had intercultural, uh, competence training as
494 well, yeah? Through your,--
- 495 Interviewee 3: 00:28:42 Yeah.
- 496 Interviewer: 00:28:43 --through your studies as I saw. Um, I think you would be
497 looking at it from that um, basically set of, set of
498 information, yeah? That you've gained over your
499 academic, uh, knowledge as well. Combining it with the,
500 the knowledge that you've had locally in front, um, while

501 you were staying there. But, um, I'm sorry, my English
502 today is very jumbled, I find.--

503 Interviewee 3: 00:29:06 No.

504 Interviewer: 00:29:07 I have a lot of my German words in my head, I don't know
505 why.

506 Interviewee 3: 00:29:11 Yeah. And it-- right. And, and so that's why even [pause]
507 Ah, yeah, I don't know. I, it gets, it gets kind of complex
508 because even-- I was just speaking with a mentor, uh,
509 maybe a couple of weeks ago and she spent significant
510 time in her adult life in Germany. And so now, um, I don't
511 know, she's, she's very, she's very punctual and, and, and
512 she's like, oh, now I, she's like, "I operate from that, that
513 cultural context", but I don't know. Like I, I feel like then
514 you can tend to stereotype and I'm like, I don't wanna-- I
515 don't know.

516 Interviewer: 00:29:59 What, what of the, what cultures were you in, um, that
517 you would be comfortable teaching others about?

518 Interviewee 3: 00:30:05 Oh my goodness. I just had this conversation too,
519 because, uh--

520 Interviewer: 00:30:09 Okay.

521 Interviewee 3: 00:30:09 --BDRS relocation services, they're like, yeah, they were,
522 uh, I, I was speaking with a couple of consultants there
523 and they're like, you need to fill out the application again.
524 Um, but I, um, Central, Central Europe, not to, I mean, I,
525 I don't like to group it because yeah, there's so many
526 divergent, you know, aspects. But I would say I've, I've a
527 good handle of personal experience there.

- 528 Interviewer: 00:30:38 Okay. And, um, while you were teaching English was that
529 also--were you also combining it with elements of, uh,
530 U.S. culture basically? Or was it solely language focused?
- 531 Interviewee 3: 00:30:53 Um, you mean sharing about U.S. culture besides-- um,
532 uh [long pause], uh, wow. Yes and no. [pause] I mean,
533 I'm thinking back to my time in Hungary. My parents
534 were living in South Africa and so I feel like one of the
535 summers I went to go see them and I came back and
536 taught them all about South Africa and my experience
537 there. And, and my mom came and she, yeah, introduced
538 them to some South African tea and they'd never had
539 black tea with, with cream before. And I wa--, you know.
540 Um, so my time in Poland, I would say yes, um, because
541 I was teaching primarily adults. It was, uh, like adult
542 classes in the evening and they were, they expressed more
543 interest in, in what places I had traveled to and they had
544 aspirations to go to the U.S. for vacation. And so they
545 were like, 'Can you recommend other places besides New
546 York, L.A., Miami, Chicago?' So yeah, I, I feel it was the,
547 the demographic of students I was teaching,--
- 548 Interviewer: 00:32:27 Okay.
- 549 Interviewee 3: 00:32:28 --where I would incorporate more about the U.S..
- 550 Interviewer: 00:32:30 Okay. So let's, uh, connect the intercultural competence
551 with your professional life. Um, I know that you're also
552 in a highly, uh, international context of work right now.
553 Um, how do you use, basically, or-- are you able to use
554 your intercultural competence in your work related
555 settings? And if so, in which way? Can you give me an
556 example or two?
- 557 Interviewee 3: 00:32:53 Right, yes. Well, I've done a huge career shift, um, in this
558 past year. Moving out of English teaching and, uh,

559 joining, well co-founding one nonprofit, the focus is, the
 560 focus is on the TCK transition to university, so that's it's,
 561 like, it's exclusive service. Um, in January I officially
 562 joined another nonprofit that does several services for
 563 TCKs, for parents. Uh, in terms of education, pre-
 564 departure training, re-entry training. So, uh, primarily
 565 serving, uh, and working with U.S. citizens going abroad
 566 and returning from abroad. So, uh, still very niche in
 567 terms of what cross-cultural kids and TCK families, um,
 568 the, yeah. So what I do, um, with this work is highlight to
 569 parents, highlight - I work primarily with TCK teams--

570 Interviewer: 00:33:58 Okay.

571 Interviewee 3: 00:33:59 --on what intercultural competencies are, are developed,
 572 um, by living overseas, by working cross-culturally and,
 573 uh, what kind of challenges they might have or barriers
 574 they might have in building community, finding a sense
 575 of belonging, uh, establishing identity back in the U.S. So
 576 yeah, it's, it's really about, um, you know, like
 577 communication skills, um, um, yeah, sense of belonging,
 578 community building, uh, resiliency, empathy, self-
 579 efficacy, uh, personal responsibility. Uh,--

580 Interviewer: 00:34:38 Is it--

581 Interviewee 3: 00:34:39 --it's weaving all of that in.

582 Interviewer: 00:34:40 Is that generally focused or are you already on sort of the
 583 more one on one level too? Depending on what countries
 584 they're going to, too.

585 Interviewee 3: 00:34:48 Yeah. Um, I haven't, I haven't, um, shifted into one-on-
 586 one mentoring or,--

587 Interviewer: 00:34:57 Okay.

- 588 Interviewee 3: 00:34:57 --uh, for families. What started last year, and what I'm
 589 preparing for this year is-- it's, uh, called cross-cultural
 590 transition seminar for teens who are coming back and
 591 going to university. So from there, uh, like last year I, um,
 592 did this one exercise where, you know, 'How many of
 593 you, when you're invited to a 9:00 PM dinner, you arrive
 594 at, you know, 10:00 PM or you come at 8:30?' And so
 595 they could see already within them the spectrum of, 'Oh,
 596 where I'm from is not different from where you grew up.'
 597 Um, and then asking them, well, 'What is the cultural
 598 value of the U.S. in terms of time orientation?' and we
 599 have a discussion 'Okay, here in the U.S.--' you know, uh,
 600 yeah. So it's, um, also drawing out what are the norms for
 601 gift giving, or what do you wear to a party, what do you
 602 wear? And then, um, so, so that's where teens already can
 603 see 'Ah, okay. Okay. It's going to be different here in the
 604 U.S.'.
- 605 Interviewer: 00:36:07 But these are for American teens basically coming back
 606 to the U.S. as, as, uh, young adults then right?
- 607 Interviewee 3: 00:36:14 The majority, yes. Um, a few are international students.
- 608 Interviewer: 00:36:19 Okay.
- 609 Interviewee 3: 00:36:20 Uh, well self-identifying international students coming to
 610 the U.S.. So we do, do that, like orientation for them.
- 611 Interviewer: 00:36:27 But it-- but they are basically TCKs, similar background
 612 as, as you. They, they maybe were born there, maybe
 613 lived for a few years, but then spent a lot of time abroad
 614 and then transitioned back for further studies sort of as
 615 the big changeover?
- 616 Interviewee 3: 00:36:42 Right, right.
- 617 Interviewer: 00:36:43 Okay.

618 Interviewee 3: 00:36:44 Or, uh, well this year we have a few, um, Chinese, uh,
619 students who are going to come and their parents are
620 Chinese and they've lived and worked there, but they're
621 sending their kids to the U.S. for education. So with that,
622 yeah, the cross-cultural identity, um, and in-coming.

623 Interviewer: 00:37:03 Okay, but you, you so far haven't basically, um, done
624 cultural awareness in the sense of sending kids to
625 Hungary that-- or that families that are going to Hungary
626 now for x amount of years where you're helping them
627 transition into the Hungarian culture? Or, uh, Polish or
628 German. Um, the places that you've been-- South
629 African?

630 Interviewee 3: 00:37:23 Right. No, for this role it's been the re-entry bit.

631 Interviewer: 00:37:29 Okay.

632 Interviewee 3: 00:37:29 Mm-hmm.

633 Interviewer: 00:37:30 Um, why did you end up in this job?

634 Interviewee 3: 00:37:36 Hmm. Mm-hmm, mm-hmm. Um. Uh, yeah [pause] uh, I
635 really, I really enjoy it. Um, I feel that I'm passionate
636 about it because of the lack of services and transition
637 support that I got -lacked getting- um, from, from the U.S.
638 State Department. Um, and the, I would say though, the,
639 the release of, um, of diplomatic kids is very abrupt. And,
640 you know, one day you can enter, uh, enter an embassy
641 and the next day you can't, like, it's just 'Whoa. Okay.' So,
642 uh, I feel like from personal experiences, I'd like to
643 continue to help TCKs create a personal sense of identity
644 and not, um, necessarily place so much heavy emphasis
645 or so-- their sole identity on a system or sponsoring
646 organization, what takes, takes them abroad. Um, also to
647 stress that, yeah, TCK or CCK is, uh, it can be your

648 identity. But I have, I, I've been starting to use it as a
 649 profile because I've also witnessed teens saying I'm a
 650 TCK, I'm a TCK, I'm a TCK. And then when you return
 651 to a passport country, people don't know what the term is
 652 or-- and, um, your identity is gone because you're not
 653 abroad. You're-- and so you're not a TCK anymore. Like,
 654 so, um, explaining more the qualities and the
 655 characteristics and maybe their responses. That's where I,
 656 I like to, to share.

657 Interviewer: 00:39:32 And did you, I mean, did you actively want to, uh, switch
 658 from the language training then over to the intercultural
 659 area? Um, was it something that somebody app--,
 660 approached you with and said, 'Look, wouldn't you be
 661 interested in working for us?' or did you really go and
 662 look for these, these--this-- these jobs basically, I mean
 663 this kind of line of work?

664 Interviewee 3: 00:39:51 Yeah, um a bit of both because, um, part of my, my desire
 665 of teaching abroad was to work with students. Um, I also
 666 started like a peer mentoring and mentoring program at
 667 the colleges or-- no, at the, um, at the secondary schools
 668 where I was starting, because several of my students were
 669 going to another country for higher education. And so I
 670 already started training like, 'Okay, maybe this is
 671 something to consider, uh, what could be different in your
 672 community?' or 'How you're perceived?' or you know,
 673 language. So already I was like, 'Oh, you know, these are
 674 not TCKs, but they're, they may become Third Culture
 675 Adults and-- so are already cultivating that. And then
 676 doing my own personal work on, okay, my identity as a
 677 TCK and wanting to work then, um, in a more structured
 678 way for delivering systems. So I work closely, uh, here in
 679 Michigan with Michael Pollock who, uh, is one of the co-
 680 authors of the book "Growing Up Among Worlds". Um,

681 so, uh, kind of-- I mean this is kind of serendipitous too
 682 because, uh, being both here randomly but not randomly
 683 in Michigan and so, um, it just kinda worked out that way,
 684 too.

685 Interviewer: 00:41:19 Mm-hmm, okay. And I mean, you're one of the few, uh,
 686 that I've interviewed so far that have really wanted to
 687 make a living out of the TCK background, right? That,
 688 that really sort of are gearing into that. A lot of, uh, the
 689 ones I've been speaking to just have the international
 690 background, tend to work for big international companies
 691 and then sometimes their language is more used,
 692 sometimes their intercultural competence is more
 693 requested in certain, uh, work aspects, but let's say they're
 694 IT programmers or something. Yeah. That, that just sort
 695 of, um, waylay [sic] in their background sort of belongs
 696 to them but is, um, infrequently used. Um, my question
 697 is, where would you like to see yourself then in five years
 698 if you're obviously gear, gearing yourself into, um, this
 699 line of work, th-- with your background basically
 700 continuing on and helping others that are younger and
 701 hopefully can have different experiences through the
 702 work that--

703 Interviewee 3: 00:42:08 Yeah, yeah, that, that's such a great question. And I would
 704 be [sic] super intimidated by it maybe a year ago because
 705 the five 'Where do you see yourself in five years?'
 706 question is never something that's been consistent or
 707 something I could, uh, concretely dream about. So, um, I
 708 would say that it is a challenge to speak, speak into the
 709 need for TCK services, um, in international schools. I, I,
 710 I'm finding hope, so much hope in this previous
 711 conference at FIGT [Families in Global Transition]
 712 because so many, uh, school administrators were there
 713 and school counselors who are seeing, 'Yes, we need

714 more, um, programming, uh, between international
715 schools and from international school to university.' So,
716 um, but, I was like, 'Oh my goodness.' Um, right, right
717 now I can see myself being a, a connector person between
718 international schools and universities about, okay, 'How
719 can we leave well? How can they enter well?' And so, um,
720 I would see, um, I could, yeah, but it, it, it, I feel like it's
721 going to be an uphill battle, like, uh, finding the right
722 decision makers, finding the funding. Um, you know, I,
723 as you were sharing about the people you've spoken with
724 and how they work in corporations and I'm like, 'Oh my
725 goodness, they have-- they actually have money.' Like, I
726 mean, it's like, uh, I feel, um, yeah, I mean these are
727 nonprofits, so like we do have to find partners and
728 sponsoring organizations to help pu--believe in this work
729 and advocate for us also. So in the next five years, um,
730 I'm excited about seeing the growth of the programs we
731 offer and how we can expand into more international
732 schools, how we can develop more relationships with
733 universities here in the U.S., because that's our main
734 focus. That's where we're based. Um, but I mean, that's
735 huge. Like private universities, public universities, state
736 universities, they all have different political systems and
737 who to target in and create conversations within, within
738 those universities about, 'Hey, we're here to, um, help
739 your TCKs, uh, adjust well.' Um, because there's so many
740 studies about retention, um, when TCKs feel that they're
741 valued by the institution, they've integrated in
742 community, um, they have connections in community
743 that they're going to stay at that institution. So, uh, I, I
744 have so many ideas that I'm like, 'Whoa, I gotta just, uh,
745 prioritize well.'

746 Interviewer: 00:44:55 Okay. Um, sort of looking at the time, um, looking at your
747 entire professional life so far, again, an interesting

748 intercultural, encountered story or focused that you'd like
749 to still share. Sorry, that was a jumbled word,
750 interculturally focused story or encounter that you'd still
751 like to share over the past years. Something that stood out.

752 Interviewee 3: 00:45:20 Hmm. Mm-hmm. Um, yeah, just uh, another, uh, well it's
753 another kind of language, um, story. Going back to the
754 conversation about, um, claiming a state to be from here
755 in the U.S. It was just-- it blew my mind freshman year
756 and I'm like the strong affinity, the strong ties that my, my
757 friends and classmates had to their home state was just
758 like, uh, unbelievable. And, uh, between my freshman
759 and sophomore year, I went here to Michigan to visit my
760 grandparents and I went into, I went into a gift shop
761 thinking, 'Oh, I'm gonna get something for my, my
762 dormitory room. [unclear due to microphone failure] Uh,
763 maybe I'm from Michigan next year and I found this t-
764 shirt where I was like, 'This is the best, this is the best
765 shirt, I'm gonna wear it my, my first year, uh, my first
766 week back' and what it said was 'Friends don't let friends
767 be State fans'. And to give context, there's a huge rivalry
768 between the Michigan State University and the
769 University of Michigan and they have two different
770 colors, green and white and blue and yellow. And this
771 shirt was blue and yellow. So it was dissing, you kn--,
772 Michigan State. I had no, no clue. I wore it my first week,
773 first day back, really, um, new dormitory, new suite
774 mates. They come into the bathroom and they do like,
775 they size me up and down and they're like, 'Well, we
776 know who you root for.' And I was like, 'What do you
777 mean who I root for?' Like, they're like 'Your t-shirt.' And
778 I was like, 'Ah, I, I root for the United States of America.
779 Like, I'm not gonna let my friends be State fans'. And, and
780 they're like, 'No, what-- this is talking about football.' And
781 I was like-- 'Like American football or European

782 football?' And they're like, 'What are you talking about?'
 783 Like it was just a mess, like for like two minutes. We had
 784 no idea what each other [sic] were talking about. So that's
 785 a, that's actually a story, um, you know, I share with
 786 international school counselors because I'm like a key
 787 example that our TCKs are entering a cultural community
 788 where, you know, [holds up index finger] one: in the U.S.
 789 sports, football, is like king, you know, and two: like
 790 where you're from is key [snipping fingers] to like
 791 making connections and friendships and like sizing
 792 people up. So.

793 Interviewer: 00:48:05 Okay. Um, regarding the future too, are you-- would you
 794 be open to finding a job where you can, um -and maybe
 795 in a foreign country too- where you're using your, your
 796 linguistic skills in that sense, um, English, maybe the
 797 French angle of things, um, with your intercultural
 798 knowledge as well? Or is it something where you're--
 799 right now you're just comfortable with, with the English,
 800 with the sort of more focused on international
 801 intercultural work? Um, or is it something where, where
 802 your linguistic skills might pop up again and become
 803 stronger?

804 Interviewee 3: 00:48:42 Um, I, I think it's important, uh, that they become stronger
 805 because the, the diversity of, of CCK profiles and
 806 experiences and, uh, bi-national marriages and, um, yeah,
 807 cross-cultural marriages that have so many, uh, yeah,
 808 language, language factors, um, with that, um, I'd love,
 809 yeah, to one: to keep up my skills, um, in that I, I'd
 810 actually love to move back to Central Europe.

811 Interviewer: 00:49:18 Okay.

812 Interviewee 3: 00:49:19 Um, and two: to understand for myself, yeah, like what
 813 are the challenges, that this is for--

814	Interviewer:	00:49:30	Mm-hmm.
815	Interviewee 3:	00:49:31	--for families.
816	Interviewer:	00:49:32	Mm-hmm. Finally, as the final part of my interview, um,
817			what would you tell younger ATCKs that are just starting
818			out in their professional careers, um, what you personally
819			would have liked to know at that same starting point?
820	Interviewee 3:	00:49:47	Mm-hmm.
821	Interviewer:	00:49:48	Sort of as advice? What would you tell them?
822	Interviewee 3:	00:49:51	What, um, what is the age for ATCKs?
823	Interviewer:	00:49:56	I would say everything plus 18.
824	Interviewee 3:	00:49:59	Mm-hmm.
825	Interviewer:	00:50:00	Mm-hmm.
826	Interviewee 3:	00:50:00	Mm-hmm. Oh my goodness. Uh, so many things. Um, I'm
827			a huge advocate for mentors and for people who [unclear
828			due to technical failure of the microphone]
829			understanding, well, one: doing informational interviews
830			of, okay, who-- what kind of line of work are you going
831			into? And then who, within that work, can you have a
832			conversation with about how they got there? Um, and
833			what, what are the soft skills and hard skills that got them
834			in that position? Because, yeah, yeah, I mean, I do
835			mentor, uh, TCKs currently here at-- in West Michigan
836			universities. We, we hold, uh, two retreats a year, and
837			there I have a lot of one-on-one conversations with
838			seniors especially, and they're like, 'I don't know what I
839			want to do with my life.' And if I hear that one more time,
840			you know, I'm going to be like, I'm gonna start a, a
841			webinar series for like, you guys. To do junior year. Um,

842 because yeah, like I feel, uh, I feel the TCKs, I've spoken
843 with, they dream big and they dream overseas and they
844 dream like, I'm going to have a global career. Or they,
845 they want-- they, they have that desire to return to the
846 country that they grew up in or maybe like they're, they're
847 open and willing, um, and what I again -I dream, I'm
848 dreaming- like I would love to have, um, like companies
849 and like a job fair where it's like TCKs have the linguistic
850 skills, they have the cross-cultural skills, they have the,
851 you know, like desire to be overseas. So what, what
852 companies want, want those, those, those kids. Um, also,
853 I think it was, -oh, I don't know where I read this- but one
854 TCK had like, just a little bit of maybe Mandarin and she
855 didn't put it on her resume because she's like, 'No, I can't,
856 I can't speak, but that-- I can't speak it.' But she was still
857 miles, you know, like, you know, ahead of any other
858 candidate that would've been good for that position
859 because she did have, have that experience. So, um, yeah,
860 I would say highlight, highlight and embrace, yeah, the
861 skills that you have developed. And like help them
862 identify, like sometimes they don't know how to name
863 them. Um, and they haven't self-reflected on those
864 skillsets. So that's, that's another, another thing, like what
865 are those soft-skills you bring?

866 Interviewer: 00:52:40 Mm-hmm. Okay. Thank you very much. That would be
867 the official end of my interview unless you have anything
868 else to, to add on. Um, I do have two-- three small
869 questions still. Um, I would need your current age if you'd
870 like to share?

871 Interviewee 3: 00:52:56 32.

872 Interviewer: 00:52:57 32. Uh, you're only an American, right? No dual
873 nationalities?

874	Interviewee 3:	00:53:03	Right. No, just U.S.
875	Interviewer:	00:53:05	Um, and your years of work experience?
876	Interviewee 3:	00:53:09	Ah, um, well.
877	Interviewer:	00:53:10	You can add it together.
878	Interviewee 3:	00:53:11	Um, okay. Ah-- like including high school? Like--
879	Interviewer:	00:53:21	No, well, no.
880	Interviewee 3:	00:53:22	Or, post?
881	Interviewer:	00:53:23	Post, post 18 again.
882	Interviewee 3:	00:53:25	Yeah, I mean, I would say, yeah, 12.
883	Interviewer:	00:53:30	12 years. Okay. And your current job titles would still be
884			helpful.
885	Interviewee 3:	00:53:36	Oh, okay. Um, okay. So, um, for the one nonprofit, it's,
886			um, Assistant Director of [name of company] and [name
887			of company] is [spells name of company].
888	Interviewer:	00:53:55	[repeats spelling of company].
889	Interviewee 3:	00:53:57	Yes.
890	Interviewer:	00:53:58	Okay, mm-hmm.
891	Interviewee 3:	00:53:59	And then, uh, the nonprofit, I co-founded, uh, Director of
892			TCK Services.
893	Interviewer:	00:54:05	Um, Director of TCK Services. Okay. Thank you! So that
894			would be my end. Um, if you'd like, we can still share a
895			little bit between the two of us.
896	Interviewee 3:	00:54:19	Yeah! I would, I--

897 Interviewer: 00:54:20 Since I got to know you very well. I have a, I have a
898 similar hard time actually keeping my distance, um,
899 during the interviews 'cause I do feel it's more of a
900 conversation than an interview. But, um, I've been
901 working hard on it. Um, if you like, I'll turn off the
902 recording part now. Um, and then, uh, and that will also
903 be something that you can, if you're interested in, you can
904 download it for yourself.

G.4 ATCK Interview 4 – May 20th, 2019

1	Interviewee 4:	00:00:02	Yup. All good.
2	Interviewer:	00:00:05	Okay, good. You should see a button there, too. So I don't
3			want to take up too much of your time. I said a maximum
4			of one hour. I'm usually very good at keeping my time.
5			So, uh, I'll make sure we get through. Um...
6	Interviewee 4:	00:00:17	You can take all my time. It's okay.
7	Interviewer:	00:00:17	If your ready?
8	Interviewee 4:	00:00:18	Okay. I am ready.
9	Interviewer:	00:00:20	If you're ready, we can just start and dive in.
10	Interviewee 4:	00:00:23	Yes, yes. Please do.
11	Interviewer:	00:00:25	The interview is going to be, ah, semi-structured. So I
12			have different parts basically, uh, with some entry
13			questions, but, um, I'm really interested in details and sort
14			of your storyline behind things that you'd like to share
15			with me. Um, so feel free to, to just talk and, and explain
16			also in more detail if you want to share.
17	Interviewee 4:	00:00:46	Uh, so I was raised, uh, by--
18	Interviewer:	00:00:49	That was my first question. What's your international
19			background? Basically, tell me about your international
20			background.
21	Interviewee 4:	00:00:55	So, so I was born in Seoul.
22	Interviewer:	00:00:56	Okay.
23	Interviewee 4:	00:00:57	And raised, uh, I was spending my time in Korea, uh,
24			going to the public Korean school until fifth grade.

- 25 Interviewer: 00:01:05 Okay.
- 26 Interviewee 4: 00:01:06 I think I was 12 years old, I think. And then due to my
27 father's business, he had to move to Indonesia. Uh, uh,
28 call a city called Surabaya. And we, our whole family,
29 including my big brother, my mother and my father, we
30 moved there when I was in fifth grade. So it was for me,
31 it was very, I like argued with my mom at this, that time
32 'cause I didn't want to be separated with my friends and
33 et cetra, et cetra. So, and it was Indonesia was like, was
34 like, uh, I thought I have to ride an elephant to go to
35 school or something.
- 36 Interviewer: 00:01:45 Okay.
- 37 Interviewee 4: 00:01:46 That was my first, uh, uh, like, uh, expectation, I'll say.
38 And then when I came we, I had to, uh, [clears throat] I
39 went to international school here. Uh, and stayed in
40 Indonesia, going to Surabaya International School until
41 10th grade. And so that is the reason why I speak, uh,
42 English. And then for, I think, for two years I couldn't
43 afford— like six months. I have so hard time to
44 understanding and 'cause I, I barely spoke like only like,
45 "How are you?", "I'm fine", like "apple", all those like
46 little words. So I had to attend, uh, first of the year. I have
47 to attend ESL class, which is English as Second
48 Language. When have, I cannot, I could have attended
49 like physical education, music class, but I couldn't attend
50 like science class or, um, history class 'cause I have no
51 knowledge in English and all the textbook is in English.
52 So I couldn't do. And then for the six months I has so was
53 stressed that I had, ah, what do you call, my hair got-- I
54 have-- my back of my hair, head was bald--
- 55 Interviewer: 00:03:10 Okay.

- 56 Interviewee 4: 00:03:11 --because of too much stress when I was in fifth grade.
- 57 Interviewer: 00:03:12 Okay.
- 58 Interviewee 4: 00:03:13 Yeah. 'Cause it's like all my friends and like all teachers
 59 and everybody was speaking English and then I couldn't
 60 speak anything. And then I think after spending about six,
 61 six, uh six months just listening, I, and then after six
 62 months I could like hear... what my teacher was saying
 63 and what, what my friends were saying and yeah,
 64 basically I stayed, uh, I participated over a year and half
 65 in ESL class. And after a year and half I could attend then
 66 every class like history class, biology, mathematic
 67 history. And then... I came back to Korea. Uh, was the
 68 time that I had to make my decision, whether I-- my--, at
 69 the current time my big brother was in the United States
 70 'cause he didn't want it to go to Korea. So my dad and my
 71 mother asked me, "Do you want to go to United States to
 72 stay with your brother? Or do you want to go to Korea?"
 73 And then for me, uh, Korea was like 'cause I always go to
 74 Korea when I went in vacation. So it's like, like super fun
 75 every time. So that was, how my expectation, if I go back
 76 to Korea. "Oh I will go to Korea." And like, my mom was
 77 like: "Are you sure?" I was like "Yeah, I'm positive!" So
 78 I went to a public school, uh actually it's a private school,
 79 private school. And then, and then... for Koreans 'cause I
 80 lived in abroad and I have to take a Korean exam to enter
 81 the university. And there is a special exam for, uh,
 82 students like me who spend abroad, uh, their teenage life
 83 abroad. They have, they give us a separate, uh, exam to
 84 enter, uh, university in Korea.
- 85 Interviewer: 00:05:08 Okay.
- 86 Interviewee 4: 00:05:09 Which I just need to pay attention, uh, studying in
 87 English, uh, Korean language and mathematic. So that

- 88 was the only three things that I had to, uh, study. So it
 89 was, was we, at that time it was a sort of privileged.
 90 'Cause basically in Korea there's a lot of people suffering
 91 most of, even, even now there is a lot of Koreans suffering
 92 to enter university without knowing what they're, what
 93 they're gonna do.
- 94 Interviewer: 00:05:40 Okay.
- 95 Interviewee 4: 00:05:40 Just pass the exam. Study! Pass the exam, that was the
 96 like. Even now it's the major problem in Korea that--
- 97 Interviewer: 00:05:47 Okay.
- 98 Interviewee 4: 00:05:48 So, I entered pretty good. Uh, and then [clears throat] I
 99 had to choose my major and then I really didn't-- I was
 100 very passive guy because since I was very, I stand my,
 101 uh, 'cause I was with, I couldn't speak well at the first of
 102 [unclear]. So I was very passive. And you know, like in
 103 Asian country, most of the Asian, we kind of like, uh,
 104 don't expose our, our feelings in front of people. Like the,
 105 like the Westerners do. They always feel, feel free to
 106 express their feelings, what they think of. But we think
 107 it's very rude to speak out loud our opinions in public,
 108 even in school, too.
- 109 Interviewer: 00:06:35 Mm-hmm. Okay.
- 110 Interviewee 4: 00:06:36 So, there was, uh, and then I think that was the problem
 111 that I really didn't know what I was gonna do for, uh, take.
 112 What should I do? I never thought of it. And then, and it
 113 was also because of my parents were very open-minded,
 114 it's like "Do whatever you want." They weren't really
 115 strict like other Korean parents. So, and then I asked my
 116 dad, like I don't know what to choose for major and he's
 117 like "Just learn another language!" It's like, "Okaaaay" It's

118 like. So I searched for like most, uh, speak-- most popular
 119 language in the world except English. And then it was
 120 Chinese and it was like Spanish. And then, but-- so I had
 121 to choose between Chinese and Spanish and the Chinese,
 122 you know that there's like more than 5,000 letters. And I-
 123 - in Korea we have a class, a Chinese letter class and I
 124 know how hard the-- to learn the lan--, the letters, so--

125 Interviewer: 00:07:36 Okay.

126 Interviewee 4: 00:07:37 No, I'm not gonna memorize like 5,000 letters, so I just
 127 choose Spanish.

128 Interviewer: 00:07:42 Okay.

129 Interviewee 4: 00:07:45 And then, um, it was pretty good, I think, to choose
 130 Spanish. And then I had to go to military. 'Cause this
 131 obligation in Korea for two years. I spent one year in
 132 university and Spanish and then two years in, in army.
 133 And then while I was in army, when I was, when I was
 134 about to go out, I was thinking like, should I go, should I
 135 have to go back to university? 'Cause I realized that I
 136 really cannot learn Spanish perfectly if I just stay in
 137 Korea. So I applied right after, uh, my, when my duty was
 138 done. I applied a exchange student in Argentina. So I just
 139 wanna, uh, be, like uh, I just—I didn't—it was Argentina
 140 city called [name of city in Argentina]. It was a very
 141 bucolic country, uh city.

142 Interviewer: 00:08:40 Okay.

143 Interviewee 4: 00:08:41 I didn't wanna, I didn't wanted to go to capitol city 'cause
 144 I eventually knew that I was gonna stick with the Asians,
 145 Koreans--

146 Interviewer: 00:08:48 Okay.

- 147 Interviewee 4: 00:08:48 --and never have a chance, never will have a chance to,
 148 uh, challenge myself in various situation to speak in, in
 149 Spanish. So stayed, I stayed, I had exchange program six
 150 months in [name of city in Argentina] and then... it was,
 151 I, so after six months I didn't wanted to go back to Korea.
 152 I has no reason. 'Cause I saw a lot of opportunities and,
 153 in Argentina and I, after I was 18, I decided to, uh, while
 154 I was in Argentina I was making, uh, like pocket money,
 155 like working in Chinese restaurant, washing dishes
 156 'cause, 'cause I always wanted to like 'cause, 'cause
 157 obviously 'cause I-- it takes three days to come to
 158 Argentina from Korea. And then, I just didn't want to go
 159 back. Like Chile is like two hours' drive. And like if you
 160 go a little bit more is there's Peru, Machu Picchu. I's like
 161 wow. Like, no I, so, just like I just, uh, I didn't even tell
 162 like my parents that I will not go back. I just like stopped.
 163 Everything.
- 164 Interviewer: 00:09:51 Okay. Okay.
- 165 Interviewee 4: 00:09:52 I just like walk my path and South America. And then I'm,
 166 I was, I went to Chile. It was very--, for me, I, I travel a
 167 lot. By time to time I spend my money, I save my money
 168 to travel a lot. And why-- uh, what I do is that I always
 169 searched for, I always look how this, how can I survive in
 170 this city? Like not just by myself. Like also if I raise my
 171 kids in this, in this, in this, ah, country, will my kids be
 172 able to, uh, be in a friendly condition environment to be
 173 raised as a Asian in other countries? 'Cause ... 'cause like,
 174 you know, uh, since I was in international school and I
 175 had been a lot of countries and I, uh... There was a good
 176 times with the foreigners but there was also bad times as
 177 a, just being for Asian. So, and then I always wonder like,
 178 what could be the best place for me to, for raise my kids

179 in other countries. 'Cause I really didn't wanted to go back
 180 to Korea.

181 Interviewer: 00:11:07 So how long were you in, ah, South America then?

182 Interviewee 4: 00:11:09 For two and a half years.

183 Interviewer: 00:11:11 Okay. And, and the course was only, this studying course,
 184 was only the six months and then you,--

185 Interviewee 4: 00:11:17 Yeah.

186 Interviewer: 00:11:17 --you worked and traveled the rest of the time?

187 Interviewee 4: 00:11:19 Yes. I mostly stayed in Chile. I was, I happened to meet
 188 this good friends from China and from Brazil. And we, I
 189 opened, uh, like uh, we sold, uh, dumpling in the streets,
 190 in Santiago. 'Cause was a funny thing that I sold a
 191 dumpling was that I was, I really wanted to eat dumpling,
 192 like fried dumpling. And then the only place they sell
 193 dumpling was in Chinese restaurant or Japanese
 194 restaurant. But the Chinese restaurant, they don't sell like
 195 fried dumpling. So I wanted fried dumpling but it was
 196 only Japanese restaurant. But it was like they give us like
 197 five fried dumplings, but they cost like 20 bucks. It was
 198 like no way am I pay this for like dumplings. So I went to
 199 Korean market. And they just sell in the retail shop, little
 200 shops, like Korean dumpling in a frozen, frozen
 201 dumplings. So I just— and it's only costs, like if you pay
 202 20 bucks, 20 bucks, you can get like hundred dumplings.

203 Interviewer: 00:12:23 Okay.

204 Interviewee 4: 00:12:24 So I brought it from, to my house. My house was in Chile,
 205 was like an international dorm-- dorm-- dormitory. So it
 206 was all, we shared the kitchens and we just had individual
 207 rooms. So I just shared my dumplings to the foreigners--

- 208 uh, my friends, especially Brazilians. Sorry. And then
 209 what I learned was that they was so surprised, like for
 210 them, like dumpling was a very expensive one.
- 211 Interviewer: 00:12:51 Okay.
- 212 Interviewee 4: 00:12:52 And then it's like, I served like a hundred dumpling for
 213 free. And they were like, they were like so shocked. And
 214 these two guys like this, especially these Brazilian guys
 215 was like, "Yo, let's just sell this." It's like okay. And then
 216 in Santiago, in Chile, it was very safe to live. The street
 217 was very safe, like unlike in Argentina or Peru and other
 218 South, South American country. So, so it was very...
 219 uh...oh gosh, sorry, I...
- 220 Interviewer: 00:13:32 It wasn't dangerous to, to sell.
- 221 Interviewee 4: 00:13:33 Yeah. Yeah. It wasn't, it wasn't, it wasn't dangerous. And
 222 then, so I tried it. And then it worked out pretty well. That
 223 was the, was the, one of the biggest reasons that I could,
 224 uh, continuously lived in Chile.
- 225 Interviewer: 00:13:49 Okay.
- 226 Interviewee 4: 00:13:49 So, but I had to go back to Korea when my mother found
 227 out that, uh, my grandfather was very in a serious, uh,
 228 condition. So my mother was like begging me to come
 229 back to Korea. So I came back to Korea. I, well, I thought
 230 I was going to come back soon to, back to Chile, but it
 231 didn't happen until now. So--
- 232 Interviewer: 00:14:15 Okay. So you've been then officially in Korea since? Or?
- 233 Interviewee 4: 00:14:19 And then, yeah, since then I stayed in Korea, uh, finish
 234 my university and, and create a, and that was in travel
 235 free-- as a freelancer. I did translated, uh, different
 236 languages and then, uh, did in a travel agent, uh, working

237 as freelancer. And then, since, uh, two and a half years
 238 ago, one of my friend who-- good friend in high school in
 239 Korea-- uh, he introduced me to this, uh, cryptocurrency
 240 industry, blockchain industry. So and then, and then we
 241 set it up, we worked it, and then we set it up the company
 242 and then now I'm in Indonesia to spread our, uh, projects-
 243 -

244 Interviewer: 00:15:09 Okay.

245 Interviewee 4: 00:15:09 --to here. So that's, uh, pretty much it from what have--
 246 how I lived.

247 Interviewer: 00:15:15 Okay. May I, um, just clarify a few questions I have?

248 Interviewee 4: 00:15:19 Yeah, sure.

249 Interviewer: 00:15:20 When you came back from Indonesia to South Korea
 250 during schooling, um, you, you were in 10th grade and
 251 then how long did your school still last until you had your
 252 entry exam for, uh, university?

253 Interviewee 4: 00:15:35 Uh, one and a half year. Surely.

254 Interviewer: 00:15:37 And that, and that was a local, um, Korean school, right?

255 Interviewee 4: 00:15:41 Yes. It is.

256 Interviewer: 00:15:41 Not an international one?

257 Interviewee 4: 00:15:43 No, no, no. I, uh, as a Korean you cannot go to
 258 international school in Korea,--

259 Interviewer: 00:15:47 Okay.

260 Interviewee 4: 00:15:47 --'cause you are Korean. So--

261 Interviewer: 00:15:49 And, uh, both your parents are Korean? Or was there--

262	Interviewee 4:	00:15:52	Yes.
263	Interviewer:	00:15:52	--a mix of culture there too? Okay.
264	Interviewee 4:	00:15:54	No, no they were Koreans.
265	Interviewer:	00:15:55	Okay. And what languages did you grow up with then?
266			Next to English, which you had the hard way of learning,
267			I understood. You had, uh, Korean, I'm sure, but what,
268			what other languages as a, as a under 18, were you still in
269			touch with?
270	Interviewee 4:	00:16:12	Uh, probably Japanese.
271	Interviewer:	00:16:16	Okay.
272	Interviewee 4:	00:16:18	Yeah.
273	Interviewer:	00:16:18	Was there classes in school or?
274	Interviewee 4:	00:16:20	Classes plus, uh, pretty much all the like entertains or like
275			all the fun stuffs. It was coming from the Japan.
276	Interviewer:	00:16:31	Okay.
277	Interviewee 4:	00:16:31	So I had a very familiar, uh, touch, a, a sense with
278			Japanese. So...
279	Interviewer:	00:16:37	Okay. And, um, Indonesian? Did you learn the language
280			while you were there?
281	Interviewee 4:	00:16:42	Oh yes, I did, too.
282	Interviewer:	00:16:43	Okay.
283	Interviewee 4:	00:16:44	Yeah.
284	Interviewer:	00:16:45	And then, uh, on top basically came Spanish, but as a
285			grown-up over 18, right? While, while studying?

286	Interviewee 4:	00:16:51	Mm-hmm.
287	Interviewer:	00:16:53	And any other languages? If you were in South America,
288			maybe uh, Brazilian, Portuguese?
289	Interviewee 4:	00:16:59	Uh, no, I try to learn, but with, with Spanish was, uh, hard
290			enough.
291	Interviewer:	00:17:04	Okay. But you finished your Spanish, uh, education,
292			right? So you, you officially finished studying the
293			Spanish language, um, to do what? To be a translator or
294			to be a teacher?
295	Interviewee 4:	00:17:17	Uh, never thought of it.
296	Interviewer:	00:17:19	Okay.
297	Interviewee 4:	00:17:20	It was, uh, I maybe I just thought of it as a key to live
298			abroad.
299	Interviewer:	00:17:25	Mm-hmm.
300	Interviewee 4:	00:17:26	Just, just, I just didn't wanted to live in Korea. So if I
301			learned another language that will be, uh, more, give me
302			a more chance to live abroad.
303	Interviewer:	00:17:38	Okay. So what would you consider to be your mother
304			tongue?
305	Interviewee 4:	00:17:42	Korean.
306	Interviewer:	00:17:43	Okay. And no English? Not, not on equal level?
307	Interviewee 4:	00:17:47	Uh, English? Um, when I get drunk. I mean like I think
308			for language, uh, even though you have a mother tongue,
309			um, and if you, if you don't speak it for a while, you, even
310			though you know in your head. It doesn't, is it doesn't
311			come out well. That's what I learned when I was in South

312 America 'cause I couldn't speak. I didn't speak Korean for
 313 a year and then I suddenly met Korean in the street. Then
 314 I had this, uh, muscle problem [grips jaw and lips]
 315 speaking in Korean because I was keep speaking in
 316 Spanish. And--

317 Interviewer: 00:18:24 Okay.

318 Interviewee 4: 00:18:25 There was the time when I learned that, oh, it's not about
 319 the knowledge, that it's not about the times that you
 320 spend, uh, reading or writing the language is the, the key
 321 to learn languages. You have to constantly speak--

322 Interviewer: 00:18:40 Mm-hmm.

323 Interviewee 4: 00:18:41 --and think in that language, too.

324 Interviewer: 00:18:44 Mm-hmm. Would you say you have one emotional
 325 language where you switch to when you, when you have
 326 strong emotions? Very happy, very sad.

327 Interviewee 4: 00:18:53 Oh, I think I give that to English.

328 Interviewer: 00:18:58 English?

329 Interviewee 4: 00:18:58 Yes.

330 Interviewer: 00:18:59 Over Korean?

331 Interviewee 4: 00:18:59 Yes.

332 Interviewer: 00:19:01 Okay. Okay. So thank you for the introductory part. I
 333 would now move to another part of my, what um,
 334 questions, basically, um, and connect the linguistics to
 335 those with your professional life, yeah? Now your, your
 336 years of working. Um, can you tell me what languages
 337 you use in your daily work and in, in what kind of
 338 context?

- 339 Interviewee 4: 00:19:24 Uh, English-- and mostly in crypto related, but, um,
 340 business area, too. But, but since this industry is very
 341 new, I had to, ah, study my-- myself to learn new
 342 vocabularies and etc. So yeah. That's pretty much it.
- 343 Interviewer: 00:19:46 And do, do you switch between languages? I mean, now
 344 you're in, in Indonesia doing your business. Did, did you
 345 speak Indonesian today?
- 346 Interviewee 4: 00:19:55 Oh, yes, I do, too.
- 347 Interviewer: 00:19:57 Yeah?
- 348 Interviewee 4: 00:19:57 But since it's been over 10 years, uh, now it's getting is
 349 coming up. Is coming up and I know I can, I can
 350 understand them, if they speak Indonesian like by
 351 themselves, I can understand. So 70%, 80%. Maybe
 352 sometimes 80%, but it's still hard for me to speak 'cause
 353 it's not very used to it, but it's coming up, so yeah.
- 354 Interviewer: 00:20:26 And do you use your Spanish at all? In, in business? Work
 355 life?
- 356 Interviewee 4: 00:20:30 Cur-- currently sometimes, but in writing only.
- 357 Interviewer: 00:20:37 Eh, writing emails or?
- 358 Interviewee 4: 00:20:38 Yeah, writing emails. Chatting.
- 359 Interviewer: 00:20:41 Okay. Mm-hmm. And with your colleagues, what
 360 languages do you tend to speak?
- 361 Interviewee 4: 00:20:47 English.
- 362 Interviewer: 00:20:48 Only English. Okay. Mm-hmm. Um, is it hard for you to
 363 switch between the languages? Or is it a natural feeling?
- 364 Interviewee 4: 00:20:58 No, with English and Korean is not very difficult.

365 Interviewer: 00:21:03 Mm-hmm. And do, do, um, colleagues come and
366 sometimes ask you for help regarding, um, special tasks
367 because of the, the language issue behind it?

368 Interviewee 4: 00:21:13 Uh, before this industry, yes. But in this industry you
369 must speak English.

370 Interviewer: 00:21:20 Okay.

371 Interviewee 4: 00:21:21 So every--

372 Interviewer: 00:21:21 Can you, um--

373 Interviewee 4: 00:21:22 So every--

374 Interviewer: 00:21:22 --go ahead.

375 Interviewee 4: 00:21:23 Yeah. So basically everybody speaks English in this
376 industry. So since I joined this industry, nobody asked
377 for, uh, extra help for translation, or language problems.

378 Interviewer: 00:21:35 Okay. And in the past, uh, industries that you were in?

379 Interviewee 4: 00:21:40 Mm-hmm. Yes, of course.

380 Interviewer: 00:21:42 So in, in what kind of— Can you give me an example or
381 two— what kind of context would people come to ask for
382 help?

383 Interviewee 4: 00:21:47 Um, from, uh, mostly at, at the work. If they have a like
384 a foreign buyers coming to Korea, like guests, they will
385 100% always come to me for accompany them. And in
386 other case, uh, I usually get, um, usually, uh, in
387 university—when I was in university, most of my friends
388 will come to check their essays or grammars or speakings,
389 too. Yeah, just, yeah, just they would just come to me.
390 "Oh, you speak English to me?" I's like "Okay."

391	Interviewer:	00:22:32	And when you said with the buyers you, you went then as
392			a, as a translator basically, uh, to meetings, or?
393	Interviewee 4:	00:22:41	Yes.
394	Interviewer:	00:22:42	They, you accompany them?
395	Interviewee 4:	00:22:44	Yes.
396	Interviewer:	00:22:45	Okay. So you do like a literal translation in the ear while
397			somebody else is talking, or?
398	Interviewee 4:	00:22:51	Yes.
399	Interviewer:	00:22:52	Okay. That's hard work.
400	Interviewee 4:	00:22:53	Yes.
401	Interviewer:	00:22:56	Okay. Um, was it when you were working in the past
402			industry then, um, did your bosses or the, the people in
403			charge see the extra effort from a linguistic, em, point that
404			you were putting in or was it expected?
405	Interviewee 4:	00:23:11	Of course. I think, uh, especially in Korea for my
406			perspective uh people tend to, uh, judge you more, uh,
407			positively if you speak English in a very good tongue or
408			sounds, so... they think, they tend to, uh, think I'm, uh,
409			like super genius or something.
410	Interviewer:	00:23:39	Okay.
411	Interviewee 4:	00:23:40	But actually not. But yeah, it was, it was very... I felt that
412			feeling when I first went back to Korea when I was in
413			high school. But I was in high school, a local Korean high
414			school. Yeah. It was the same thing at the moment, too.
415			So like in school, in high school like, so this tea-- English
416			teacher. We have English teaching in Korea too, is
417			Korean. But she wouldn't speak English in front of me

418 'cause she would, she think that I have more good
 419 pronunciation and then it was very awkward for me, too,
 420 speaking.

421 Interviewer: 00:24:18 I had the, I had the same experience. Okay. Is there a, uh,
 422 an interesting linguistically focused story or encounter
 423 that you would like to share? Um, from your past life?
 424 Something that you still remember as a funny or, or a
 425 dramatic story that's based on language?

426 Interviewee 4: 00:24:41 Uh, oh, uh... [clears throat]. Oh. So I think it was 'cause I
 427 went to, I had this very weird awkward, very was like, I
 428 think it was the first time that I got so angry was the when
 429 I had to come back from South America to Korea. I had
 430 visited. I 'cause I need to transit in the United States, uh,
 431 Los Angeles. I, since I was in Los Angeles and has a few
 432 friends in Indonesia. So they were in living in it. So Los
 433 Angeles, I just visited them. And they took me to this one
 434 kind of club. And then 'cause me, myself was very good,
 435 uh love clubbing, dancing. And then I was, for me it was
 436 like first, I think it was the second time that I, uh, went to
 437 United States, which I was raised in that culture and the,
 438 I thought it was America and then speak. I thought that
 439 everybody should speak English 'cause it's in America.
 440 And then I was in a, I don't know, like I-- I went to, I got
 441 into this fight with, uh, Vietnamese, I think. Some kind of
 442 Asian they were. And they were not speaking, uh, English
 443 to me. They--

444 Interviewer: 00:26:17 Okay.

445 Interviewee 4: 00:26:18 --were speaking, uh, in, with their tongues. And then I
 446 really wanted to know why they were so mad at me and I
 447 was trying to communicate with them since I was, all
 448 along in South America too, in Indonesia, Korea, I was
 449 always into communicate in different languages. And

450 then America was like, oh, I will have no problem in
 451 communicating with people 'cause everybody speaks
 452 English. And then was the, was very controversial
 453 paradox that, oh, and then after I got in fight and I didn't
 454 got the answer from them and I went to back to my
 455 friend's house and then I was thinking all night, like, how
 456 could United States— in Los Angeles. I have a problem
 457 with communicating even though I speak English. It's
 458 still, now, it was very, um, big impact. Till now, it's been
 459 six years, I think. And. Yeah.

460 Interviewer: 00:27:16 Okay. Well, thank you for sharing that story.

461 Interviewee 4: 00:27:19 I think there should be more, but, uh, I don't know.

462 Interviewer: 00:27:26 No, it's all good! Um, let's talk about culture for a little
 463 bit please.

464 Interviewee 4: 00:27:29 Yeah. Sure.

465 Interviewer: 00:27:31 And, um, with your international background, what
 466 cultures do you think you know deeply and well, which
 467 cultures do you feel you can move around in
 468 comfortably?

469 Interviewee 4: 00:27:45 Mm... It's, I don't think it's depends on the countries. I, uh,
 470 personally think it depends on the, uh, weather of that
 471 place.

472 Interviewer: 00:28:03 The weather?

473 Interviewee 4: 00:28:03 And uh, yeah. Weather,--

474 Interviewer: 00:28:05 Okay.

475 Interviewee 4: 00:28:06 --atmosphere and--

476 Interviewer: 00:28:06 Okay.

- 477 Interviewee 4: 00:28:07 -- especially, uh, like I'm usually like the beach area,
 478 where they have a, uh, uh, sun, clear skies. Sun, uh, 365
 479 days. And then, and most of the places that I went, uh, in
 480 beach areas. And most of people there were very, uh,
 481 what do you call it? Tran-- tranquil. Very calm and then
 482 easy to communicate. And I sensed no ego on individuals,
 483 they're so into this natures. So thankful that individual
 484 were just being, just being, they were just so thankful
 485 just being in there. So I always, uh, look for places. Uh,
 486 so I don't ... that's the, one of the reasons I don't travel to
 487 the big cities.
- 488 Interviewer: 00:29:07 Okay.
- 489 Interviewee 4: 00:29:07 'Cause, uh, yeah, I think. And, uh, yeah, I think, that's the,
 490 my answer to your question. So.
- 491 Interviewer: 00:29:21 Okay. What about, what about, um, learning about other
 492 cultures? I understand for you, uh, having access to
 493 language is very important. What about food, or music?
 494 Um, the arts to learn about other places? Is this something
 495 that is important to you?
- 496 Interviewee 4: 00:29:39 Oh yes, of course. Especially food! Especially--
- 497 Interviewer: 00:29:41 Okay.
- 498 Interviewee 4: 00:29:41 --food. 'Cause, uh, food itself is, has a very, uh, uh, most,
 499 has a very uh, uh, close, um. 'Cause I think like cook food,
 500 is the most important things that to live, to, to live your
 501 life. And then in each country they have a distinctive, uh,
 502 their own word for street foods or individual. In each
 503 country they have the street foods and then once, and the
 504 food itself has uh, we call it like soul food. And then we
 505 cannot really deny that this, uh, street food is common,
 506 their traditional food when they talk about it: "Oh I miss

507 this food!" You miss that. You miss that country, you
 508 miss that time when you're having that food in that street
 509 and the people who share the same food with you.

510 Interviewer: 00:30:48 Mm-hmm.

511 Interviewee 4: 00:30:49 So, and I think the food is the most, uh, so for example, if
 512 I, if I meet, oh, like Argentinians, I always bring up the
 513 topic with maté, the tea. They drink every day,
 514 everywhere. And then they just click with me in a second.
 515 "Oh, you like maté!" It means that I know their, one of
 516 their biggest culture and then I know how they think of
 517 this, of maté itself, which is food, also beverage. Yeah.
 518 This, uh, or that's the, I think that is one of the key that
 519 you really have to, uh, focus, uh, and try. And if you really
 520 wanna communicate with the locals, you have to, uh, live.
 521 You have to eat what they, uh, like their soul, soul food
 522 eventually.

523 Interviewer: 00:31:49 Mm-hmm, mm-hmm. So what if, hypothetically
 524 speaking, if you were in a, in front of a class of young
 525 children, um, what cultures or countries would you teach
 526 them about? Where would you say, as an example, you
 527 know Mexican culture, but you don't know Icelandic
 528 culture? Um, or, you know? Like what, where would you
 529 say that you would feel easy without preparation to talk
 530 about and other places not so much.

531 Interviewee 4: 00:32:21 Probably Indonesia. I can speak about this culture and
 532 traditional very well. And standards of, uh, standard
 533 people's philosophies and how they think of how they're,
 534 uh, visionize [sic] their life. And in, uh, Argen-- I don't
 535 know really about Chile is, but I know Brazilian people
 536 'cause I was so, I had so much Brazilian friends. Spend a
 537 over a year and then I cannot really talk about their, uh
 538 their, each country, how the Brazilia is like, how Sao

539 Paulo is like, but I can really talk how the Brazilian is. At
540 the average because they all were pretty much the same.

541 Interviewer: 00:33:11 Okay.

542 Interviewee 4: 00:33:12 And, uh,--

543 Interviewer: 00:33:12 What, uh, what about the Korean culture?

544 Interviewee 4: 00:33:15 Korean culture ... Um, yes I can, but um...mmm. There's
545 too much. But do I have, is it that I have to teach, uh,
546 persuade the students to, um, to have them, a good image
547 of this country or--

548 Interviewer: 00:33:41 No.

549 Interviewee 4: 00:33:41 --doesn't matter?

550 Interviewer: 00:33:42 It doesn't matter. It's, uh, the level of knowledge that you
551 feel you have. I've had, uh, talks with other ATCKs that
552 have uh, a birth country where they were born, but they
553 spend very little time in that country. So they said--

554 Interviewee 4: 00:33:55 That's true.

555 Interviewer: 00:33:55 --they would not feel comfortable teaching anybody
556 about it because they don't know enough themselves in
557 their feeling, yeah? In their, in their perception. That's
558 why I'm asking. I know that you spent time in, in, a lot of
559 time in Indonesia as a young person, as well as in Korea.
560 Um, but in your listing it didn't come as the first one. So
561 I was wondering, why.

562 Interviewee 4: 00:34:20 Aah, 'cause uh, I always say like this: I'm a Korean, I love
563 Korea, but I don't like Korea.

564 Interviewer: 00:34:29 Okay.

565 Interviewee 4: 00:34:30 Yeah. It's like I, I like United States. I like America, but I
566 don't love United States. That's like, cause since my, uh,
567 so my birth was in Korea and then, and then I really care
568 about Korea. When I first came to Korean local school, I
569 had so much thoughts. Why are we wearing same
570 uniforms and reading all same textbook to enter same
571 university? And why is school is forcing us to learn the
572 same thing in all the cities in Korea? And why is it all the
573 parents are not seeing this as a problem? And then--
574 because what I learned from the international school was
575 that they try to teach students, um... how to study. They
576 try to teach you, they try to or show you a different
577 various ways that you might, you the ki--, the students
578 have a very specialty and they, they, the wa--, basically
579 they upgrades your individualities. So, so before you
580 graduate this school, you should have one thing that you
581 like. For example, when I was, when I went, when I left
582 international school, I really loved ocean 'cause my, I had
583 a scuba diving or like after-school activity and then, and
584 then I realize how beautiful the ocean was. And then wh-
585 -, and every time I see the ocean and beach area, it makes
586 me very calm and, and very, very alive. And then, but
587 when I came back to Korea, so that was the why, why is
588 this, is this keep... Why, why? And then I started to study,
589 uh, Korean history very deeply. And then I always tell to
590 my friends or my parents, like I think my con-- conclusion
591 why Korea is like this, is because our land is very small.
592 'Cause we were divided and we are packed with people.
593 And then we had nothing after the war, World War and
594 after Civil War within North Korea. So we had, I think all
595 the Koreans had a one goal. We had, we shared only one
596 thing in to how to become success in your life and that
597 still, eh, stucked into-- it stuck in Korean, uh, nat-- uh,
598 Korean culture very deeply so that, so I say that it's uh

599 Republic of Korea, but we, the government and
600 education, uh, standard is treating us like a communist.

601 Interviewer: 00:37:47 Okay.

602 Interviewee 4: 00:37:48 Yes. This, that's why I don't, uh, feel-- I don't bring up
603 the Korean issue first. Because there's only, uh, a bad, uh
604 negative issues.

605 Interviewer: 00:38:02 Okay.

606 Interviewee 4: 00:38:03 'Cause there's, there's the most of the things that I think
607 about of my Kor— of my, my country.

608 Interviewer: 00:38:08 When you were in the international school, was it an
609 American international school or?

610 Interviewee 4: 00:38:12 Yes, it was American international school.

611 Interviewer: 00:38:14 Okay. And just to clarify, um, when you moved to
612 Indonesia, it was because of business, uh, of your
613 father's? Different business jobs?

614 Interviewee 4: 00:38:22 Yes, yes.

615 Interviewer: 00:38:23 So you, you would see yourself to be a business ATCK?
616 A person, not uh, not a diplomat child--

617 Interviewee 4: 00:38:30 No, no, no.

618 Interviewer: 00:38:30 --not a missionary child,--

619 Interviewee 4: 00:38:31 No.

620 Interviewer: 00:38:31 --but a business, business child?

621 Interviewee 4: 00:38:33 Yes. Yes.

- 622 Interviewer: 00:38:33 Okay, okay. Um, looking at the concept of culture at
 623 work, do you have, um, in your professional life, are you
 624 able to use your intercultural competence, um, in your
 625 daily tasks? And if so, can you give me an example?
- 626 Interviewee 4: 00:38:49 Mmm... Since in this industry there's a lot of, uh, there's-
 627 - For example, there's a lot of conferences, in, in each
 628 country and if you go to conferences, there's various, uh
 629 different nation people like from Europe, from United
 630 States, of countries from Asia. [clears throat] So, I
 631 basically know the, uh, standard, uh, public manners.
 632 Like little, it's a very little things, but for example,
 633 Germany, uh, uh, "Frohst" [sic], you have to look into
 634 your eyes and uh, uh, uh, do the "Frohst". Yeah, yeah--
- 635 Interviewer: 00:39:36 [unclear], prost, yeah, it's true.
- 636 Interviewee 4: 00:39:38 -- yeah. It's like, look into your eyes. To those, these little,
 637 ah, tips works really well in, uh, after the conference, if
 638 you have, uh, like really--. In a conference, we are always
 639 like formal, talking business way. But after the party, like
 640 you know, the stresses leaves, and then it's the time when
 641 people really judge you, when you get a little drunk or
 642 something. And it's the time for me to spread my little
 643 tips. Or like for example: "Oh, so where you from?" Like
 644 "Oh, you're from Germany". It's like, and then I real--, I
 645 remember that. And then like I go "Frohst"[sic] with you
 646 and then he goes like: "Whoa!" He's like--
- 647 Interviewer: 00:40:18 You know how to do it.
- 648 Interviewee 4: 00:40:19 Yeah. Yes. It's not a big things, but it's very, uh, easy
 649 access to talk, uh, like one of you. Like one of, one of
 650 your country, so that it doesn't make you feel that I'm just
 651 a random foreigner.

652	Interviewer:	00:40:37	So you use, uh, your intercultural knowledge more in the
653			social setting?
654	Interviewee 4:	00:40:41	Yes.
655	Interviewer:	00:40:43	Mm-hmm. Um, did you ever have, uh, formal training,
656			intercultural competence training?
657	Interviewee 4:	00:40:49	No.
658	Interviewer:	00:40:50	No. Okay.
659	Interviewee 4:	00:40:51	No.
660	Interviewer:	00:40:52	Because there are courses, uh, maybe at university or so
661			forth yeah? Certificate is--
662	Interviewee 4:	00:40:56	Yeah there is.
663	Interviewer:	00:40:56	-- Hypothetically, you can learn. That's why I'm asking.
664	Interviewee 4:	00:41:00	Never, never thought of spending extra time to learn.
665	Interviewer:	00:41:06	Well, in, in essence, it's actually, um, in the beginning at
666			least it's, uh, learning more about yourself. Um, and your,
667			your own culture, the way you were raised, before talking
668			to the others, right? But um, I think TCKs have some, uh,
669			advancement knowledge, there, just by the way they were
670			raised over the years. Okay. Um, was there, um, any kind
671			of situation, intercultural situation, that you could still
672			remember, that had a significant impact, um, in the past
673			years? Equally to your linguistic story? Something that
674			pops up?
675	Interviewee 4:	00:41:44	[pause] Uh, from the cultural differences you mean? Mm
676			[long pause] Not, I don't, I don't have a very specific ones.
677			[long pause] Oh. Oh, it was, uh, oh. Um, I think it was
678			one of the table manners.

679	Interviewer:	00:42:23	Mm-hmm.
680	Interviewee 4:	00:42:24	Um-- but it was, I learned it when I was very young. I
681			think that was the only thing that I can think right now. It
682			was that my aunt is a half-Austrian. Uh, she married with
683			Austrian.
684	Interviewer:	00:42:42	Okay.
685	Interviewee 4:	00:42:43	So my cousin is half-Korean/half-Austrian.
686	Interviewer:	00:42:46	Okay.
687	Interviewee 4:	00:42:46	So I had a chance to visit Austria when I was in third
688			grade or fourth grade and then-- In Asian country,
689			especially China or Korea, Japan too, when we eat
690			noodles, we have to make a sound.
691	Interviewer:	00:43:04	Mm-hmm.
692	Interviewee 4:	00:43:05	Is, that's the polite way.
693	Interviewer:	00:43:08	Mm-hmm.
694	Interviewee 4:	00:43:08	And then when I was in sleep, when I was spending, uh,
695			time with my aunt's, my aunt's house, my cousins were so
696			shocked when we were having, uh, noodles and I was
697			making this strong sound. And they, they were like so
698			angry at me and say: "No, you cannot do that!" And that's,
699			at the time I was like, I was very young too and that I just
700			couldn't, uh, handle that they were mad at this, uh, this
701			making sounds 'cause what I learned was that this is the
702			right way. And then I think that was the first time I felt
703			the cultural differences. And then I don't think I had any,
704			uh, very specific ones. Probably I had it, but-- Oh! Oh, oh
705			yeah. Oh, it was-- Ar-, ar-, are we, um, um are we, um,
706			um, posting this video in public?

707	Interviewer:	00:44:12	No.
708	Interviewee 4:	00:44:13	No, right?
709	Interviewer:	00:44:13	No.
710	Interviewee 4:	00:44:14	Okay. Oh, then I'll just free to talk
711	Interviewer:	00:44:17	I, I will be using, um, specific quotes, but if there's
712			something you're not-- uncomfortable with that's fine.
713			You tell me--
714	Interviewee 4:	00:44:23	No, no. I'm, I'm not uncomfortable. I'm, I'm always open.
715	Interviewer:	00:44:26	No, I, won't-- The video is just, uh, for me to transcribe
716			so that I can look at it again and again.
717	Interviewee 4:	00:44:33	But you can just share with your friends, but it's okay. Uh,
718			is that I was in South America. Uh, and then, uh, it's the,
719			it's the, it's the, it's the girl issue. Is that in Korea from, I
720			already told you I'm very passive guy because of our
721			cultural, uh, uh, uh, difference. And then it's also, um,
722			you know, it's also same was when I handle uh situa-- the
723			various situations with ladies. For example, we don't, we
724			don't never, uh, what say, expose our feelings in public,
725			especially when you're even drunk. But when I was in
726			Argentina, the ladies there were, like, super aggressive. It
727			was, it was very, it was like wow. Was like wow-- was
728			like the first time, like they, a woman approached me, like
729			saying "Hello" saying-- we don't even do that. We don't,
730			even guys don't do that, in Asian country, too. We don't,
731			we tend to hide our feelings 'cause it is very rude. And I
732			'cause I spent six months in Argentina, in school, so I had,
733			uh, I was in this after party 'cause I was, uh, and then there
734			was this one Argentinian girl. I went to her house with
735			other friends and then she was asking, uh, like, seriously,
736			we were like little bit tipsy but drunk enough. And she

737 was like seriously asking, "Are you, uh, gay?" And like,
 738 um, "No, I'm not." And she was like, she just, she was,
 739 uh, and then she started to speak her, um, mem-- uh
 740 stories to share her memories while she was, uh, spending
 741 time with, with me. That she, she never saw a man, um, a
 742 man like me to approach to ladies or be: "Oh I love, uh, I
 743 love you" like expressing your, this instant emotion when
 744 you're drunk or something. And then she was so surprised
 745 that, and she re--, everybody in the student in the school,
 746 thought that I was gay.

747 Interviewer: 00:47:02 Okay.

748 Interviewee 4: 00:47:02 Of, of course there was, uh, some ladies that I was really
 749 like, that like as, uh, as a person, as a lady, too. But it was
 750 for, it was very, ahh, I thought it was very rude too 'cause
 751 it was because I was foreigner, too. And I was the only
 752 Asian, and I thought I have to be very, more careful what
 753 I do in public 'cause basically it represents my Korean to
 754 them. 'Cause they was, I'll probably the only Korean, they
 755 have seen. So I have this, my personal, um, duty to be,
 756 uh, duty to be a very good, good person. And, uh, yeah,
 757 there was and then she was like, she was like directly
 758 asking me to me like, "You don't like me." I's like, "No, I
 759 like you! You're very beautiful!" I's like "How come you
 760 never asked me to, like go out and hang out?" I's like, I's
 761 like, I's like, I couldn't, I couldn't speak, I couldn't speak.
 762 Um, because we don't even express our feelings and this
 763 girl's like expressing herself so much and then like asking
 764 me to express and there was like very, very awkward.
 765 And then it was very strange and it was, it was
 766 uncomfortable, too. But at the end I learned a lot of
 767 expressing your emotion, uh, freely, when I lived in South
 768 America. And I learned a lot of about women, too, in
 769 when I was in South America, too. I think.

770	Interviewer:	00:48:44	Was it, um, difficult then even more to come, to come
771			back to, uh, Korea then? With the more reserved culture?
772	Interviewee 4:	00:48:54	Yeah.
773	Interviewer:	00:48:55	Yeah?
774	Interviewee 4:	00:48:56	Yeah, it was.
775	Interviewer:	00:48:57	Okay. Yeah. I think that's, that's, uh, part of the
776			difficulties. Yeah? To, to balance in each of the
777			cultures—
778	Interviewee 4:	00:49:04	Yes.
779	Interviewer:	00:49:04	--you're living in. To find the right way. I had to smile,
780			um, when you were saying, when you went from
781			Indonesia back to Korea, you were saying, oh, they're
782			running all around in the same uniforms and at school,
783			huh. Um, because yes, you went to an international local-
784			- an international American school, but I think if you had
785			gone to a local Indonesian school,--
786	Interviewee 4:	00:49:26	Yes.
787	Interviewer:	00:49:26	--they'd probably have, uh, uh, the uniforms on as well.
788			Right?
789	Interviewee 4:	00:49:31	Yes, true.
790	Interviewer:	00:49:31	For the time, so it's, um, I think that's interesting that the,
791			the-- that it had had to do with the school form, more in
792			that sense then the country you were actually living in.
793			Um, but the, the international school, mm-hmm.
794	Interviewee 4:	00:49:46	'Cause I was wearing the uniform so I got more, it, it
795			triggered me to get interest. Why are we wearing--

796	Interviewer:	00:49:53	Yeah, sure.
797	Interviewee 4:	00:49:54	--same uniforms in the school? Yeah.
798	Interviewer:	00:49:55	Sure. I understand. Um, was there ever an intercultural
799			encounter, a situation where your boss asked you for
800			input or for knowledge as well? To, um, in a business
801			setting to help advance negotiations, contacts, um, social
802			setting in the evenings where, spe-- specifically he, he
803			wanted to tap into your knowledge and use it for
804			advancing the business?
805	Interviewee 4:	00:50:26	Very common in Korea.
806	Interviewer:	00:50:28	Yeah?
807	Interviewee 4:	00:50:28	I, I think it's very common in different countries, too. But
808			yes, it is.
809	Interviewer:	00:50:33	Okay.
810	Interviewee 4:	00:50:34	Yes there were times, um, that, uh, I think, ah, I was, I
811			only worked in one, uh, proper company in Korea.
812	Interviewer:	00:50:42	Okay.
813	Interviewee 4:	00:50:43	I think it was six months only. But, um, I was in like, uh,
814			international food department. Uh, and then I had to, uh,
815			I was suggesting in one of the Indonesian local food, like
816			how be great. Yeah. And then I always knew that Koreans
817			will love this food 'cause all my Koreans who lived in
818			Indonesia love this food. And then I was wondering why
819			is-- 'Cause it was very cheap, too. And then compare to
820			other, um, Western, uh, food or other Asian food came to
821			Korea, it was pretty expensive. And then I thought this
822			would, uh, hit the market. And then I was just talking
823			freely, uh, after the work, you know, having a drink with

824 my seniors, with my colleagues and then I think, uh, two
825 weeks later, then I, uh, well other departments, so there's
826 an international food department. There's like one
827 department, department one, department two, department
828 three and I was in the second one and then I think the,
829 some senior guy from one, uh, took my idea 'cause I was
830 sharing with my colleagues and he, he or she shared with
831 other team and then they just grab this items and then
832 made it pretty successful. And then-- It was, it was, yeah,
833 it was, yeah, I, I got pissed off I think.

834 Interviewer: 00:52:23 So they didn't share the, uh, the benefits? Or they didn't
835 say it was, the idea was from you, they took it as sold it
836 as their own?

837 Interviewee 4: 00:52:30 No 'cause there's no proof. So--

838 Interviewer: 00:52:31 Mm. Mm-hmm. Okay.

839 Interviewee 4: 00:52:34 So-- But obviously I just knew that it, it came from me.
840 So--

841 Interviewer: 00:52:41 Ending up in your, in your business now? Um, it, I hear
842 that you have to work every day in English and that is,
843 um, some of it is very international standardized, too. Em,
844 was it, is this important for you? Were you looking for
845 jobs to use your language knowledge, to use your cultural
846 knowledge? Or did it just sort of happen? Was it
847 something you were specifically, um,--

848 Interviewee 4: 00:53:04 So--

849 Interviewer: 00:53:04 --focusing on while looking for applications, you know?
850 Was it--

851 Interviewee 4: 00:53:07 Mm. So it was like this: all my good friends, um, now,
852 um, what I, who I met in Korea, so I wou-- I couldn't be

- 853 100% be friends with the s-- uh, students, uh, with my
 854 classmates in Korea when I came back from, uh,
 855 Indonesia. Because it, I felt a very different and they felt
 856 it very different, too. So, because there was a lot of
 857 students like me. Then after school we go to this academy
 858 where all the students are like me. They lived in Mexico,
 859 like Israel and this--, uh, who I'm working who, there's
 860 two more, uh, friends who build this company and those
 861 two friends are the friends that I met in this academy.
- 862 Interviewer: 00:54:04 Okay.
- 863 Interviewee 4: 00:54:05 So we always share the same thing. We know always at
 864 the same-- our aims at different things. And then [clears
 865 his throat] one of the friend who live in Israel, he was
 866 already working in this, uh, crypto industry and then he
 867 thought that he could, he needed some of the trusted
 868 people. So he just like: "Yo, like this is what I'm, what
 869 I'm working on and what". 'Cause it was very, very new
 870 industry so everybody could join if you speak English
 871 fluently enough and it could read the English text. So, and
 872 then we checked it out and it was in, so nice, and then we
 873 were over age 30 and then we try, we wanted to do with
 874 our friends. Not like working in other companies. So, it
 875 was, very challenging and then it was a very good
 876 opportunity. Yeah.
- 877 Interviewer: 00:55:02 Okay. How long did you, when you came back from
 878 South America, how long did you still study the Spanish?
 879 How many years was that?
- 880 Interviewee 4: 00:55:11 Two and a half years.
- 881 Interviewer: 00:55:13 Okay. So all together it was a four year program? Like
 882 four years of study time--

883 Interviewee 4: 00:55:18 Yeah,--

884 Interviewer: 00:55:18 --, officially?

885 Interviewee 4: 00:55:19 Yeah. Official.

886 Interviewer: 00:55:20 Official. Okay. Um--

887 Interviewee 4: 00:55:23 But it took me like six-- six years to graduate, I think six
888 or seven years.

889 Interviewer: 00:55:29 Well, you were traveling too, right? So--

890 Interviewee 4: 00:55:30 Yeah, traveling and one and a half year military, so--

891 Interviewer: 00:55:37 Military, yeah. Yeah. Okay. Um, I have one final official
892 question. Um--

893 Interviewee 4: 00:55:40 Mm-hmm.

894 Interviewer: 00:55:41 As a, what would you tell younger ATCKs that are just
895 starting out in their professional careers? Something that
896 you would have liked to know when you were starting
897 out? So what would you tell them in a mentoring role
898 basically, that they should think about?

899 Interviewee 4: 00:56:01 Uh [long pause] if they're, uh, for ex--, if they're in
900 international school or especially if the students are in a
901 international school, I will hardly [sic], uh, strongly
902 recommend, um, keep in touch with every single one of
903 the classmates. Uh, like, yeah, keep your friendship. Even
904 though you leave the, you, uh, leave to another country or
905 something. 'Cause it was the thing that I realized when I,
906 uh, recently, um, and you have to be very, uh, good
907 person in, in, in school life especially. So, I came to
908 Indonesia 'cause I knew I had a lot of friends and then
909 still I didn't talk-- I didn't talk to them like continuously
910 for over 10 years. But, I came to Indonesia and then every

911 people who I met, who I spent my, uh, teenage life back
 912 in middle school, high school, elementary school, they
 913 were all willing to help me 'cause they remember how I
 914 was when I was in school. 'Cause that's the personality
 915 basically, they know of you. So I was very passive and I
 916 was very, uh, uh, timid and very good to people and then
 917 had no trouble. I was not very ego, I was not, uh, cocky,
 918 I was not showing off. And then all those, uh, results. Uh,
 919 I met all those, uh, results that I had, that I had behaved
 920 in, in, in teenage life, in international school. And then it
 921 was very touching and it was very thankful that they still
 922 remembered me as a good person. And then it encourages
 923 me to be a better person, too. Since I met these old friends,
 924 even though we didn't, we haven't met for over 10 years.
 925 And then basic-- yeah. I think it, it's the-- English is al--
 926 language learning different, uh, another language,
 927 especially English is also good, uh, ability. A good, a
 928 good thing. But those international individual who has
 929 totally different culture with you is that, is, that's the,
 930 that's the treasure that you can never earned. And is, I,
 931 one of the thing that I regret was that when I was in, that
 932 uh, I didn't had chance to, I didn't thought on myself to,
 933 uh, try to speak, try to learn my friend's language. And
 934 then yeah, like at least, uh, try to learn where they're
 935 from, maybe, uh, study a little bit about their culture.
 936 Basically we learned it from history class, but like, you
 937 know, from, from their perspective, oh: "Ho Yo, Yo, oh,
 938 oh, what do you do when you go back to your country and
 939 thing? Oh, hows your education?" Like extra stuff. But I
 940 don't think I would do that, even though I go back again.

941 Interviewer: 00:59:46 All good. Well, thank you for sharing. I, I like the idea of,
 942 that it's a treasure that you, you, um, you, your contacts
 943 are treasures. Yeah?

944	Interviewee 4:	00:59:56	Yes, it is. It is. It is. It is. Yeah.
945	Interviewer:	01:00:01	So this is the end basically of the official part of the
946			interview. I have a few demographic questions still, so,
947			uh, I'd, if you're willing to share, I'd like to know how old
948			you are?
949	Interviewee 4:	01:00:11	Oh, I'm, um, I born in '88,--
950	Interviewer:	01:00:15	Okay.
951	Interviewee 4:	01:00:15	1988. February 28. Yup.
952	Interviewer:	01:00:19	Okay. Um, and then you have only the Korean
953			nationality, or you have several?
954	Interviewee 4:	01:00:25	No, I have Korean nationality.
955	Interviewer:	01:00:27	Korean. Okay. And you're currently live in Korea, but are
956			on a business trip or do you currently live in Indonesia?
957	Interviewee 4:	01:00:34	I live in Indonesia now.
958	Interviewer:	01:00:36	Okay. Uh, how many years of work experience do you
959			have, approximately?
960	Interviewee 4:	01:00:45	In this industry?
961	Interviewer:	01:00:46	All, altogether, since, uh, basically graduating high
962			school.
963	Interviewee 4:	01:00:51	I worked when I was in high school, too.
964	Interviewer:	01:00:53	Mm-hmm. Oh, everything after 18 is my, my number of
965			what I'm using.
966	Interviewee 4:	01:01:02	Oh, ba-ba-ba-ba-ba... 12 years, 10 years.
967	Interviewer:	01:01:04	10 years?

968	Interviewee 4:	01:01:05	10 to— yeah, 10 years.
969	Interviewer:	01:01:06	10 years. Okay. And your current job title?
970	Interviewee 4:	01:01:11	Uh, Crypto Player.
971	Interviewer:	01:01:13	Crypto Player. Okay... Okay. So that would be it on my
972			end. Thank you.
973	Interviewee 4:	01:01:23	Thank you.

G.5 ATCK Interview 5 – May 24th, 2019

1	Interviewer:	00:00:02	You should see that it started too.
2	Interviewee 5:	00:00:04	Yeah.
3	Interviewer:	00:00:05	Okay. Uh, if you're interested, you can actually download
4			it yourself afterwards as well. If this is an interview, you
5			feel like keeping in the end.
6	Interviewee 5:	00:00:13	Okay, no problem.
7	Interviewer:	00:00:15	Um, okay. Well thank you, [name of Interviewee 5] for
8			taking the time. I really appreciate it. Um,--
9	Interviewee 5:	00:00:20	You're welcome.
10	Interviewer:	00:00:20	--as I said, I'm gonna only try and keep you for about an
11			hour. I'm pretty good at usually keeping my time, so I'm
12			gonna--
13	Interviewee 5:	00:00:27	Okay.
14	Interviewer:	00:00:27	--make sure we're done by then.
15	Interviewee 5:	00:00:29	Great.
16	Interviewer:	00:00:29	Um, the interview is going to be semi-structured in the
17			sense that I have different question blocks that I would
18			like to, uh, pose, which I'm posing to everybody that's
19			interviewing with me. Um, however, I really am
20			interested in details and sort of the story that you make
21			out of it, too. So please feel free after the, you know
22			question in the blocks have been posed, to just tell me and
23			share your stories.
24	Interviewee 5:	00:00:52	Okay, no problem.
25	Interviewer:	00:00:53	Okay?

- 26 Interviewee 5: 00:00:53 I'll do my best. Yes?
- 27 Interviewer: 00:00:55 Okay. So the first one I think is easy for any ATCK,
 28 especially if there's another ATCK interested. Um, tell me
 29 about your personal international background. What were
 30 your stops? How did you, how did your life unfold?
- 31 Interviewee 5: 00:01:08 Um, well, to start off with I am half, I have a Dutch
 32 mother and a Moroccan father. I was born in Morocco.
 33 Eh, when I was two years old, we moved to the United
 34 States 'cause my father followed a PhD. Um, he did his
 35 PhD in Minnesota. Um, two and a half years later we
 36 returned to Morocco. In between my sister was born, so
 37 she has an American passport. Um, and we lived in
 38 Morocco until I turned 13 years old. Then my second
 39 sister got-- was born. And then with the whole family, we
 40 moved to Senegal, West Africa. Um, my father was
 41 appointed as an expatriate for the United Nations, the
 42 Food and Agriculture Organization.
- 43 Interviewer: 00:02:04 Okay.
- 44 Interviewee 5: 00:02:05 And it wouldn't-- usually it would have started-- uh, I
 45 mean it should have been for two years, but it ended up
 46 13.
- 47 Interviewer: 00:02:13 Okay.
- 48 Interviewee 5: 00:02:14 So it,-- in the meantime, um, of course I, I'm the first born,
 49 so I was the first one who, uh, left the family house. So I
 50 finished my high school in Senegal. I went, we all went
 51 to the French school. So we speak like four languages at
 52 home. Um, after my, after I graduated from high school,
 53 I came to Holland. To Maastricht. Um, that's where I
 54 studied, eh, economics and actually, I never left after that.
- 55 Interviewer: 00:02:50 How long have you been in Maastricht now?

- 56 Interviewee 5: 00:02:53 Um, I'm living, well, I, I, I first lived across the border in
57 Belgium for a couple of years. So let's say Maastricht--
58 Maastricht now 20 years this year.
- 59 Interviewer: 00:03:04 Okay, mm-hmm.
- 60 Interviewee 5: 00:03:05 That's a quite a long time.
- 61 Interviewer: 00:03:07 Okay, but if I understood correctly, while you were
62 growing up under the age of 18, you didn't live in the
63 Netherlands even though your mother was Dutch,
64 correct?
- 65 Interviewee 5: 00:03:14 Nope.
- 66 Interviewer: 00:03:15 Okay. Mm-hmm. Okay. The French school was a French
67 international school or were there local children? How
68 was the setup there?
- 69 Interviewee 5: 00:03:24 Uh, in Morocco it's a, a Fre-- actually the French
70 government has like, say French schools all over the
71 world. And usually, it's supposed to be for the French
72 expatriates who live in those countries. The thing is with
73 the, with Morocco, they have a special agreement-- is
74 that, uh, the school is also open to Moroccans. Uh, it's a
75 private school. So, um, it's, it's quite costly. Um, but of
76 course there was a, there were different kinds of
77 nationalities there. And I, I would say more Moroccans
78 than French.
- 79 Interviewer: 00:04:01 Mm-hmm. Okay.
- 80 Interviewee 5: 00:04:03 So that was, that was my time in Morocco. And then when
81 we moved to, uh, when we moved to Senegal, it was
82 actually officially a Senegalese school, but, eh, the school
83 was split in two curriculums. You had the Senegalese
84 program and the French program. Which means that the

- 85 French program, was actually following, uh, the
 86 Academie de Bordeaux. So we had like, for example, for
 87 the, uh, the, the, when you finish, eh, the last exams from
 88 high school are the same from Bordeaux schools and all
 89 the other French schools around the world.
- 90 Interviewer: 00:04:41 Okay.
- 91 Interviewee 5: 00:04:42 So we had exactly the same exams at the end of the year.
- 92 Interviewer: 00:04:45 Okay.
- 93 Interviewee 5: 00:04:46 Um, and in that school there was multinational. I think
 94 it's, it's one of the biggest, eh, schools in, in Dakar, where
 95 we lived. And I think it had over 40 nationalities.
- 96 Interviewer: 00:04:58 Mm-hmm. 40? Four, Zero?
- 97 Interviewee 5: 00:04:59 So quite international. Yeah.
- 98 Interviewer: 00:05:02 Yeah. Okay. Mm-hmm. Um, so there it was more
 99 expatriates while in Morocco-- what would you say in
 100 Morocco was the percentage split of locals attending and
 101 internationals attending?
- 102 Interviewee 5: 00:05:14 Exactly. Uh, I would say [pause] um, 80/20.
- 103 Interviewer: 00:05:21 80. 80 locals?
- 104 Interviewee 5: 00:05:23 Yeah.
- 105 Interviewer: 00:05:23 Okay, mm-hmm. Those [sic] are interesting. Okay. Um,
 106 eh [lalala - tongue roll] That was my first block. I'm
 107 looking-- oh yeah, nationalities you hold? Is only the
 108 Dutch or do you have then Dutch/Moroccan, or?
- 109 Interviewee 5: 00:05:39 I have both.

- 110 Interviewer: 00:05:40 Dutch/Moroccan. Okay. Mm-hmm. Um, yeah. Anything
 111 else from the early years, that are, that's still interesting to
 112 share?
- 113 Interviewee 5: 00:05:51 Um, nothing much except, yeah well, it's just the
 114 languages that you learn. Uh, when I was young, my first
 115 two languages were Dutch and English.
- 116 Interviewer: 00:06:03 Mm-hmm. Okay. So we'll go into the languages now.
 117 That's good. Dutch and English. Mm-hmm.
- 118 Interviewee 5: 00:06:08 Um, afterwards when I was-- so when we left the States,
 119 uh, my parents-- I was like four years old. So when you're
 120 supposed to go to school. And my parents were struggling
 121 between either, we put her on the, in the American school.
 122 Which is also an international school or the French
 123 school. So they were a bit hesitating. So what did they
 124 do? They said, well, we're gonna see what she likes best.
 125 So they put me half days in one school and half days in
 126 the other school and after a couple of weeks, well they
 127 thought that-- that's, because it's completely different
 128 programs and different ways of, of educating.
- 129 Interviewer: 00:06:46 Okay.
- 130 Interviewee 5: 00:06:46 And so they're like, no, we really need to make a choice
 131 now. And so they, um, they organized meetings with the
 132 principals of both schools and let's say they were charmed
 133 by the French one. It was an older man playing music
 134 with the, with the students, you know, and it was a small
 135 school, like one, uh, one classroom per level.
- 136 Interviewer: 00:07:08 Okay.
- 137 Interviewee 5: 00:07:09 So it was the same class, which was growing older
 138 together. And so they, they went for the French school.
 139 But I was really the American, you know, I was not giving

140 hugs and, you know, kisses like they do in Morocco. I
 141 was just getting "Hi, my name is..." And I was, I was not
 142 speaking French or Arabic, so I was speaking English.
 143 And so I had to learn the languages. So I learned the
 144 French language. And so now it's actually my mother
 145 tongue. I consider it as my mother tongue.

146 Interviewer: 00:07:37 French?

147 Interviewee 5: 00:07:38 Um, yeah. French. And Arabic? Well for the,-- that's the
 148 agreement which, um, at that time they had for the French
 149 schools: is that the Moroccans, the Moroccan citizens, uh,
 150 had to follow the Arabic lessons. So that's where I also
 151 learned how to read and write Arabic.

152 Interviewer: 00:07:58 Mm-hmm. Did your parents know these two languages
 153 then as well? French and Arabic?

154 Interviewee 5: 00:08:03 Um, my dad. My mom being Dutch, I mean my, my,
 155 which is also interesting is how the language between my
 156 parents evolved. It started off, when my parents met, it
 157 was in the Netherlands. My, my dad studied two years in
 158 the Netherlands. And they met because my mom was
 159 working on campus for the international students and
 160 that's where they met. But they were speaking English
 161 together. Uh, after we moved-- when we moved to
 162 Morocco, she had to learn the language and she said she,
 163 she insisted in learning the Arabic language, because she
 164 said otherwise I, I would have never been able to
 165 communicate with my in-laws. Even though my aunts
 166 and, and uncles, they've all been to the French school as
 167 well. So they, they are fluent in French. But she founded
 168 in-- important to also be able to speak with my
 169 grandparents, who only spoke Arabic.

170 Interviewer: 00:08:58 Mm-hmm, okay.

171	Interviewee 5:	00:08:59	So she learned the French language and the Arabic
172			language. And the funny thing is now we all speak French
173			in-- at home. Also my parents among themselves.
174	Interviewer:	00:09:09	Okay. Mm-hmm. What would you say is your emotional
175			language or do you not feel you have one? Where do you
176			go if you're really angry or upset or very happy and maybe
177			it feels like you can com-- communicate faster?
178	Interviewee 5:	00:09:22	It's-- well actually I, I, it, it changes. I switched, well I
179			would say my first language will-- would be French, but
180			I find myself sometimes thinking in English.
181	Interviewer:	00:09:34	Okay, okay.
182	Interviewee 5:	00:09:36	So. I think those are my two strong languages. Even
183			though my Dutch is, is good. Naw it's, it's also a native
184			level, but-- [short interruption; internet connection
185			dropped].
186	Interviewer:	00:09:54	You were gone.
187	Interviewee 5:	00:09:54	Sorry, my husband was calling. I just left him.
188	Interviewer:	00:09:57	Okay, your back?
189	Interviewee 5:	00:09:59	Yeah [unclear due to overlap] call.
190	Interviewer:	00:09:59	The last I heard was, uh, that, uh, Dutch is also on a, on a
191			mother tongue level or a very strong level.
192	Interviewee 5:	00:10:06	Yes.
193	Interviewer:	00:10:07	Okay. So do you speak any other languages next to
194			Dutch, English, French and Arabic? Something you
195			picked up, um, as an older person during your working
196			time?

197	Interviewee 5:	00:10:18	Um, yes, but I would not— I would, I, I like it's those
198			languages you don't put on your CV 'cause you think is
199			like, uh, camping level.
200	Interviewer:	00:10:25	Okay. What are they?
201	Interviewee 5:	00:10:28	It would be Spanish 'cause I had two years of Spanish in
202			high school.
203	Interviewer:	00:10:32	Okay.
204	Interviewee 5:	00:10:33	And I had one year of Italian, which is, which was
205			actually, I really quite enjoyed it. Um, but I had to, to stop
206			because I chose to do Arabic because I had to choose, uh,
207			only, I only had to choose two, uh, foreign languages
208			being in high school. Since-- when you go to the French
209			school, every two years they changed-- whenever the
210			French Minister of education changes, the program
211			changes. So at first we were allowed to have, uh, three
212			foreign languages and then they switched it back to two,
213			so I had to let go of the Italian, which was a pity.
214	Interviewer:	00:11:09	Okay.
215	Interviewee 5:	00:11:10	So I had Spanish, I had Arabic, Italian and English.
216	Interviewer:	00:11:14	Mm-hmm. Being close to the German border, now, do
217			you speak German as well? Or no?
218	Interviewee 5:	00:11:20	I don't speak German. I don't know. I've always had a
219			block with the German language, even though I start, of
220			course, you get lots of influences and, uh, um, I had
221			friends from university, my best friends are Germans. So
222			you get a bit the vibes and you, you, I understand it, let's
223			say, but, uh, I would not be able to hold a conversation.

224	Interviewer:	00:11:42	Okay. That's fine. Um, from the languages that you speak
225			on, on a high level, do you, um, feel that you could
226			equally write in all of them? Write and read?
227	Interviewee 5:	00:11:54	Yeah.
228	Interviewer:	00:11:54	And speak? Or is there a difference in, in, again, in, uh,
229			in using the language?
230	Interviewee 5:	00:11:59	Um, I would say my, my, from the foreign languages I
231			speak fluently: I would say, uh, three of them I can read
232			and write equally. Like French, English and Dutch. And
233			my Arabic written is [pause; lip trill] NO. I wouldn't say,
234			I can still read it, but I, uh, would not be able to write, uh,
235			documents or whatever.
236	Interviewer:	00:12:22	Okay.
237	Interviewee 5:	00:12:22	It's more spoken language. Yeah.
238	Interviewer:	00:12:23	Okay.
239	Interviewee 5:	00:12:25	[Unclear due to connection] there is a difference between
240			the, the Moroccan spoken Arabic and the Arabic, the
241			classic Arabic you learn in school.
242	Interviewer:	00:12:32	Mm-hmm. Sure.
243	Interviewee 5:	00:12:34	Um, so the Arabic we, we learned in school, what I call
244			the classic Arabic, um, that's a bit in my, in the back of
245			my head. I would not be able to speak that level anymore.
246	Interviewer:	00:12:48	Okay.
247	Interviewee 5:	00:12:48	It's more the spoken Moroccan language.
248	Interviewer:	00:12:51	Okay. Do you still use it actively in your day-to-day or
249			are you more on the, uh, Dutch, English and French?

250	Interviewee 5:	00:12:59	Ah well, since, uh, six months now I have a Moroccan
251			colleague.
252	Interviewer:	00:13:04	Okay.
253	Interviewee 5:	00:13:05	So, which helps me keep up my Moroccan. Yes.
254	Interviewer:	00:13:09	Okay. Good.
255	Interviewee 5:	00:13:10	So it's a little bit, it's coming back.
256	Interviewer:	00:13:13	Okay. Um, let's now connect your linguistic skills with
257			your professional life since you were already just gave a
258			hint to that as well. Um, tell me about the languages that
259			you use in your daily job context and, and maybe an
260			example or two of how or where you use them.
261	Interviewee 5:	00:13:30	Okay. Well, actually in a nutshell, I use them all four now.
262			Huh, since my Moroccan colleague is also there. So I
263			speak, I work for the French market, so my customers are
264			all French.
265	Interviewer:	00:13:43	Okay.
266	Interviewee 5:	00:13:43	My colleagues in, in France are French, so it's, it's usually
267			French. Of course, with the other coworkers it's Dutch,
268			and the official language of the company, since it's an
269			American company, is English.
270	Interviewer:	00:13:56	Okay.
271	Interviewee 5:	00:13:57	So it's, it's all four.
272	Interviewer:	00:14:00	Okay.
273	Interviewee 5:	00:14:01	But, uh, most of the languages I use at work, like on a
274			professional level are French and Dutch.

275 Interviewer: 00:14:11 French and Dutch, okay. Um, French and Dutch, then, for
 276 daily communications? Or also to do real translational
 277 work? As a comparison, like--

278 Interviewee 5: 00:14:20 [Unclear due to overlap.]

279 Interviewer: 00:14:20 --changing documents, translating documents or writing
 280 emails. It's like a difference.

281 Interviewee 5: 00:14:24 It's more, yeah, it's more, uh, it's more the second, uh, the,
 282 I do not do many translations because I already said that's
 283 not my interest.

284 Interviewer: 00:14:33 Okay.

285 Interviewee 5: 00:14:34 Even though sometimes they send you like small texts, I
 286 mean, then you were like, okay, let's do it. Because li-- it
 287 takes a lot of time, you know?

288 Interviewer: 00:14:42 Who is they?

289 Interviewee 5: 00:14:44 [Unclear due to overlap.] Yeah, so.

290 Interviewer: 00:14:44 Who, who is they?

291 Interviewee 5: 00:14:46 Well, the management, you know. Sometimes they say--

292 Interviewer: 00:14:48 Okay.

293 Interviewee 5: 00:14:48 --hey we have, we're gonna, uh, set up a folder and of
 294 course folders have to be like in English, French, German,
 295 every [sic] languages for the, all the hospitals we work
 296 with. And so sometimes they send me, even--, sometimes
 297 just even, just only to review, to make sure that there's no
 298 spelling mistakes or something like this. But recently, uh
 299 this week they sent me a, a script that they want to, they
 300 want actually to do a survey. So they're hiring a company
 301 to call, um, our customers to ask them about the level of

302 service we're, we're giving them. And so the script, uh,
 303 was really bad, badly translated. So I had to rewrite it. So
 304 I-- those things I would do.

305 Interviewer: 00:15:33 What-- in what language? What were they trying, like
 306 what language were they tapping into?

307 Interviewee 5: 00:15:39 Well, I think, well the original language was English and
 308 then the rest of the languages that were written there, I
 309 guess it was all Google Translate.

310 Interviewer: 00:15:46 Okay.

311 Interviewee 5: 00:15:47 So it was not good. Even my German colleague, she likes,
 312 she was calling me, she's like: "Did you see the level--
 313 How was the French? I was like: "It's bad!" It's [sic] like:
 314 "Huh, the German is bad also!"

315 Interviewer: 00:15:57 Okay.

316 Interviewee 5: 00:15:58 So we had to rewrite the script.

317 Interviewer: 00:15:59 So you were asked to translate it into French or were you
 318 also asked for the Arabic?

319 Interviewee 5: 00:16:04 No, the-- we didn't-- we don't have the Arabic, uh,
 320 language at work.

321 Interviewer: 00:16:08 Okay.

322 Interviewee 5: 00:16:08 I mean--

323 Interviewer: 00:16:09 And Du-- Dutch, somebody else had to do? Or were you-
 324 -

325 Interviewee 5: 00:16:10 Dutch somebody else had to do. Yeah.

326 Interviewer: 00:16:13 Okay, mm-hmm. Okay. How, how often does something
 327 like that happen to you?

- 328 Interviewee 5: 00:16:18 Um, well [pause] uh, more often than I would love-- wha-
 329 - that I would like to, you know? 'Cause it's not my-- I
 330 don't like to do those translations. I mean it's good to do
 331 once in a while. As I said, it takes a lot of time and you
 332 have to put aside your other tasks. So that's why it's a bit
 333 frustrating. But of course you feel they take advantage of
 334 the situation. That's what I, how I, I mean they don't want
 335 to pay an expensive trans-- translator, so they just, you
 336 know?
- 337 Interviewer: 00:16:52 I understand.
- 338 Interviewee 5: 00:16:52 So that-- it, it's, it's mixed feeling. At one point I said,
 339 okay, I, I know it's for the company and it's best if I look
 340 at it. So at least it's correct. But then you say, yeah, I don't
 341 get extra pay for this so [pause]. But I do it nevertheless.
- 342 Interviewer: 00:17:08 Mm-hmm. Um, is it something that has-- uh, how long
 343 have you been with the company now? Approximately?
- 344 Interviewee 5: 00:17:15 Uh, almost eight years now, but I, I'm a bit fed up now.
 345 I'm looking for something else.
- 346 Interviewer: 00:17:20 Ok, is it, um, something where you feel the, the language
 347 issue has, um, uh, gotten more or gotten less over time?
 348 Have they used it more the, the-- this, um, possibility of
 349 you doing quick translations when you were more junior?
 350 Or is it something that you've sort of grown into now that
 351 you are deeper in the context of the work environment?
- 352 Interviewee 5: 00:17:41 Um, actually, uh, it's been just lately, because in the
 353 beginning they would do these things by an, an, an
 354 official, uh, translator, um, company. But then of course,
 355 you know, within the private sector it all contain costs and
 356 blah, blah, blah. So they, they, they take out the little
 357 things including translations and that's where they started.

358 Um, but it's, it's not the official like the flyer things and
 359 stuff. They still do that by the translators, but in small
 360 texts that they want to send to the French, uh, let's say the
 361 French, uh, teams or those kinds of things, so yeah.

362 Interviewer: 00:18:21 Have you ever been asked into meetings for, for doing
 363 translations, oral translations in the meetings to help
 364 communicate?

365 Interviewee 5: 00:18:29 Um [long pause] I did sometimes, uh, well it was just
 366 internal. Like, for example, uh, with my French
 367 colleagues, I mean, you know, when the, the field, the
 368 field, the team is not very good in English. Uh, but since
 369 I was responsible for the French, uh, market, I was always
 370 involved in those calls. So I was not asked particularly to,
 371 uh, take a translating role, but sometimes I would feel in
 372 the discussion that there was a language barrier and then
 373 I would step in. Yes [unclear due to overlap].

374 Interviewer: 00:19:06 Mm-hmm, okay. Okay. Um, looking back at your entire
 375 professional life so far, so not just this company per se,
 376 but everything, anywhere you worked over the age of 18,
 377 basically, um, is there another interesting linguistically
 378 focused story or encounter that you would like to share?
 379 Something that's, that you've not forgotten that sort of
 380 popped up and stayed because it was special or, um,
 381 dramatic or made you feel happy or uncomfortable?
 382 Something that sort of stood out?

383 Interviewee 5: 00:19:39 Well, you know, being,-- uh, um, of course sometimes I
 384 feel like a foreigner in my, in, in Holland, even though
 385 I'm half Dutch. Since you have lived so long abroad, uh,
 386 and you have [sic], uh, way open-minded than most of the
 387 locals-- sometimes you feel like a foreigner. And since
 388 my mother tongue was French, it's true that whenever I
 389 would, uh, see myself working with French speakers or

390 French speaking people, you get connected easily to
 391 them. And then, um, uh, your professional relationship
 392 grows to a friendship. Um, when I was, when I had just
 393 finished, uh, my studies, it was a bit of a crisis here to
 394 look for a job. It was very-- I, I really struggled. Um, I,
 395 uh, I was, I was, I was actually going into depression,
 396 which, you know, you, you don't feel it yourself. It's just
 397 that-- so my mom was very worried and she would-- they
 398 were living in Morocco by then. And so she said, okay,
 399 I'm going to send you a ticket. You gotta fly over so you
 400 can rest and, uh, take a break from, from your drama life.
 401 And uh, and, that's where they, they found my, my, my
 402 blood pressure was skyrocketing and was, I was not well
 403 in shape. And the thing was for every job I would apply,
 404 even I was too high, highly qualified, or I had no
 405 experience, you know, when you're just like a junior-- just
 406 graduated, it's difficult, uh. Anyways. And all my friends
 407 were gone. All the friends from Uni, they all wen-- we all
 408 went our separate ways. I was one of the few who stayed
 409 behind and I was not very friends with the ones-- I would
 410 see them in the streets, say "Hi", "Hi", but it was not like,
 411 oh, let's go grab a coffee, you know? Um, and at that
 412 point, you know, when you're so desperate to find a job,
 413 you're like, okay, I'll take anything. You know? So I came
 414 back from my week at my parents, um, and the, the day
 415 after I got a, a call from Randstad or Manpower. You
 416 know those interim?

417 Interviewer: 00:21:49 Yeah.

418 Interviewee 5: 00:21:49 Okay. And they say, well, we found something if you
 419 wanna try, uh, start at DHL.

420 Interviewer: 00:21:55 Okay.

- 421 Interviewee 5: 00:21:56 So DHL the shared service center in Maastricht and they
 422 needed French speakers at that time. And so they were
 423 recruiting a lot, a lot, too. I was like, okay, whatever. You
 424 know, I'll just start somewhere. And then from there we'll
 425 see. And the pay was crap, you know, but I was like, I
 426 don't care. And the thing, it was so nice because I really
 427 felt in [sic] an international company because you had, of
 428 course, they were looking for, uh, Spanish speakers,
 429 English speakers, French speakers, German speakers, you
 430 know, all kinds of, of languages. They, they, they were,
 431 were needed. And then you get to meet people from
 432 different backgrounds, you know, and lots of Africans
 433 lots of--, so I really felt comfortable and at home. And,
 434 um, even though I left the company like long time ago,
 435 the people I met there and the ones I connected, are sti--
 436 are my friends of today.
- 437 Interviewer: 00:22:53 Okay.
- 438 Interviewee 5: 00:22:54 So when I look back at it, I was like, even though the job
 439 was not very interesting and the pay was crap, the thing I,
 440 I, I got out of it is friendships. And I think at that point in
 441 my life, um, what was important to me is to build up a
 442 new social life more than, than make a career of myself.
 443 You know? And so I accepted everything. Everything I, I
 444 come, what comes up on my path is like a blessing, you
 445 know. Is like-- and to be.
- 446 Interviewer: 00:23:29 So basically, um, through the languages you were
 447 speaking and the international environment you were in,
 448 you were able to connect, then, with the different
 449 nationalities and have now a probably very diverse
 450 backgrounded, uh, group of friends, right?
- 451 Interviewee 5: 00:23:42 Exactly.

- 452 Interviewer: 00:23:43 Mm-hmm, Okay. Well, thank you for sharing. Um, let's
 453 now turn to your international background and your
 454 intercultural competences. What, um, what cultures do
 455 you think you know deeply and well, what cultures do
 456 you feel comfortable moving in?
- 457 Interviewee 5: 00:24:02 Um, well since I grew up in Africa, I would say African.
 458 Um, I, my husband is, is Senegalese. So--
- 459 Interviewer: 00:24:10 Okay.
- 460 Interviewee 5: 00:24:11 --we are living, let's say the-- we have, it's actually a
 461 mixture between, uh, African and, and the modern, I
 462 mean, what I call the Western world. Since I was also
 463 brought up with two different cultures. Uh, you tend to
 464 want to do the same with your own kids. We have two
 465 kids. I mean, they're mixed colors. And so we, we, uh, put
 466 the accent on the values of our respective countries. I
 467 mean we're, we're Muslim. So I also have that, that you
 468 want to teach to you, your kids. And of course they live
 469 in Europe, so we have to be open-minded about things
 470 and, and you know, let the, the kids also have their
 471 opinions and you know, these kinds of things. So it's a bit
 472 of, we just take the best out of all the cultures around us.
- 473 Interviewer: 00:24:58 Mm-hmm. Okay. Um, if you had to teach, not your
 474 children, other children, um, about different cultures,
 475 which ones would you feel comfortable teaching and, and
 476 introducing younger-- not, not, I'm not saying six or seven
 477 year olds. I'm talking maybe about 10 to 15 year olds.
 478 Who would you be-- uh, which cultures would you be
 479 comfortable talking about? Basically because you feel
 480 you know them well.
- 481 Interviewee 5: 00:25:26 Uh, the most fascinating ones I would say still African.

482	Interviewer:	00:25:31	Okay.
483	Interviewee 5:	00:25:31	And also African is broad, uh. You have, of course, North
484			Africa, West, East, South, which is all different. And
485			depending on the countries, it can all be different as well.
486			Um, but it's some things that really is-- I'm passionate
487			about it.
488	Interviewer:	00:25:46	Okay.
489	Interviewee 5:	00:25:46	I really enjoy the, the, the, the mysticism, the, the, you
490			know, the, the mysterious stories, you know, these kind
491			of things. It's, it's-- I'm really drawn to it.
492	Interviewer:	00:25:57	Okay.
493	Interviewee 5:	00:25:57	So yeah.
494	Interviewer:	00:25:58	Okay.
495	Interviewee 5:	00:25:59	I would say that.
496	Interviewer:	00:26:00	Okay.
497	Interviewee 5:	00:26:00	I even at some point in my life I wanted to, to go on and
498			follow some anthropology courses on African cultures,
499			so.
500	Interviewer:	00:26:08	Okay. Were you, um, also introduced to other cultures
501			that you haven't lived in yourself? Through friends?
502	Interviewee 5:	00:26:15	Yes.
503	Interviewer:	00:26:15	Um, which ones? Where, where again, where you feel
504			you know your way around, uh? Not, not just because you
505			went to have dinner there once, but where you feel like
506			you have a deeper understanding.

- 507 Interviewee 5: 00:26:27 Um, well, we've had also, um, let's say, uh-- well of
 508 course we have Senegalese since I lived in Senegal but--
 509 and here when I came back to Maastricht, I have a friend
 510 from Mozambique. So Mo-- it's still Africa, but it's still
 511 different 'cause it's a Portuguese colony. So it's different.
 512 They speak Portuguese over there. We had some, we have
 513 some friends from, uh, South America, which was also
 514 completely different. But still you find the same values,
 515 you know? You try-- you still find this-- links, let's say,
 516 in all the cultures because it's all, you know? The values
 517 are the same, you know, respecting the other, being
 518 tolerant, these kind of things. Um, it's true that when you
 519 think about it, I don't have that many Asian friends, so
 520 I'm, I think I'll, I'll, it's more the Southern countries, let's
 521 say,--
- 522 Interviewer: 00:27:27 Okay.
- 523 Interviewee 5: 00:27:28 --that I'm drawn to.
- 524 Interviewer: 00:27:29 Ok. Looking at your intercultural background and now
 525 connecting it with your professional life, um, I was
 526 looking through the answers of your survey and, um, you
 527 said that you did not, uh, have to on a daily basis
 528 somehow add a intercultural layer of knowledge to, um,
 529 your work. Um, for example, while you were, you were
 530 doing translations, it was only the linguists— linguistic
 531 area. Um, but not so much look at this and tell me, is it
 532 okay to write it this way in, in the French or is it, you
 533 know, like from a, from a cultural perspective, is there
 534 something I should still be looking at? Um, is that
 535 something that you would still say is true or thinking
 536 about it again, are there other examples that do pop up?
- 537 Interviewee 5: 00:28:10 I should-- the way you put it now, it's true that sometimes,
 538 um,-- but I don't know if it's more a cultural thing or more

539 a feeling, you know? Sometimes you see emails and then
 540 you're like, ah, this could be interpreted this way. And so
 541 maybe you're gonna vex somebody or, you know? Uh, I
 542 think it's more that I developed a feeling with people and
 543 then that you put yourself in their shoes. How would they
 544 react if they read this? And that's where I come in and be-
 545 - for example, my Moroccan colleague is,-- can
 546 sometimes be harsh in the way she writes, even though
 547 she doesn't mean it, but the way she writes, I said: "Maybe
 548 you should put it this way, you know, so it doesn't come
 549 as aggressive, as--"

550 Interviewer: 00:28:55 Okay.

551 Interviewee 5: 00:28:56 You know? Um, um [pause] I have been also, because I
 552 have another colleague who speaks--, he's Dutch. And
 553 he's really like [vertical hand gesture] following the rules
 554 and like this. And sometimes he would back me up when
 555 I would not be there. And then I would come back and I
 556 would see his emails to customers and I would have like
 557 "Ouhh". I would have done it completely opposite, you
 558 know? I would first have called the customer, try to
 559 understand his problem. I'm more soft than rigid. And,
 560 and I think that's, uh, also why people appreciate me in
 561 my work and why I get compliments from my customers,
 562 is because I think I, I read people better than some of my
 563 colleagues.

564 Interviewer: 00:29:46 Okay. Do you feel that your, uh, superiors see that? Your
 565 bosses? Because obviously, obviously they're asking you,
 566 you said earlier, management is asking you to do
 567 translational work. Are they tapping into your
 568 intercultural knowledge? Maybe towards the French,--

569 Interviewee 5: 00:30:03 [Unclear due to overlap.]

- 570 Interviewer: 00:30:04 --have you do it for the French market?
- 571 Interviewee 5: 00:30:06 I don't know if they're aware. I mean they're of course
 572 aware, uh, that there are differences between, uh, the
 573 French, the Germans and stuff like this, but not in detail.
 574 I don't think they grasp, um, the details really. The thing
 575 is, uh, which is also like an advantage in my job is that
 576 we're rather free to deal with our customers the way we
 577 think is best.
- 578 Interviewer: 00:30:31 Okay.
- 579 Interviewee 5: 00:30:31 Of course have some processes and procedures we need
 580 to follow. But the way we get there is up to us. And, uh,
 581 as I said, I don't mind binding [sic] the rules sometimes
 582 to get where we wanna be with the customer, you know.
 583 It's just sometimes it's just a give and take, you know?
 584 And, and it's most appreciated. I always find a way
 585 around either to make the customer, um, uh, save up a bit
 586 of costly money for repairs and stuff. I always think with
 587 the customer for a solution. I am not like you had [sic]
 588 need to pay [vertical hand gesture] this and this, you
 589 know, I always tried to find a way in between. So.
- 590 Interviewer: 00:31:10 Mm-hmm. Okay. Um, [pause] have your colleagues or
 591 your boss ever come to you and really asked, um, "Look,
 592 for the French market, how should I be doing this? Give
 593 me some advice." Or: "We're having the French
 594 delegation coming. Can you join us for dinner? Can you,
 595 can you support us? Can you help organize the social
 596 event in the evening?"
- 597 Interviewee 5: 00:31:34 Uh, usually it's not me who-- I mean, we have a
 598 marketing, uh, marketing and support-- sales support
 599 team. And they're usually organizing, let's say the, the big
 600 events. So I was never, um, asked or required to do so.

601 Um, but I could also add something is that there was a
602 French person in the marketing team, so I guess she
603 would be asked to, to help out with these things.

604 Interviewer: 00:32:05 Okay.

605 Interviewee 5: 00:32:06 So I was not involved.

606 Interviewer: 00:32:08 Okay, that's fine. Mmh, [long pause] were you ever in
607 your professional life asked to do either linguistically or
608 now from an intercultural thing, a job, um, where you did
609 not really feel comfortable doing the work, but you still
610 felt that you had to do it because you were on the payroll?

611 Interviewee 5: 00:32:30 [long pause] Hmm, um, not really in that, in that sense.
612 [Pause] um, there was this situa-- ah, it's a bit, it's a bit
613 different. It's a tricky one. Um, I was asked by the general
614 manager to assist, um, together with my other French
615 colleague,-- 'cause we were very close to the French
616 country manager. And the French country manager, um,
617 was not agreeing with the new strategy of the general
618 manager. So, the general manager asked me and
619 [colleague's name], so my former colleague, to attend the
620 meeting with the French country manager. And he
621 actually abused of [sic] our relationship and friendship we
622 had with him. To, um, confront him with his strategy.
623 And by, uh, telling him while you have to do it my way
624 or the highway, you know? And he used us in that
625 meeting, um, because we were very close to him. And
626 also, you know, he, he, he was asking us, like to, to tell
627 him to follow the, the, the new rules. And so that, that,
628 that didn't feel comfortable, but I think it's more on a
629 personal level then what, what you're trying to get.

630 Interviewer: 00:34:18 Okay. Was it something you were aware of before the
631 meeting or did it unfold in the meeting?

- 632 Interviewee 5: 00:34:23 No, it was very spontaneous. He just called us like this in
633 a meeting. Um, and it was really awkward. Um, of course,
634 I mean we didn't know really how to react. So we tried to
635 convince him in French and then we spoke French and,
636 um, making him understand why the new strategy would
637 be important. And of course it came with lots of changes
638 and, and uh, developments. And-- but it didn't feel nice.
639 It didn't feel nice. And the boss of my marketing, uh,
640 colleague was very angry at, uh, the general manager. She
641 said, "This is outrageous that you use them", you know?
642 She felt, she felt it this way. And what happened is that
643 the country manager was so frustrated in that meeting that
644 he, he left in the middle of it. He had to take some air and,
645 and then we realize, oh my God, this is bad, you know?
- 646 Interviewer: 00:35:22 Mm-hmm, mm-hmm. Okay. Well I think it's, um, as you
647 say, probably a mix of personal connections, but, um, you
648 already said yourself that you switched into French as
649 well. So there was the French language, um, and cultural
650 connection there too, I think playing into that as well. So,
651 um, I would take it as an example. Yes, that would fit.
- 652 Interviewee 5: 00:35:42 Okay.
- 653 Interviewer: 00:35:42 Um, I've had other people - just to explain the question -
654 uh, for example, say they've been asked, uh, even though
655 they're not real translators to translate, um, legal texts
656 because the companies, um, wanted to have a first draft
657 of maybe a contract or something. Um, and then wanted
658 to only, you know, later on have a company come in and,
659 and, and, um, polish it basically, uh, where they said: "I'm
660 fine to do, you know, personal emails or to answer the
661 phone, uh, or to help with spontaneous translations of
662 bits. But I really do not feel comfortable doing legal texts

663 because I don't have the le--, you know, the legal
 664 background, uh, the translation--

665 Interviewee 5: 00:36:18 I, I, I do,-- I did the same. I did the same because, uh, we
 666 also have tenders. And so if my, my colleague from the
 667 Marketing Department who was actually dealing with the
 668 tenders and the tenders are, are quite, you know difficult.
 669 Sometimes it's difficult terms and really, like what you
 670 said, legal jargon. And there was some point, there was a
 671 huge, um, tender that, I mean, it was, it was a request that
 672 our company, um, had to fill out for, uh, uh, a French
 673 institution. Um, and it was like a pack of papers like this
 674 [shows a distance gesture with her fingers]. And first they
 675 went to my colleague, uh, from the marketing who was
 676 dealing with the tenders. They every-- asked her if she
 677 could fill out the forms. And then she came up to me, is
 678 [sic] like: "Could you please help?" And then I looked at
 679 it, I was like: "It's not our task to do this." I said: "This is
 680 too much. I mean, uh, it's not an-- on our pay grade, first
 681 of all. Uh, plus you really need a professional to, to fill
 682 out this." And of course they wanted to cut costs and
 683 everything. And then even the French country manager,
 684 he was angry because he says we don't have the
 685 knowledge and the knowhow in-house. Even him, he
 686 said: "I cannot fill out this. You need to get a consultant."
 687 You know, like somebody with a legal background who
 688 knows exactly how these things work. And it took up one
 689 and a half years before they actually made the move. And
 690 of course it cost like maybe 4,000 Euros to hire somebody
 691 who fill-- so it was very, something huge! And they, they
 692 would just feel like, oh, the, the French speakers can deal
 693 with it. And we refused then. Luckily we did 'cause
 694 otherwise it would've been our heads.

- 695 Interviewer: 00:38:08 Okay. Um, do you feel that the, the bosses are asking you
696 to do things more or the colleagues?
- 697 Interviewee 5: 00:38:17 No, the management.
- 698 Interviewer: 00:38:19 Management. Okay. Mm-hmm. Looking back again at
699 your entire professional life, um, so from the age of 18
700 upwards, is there an interesting interculturally focused
701 story or encounter that sort of stuck by you because it was
702 different? And that you still remember well, and would
703 like to share?
- 704 Interviewee 5: 00:38:39 Ah, well, a part of-- from the friendships that developed,
705 uh following my, my experiences. I mean, uh, I don't
706 know if I would really have, have, um, let's see. [Pause]
707 Well, I would just say it's really friendships that evolve
708 from, from, from my experiences with, uh, with the
709 different, let's, let's, uh, as I said, if, look back into, uh,
710 my, my period at DHL, um, the friends, were all from
711 different cultures, um, and they're still are [sic] today, my
712 friends, you know? So we went beyond the colleague, uh,
713 statement and I have the same with the two French girls
714 that work at [name of the company] where I work now.
715 We actually, we contacted each other yesterday, so we
716 said, oh yeah, let's, let's have a dinner sometime soon.
717 And I think, I think that's the, the, the, the thing I'm gonna,
718 I'm gonna remember is the friendships that I developed
719 over the years.
- 720 Interviewer: 00:39:45 Mm-hmm. Okay. Do you see yourself staying in this area,
721 um, for a while still? Or are you open, with your husband,
722 in options of moving around, finding-- in a different
723 setting? I mean because you've been in the Netherlands
724 now for the plus 20 years. Um, is that something--

- 725 Interviewee 5: 00:40:04 Well, it's funny you ask because it's been a, uh, difficult
 726 questions we've been dealing with since we met. Um, the
 727 thing is, since we have kids now, and they going to school
 728 [sic], it's difficult to make, uh, to make, the decision now.
 729 Um, we finally decided now on staying for now until the
 730 kids would leave the house, let's say. Um, what we tried,
 731 I mean, I mean, of course you don't know what's gonna
 732 be in 20 years. It's just maybe dreaming. Um, but we
 733 always talked about going back to Africa at some point in
 734 time. Um, first it was Senegal, but the way Senegal is
 735 developing, you don't know. Also with politically, ok it's
 736 stable for now, but you don't know in 20 years how it's
 737 gonna be. Morocco, uh, would be an option. My husband
 738 loves Morocco. The thing is I still have a bit of difficulties
 739 with sometimes the mentality, but then again it depends
 740 on where you're at. If you're like in a big cities or you
 741 know? So it's for, for-- I just take it,-- I don't, I don't think
 742 too way ahead.
- 743 Interviewer: 00:41:18 Mm-hmm, okay.
- 744 Interviewee 5: 00:41:19 I stopped doing that. I really went the African Way and
 745 I'll just take, a, a, uh, each day how it comes, and then
 746 we'll see--
- 747 Interviewer: 00:41:25 Good. But--
- 748 Interviewee 5: 00:41:25 --what comes along.
- 749 Interviewer: 00:41:28 Uh, if I understand it correctly, I mean when, when your
 750 children are quite a bit older and they leave the house, you
 751 will be a bit older as well. Would you then still want to
 752 work in these countries? Or is it something that you rather
 753 see yourself retiring to?

- 754 Interviewee 5: 00:41:41 Well, the thing is, we've been thinking about maybe
 755 opening a Bed and Breakfast type of thing. Or you know
 756 what, this kind of thing where you could work from home
 757 and, and have guests and, and cook and 'cause we enjoy
 758 cooking both of us. Things like this, like, you know,
 759 having a nice view on the river or, or on the sea and you
 760 know? You just tend to--
- 761 Interviewer: 00:42:00 Okay. But to basically leaving the office work setup, huh?
- 762 Interviewee 5: 00:42:05 Yeah. Yeah, that's for sure, yeah.
- 763 Interviewer: 00:42:08 Okay. Um, looking now jointly at the intercultural angle
 764 and the lis-- linguistic angle, was it important for you in-
 765 - when you were switching your jobs, um, to, to find, uh,
 766 the possibilities to use your languages? Was this
 767 something that you were actively looking--
- 768 Interviewee 5: 00:42:25 Yes. Because I always thought that would make the
 769 difference on my CV.
- 770 Interviewer: 00:42:30 Okay.
- 771 Interviewee 5: 00:42:31 I always said, okay, my level of education is something,
 772 but my languages are a plus.
- 773 Interviewer: 00:42:36 Mm-hmm. But were you looking, when you were looking
 774 for jobs, were you looking for, it like advertised "We need
 775 some French speaking background. We need--"
- 776 Interviewee 5: 00:42:45 Yeah, at, at, at that time, it-- yes I was.
- 777 Interviewer: 00:42:50 Mm-hmm.
- 778 Interviewee 5: 00:42:50 I was.
- 779 Interviewer: 00:42:51 Okay. And was it ever important for you to be able to
 780 bring in your cultural knowledge as well? Was it

781 something that you, in your CV-- be-- you said now in
 782 your CV, you put in your, your linguistic skills. Um, did
 783 you somehow add the information of being an Adult
 784 Third Culture Kid and not, not--

785 Interviewee 5: 00:43:11 Yeah.

786 Interviewer: 00:43:11 --using the term, but using sort of information of how you
 787 grew up or your background?

788 Interviewee 5: 00:43:16 Exactly, yes! I always mentioned, um, my stay, uh, in
 789 Senegal, uh, my education in Morocco for example, so
 790 that they get a glimpse of my,--

791 Interviewer: 00:43:28 Okay.

792 Interviewee 5: 00:43:29 --uh, my journey, let's say. So they've seen that I've been
 793 in different countries before. They've seen where I
 794 evolved, where you know, where I grew up, and I think
 795 that's, that's also a positive thing on your CV.

796 Interviewer: 00:43:43 Mm-hmm. So, why was it important for you to put it in?
 797 Why was it, why was it an essential for you to be able to
 798 use this?

799 Interviewee 5: 00:43:51 Because I think that when you grow up in different
 800 countries, it makes you a stronger person, a flexible
 801 person, an open-minded person. And I think it makes you
 802 feel like a chameleon in every kind of situation. Like
 803 whatever difficulties you encounter, you will always find
 804 a way out. You will always think in possibilities. And I,
 805 and I have, have that in common with all my friends have
 806 been in different countries. It's, you know, I think we have
 807 a different way of, of, of, um, seeing life, you know?

808 Interviewer: 00:44:30 And, and so you needed to tap into that to, to be able to
 809 use that.

810	Interviewee 5:	00:44:33	Exactly.
811	Interviewer:	00:44:34	Mm-hmm.
812	Interviewee 5:	00:44:35	Exactly. And I think, uh, um, I think my positivity and
813			my enthusiasm is something people appreciate. And
814			everywhere I've been, and whenever I said I'm gonna
815			leave, they were sad. So I mean, it means something.
816	Interviewer:	00:44:53	Sure.
817	Interviewee 5:	00:44:55	But, okay. I mean, I mean, even now, you know, when
818			my-- the former, um, uh, head of the, the finance
819			department, he was the, like the interim general manager.
820			Whenever I was coming in, in the building, I was always
821			smiling. I'm always smiling, you know, I'm always
822			happy. And then he would call me the sunshine of, you
823			know, it was, ah, nice! And, and they've, they've, um, also
824			asked me whenever there was like, um, presentation or,
825			um, some marketing support for the company, or if I had,
826			you know, they wanted to make a, they made a video, like
827			an introduction video of the company. So they asked me
828			if I wanted to participate. I was like: "Yeah." So I had to
829			say something nice about the, the company, about
830			working there, blah blah, you know? So they've been
831			asking me for, for the public relations, as well.
832	Interviewer:	00:45:50	Okay, okay.
833	Interviewee 5:	00:45:51	So you feel valued, you feel valued, you know, you feel
834			like, ah, they appreciate the way I am. They appreciate
835			the way I think. So. Which is nice.
836	Interviewer:	00:46:01	Is it highlighted to the others that are coming for these
837			events, um, that you're a multinational background? Is
838			that important--

839	Interviewee 5:	00:46:09	Uh,--
840	Interviewer:	00:46:09	--company to, to use as a, as a, um, as special
841			advertisement for maybe working for the company or you
842			know, that, that they use--
843	Interviewee 5:	00:46:17	Yeah.
844	Interviewer:	00:46:17	--not, not only your sunny personality but also sharing the
845			information about your background to attract others?
846	Interviewee 5:	00:46:26	I don't think they do that so much. No. Which is a pity,
847			though.
848	Interviewer:	00:46:31	Okay. Okay. I mean--
849	Interviewee 5:	00:46:32	No.
850	Interviewer:	00:46:33	It could have been, you know, to use it as, uh, like, uh
851			[unclear due to overlap].
852	Interviewee 5:	00:46:35	No, I mean they should. The thing,-- that's why I actually,
853			I'm, I'm, I'm, I'm, I'm, I'm, I wanna leave the company. I
854			mean, I told them in January that I, I was fed up. And
855			because I realized a lot of things, you know, I hit my
856			forties and then you have different priorities and then you
857			think, is this really what I wanna do the next 25 years? I
858			was like, nah. And then also on a, on a, on a, on a personal
859			level, you find yourself with local locals. And I mean,
860			Maastricht compared to people in Heerlen-- it was like.
861			Different world! People living in villages who don't know
862			even, you know, where Italy is, let's say. I mean, I mean
863			of course I'm sketching it,--
864	Interviewer:	00:47:16	Yeah, yeah.
865	Interviewee 5:	00:47:16	--but who have questions like, oh my God, which stone
866			are you living under, you know? And it's, it's, it's not my

867 people. I miss being around people who've have the bit,
868 the same background as, as me and we've all to seen the
869 world. Who have stories to tell, you know? And I, I, I
870 miss that.

871 Interviewer: 00:47:38 Mm-hmm, okay.

872 Interviewee 5: 00:47:39 I'm the one like that there for them. But you some point
873 in time you're like, oh, I would like to also be entertained
874 with these stories.

875 Interviewer: 00:47:47 Yeah, I understand – very well actually!

876 Interviewee 5: 00:47:51 So, yeah.

877 Interviewer: 00:47:52 Final, uh, official question in the interview: What would
878 you tell younger ATCKs that are just starting out in their
879 professional life, um, what you would have liked to have
880 heard at the time when you were starting out? What kind
881 of mentoring advice would you want to pass on?

882 Interviewee 5: 00:48:08 Puhhh, that's a tough one. [Long pause] Um, mm-hmm.
883 Well for starters just be yourself. And value your
884 experiences and the different cultures you have been
885 involve-- involved with. And embrace them. Because that
886 what makes you different from the rest. So, that's
887 something I think,-- uh, you feel special. You feel more-
888 - you have something more, like an advantage over
889 people who've just grown up here and never left the
890 country. I feel, I feel different really. I feel really feel
891 different from, from the locals because I have such rich
892 ex-- and I'm, I'm enriched with all the experience and all
893 the people I've met in my life and all the things I've seen.
894 Being, being them-- you know, sometimes you also are
895 confronted with misery and poverty. And it also changes
896 you as a person, the way you think about money, the way

- 897 you think about, you know, daily stuff. It makes you
 898 realize a lot of things. That people may be here in the
 899 West by like materialistic and always talking about
 900 money and the more money they can, you know, earn and
 901 the better they feel, and you're completely the opposite.
 902 You're like, ah, if I have money, fine, I'll see then, you
 903 know? Just make people happy with it, if I can. And I
 904 think it's, it, it improves your life very much. And I think
 905 it's, it's, um, it's good to, to be that way because you have
 906 really the essentials of life. And I think we, we are, we are
 907 the ones who keep those values because we've seen more
 908 than an average one. So be true to yourself and embrace
 909 all the different cultures you have, you've been involved
 910 with.
- 911 Interviewer: 00:50:09 Okay.
- 912 Interviewee 5: 00:50:10 That's all.
- 913 Interviewer: 00:50:11 Good. Thank you.
- 914 Interviewee 5: 00:50:13 No worries.
- 915 Interviewer: 00:50:14 I have, uh, just a few, statistical background information
 916 still. If you would share your age with me, that would be
 917 helpful.
- 918 Interviewee 5: 00:50:22 I'm now 41.
- 919 Interviewer: 00:50:23 41. Okay. Uh, nationalities was, uh, Dutch and, uh,
 920 Moroccan.
- 921 Interviewee 5: 00:50:29 Mh-hmm.
- 922 Interviewer: 00:50:30 Um, currently you live in Maastricht, correct?
- 923 Interviewee 5: 00:50:34 Yes.

924	Interviewer:	00:50:35	Okay. Your current job title?
925	Interviewee 5:	00:50:39	Senior customer specialist. France.
926	Interviewer:	00:50:41	Senior customer specialist, France. And your total years
927			of work experience since the age of 18. [Pause]
928			Approximately.
929	Interviewee 5:	00:50:58	Uh, [pause] so how long I've been working?
930	Interviewer:	00:51:03	Mm-hmm.
931	Interviewee 5:	00:51:04	I would say 20 years.
932	Interviewer:	00:51:08	Okay. 20 years. So this would conclude the official part
933			of the interview. Um, thank you for the time. Uh, if you
934			still have a few minutes and would like to hear something
935			on my end, I would be happy to share. Um, I always, I
936			always take it as an opportunity to connect. Um, I think
937			in the interview I have to take myself back quite a bit,
938			which is not always easy. Um, but, uh, I wanted to say
939			thank you. And what I'd definitely like to do is, um, once
940			I'm done writing, which I'm hoping is around Christmas,
941			um, I would get in contact with you because anyone that's
942			been interviewing with me, I would also like to share my
943			thesis with then afterwards, so--
944	Interviewee 5:	00:51:46	That would be great.
945	Interviewer:	00:51:45	--um, definitely if, um, I'm assuming you would be
946			interested in reading it. Then I would pass it on to you as
947			well.
948	Interviewee 5:	00:51:53	So, what's your story now? I'm, I'm interested--
949	Interviewer:	00:51:56	Okay.
950	Interviewee 5:	00:51:56	--in hearing your story.

951 Interviewer: 00:51:57 I, I will turn off, uh, the taping part and then, um--

G.6 ATCK Interview 6 – June 17th, 2019

1	Interviewee 6:	00:00:02	I think it's starting. Is it working already?
2	Interviewer:	00:00:05	Yeah. Yeah.
3	Interviewee 6:	00:00:07	Okay. It didn't, okay. It says, yeah, you're recording the
4			call. Okay, okay. Yeah.
5	Interviewer:	00:00:12	Okay, yeah. And, um, it's for you, it will be possible
6			afterwards if you're interested to also download a copy of
7			the call. So it, it's sent to both of us basically as a, as a
8			chat message. If you're interested to keep it. Um, but I
9			will download it for my, my end. And then, uh, like I said,
10			I have to put it in, in writing basically.
11	Interviewee 6:	00:00:33	[unclear due to overlap]
12	Interviewer:	00:00:33	Um, so that I can use it in my, in my thesis.
13	Interviewee 6:	00:00:38	Okay. No worries. It's just, I'm just wondering like in
14			what form the file will be?
15	Interviewer:	00:00:44	The, um, I'm sorry, I can't hear you [taps ear with finger]
16			very well. Is there a microphone problem?
17	Interviewee 6:	00:00:50	Ah? No, it's like-- let me just close the tabs. I thinks it's
18			the connection. It's not-- see, it's not as good as in
19			Germany over here.
20	Interviewer:	00:01:00	Okay.
21	Interviewee 6:	00:01:00	Yeah.
22	Interviewer:	00:01:01	Let me, let me just double check.
23	Interviewee 6:	00:01:06	No, in Indonesia we always have this kind of Internet
24			connection.

25	Interviewer:	00:01:10	Okay.
26	Interviewee 6:	00:01:11	It's quite common. Yeah.
27	Interviewer:	00:01:13	We'll have to keep it then. That's fine.
28	Interviewee 6:	00:01:14	Can you hear me now?
29	Interviewer:	00:01:16	Yeah, I can, I can hear you. It's sometimes, it's, uh, it's
30			more quiet. Sometimes it's better and clearer,--
31	Interviewee 6:	00:01:22	Ohh.
32	Interviewer:	00:01:22	--but I can hear you. Okay. Um,--
33	Interviewee 6:	00:01:24	Okay.
34	Interviewer:	00:01:25	--your question was what format it will be, right?
35	Interviewee 6:	00:01:29	Yeah. The one that you told me that I can download the
36			transcript, I think?
37	Interviewer:	00:01:35	Yeah, I think it's a, um, a, um, a movie 4 format.
38	Interviewee 6:	00:01:39	Uh, transcript?
39	Interviewer:	00:01:40	Mm-hmm.
40	Interviewee 6:	00:01:42	Yeah.
41	Interviewer:	00:01:42	So--
42	Interviewee 6:	00:01:40	Is it like, you're saying that I can download it, is it like in
43			the Word format or like PDF or something?
44	Interviewer:	00:01:49	No it -- what you, what you can download is a, is the video
45			basically. The vi-- everything that we're taping now will
46			be available as a video to you. So you'll have video and
47			audio, if you wanted to look at it again.

48	Interviewee 6:	00:02:02	Oh, okay [unclear due to overlap].
49	Interviewer:	00:02:02	If not, not, I just want to just inform you.
50	Interviewee 6:	00:02:07	Ah, okay, okay. Cool [unclear due to microphone
51			connection].
52	Interviewer:	00:02:09	Okay. So I'll, um, I'll start now as the official part of the
53			interview. Um, I wanna thank you for your time. I
54			promise it won't last more than an hour. I'm usually very
55			good at keeping the time. So, um, I'm, I'm, uh, wanting to
56			structure it that there will be certain bigger parts where I
57			have a leading in question. Uh, so sort of semi-structured.
58			But in the different parts, um, I value if you speak, uh,
59			openly and, and fill it out basically and stop-- talk, talk
60			freely. Um, and share your stories.
61	Interviewee 6:	00:02:42	Okay.
62	Interviewer:	00:02:43	So it's just sort of to make sure that every interview has
63			the same, same elements asked. And if it's okay, we'll get
64			started?
65	Interviewee 6:	00:02:49	Okay.
66	Interviewer:	00:02:51	Yeah?
67	Interviewee 6:	00:02:52	Yeah, yeah, yeah [unclear due to overlap].
68	Interviewer:	00:02:53	Okay. So, I, I think the first question is easy for any
69			ATCK. Um, please tell about your personal international
70			background. How did you grow up?
71	Interviewee 6:	00:03:04	Um, well, I'll just go in chronological order, if that could
72			make sense. Um, well, I first, I was born in Jakarta, so
73			I'm, I was basically living in Jakarta for a few years before
74			I started moving abroad. Well, inside my country I moved
75			around as well, but I just say in Jakarta just to make it

76 easier for you. I hopped in between towns in my own
 77 country. And then I got an information that my father will
 78 be, uh, relocated to Iran and that's my first experience,
 79 uh, going abroad, ever. And I was so excited because I've
 80 never been, um, like, seeing international world before.
 81 So it was my first time learning English formally as well.
 82 So I had to catch up with one month of intensive English
 83 learning, just to get a basic of it, but I was a little child.
 84 Maybe I was around 10 or 11 at that time. So definitely I
 85 was pretty nervous and that was a transitional time for me
 86 to becoming a teenager. So that was quite a struggle. And
 87 then in Iran, I lived there for, um, um, one and a half to
 88 two years. From then my father got relocated again to
 89 Pakistan, but then we stayed there for half a year because
 90 of all the, uh, security issues. Benazir Bhutto as the Prime
 91 Minister at that time, she was shot dead and then we were
 92 evacuated out of the country and we were not allow to be
 93 back in again except for my dad, because he had his
 94 contract to finish. And then I had to continue school in
 95 Jakarta while I waited for my dad to get a relocation
 96 again.

97 Interviewer: 00:04:55 Okay.

98 Interviewee 6: 00:04:56 And then I did three years of high school, of junior high
 99 school in Jakarta and I moved to Romania, East Europe.
 100 Uh, I lived there for two years. Uh, or one, one and a half
 101 just like, uh, in Iran. And then I've moved to Singapore,
 102 before almost moving to Cameroon. But I rejected,
 103 because I saw, I saw on the news that Cameroon was not
 104 very safe because of all the civil war issues and major
 105 conflicts that they had. So my dad requested that we move
 106 to Singapore and yeah, after Singapore I applied for
 107 college to Australia. And then I got accepted! So I did
 108 half of my university study in Jakarta as a transition. And

- 109 then I went to Australia, and I came back here to work.
 110 But whilst my, uh, time abroad, I tasted [sic] so many
 111 kind of curriculums, so I was admitted to international
 112 school that is based on British system, and then
 113 Australian system, and American system. And I did IB,
 114 the International Baccalaureate, and I graduated from
 115 high school with an IB diploma. So that's like a recap of
 116 my third culture experience, I guess as a child. Yeah.
- 117 Interviewer: 00:06:17 Okay. May I ask, uh, what nationalities do you hold? Are
 118 you only Indonesian or do you have multiple?
- 119 Interviewee 6: 00:06:26 Um, because of, uh, how it's like in Indonesia, the official
 120 law is that we're not supposed to have dual citizenship.
 121 So I'm Indonesian. Yeah.
- 122 Interviewer: 00:06:38 Okay. Okay. And did you travel, um, and move along
 123 with your father, uh, and your entire family or was it just
 124 the two of you?
- 125 Interviewee 6: 00:06:48 It was, yeah, my whole family, my mom, brother, little
 126 brother and I and my father.
- 127 Interviewer: 00:06:54 Okay. And it was because of business reasons that your
 128 father was transferred so often or was he with, uh, uh,
 129 military or diplomatic, uh, person? Or was it because of,
 130 of business, uh, opportunities?
- 131 Interviewee 6: 00:07:10 It was, he worked at an oil service company, and he was
 132 the HR manager. So he was placed in areas where they
 133 had issues with human resources.
- 134 Interviewer: 00:07:22 Okay, mm-hmm.
- 135 Interviewee 6: 00:07:23 Like conflict areas, like Eastern Europe, Middle East and
 136 yeah. So yeah.

- 137 Interviewer: 00:07:29 Okay. Um, when you were going to the schools in the
 138 different countries, what kind of school was it? Was it ah,
 139 ih, um, international schools? Was it local schools?
- 140 Interviewee 6: 00:07:44 I went to international school. So in Iran I went to a
 141 British school. They call it the British School of Tehran
 142 because that's the, uh, school established by the British
 143 embassy, before it got closed down by the Iranian mass,
 144 uh, because they wanted the British out. And then when I
 145 was in Pakistan, I went to an international school. It's
 146 called International School of Islamabad, but based on
 147 American curriculum. And then in Romania, I went to
 148 American International School of Bucharest. It was
 149 sponsored by the American, uh, embassy. And then in
 150 Indonesia, I, for three years, I went to Australian
 151 International School, also sponsored by Australian
 152 government. And in Singapore I went to an overseas
 153 family school. It's a [unclear due to connection] basically
 154 just for force [unclear due to connection] not sponsored
 155 by any embassy whatsoever.
- 156 Interviewer: 00:08:37 But it was an international school. Yes?
- 157 Interviewee 6: 00:08:43 Yeah. It was just an international school. Not sponsored
 158 by anybody.
- 159 Interviewer: 00:08:46 Okay. Um, and so altogether in Jakarta, in Indonesia, you
 160 never went to local Indonesian school, right?
- 161 Interviewee 6: 00:08:58 I did in my very early years of childhood, maybe like
 162 from first grade to third grade. That's it. Yeah. And
 163 kindergarten is now. Yeah, but that's all my experience.
- 164 Interviewer: 00:09:12 Okay.
- 165 Interviewee 6: 00:09:15 Yeah.

- 166 Interviewer: 00:09:15 Um, so thank you for that, for, for introducing me to your
 167 international background. Um, now let's look at the
 168 languages that you speak. Um, while you were growing
 169 up between the ages of zero and 18, what languages were
 170 you, um, using? What in your daily setup?
- 171 Interviewee 6: 00:09:35 Uh, well at home I use, uh, Indonesian, the Bahasa
 172 Indonesia. But sometimes I use English just to make it
 173 easier, because sometimes I think in English, sometimes
 174 I think in Bahasa. And then on formal and educational
 175 basis at school and at work, I use English. And then I used
 176 to study French for eight years, um, Spanish for three
 177 years, Japanese for seven years and Korean is self-taught,
 178 um, since I don't know when I was 14, so like, yeah,
 179 around eight to 10 years of self-taught. And I learn Arabic
 180 because I have to be able to read the Koran as, I'm a
 181 Muslim. That's it. Yeah. That's the, uh, linguistical
 182 exposure that I have.
- 183 Interviewer: 00:10:31 What languages would you consider to be your mother
 184 tongue?
- 185 Interviewee 6: 00:10:36 Um, that's a bit hard to be honest. Um, I still consider
 186 Bahasa Indonesia as my mother tongue, but I, I think
 187 English is also getting there.
- 188 Interviewer: 00:10:49 Okay.
- 189 Interviewee 6: 00:10:50 'Cause I'm just so used to use it. Yeah.
- 190 Interviewer: 00:10:52 Okay, mm-hmm. And what language do you, uh, switch
 191 to, if you're very emotional, if you have strong feelings,
 192 maybe you're very happy, you're very angry? Is there a
 193 language that you focus in? Because maybe--
- 194 Interviewee 6: 00:11:09 Oh, that's tough.

- 195 Interviewer: 00:11:09 --the words come out quicker.
- 196 Interviewee 6: 00:11:13 It's tough. It, uh, it depends on who I'm speaking to,
197 basically. Yeah.
- 198 Interviewer: 00:11:20 Okay.
- 199 Interviewee 6: 00:11:20 Who, who am I speaking to at the time? The-- maybe like
200 I'm saying to my Japanese friend, I would, uh, you know,
201 just say some random Japanese word it, to express
202 something. Or to express something that cannot be
203 translated into English because they cannot-- Japanese is
204 a language that cannot be translated word for word into
205 English. 'Cause they have a very different grammatical
206 structure, like the sentence structure. Yeah. It's not the
207 same as how Bahasa Indonesia and Latin and uh, in
208 Anglical [sic] language sounds like. Yeah. So--
- 209 Interviewer: 00:11:55 And your parents, your par--
- 210 Interviewee 6: 00:11:56 --it really depends on who I am speaking to.
- 211 Interviewer: 00:11:58 Sorry, yeah, your parents, uh, they speak Indonesian or
212 also English with you?
- 213 Interviewee 6: 00:12:05 Both. Well my mom prefers Bahasa Indonesia, but my
214 dad use English more, so he himself can retain it, too,
215 because he needs to use it at work.
- 216 Interviewer: 00:12:17 Mm-hmm, and with your siblings? With your brothers
217 and sisters?
- 218 Interviewee 6: 00:12:23 Oh, I use more English with him because he's more used
219 to speaking English. Actually his Bahasa Indonesia is
220 weaker than mine.
- 221 Interviewer: 00:12:30 Okay.

222	Interviewee 6:	00:12:30	Because he's, he'd been growing up longer overseas than
223			me.
224	Interviewer:	00:12:34	Okay. Okay. And are there languages that you
225			specifically learned as a grown-up when you were in
226			college or after college even?
227	Interviewee 6:	00:12:46	In college I did more intensive Japanese. I took a course
228			for two semesters in Japanese and other than that, as I
229			started working, I haven't been touching on any other
230			language intensively.
231	Interviewer:	00:13:04	Is there another language that you're still hoping to learn
232			in the next few years? Or is it, are you, I mean, you speak
233			quite a few. Is it enough for you?
234	Interviewee 6:	00:13:14	Uh, uh, I just wanna, uh, focus on Japanese, but my
235			grandma, she offers to teach me Dutch, because we -you
236			know the historical background of Indonesia- we were
237			colonized by the Dutch and most of our older generations
238			in this country, they can speak Dutch, especially if they
239			went to, uh, Dutch, uh, [unclear] school before. So yeah,
240			my grandma would like to have someone to converse
241			Dutch with. That's probably why she asked me to learn it
242			with her.
243	Interviewer:	00:13:44	Okay. Um,--
244	Interviewee 6:	00:13:46	Yeah.
245	Interviewer:	00:13:47	I'm just checking my list. Um, what languages do you
246			speak at work, in your day to day setting?
247	Interviewee 6:	00:13:57	At work, I use English and Bahasa Indonesia, because I
248			work at an international preschool and as I'm the admin
249			officer so I have to be able to converse in English and
250			Bahasa Indonesia if I receive inquiries from the parents.

- 251 Interviewer: 00:14:14 Mm-hmm. Okay. Um, so I'd like to dive deeper into your
 252 linguistic skills and, uh, your professional life if that's
 253 okay for you. Um,--
- 254 Interviewee 6: 00:14:25 Sure.
- 255 Interviewer: 00:14:26 --you were saying Dutch, uh, sorry, um, Indonesian and,
 256 um, English in the day to day, at work. In what context?
 257 Uh, where do you use the languages in more detail? Can
 258 you give me an example or two?
- 259 Interviewee 6: 00:14:41 At my work you mean?
- 260 Interviewer: 00:14:43 Mm-hmm.
- 261 Interviewee 6: 00:14:45 Um, at work, specifically when I receive phone calls from
 262 parents that are already enrolling their child into the
 263 school or parents who want to ask more information
 264 about the school, who wants to enroll, or have a school
 265 tour. And when I have a school tour, when the parents
 266 come to my school-- the, the school I work at-- I have to
 267 use English because I have to introduce my school in
 268 English because we are international school. It's just more
 269 formal that way. And whenever, I email parents and
 270 whenever I send out proposals for sponsors or events
 271 makers to, you know, to incorporate my school into their
 272 events. So yeah, basically that's it. Or yeah, most of the
 273 time I use English for written documents at school, like
 274 emails, posters or social media posts. What else? Um
 275 sending out invitations, sending out, um, information
 276 about school events and et cetera. I never use Bahasa
 277 Indonesia for, um, school information. Yeah, no, never.
- 278 Interviewer: 00:15:57 Where do you, where do you use the Indonesian then?
- 279 Interviewee 6: 00:16:02 Uh, for parents who need linguistic, uh, assistance. Like
 280 for example, parents who don't feel comfortable using

- 281 English as formal basis. Like if they have a question, they
 282 feel more comfortable asking in Bahasa. Yeah. Then I
 283 assist in Bahasa Indonesia. Or whenever I speak to the
 284 other colleagues, like the janitors or the security guards,
 285 they don't speak English. That's when I use the Bahasa
 286 Indonesia. With the teachers I use both languages. So
 287 sometimes they cannot translate something into English
 288 and vice versa. With the children, I use English because
 289 that's mandatory. That's the school policy to use English
 290 with the students. But if the students have linguistic
 291 problems or speech, uh, issues, then I assist in Bahasa to
 292 see what suits them. And that's it. Yeah.
- 293 Interviewer: 00:16:55 Okay.
- 294 Interviewee 6: 00:16:56 That's basically it in a nutshell.
- 295 Interviewer: 00:16:57 And, and basically every day I'm hearing you switch
 296 between the languages. That's very frequent? The, I mean
 297 multiple times each day then?
- 298 Interviewee 6: 00:17:07 Yeah. Yes.
- 299 Interviewer: 00:17:10 Okay. Um, do you-- Are there specific, um, linguistically
 300 oriented tasks that you would not feel comfortable doing
 301 in, uh, in Indonesian or in English? Something that you
 302 might've been asked to do in the past where you said that's
 303 too much? I don't have the competence.
- 304 Interviewee 6: 00:17:32 Um, I recall that I had an experience writing in formal
 305 Indonesian to address a letter to a government body. For
 306 example, whenever I'm proposing field trip to Indonesian,
 307 uh, for example, fire department, like the kids need to see
 308 how fire men work and then I have to submit a letter to
 309 them. Sometimes I'm like stressed, because I never really
 310 write formal letter in Bahasa Indonesia, as I never went

311 to Indonesian school. So I just use my common sense, ask
 312 people or Google the format for a letter, like formal letter,
 313 or ask my father, how do you create Indonesian formal
 314 letter or just think in English and the translate it the best I
 315 could into Bahasa. That's the only obstacle that I came
 316 across, but that's only like few times a year, because I only
 317 send out proposal, one proposal or two, every school
 318 term. Yeah. There's only four term in a, in a school year.

319 Interviewer: 00:18:35 And have you been ever asked to do any legal work in, in
 320 English or, or Bahasa Indonesian that um, like writing a
 321 contract, preparing something where, where there's real,
 322 uh, yeah, legal implications behind it.

323 Interviewee 6: 00:18:50 No, no. Thankfully not.

324 Interviewer: 00:18:54 Okay. Okay. Um, are you, uh, did you ever learn how to
 325 translate professionally?

326 Interviewee 6: 00:19:05 Learn. No. No, No. I never learned how to translate
 327 professionally. I never acquired a course for that.

328 Interviewer: 00:19:13 Okay. So you, you're just doing it basically with your
 329 own skill set with Google Translate, uh, or through the
 330 help of asking your father or somebody else, uh, in your
 331 surrounding that you-- can help you with the language?

332 Interviewee 6: 00:19:26 Yeah. Or just Google, uh, templates and modify the
 333 words, uh, based on the needs.

334 Interviewer: 00:19:32 Mm-hmm. Okay. Um, looking back at your entire
 335 professional life right now, uh, the last years, basically
 336 since you started college, is there an interesting
 337 linguistically focused story or encounter that you'd like to
 338 share? Something that is like, it just pops up because you
 339 can't forget about it. It's a, it's a funny story. It's a story
 340 where you had high emotions, something that made you

341 comfortable, uncomfortable, um, where you felt good or
 342 horrible. Is there something that pops up?

343 Interviewee 6: 00:20:03 From what time frame? In college up to now?

344 Interviewer: 00:20:07 From college until now. Your entire professional working
 345 life.

346 Interviewee 6: 00:20:12 Um, language related, right?

347 Interviewer: 00:20:15 Yes.

348 Interviewee 6: 00:20:17 Oh, uh huh. Well, to be honest, I don't mean to degrade
 349 anybody in this, but before I work in a school, I used to
 350 work in a PR public relations agency as my first uh, uh,
 351 full time employment. And there I had to work under uh,
 352 up to four managers because it's based on project and
 353 clients. So one manager, one client, one project, one, uh
 354 manager-- like that. So I had to switch in between
 355 managers and there were a few managers who are really,
 356 really good with their English. I had no problem working
 357 with them because they never disappointed the client with
 358 their English either. But I had instances where, uh, my
 359 manager was really embarrassing me and my whole team,
 360 uh, in front of our client because of his lack of English
 361 scale. I had an email from a client-- it's actually not to me,
 362 the client cc'd everybody, the copied everybody in the
 363 email, but still it was directed at me in red font, bold
 364 underline. He was really angry at my manager, but he
 365 doesn't want to direct it. So he just write to everyone. He
 366 said like "Everyone I-- please, please pay attention to the
 367 grammar. This is a press release you're sending out to me
 368 for correction. But I didn't expect it to be this bad. I can't
 369 believe how horrible you write. This is just unacceptable.
 370 I pay you to do this job." And I was, "Whoa, I frozen in
 371 front of my computer. And I was like, how did this

372 happen? I couldn't believe my manager sent it behind my
373 back, as in he didn't copy me. So I only figured out after
374 the client got mad at me and I apologize on the next Skype
375 call with the client. I said, honestly it was not monitored
376 by the whole team, so we apologize on our part for that.
377 But thank God when I meet the client in real life, in a
378 conference in Singapore for a yearly conference, he was
379 actually applauding me in person saying that "I know you
380 are not the one who wrote that, but I'm just being
381 professional. So I addressed everybody." And then I was
382 like, "Okay, thank you for not, you know, accusing me
383 for doing that. Because I have never ever upsetted [sic]
384 the clients with my writing. I always got like only maybe
385 one or two, uh, under strikes for like the mistake that I
386 make. To me like silly mistake, like forgetting to
387 capitalize the name of, um, his product or something. But
388 like that's quite minor. Whereas like my manager did a
389 very horrible grammatical mistake. Like the whole
390 sentence didn't even make sense to my client. So he was
391 really angry. By the way, my client was British and then
392 he was so, I don't know, he was just so picky about
393 writing. I think he's just obsessed with grammar. That
394 makes sense. Because we were a PR team and we send
395 out news releases every week to the journalist and we
396 cannot make mistakes. We can't afford to make that
397 mistake. But yeah that was funny, yet actually really
398 upsetting at the same time. And it was quite remembered
399 for quite a while. After that, like our big boss keep
400 warning us that we need to submit to him, discussing
401 around table before we send off to the client just to
402 prevent that from happening again. But since then, I told
403 my father like, oh so um, because my father is an HR
404 manager, I ask him "When you screen for people's, CV,
405 do you look at English as the first requirement?" And my

- 406 father was like, "Yeah, definitely 'cause that's really
 407 important." And then I told my dad about what happened
 408 at work and he was like, who is your HR? He, she or he
 409 should have selected, like, your people very well because
 410 you are a PR agency. That's really embarrassing. So yeah,
 411 from then on I learned to-- before I send out any email, I
 412 have to be very sure. I ask people to proofread everything
 413 since then.
- 414 Interviewer: 00:24:35 Okay.
- 415 Interviewee 6: 00:24:35 So I don't get any more red letters in my inbox.
- 416 Interviewer: 00:24:38 Did, um, did your boss, the, the manager at the time, did
 417 he have a reaction, a formal one to the story?
- 418 Interviewee 6: 00:24:47 Uh, well it was quite embarrassing on his side that he
 419 actually tried to pin the blame on me. He said that I didn't
 420 proof read his work and I just dodged back by saying,
 421 how can I proofread when you didn't even copy me in the
 422 email. So--
- 423 Interviewer 00:25:05 Mm-hmm, okay.
- 424 Interviewee 6: 00:25:06 --yeah, he doesn't wanna [unclear due to connection], I
 425 understand.
- 426 Interviewer: 00:25:10 Okay. Well thank you for sharing that story. I think it's
 427 one that, um, uh, focuses you in your professional life too,
 428 right? Like you say now that you don't, you don't send
 429 anything out that hasn't been proofread [sic] because you
 430 have a very, uh, uh, dramatic experience, uh, around this
 431 issue. And I'm sure it will--
- 432 Interviewee 6: 00:25:29 Yeah.

433 Interviewer: 00:25:30 --uh, it, it progressively in your jobs that will always be
434 something that you will remember. Okay.

435 Interviewee 6: 00:25:37 Yeah. It frightened me, you know, like red all over my
436 screen.

437 Interviewer: 00:25:43 I'm sure. Um, let's turn now to your international
438 background and your international competent-- eh, your
439 intercultural competence. Um, what cultures do you
440 know deeply and well? What cultures do you feel
441 comfortable in because you know your way to move
442 around?

443 Interviewee 6: 00:26:04 Uh, uh. Honestly is a tough question, because, uh, when
444 I came back to Indonesia after having been a while
445 outside, I don't feel comfortable sitting in here because of
446 the, maybe the patriarchal culture. Because Indonesia is
447 mostly Eastern culture country. Ih, and I feel like there's
448 a lot of clash whenever I talk to people here, especially
449 about political and gender perspectives. Um, whereas if I
450 look back to Iran and Pakistan, I don't really have cultural
451 attachment there, 'cause I felt it was too much of a
452 Muslim Islamic exposure. I thought it was quite extreme.
453 So I detached from that. Romania? Not really, because
454 the people there-- it's just my objective [sic] experi--, um,
455 experience, I'm telling you. Um, the people there were
456 quite cold. I don't know, maybe it's because of the
457 Communist era back then. They didn't accept so many
458 people in and when they started opening up, their
459 Communism fell down. I think they were quite, you
460 know, not very ceptiv—[sic] not very receptive of
461 foreigners. So I didn't really feel comfortable living in
462 Romania because of all the stares. And then they were
463 quite racist to Asians. I'm not saying all Romanians, but
464 like a lot of Romanians I encountered, they are, they were

- 465 really like offensive when it comes to race. Like they
 466 were saying to me, I'm-- "You're Chinese", and I'm like
 467 "No, I'm Asian, but I'm not Chinese. And Asians are not
 468 just Chinese. They're Indonesian, Japanese, Korean, etc."
 469 But there's always, they're always, you know, throwing
 470 slurs like, "Hey Ching-Chong girl." And, um, it was really
 471 quite unpleasant.
- 472 Interviewer: 00:27:56 Okay.
- 473 Interviewee 6: 00:27:56 And then I moved to Singapore. Singapore was the
 474 closest to home, but they were just really, really too
 475 diligent at work and they were so workaholic. It was so
 476 stressful to live there, and they had a lot of targets to
 477 pursue. I think it, Singapore is proven to be one of the
 478 most stressed out countries in the world, right? Because
 479 of all the targets. And then I moved to Australia. Actually
 480 that was the most, uh, fitting to me because Australians
 481 were so warm and welcoming and they're really, really
 482 cheerful and laid back. So I think I'm, feel most culturally
 483 comfortable with Australia.
- 484 Interviewer: 00:28:36 Okay.
- 485 Interviewee 6: 00:28:37 I would say. And-- they're also open-minded, so
 486 progressive and yeah! They, it was so diverse there,
 487 although there were some quiet sentiment about Muslims
 488 where I lived in Queensland, but there was not much of a
 489 problem because, uh, in my university they're really
 490 antiracism and anti [sic] Islamophobia . So I felt more
 491 safe in my college community. Yeah.
- 492 Interviewer: 00:29:06 Okay. Um, is there-- uh, or other way put, if you were to
 493 teach a five or six year old child about a culture, what
 494 culture would you be comfortable at teaching, uh, a child?
 495 From the ones that you know?

496	Interviewee 6:	00:29:23	Australian culture actually.
497	Interviewer:	00:29:26	Australian culture?
498	Interviewee 6:	00:29:29	Australian. Yeah.
499	Interviewer:	00:29:30	Okay. Okay. More than, eh, your Indonesian
500			background?
501	Interviewee 6:	00:29:36	Yeah, certainly because Australian culture is, more laid
502			back and positive way it teaches us not to stress out too
503			much about life. And I don't want to like young children
504			to grow up in my Indonesian culture where there's a lot of
505			competition here and there. So much conservative views
506			that are outdated. So yeah, I would teach them Australian.
507	Interviewer:	00:30:00	Okay. Um, and did you learn about any other cultures that
508			you didn't live in through an indirect way? Through
509			maybe a lots [sic] of friends, um, that, that you know now
510			of another culture in the world where you have a, a deeper
511			connection to because of a, a different setting?
512	Interviewee 6:	00:30:21	Um, I didn't live in Japan, but I had a grou-- large group
513			of Japanese, Japanese friends, so I felt much more closer
514			to that. And I used to have a boyfriend who was Japanese,
515			now an ex. But like, yeah, he made a big part of my
516			Japanese cultural setting. And other than that I used to
517			date anoth-- another guy. He was German and I was quite
518			introduced to German culture, but he was moved from
519			Eastern side of Germany. It was quite different from the
520			Western side, he said. And yeah. Was quite a, it was quite
521			an interesting experience when I had to learn about the
522			German culture and the language, but I gave up on the
523			language. Sorry [name of Interviewer], it was so hard to
524			learn German.
525	Interviewer:	00:31:18	It is.

- 526 Interviewee 6: 00:31:20 [unclear due to connection] not English. I just can't say
 527 the pronunciation. It's too hard. And yeah, I think that's,
 528 those are the two other cultures, uh, different from where
 529 I live that I get to learn more in-depth. Japanese mostly
 530 because I love anime and the music. And I had a lot of
 531 Japanese friends and I dated a Japanese guy. And I've
 532 been to Japan for travel for two times. Yeah. Twice. I
 533 went to Japan twice. Once with my family, once by
 534 myself, but I, uh, did the local, uh, experience while I was
 535 traveling alone. I, I hopped in between cities and I lived
 536 at my friend's houses, so I didn't actually rent a hotel or
 537 Airbnb. I just live at friend's houses and I get to learn how
 538 to live like a local with them. Yeah. And I'm planning to
 539 go to Japan again if I have the fortune.
- 540 Interviewer: 00:32:25 Mm-hmm. Okay. Um, is there, uh, sorry, I'm, I'm trying
 541 to think. Is that, oh yeah, in regarding, um, you were
 542 saying you were watching anime. You, you like to watch
 543 that. Is-- when you watch TV or read books, what
 544 languages do you do that in?
- 545 Interviewee 6: 00:32:44 English and Indonesian, but for anime I do, I hear, I do
 546 the dubbing. I just hear the dubbing in Japanese and with
 547 the help of subtitles. And music, I listen to Korean and
 548 Japanese music, but I do browse the lyrics just to get a
 549 more comprehensive, uh, side to it because I actually
 550 don't mind listening to foreign music with no lyrics. But
 551 when I feel like the song really hits me, I wanna just
 552 search it up and memorize the lyrics and get a translation.
- 553 Interviewer: 00:33:19 Okay. Would you consider--
- 554 Interviewee 6: 00:33:21 Yeah.
- 555 Interviewer: 00:33:21 --yourself to be a, an intercultural competent person? Do
 556 you think you have a strength?

- 557 Interviewee 6: 00:33:28 I, I, I, I honestly think I do, because I adapt a lot of, um,
 558 other cultures into my everyday life. Like I learned how
 559 to be much more laid back like an Australian, at the same
 560 time I learned to be diligent like a Singaporean and then
 561 I learn how to be happy-go-lucky like Pakistanis. Like
 562 that, you know, I just borrow one thing from each culture
 563 just to make myself much more organized as a person.
- 564 Interviewer: 00:34:00 Okay. Okay. And do you think that has to do with your,
 565 your background, the way you were raised, too?
- 566 Interviewee 6: 00:34:08 Yes, actually that's, uh, actually, it's very accurate
 567 because in Indonesia we have so many sub-cultures and
 568 ethnicities as well. We are divided into, like, different
 569 islands, different province with different languages,
 570 different culture. So my father is coming from two
 571 cultures [starts counting with hands] that are different.
 572 My mom also coming from two cultures that are different
 573 and I was born in a city that is outside of their two
 574 backgrounds. So I have five identities within Indonesia
 575 itself. So I learned how to adapt within my own country.
 576 So I find that easier when I move abroad.
- 577 Interviewer: 00:34:49 Okay. So now let's look at the intercultural competence
 578 with your professional life at work again. Um, are you
 579 able to use your intercul--, intercultural competence in,
 580 um, work related settings? If so, can you give me an
 581 example or two where you use your intercultural
 582 knowledge at work?
- 583 Interviewee 6: 00:35:11 Mmm. At work. Well [pause] wait, wait, wait.
 584 Intercultural knowledge at work?
- 585 Interviewer: 00:35:24 Mm-hmm.

586 Interviewee 6: 00:35:24 Um, well I, whenever I have a customer coming from
587 Australia for example, whenever I wanna relate to them
588 like maybe a parent is Australian and then they want to
589 enroll their children in to school. Sometimes I talk to them
590 about any Australian thing, whether it be academic or not
591 academic, just to make them open up with me and get
592 closer to me 'cause I am the admin officer and I know
593 they will come back to me for inquiries or help. So I feel
594 like if I know their culture better, it will make them feel
595 much more welcome here and they feel like I care about
596 them. Or, for example, I had a Japanese, um, parent who
597 came here fresh from Japan and cannot speak a word of
598 English or Indonesian. And it helped them a lot when I
599 understand about their culture and their language and I
600 speak some bits of Japanese that I remember to help them
601 out, and they felt really, really, really impressed. And then
602 when they withdrew their child from school, because they
603 had to move elsewhere, they actually remembered me for
604 that gesture and they were saying, "Thank you for being
605 so attentive to our family, especially our child who
606 needed so much assistance. And it's so amazing that you
607 remember, uh, Japanese culture and language a lot. It's
608 really impressive. We are just really surprised that, in here
609 we can find someone who's close to our home." And I felt
610 really, really touched by that and I felt that such
611 interactions are really valuable, because that's what
612 makes me unique compared to other, uh, employees out
613 there. Like sometimes my boss even recognize how
614 linguistic I am that they just push me to talk to the client
615 like, hey, you know French, right? There's a French
616 client. You go talk to them or something like that. In my
617 previous workplace too, I work for an airline client [starts
618 counting on fingers] and a alcohol client. The alcohol
619 client is Moet Hennessy -is a French company- and then

620 because of my knowledge about French culture and
 621 language, my client really, really, you know, depended on
 622 me for that, like, example for translation or for
 623 presentations like that, because they think that I
 624 understand better and I can carry it better. When I'm the
 625 one who presents instead of my colleague. When I work
 626 for an airline, they also think that I could write better
 627 press release because I can put cultural context in what I,
 628 in what I write. Because press releases can tend to be
 629 boring if it's just informational stuff like talking about this
 630 flight opens routes from Tokyo to London, but then if I
 631 don't incorporate anything cultural into it, it won't be
 632 much of a pickup for the journalists, right? So they
 633 depend on me. You live in this country, this country, can
 634 you tell, can you tell more about it in the press release and
 635 then, uh, because no one else can do that. So that made
 636 me actually a valuable team-member because of that
 637 special thing that I had and nobody else had in my
 638 workplace.

639 Interviewer: 00:38:44 Mm-hmm. Okay. Um, do you, from a, from an
 640 intercultural perspective now, not the language, do you,
 641 when you are writing emails, etc., or, or maybe colleagues
 642 are writing, do you check on intercultural content now in
 643 your job as well? Or is it, um, that you use mainly the
 644 language, uh, factor that you speak different languages.
 645 For example, um, do you, when you proofread maybe a
 646 brochure or a poster, you were saying, um, to also see if
 647 it's acceptable, uh, content basically, not just the way of
 648 putting it in a, in a linguistic way, but also the content of
 649 what's being said and how it's being said, um, in a, in a
 650 cultural acceptable way.

651 Interviewee 6: 00:39:31 Back in my previous workplace in the agency, yes I did
652 much more of that. But in the school, no, not really
653 because I have to make everything much more generic.

654 Interviewer: 00:39:43 Okay. And did you have the feeling in the past, or, or
655 now, that your bosses, uh, value your input and actively
656 seek it and maybe use it for themselves as well or do they,
657 do they just expect you to do a good job?

658 Interviewee 6: 00:40:01 Uh, depends, uh, well some bosses are really intrigue [sic]
659 and then they asked me more about what I know. Some
660 bosses just like, a yeah, she's useful for that part. So she
661 can do that part. And that's it.

662 Interviewer: 00:40:16 Okay. Okay. Was it important, uh, while you were
663 looking for your past job as well as your previous one to
664 be able to use your cultural knowledge or was it more
665 important to use your language?

666 Interviewee 6: 00:40:32 I think, um, uh, language first, definitely. But then
667 cultural is a plus.

668 Interviewer: 00:40:41 Mm-hmm. And was it something you were actively--

669 Interviewee 6: 00:40:43 [unclear due to overlap]

670 Interviewer: 00:40:45 Go ahead, sorry.

671 Interviewee 6: 00:40:48 No, no, no just, like I remember once, like, uh, the
672 employer was intrigued to see that part of my cultural
673 background in my CV. They're like, you seriously went
674 to these places, you know, like-- then they start asking
675 more about it.

676 Interviewer: 00:41:05 Mm-hmm. And was it something when you were looking
677 for a job that it was important to you to be able to use your
678 different languages or would you have ended up in a, in

- 679 another job where maybe you just speak Baha [sic]
 680 Indonesian?
- 681 Interviewee 6: 00:41:22 Not the latter for sure, because I would wanna be able to
 682 use my English and my linguistic, uh, skills much more.
 683 I just don't wanna, well, I just don't want it to go to waste.
 684 And nowadays in Indonesia they require people who
 685 speak multiple languages. So, yeah, I, I, I don't think I see
 686 anywhere that only speaks Bahasa now, even in
 687 government bodies.
- 688 Interviewer: 00:41:51 Okay. Um, do you-- how do you feel when you're doing
 689 these tasks? Do you feel that you can adequately solve
 690 them? Is there-- do you feel that, that you would need help
 691 sometimes? Um, do you feel that it's being seen and
 692 recognized? Uh, is there somebody else that could be
 693 doing the job equally well? Around you, a colleague?
- 694 Interviewee 6: 00:42:17 Uh, 50/50, uh, well, in terms of skill as in like the scale
 695 that I acquired from my major. I studied PR in college. I
 696 feel like there's a lot of things lacking, but in terms of like
 697 my cultural and linguistic competence, I think I'm still on
 698 the upper bar. I'm still like on par with everybody else or
 699 even more advanced. So I feel like, I feel like my current
 700 employer still hoping a lot from me because of that
 701 advantage. And like she re--, she really, really regards me
 702 as a very valuable, uh, employee here because of that.
 703 Because apparently no other admin staff in my school can
 704 do what I do.
- 705 Interviewer: 00:43:10 Okay. Mm-hmm.
- 706 Interviewee 6: 00:43:12 Mm-hmm.
- 707 Interviewer: 00:43:13 Again, looking at your entire professional life so far, is
 708 there an interesting interculturally focused story or

709 encounter that you'd like to share? Something that again,
 710 stands out just as much as the red email and the linguistic
 711 side.

712 Interviewee 6: 00:43:30 Oh, uhh [pause] I'm not sure.

713 Interviewer: 00:43:32 Can be-- it doesn't have to be negative. It can be positive.
 714 Just a story that you remember.

715 Interviewee 6: 00:43:40 Um, intercultural. Uh, you know, when I had a
 716 presentation in Singapore with my airline client, they
 717 were really impressed to see that I actually came from a,
 718 uh, third cultural background, because they thought that I
 719 really fit their brand and I could speak for their brand.
 720 And when I meet them in Singapore face to face for the
 721 first time, they were really surprised to find that I actually
 722 live in the Middle East. It's actually a Middle Eastern
 723 airline. And then they were like, "So you've been to this
 724 country, Middle East and in this country. You tried the
 725 food. Wow! I'm a, I'm actually um, from there-- I'm
 726 actually from this country in the Middle East and I really,
 727 really loved the food, um, in Indonesia. Like and I'm so
 728 happy to know that you like our food as well." And then
 729 we had a lot of talk about food and destinations and,
 730 actually from that they were so impressed they even offer
 731 me free flights if I wanna fly with them the next time,
 732 even though I don't work for them anymore.

733 Interviewer: 00:44:47 Good!

734 Interviewee 6: 00:44:48 And I feel like interculturally um, experience, it's like a
 735 gate opener for any relationship I have. Be it casual or
 736 formal. Like clients are just really happy to hear my side
 737 of the story, even though it's just some random thing. Like
 738 when I told them, hey, I went to your country and this
 739 weird thing happened at the airport and it made them

740 laugh for a while and they even bring it up in the next
 741 meetings. Yeah. It's just really, it's just really nice to relate
 742 people with my intercultural experiences. Then it makes
 743 me closer to them. Not just have a working, uh, setting,
 744 but also like when we have casual dinners with the client
 745 outside of work and have a lot of things to talk about.

746 Interviewer: 00:45:37 Mm-hmm. Okay. Thank you for sharing. I'm hoping you
 747 used your flight.

748 Interviewee 6: 00:45:44 I'm actually thinking where I'm going next.

749 Interviewer: 00:45:47 Okay, that's good. So, um, coming towards the end of my
 750 interview, um, as a big question still: what would you tell
 751 younger ATCKs that are just starting out in their
 752 professional careers what you would've liked to know at
 753 the time when you were starting out? What would you tell
 754 them? Maybe in a mentoring role.

755 Interviewee 6: 00:46:11 Um, I will tell them never waste the opportunity and
 756 waste the, um, last thing that they have because being a
 757 Third Culture Kid is not what everybody can have. And
 758 it's actually a very plus value in somebody. And
 759 sometimes a Third Culture Kid, um, how do you say, they
 760 kind of like condemn their lives sometimes because it
 761 feels frustrating to move around too much, to switch
 762 languages too often and to see new people every time.
 763 And I hear, like my fellow Third Culture Kids, like share
 764 the kind of um, uh, you know, sentiment like, "Oh no, I
 765 have to move again. I have to leave my friends behind, I
 766 have to leave the school, I'm comfortable with [unclear
 767 due to connection]". I will tell them all of that hassle will
 768 worth it when you reach the working age. Like now, that
 769 I have. And it will be very valuable, it will be very, very
 770 useful when they put that on the front page of their CV.
 771 Employers will love that and they have to make use of

- 772 that very well. And learning languages, it's also-- not
 773 everybody can do that very well. And it's, it's either you're
 774 talented or you're just really diligent and keeping up with
 775 your, uh, how do you say, your language studies. Because
 776 once you neglect your linguistic studies, you're just like
 777 behind, and then you're just like, you're gonna forget the
 778 language, you're gonna make it go to waste. So yeah,
 779 make use of the opportunity because it's a very golden
 780 one. It's very, it's very, very useful in working industry
 781 nowadays. And they're looking for that. Wherever you
 782 go, you work in a school, like I do now, or you work in a
 783 PR agency, you work in a marketing company, it's very
 784 useful and it makes you, like, the most unique and
 785 valuable employee or part of the team.
- 786 Interviewer: 00:48:23 Mm-hmm. Okay. Thank you for sharing. Um, just a final
 787 sort of, um, background questions. If you would share
 788 your age with me. How old are you?
- 789 Interviewee 6: 00:48:35 I am now 24, going 25.
- 790 Interviewer: 00:48:39 Okay. 24. Um, you said Indonesian, uh, nationality.
- 791 Interviewee 6: 00:48:44 Yeah.
- 792 Interviewer: 00:48:45 Um, your current job title is admin?
- 793 Interviewee 6: 00:48:50 Uh, it's actually Lead Admin Officer.
- 794 Interviewer: 00:48:54 Lead Admin Officer. Okay.
- 795 Interviewee 6: 00:48:57 Yeah.
- 796 Interviewer: 00:48:58 And how many, uh, years of work experience do you have
 797 in total? Since the age of 18. Approximately.
- 798 Interviewee 6: 00:49:06 You count only, you count full employment only?

799	Interviewer:	00:49:11	No. You can add it, add together.
800	Interviewee 6:	00:49:15	Um, in uni, I work for casual employment for a year, and
801			then I do internship for, for two years. And then I work
802			full employment for two years. So that's five, well--
803	Interviewer:	00:49:33	For, for three years, or what did you say?
804	Interviewee 6:	00:49:37	Well, two. Two.
805	Interviewer:	00:49:38	Two.
806	Interviewee 6:	00:49:39	Full employment two years, internship two years and
807			casual employment one year.
808	Interviewer:	00:49:46	Okay. So in total that would be five years.
809	Interviewee 6:	00:49:50	Yeah.
810	Interviewer:	00:49:50	Okay. Okay. Okay. That would be the end of my official
811			interview. Thank you for sharing.
812	Interviewee 6:	00:50:00	Okay.
813	Interviewer:	00:50:01	Um, as I--
814	Interviewee 6:	00:50:02	You're welcome.
815	Interviewer:	00:50:03	--promised, not more than an hour. Um, I will turn off the
816			recording now and, um, if you have any questions you—

G.7 ATCK Interview 7 – June 18th, 2019

1	Interviewee 7:	00:00:02	Yes.
2	Interviewer:	00:00:03	Okay. So you have access, uh, to the video afterwards,
3			too, if you would be interested in downloading it. It's, uh,
4			online on our Skype chat then for 30 days. Uh,--
5	Interviewee 7:	00:00:13	Okay.
6	Interviewer:	00:00:13	I-- like I said, I will take it locally, um, because I need to
7			make a transcription afterwards and put it all on paper,
8			what we're saying today.
9	Interviewee 7:	00:00:21	Okay.
10	Interviewer:	00:00:22	Yeah? So thanks for agreeing, uh, to participate in the
11			interview. I know that it's an hour out of a busy schedule,
12			so, um, I really appreciate it.
13	Interviewee 7:	00:00:31	No problem.
14	Interviewer:	00:00:32	Um, the interview is going to be in a semi-structured way,
15			so I have different question blocks, uh, where I'm asking
16			the same question with all my interview partners.
17	Interviewee 7:	00:00:41	Okay.
18	Interviewer:	00:00:42	But in the blocks, uh, I would value if you speak freely
19			and really tell your story, uh, add details. They're
20			interesting to me. Um, so feel free to, to, uh, sort of share
21			your story, your personal story.
22	Interviewee 7:	00:00:54	Okay.
23	Interviewer:	00:00:55	Yeah? Um, I think, I'll, I'll start with an easy question for
24			any ATCK. Uh, please tell me about your personal

- 25 international background. How did you grow up? What
26 were your international stops?
- 27 Interviewee 7: 00:01:07 So I grew up in, uh, southern Japan on a small island near
28 Taiwan.
- 29 Interviewer: 00:01:12 Okay.
- 30 Interviewee 7: 00:01:13 Um, like 1500 miles from Tokyo. So way down. And I
31 was-- every six years we went to the States for a year. So
32 I had third grade and ninth grade in the U.S. Then my
33 husband and I went to the U.S. for college, were 10 years
34 in Minnesota, three years crisscrossing the country to
35 raise funds. And then we went to Japan as missionaries.
- 36 Interviewer: 00:01:40 Okay.
- 37 Interviewee 7: 00:01:40 In the Tokyo area generally. And uh, uh, two kids, put
38 them in Japanese schools and it [pause]. Anyway, after
39 about 12 years, my husband took a job in Michigan and
40 we went to the States thinking we were going for a
41 summer and it didn't turn out that way.
- 42 Interviewer: 00:02:02 Okay.
- 43 Interviewee 7: 00:02:03 So it-- that was a tough transition. And then we were like
44 10 years in Michigan and then my husband took a job,
45 like in Ala--, Kansas City and then New Jersey and then
46 Alabama. And when I got to Alabama, I, um, was having
47 a really tough time finding, uh, an employment. And then
48 I received an email from a school in Moscow, Russia.
49 And they asked if there was a counselor who could come
50 in two weeks. And I get to Russia in two weeks and I've
51 been here for four years.
- 52 Interviewer: 00:02:38 Okay. You were--

53 Interviewee 7: 00:02:40 And so I go to the U.S. now, um, for six weeks in the
54 summer.

55 Interviewer: 00:02:45 For the six weeks in the summer.

56 Interviewee 7: 00:02:47 Yep.

57 Interviewer: 00:02:48 Okay. You're, uh, originally, you have, uh, American
58 nationality or what's your back-- your background?

59 Interviewee 7: 00:02:53 Yeah, I was, um, my parents met in Chicago and, um, I
60 was born while they were in college in West Virginia. I
61 lived in Michigan for about a year before we went
62 overseas. So I have a U.S. passport. And I still carry-- like
63 no matter where I go, I've always get an alien registration
64 card. Well, it's funny that now I'm a, now I'm an alien in
65 Russia who looks like everyone else. If they [unclear due
66 to microphone] for directions and I'm like, uh, "I know
67 what you're asking. But can't tell you how to get there, I
68 can take you."

69 Interviewer: 00:03:37 Okay.

70 Interviewee 7: 00:03:37 So yeah.

71 Interviewer: 00:03:38 Um, was, was your family with a diplomatic, uh,
72 background or, or was it business that your father was,
73 uh, just--

74 Interviewee 7: 00:03:46 No, um, my parents wanted to go to a Third World
75 country.

76 Interviewer: 00:03:51 Okay.

77 Interviewee 7: 00:03:52 They applied for visas to go to Cambodia and do, like,
78 church development kind of work and they couldn't go to
79 Cambodia in the 60s. So they looked for the most
80 primitive spot that they could find. And at that time, this

- 81 little island, like, had kerosene refrigerators and
 82 generators and outhouses and we got a traffic light when
 83 I was in high school. So it suited my dad just fine that he
 84 felt like he was not [sic] any bureaucracy, but just able to
 85 go out and work with village people.
- 86 Interviewer: 00:04:28 Mm-hmm. Okay. And what kind of schooling did you
 87 attend during the time between zero and 18?
- 88 Interviewee 7: 00:04:36 Um, we were on a bigger island when I was in
 89 kindergarten, first and second. So they had an
 90 international school. I did, uh, kindergarten, half of
 91 kindergarten, grade one, grade two to three combined.
 92 And then I went to a public school in Michigan for third
 93 grade. I, um, [sic] a correspondence course, I wouldn't
 94 call it homeschooling. It was "[name of Interviewee 7]
 95 teach yourself", schooling.
- 96 Interviewer: 00:05:09 Okay.
- 97 Interviewee 7: 00:05:09 Um, I'm a good reader, and I was tasked to do my
 98 schoolwork from nine to 12 in the morning and every
 99 other week, the one week I sat in a study-- it was a horse
 100 barn converted to a study in our yard and taught myself
 101 from nine to 12. And then the other week I would be with
 102 my dad. Um, on a small, like a 30 foot boat going around
 103 to villages in the island. Like yeah, pretty simple. And
 104 then, in seventh grade-- there wasn't a boarding school,
 105 but I went away to an island and I rented a room and I
 106 went to the same school, I had gone to in kindergarten,
 107 first and second - an international school.
- 108 Interviewer: 00:06:01 Okay.
- 109 Interviewee 7: 00:06:02 So, I did that for seventh and eighth. And then ninth grade
 110 I was back at the same school in Michigan. Same

111 classmates. We were still in alphabetical order and you
112 know, "Oh, we had a girl from Japan once in third grade."
113 "Yeah, that was me."

114 Interviewer: 00:06:18 Okay.

115 Interviewee 7: 00:06:19 And then 10th, 11th and 12th, I, I did 10th and 11th at a
116 small kind of a school in a church. And where we
117 basically taught ourselves and had a, a monitor that would
118 ask us questions. But she didn't know any more than we
119 did because she'd just graduated from high school.

120 Interviewer: 00:06:41 Okay.

121 Interviewee 7: 00:06:41 Um, I'll say once again, it was the blind leading the blind.
122 And they had a rule about not graduating early. So 12th
123 grade I didn't go to school. I just waited for the Christmas
124 program to roll around because you could graduate a
125 semester early. And then went to college in the U.S.

126 Interviewer: 00:06:58 Okay. So you graduated formally with a U.S. high school
127 degree though?

128 Interviewee 7: 00:07:02 Yes. It's sort of, yeah.

129 Interviewer: 00:07:04 Okay. And--

130 Interviewee 7: 00:07:05 It didn't cause me any grief anyway.

131 Interviewer: 00:07:08 Okay. And the, um, the, the other children that were
132 attending your schooling, where they also then from
133 missionary background or were they, uh,--

134 Interviewee 7: 00:07:17 No.

135 Interviewer: 00:07:18 --were there international students or?

136	Interviewee 7:	00:07:21	They were international students and that church was near
137			a military base. Sorry, I'm going to close the window. I've
138			got neighbors with construction. [Gets up and leaves the
139			table.]
140	Interviewer:	00:07:29	Okay.
141	Interviewee 7:	00:07:34	Who will still be doing this at 11 o'clock tonight. [Sits
142			back down at the table.]
143	Interviewer:	00:07:37	Oh, boy.
144	Interviewee 7:	00:07:37	They start after 5 when they get home from work.
145	Interviewer:	00:07:41	Oh, no fun.
146	Interviewee 7:	00:07:42	Well it's illegal construction. It's being done by, I don't
147			know. He can't-- in Russia you can't have any
148			construction after five, so I know it's not legal.
149	Interviewer:	00:07:53	Okay.
150	Interviewee 7:	00:07:53	But, anyway. Um, so the other kids were business kids,
151			there was a military base nearby. Um, I think there were
152			just maybe one other the missionary family. That wasn't
153			the majority.
154	Interviewer:	00:08:07	Okay. And then in the U.S., when you were in Michigan,
155			that was just a local school with local American, uh,
156			students, right?
157	Interviewee 7:	00:08:13	Ye-- yes.
158	Interviewer:	00:08:15	Mm-hmm. Okay. Interesting. You're the first one that's
159			had a, uh, that I've been talking, to that's had sort of a
160			every two, three years different setup of schooling, too,
161			um,--

162 Interviewee 7: 00:08:27 Right.

163 Interviewer: 00:08:28 --in the sense that it's a very flexible system. I guess you
164 had to catch up in between quite a bit, huh? And then you
165 were advanced in other areas, maybe?

166 Interviewee 7: 00:08:36 I think-- I know when I was in ninth grade, my mom made
167 a deal with the principal that like I'd be here only one year,
168 let her take whatever she wants. So I took mostly junior
169 and senior classes. I had ninth grade English, but I think
170 - and civics - but I think everything else I took with
171 juniors and seniors. So it's kind of strange in that all the
172 people I know are a couple of years-- You know, when I
173 look at the alumni pages or something, it's not the ninth
174 graders who I went to school with.

175 Interviewer: 00:09:07 Okay.

176 Interviewee 7: 00:09:08 But yeah, uh, it was quite flexible. Um, mom did not want
177 to send me to boarding school when I was nine, in fourth
178 grade, when we moved to these small islands and my
179 option, we went to the local school to enroll. My brother
180 and sister enrolled in local school and I was nine and they
181 said I would have to go to first grade with my brother
182 because I didn't write Japanese well and there was a like
183 "No thank you." conversation.

184 Interviewer: 00:09:37 Yeah, I can understand that.

185 Interviewee 7: 00:09:39 And, the-- it was, you know, I was tall and skinny and
186 then just the sheer size of the desk, I was like, oh dear, I
187 don't think I could fit in that little space that--

188 Interviewer: 00:09:51 Okay. Um, and just to, to keep my information accurate,
189 you were born in the U.S. though, right?

190	Interviewee 7:	00:09:57	Yes. I was born in West Virginia and I actually, uh,
191			theoretically did a year of college then because my
192			parents carried me from class to class. They didn't have
193			other married students and there was a Portacrib and my
194			mother's sisters went to the same university and anyway,
195			I guess I was watched by whoever didn't have class.
196	Interviewer:	00:10:19	Okay, so thank you for sharing that. Now that I know, um,
197			more about your international background, let's look at
198			the languages that you speak. Um, what did you get
199			access to? What have you been speaking throughout the
200			years?
201	Interviewee 7:	00:10:33	Um, it's basically Japanese and then English and I speak,
202			us, toddler Russian.
203	Interviewer:	00:10:42	Okay.
204	Interviewee 7:	00:10:43	So that's it. I'm not really a linguist.
205	Interviewer:	00:10:46	What is your mother tongue or would you consider
206			English then to be it?
207	Interviewee 7:	00:10:50	No, I think Japanese is my mother tongue--
208	Interviewer:	00:10:52	Okay.
209	Interviewee 7:	00:10:53	--because of the fact that I dream, uh, sing. I was-- came
210			out of anesthesia and they thought I was hallucinating and
211			I guess I was just saying in Japanese "Oh, we're done
212			already?"
213	Interviewer:	00:11:04	Okay.
214	Interviewee 7:	00:11:05	So, yeah, when I'm tired, vocabulary comes in Japanese
215			first.
216	Interviewer:	00:11:10	Okay.

217	Interviewee 7:	00:11:11	Though English is a solid second. I mean, I don't feel like
218			I have gaps.
219	Interviewer:	00:11:15	Mm-hmm. Do you, um, read and, and write in both
220			languages?
221	Interviewee 7:	00:11:21	Yes.
222	Interviewer:	00:11:22	Okay. And um, TV or, or media you would follow in both
223			languages, too?
224	Interviewee 7:	00:11:28	Yes. In fact, here in Russia, I have-- In the evening I listen
225			to BBC on my iPad and then NHK on my iPad and
226			compare the [unclear due to connection] and you know,
227			same events, very different perspective.
228	Interviewer:	00:11:42	Mm-hmm, okay.
229	Interviewee 7:	00:11:44	So yeah, let's say solidly, when I rent movies or whatever,
230			I, it's equal Japanese and English.
231	Interviewer:	00:11:51	Okay.
232	Interviewee 7:	00:11:52	[Unclear due to the connection] on airplanes I always
233			watch all the movies I can find in Japanese.
234	Interviewer:	00:11:57	Did your parents speak Japanese as well? Or did they
235			learn it with--
236	Interviewee 7:	00:12:02	They learned it as adults. They, they never got really good
237			at reading and writing. They kinda got to that third grade,
238			elementary level in their reading and writing that they
239			speak and they, my children, and I still speak in Japanese,
240			especially my daughter. Um, almost all the time. But, uh,
241			with-- not so much with my parents [unclear due to
242			connection] speak Japanese to them at home.
243	Interviewer:	00:12:36	And with your siblings?

244 Interviewee 7: 00:12:38 With my siblings, when we were growing up, we always
245 spoke in Japanese – it was like that code against our
246 parents. But, um, my brother has not really connected as
247 an adult with Japanese, but my sister married a Japanese
248 man. We speak Japanese with her family. So when we're
249 there.

250 Interviewer: 00:13:00 And would you consider Japanese also to be your
251 emotional language? Is that something you switch into
252 when you're angry? Very happy? You know, when there's
253 stress involved.

254 Interviewee 7: 00:13:07 Yeah, I think so, yeah.

255 Interviewer: 00:13:09 Okay. And arguments are held in Japanese as well?

256 Interviewee 7: 00:13:13 Um, with people who speak Japanese? Yeah.

257 Interviewer: 00:13:17 Yeah, okay. Um--

258 Interviewee 7: 00:13:19 Yeah, typically when my, my daughter now lives in
259 Korea, but -she's in her thirties - but when we speak on
260 the phone it's usually in Japanese.

261 Interviewer: 00:13:28 Okay.

262 Interviewee 7: 00:13:29 Especially if she's tired and she goes back to Japanese.

263 Interviewer: 00:13:32 Mm-hmm, okay.

264 Interviewee 7: 00:13:34 But when other people are around, we always speak in
265 English.

266 Interviewer: 00:13:37 Mm-hmm. What about Russian? When did that, um,
267 when did you start picking that up?

268 Interviewee 7: 00:13:43 Um, when I moved to Russia, it'll be four years in
269 September. So we just have the classes offered at the

- 270 school, like at 7:00 AM before classes start. And you
 271 know, I'm picking up, I read it. I don't write, I mean I can
 272 write it, but I'm in an English international school so I
 273 don't really have a chance to use written Russian. Like the
 274 other night, I was wishing I could write a sign about, hey,
 275 I know the construction hours and I'm going report you
 276 tomorrow. But I didn't, you know, I just didn't have the
 277 right Russian and I don't want to make enemies of people
 278 who do illegal construction. I was just like, nah. But yeah,
 279 my, my Russian is-- other people might say, oh she's
 280 fluent, but I define fluency a whole lot differently, not just
 281 getting by in a restaurant or in the supermarket, but
 282 actually being able to have a heartfelt conversation.
- 283 Interviewer: 00:14:40 Mm-hmm, okay. And--
- 284 Interviewee 7: 00:14:43 I wouldn't say that I was fluent. I'd say I speak beginner
 285 Russian.
- 286 Interviewer: 00:14:46 Beginner Russian. Okay. And in regards to reading, uh,
 287 Russian and, uh, just conversing in, in general, let's say
 288 politics or you know, social world media topics, would
 289 you be comfortable on that level or is it more the day to
 290 day activities?
- 291 Interviewee 7: 00:15:03 It's more the day to day. I don't think I could accurately
 292 express a good opinion in Russia, nor is it wise. So.
- 293 Interviewer: 00:15:12 Okay.
- 294 Interviewee 7: 00:15:13 Probably not being able to interact helps keep my visa
 295 renewed.
- 296 Interviewer: 00:15:18 Okay. So in total it's Japanese, English and Russian,
 297 right? Or was there--
- 298 Interviewee 7: 00:15:22 No, that's it. No.

299	Interviewer:	00:15:22	--any like, high school French, or?
300	Interviewee 7:	00:15:25	Oh hey, I did, I took, um, when I was a social worker in
301			Michigan, I took medical Spanish.
302	Interviewer:	00:15:32	Okay.
303	Interviewee 7:	00:15:33	For a year. And I took, I don't know, for the Community
304			College, a couple of years of Spanish, but I think that's
305			lost now. But, you know, I did make a good faith attempt.
306	Interviewer:	00:15:43	Okay.
307	Interviewee 7:	00:15:43	And I did study Greek in--
308	Interviewer:	00:15:46	Okay.
309	Interviewee 7:	00:15:46	--grad school, but yeah, it's worthless to me.
310	Interviewer:	00:15:51	Why Greek? Was it just a personal--
311	Interviewee 7:	00:15:53	It was--
312	Interviewer:	00:15:53	--interest--
313	Interviewee 7:	00:15:54	It was--
314	Interviewer:	00:15:54	--at the time?
315	Interviewee 7:	00:15:55	--the theological language to do research. So yeah.
316	Interviewer:	00:15:57	Okay, okay, mm-hmm. Okay. Um, now let's connect the
317			language or your linguistic skills with your professional
318			life.
319	Interviewee 7:	00:16:07	Okay.
320	Interviewer:	00:16:08	Um, it would be interesting for me to know what
321			languages you use in your day to day, uh, work life right
322			now. What contexts? Maybe give an example or two sort

323 of, at, at your current job. And then once we have that, we
 324 can also look at your entire job experience, work
 325 experience that you have, um, where it might've been
 326 different in previous jobs.

327 Interviewee 7: 00:16:27 Okay. My current job, I use primarily English. I use
 328 Russian with, you know, parents, nannies and drivers.
 329 Um, I have been called on to-- we have maybe five
 330 Japanese families. So I've been the school's interpreter for
 331 ILP meetings and complex, um, any kind of parent
 332 meeting. And although there's no correlation in language,
 333 I'm often-- the Korean parents are often sent my way
 334 because I've lived in Asia and they think I will understand
 335 the cultural issues, which I typically do, but we are talking
 336 in English.

337 Interviewer: 00:17:09 Okay.

338 Interviewee 7: 00:17:10 Usually.

339 Interviewer: 00:17:11 You work in the admin office? Are you a teacher? Or
 340 what's your role?

341 Interviewee 7: 00:17:14 Uh, I am a psychologist, but in this role at the school, I
 342 am an elementary school counselor. So I work with pre--
 343 kids age four to eight. So it's the pre-k kids who've never
 344 been to school. Where I spend a lot of time with parents.
 345 And then because kids are transitioning-- we have
 346 children from 67 countries--

347 Interviewer: 00:17:39 Okay.

348 Interviewee 7: 00:17:40 --coming in and out. Usually on a two, two to three year
 349 cycle. So a lot of time just dealing with transition stuff.

350 Interviewer: 00:17:47 Mm-hmm. Okay. And so next to having the, the general
 351 conversations, I hear there's a switch between Russian,

352 which would be more, I guess the local staff and then, uh,
 353 your English, which would be with more the international
 354 parents, is that correct, or?

355 Interviewee 7: 00:18:04 Correct and, and with most, if I'm gonna meet with a
 356 parent about a complex issue, it's gonna need to be in
 357 either English or Japanese. So I can't really talk to parents
 358 about their child's educational progress in Russian. Yet. I
 359 usually switch to English.

360 Interviewer: 00:18:24 Mm-hmm, okay.

361 Interviewee 7: 00:18:25 I mean we can get Russian interpreters easily from other
 362 office staff, but the other languages are harder.

363 Interviewer: 00:18:33 But I hear it's, um, mainly then oral communication or
 364 are-- do you also do write ups and, and, um, I mean,
 365 emails I guess is probably standard.

366 Interviewee 7: 00:18:42 Yeah. That, that's all in English.

367 Interviewer: 00:18:44 Okay. But, um, you're not a, a liaison function for like,
 368 um setting up paperwork for the school in English or, or,
 369 uh, Japanese then, right? Like--

370 Interviewee 7: 00:18:56 I, I've sent--

371 Interviewer: 00:18:56 --sometimes school's advertise, pamphlets or things like
 372 that.

373 Interviewee 7: 00:19:00 No, I've sent emails in Japanese, but I wouldn't, I wouldn't
 374 want to do pub-- things that are published. I'd want-- The
 375 Japanese fathers here are usually diplomats are working
 376 with the car manufacturer or appliances and so they're in,
 377 they've done their work in English. Especially when I
 378 have mothers at school that don't speak English then,
 379 then-- And I'll interpret for them, but the written

380 communication is usually in English so that it exists. The
381 school wants things in English.

382 Interviewer: 00:19:37 You don't have an interpretation [sic] background though,
383 right? Did you do formal training there?

384 Interviewee 7: 00:19:41 I did do formal training--

385 Interviewer: 00:19:44 Okay.

386 Interviewee 7: 00:19:44 --when I lived in Minnesota.

387 Interviewer: 00:19:46 Okay.

388 Interviewee 7: 00:19:47 I, um, got-- took the Japanese national language exam.
389 They have five levels and I did do formal training.

390 Interviewer: 00:19:55 Okay, okay. And--

391 Interviewee 7: 00:19:57 I do have a certificate that says I can be an interpreter.

392 Interviewer: 00:20:00 Okay, well that's--

393 Interviewee 7: 00:20:03 It's important in Japan to have the right certificates and I
394 put it up on my office wall just so that--

395 Interviewer: 00:20:09 --people see it.

396 Interviewee 7: 00:20:10 Yeah.

397 Interviewer: 00:20:11 Good, good. Okay. Germany's the same, by the way.

398 Interviewee 7: 00:20:13 Yeah, okay.

399 Interviewer: 00:20:15 Um, and in the sense of, of, when, when-- 'cause you said
400 you had 67 nationalities in your school. If there are other
401 families where there's a different mix of languages that
402 you yourself cannot help with, um, do you guys bring in,

403 um, real interpreters for that or is there someone on the
 404 staff that can always sort of take up that role?

405 Interviewee 7: 00:20:36 For Russian, we use, uh, administrative assistant staff.
 406 That's part of our confidentiality agreement. For other
 407 languages it's really tricky because, um, we have a
 408 hundred Korean families. They don't understand
 409 confidentiality. So you can't use a parent volunteer. It's
 410 hard to-- for Chinese, Korean, um, German. For German
 411 we have some language teachers that we use and for
 412 French we have some school staff that we use. If we get
 413 into other minor like Turkish we have some school staff.
 414 But yeah, for some languages we actually hire an
 415 interpreter by the hour.

416 Interviewer: 00:21:20 Okay.

417 Interviewee 7: 00:21:20 For, um, especially individualized education plans, those
 418 kinds of tricky meetings.

419 Interviewer: 00:21:26 Mm-hmm. Okay. That's interesting to me that, uh, there's,
 420 you know, a semi-- semi-structure behind it that, um,
 421 where you, where you bring in people as well. And it's,
 422 it's--

423 Interviewee 7: 00:21:37 We do it because, uh, very often the company will have
 424 an interpreter, like Honda has an interpreter or Hyundai
 425 or something. But families don't want company people
 426 knowing their family business. So we try really hard to
 427 find someone who has no connection with the company
 428 that the parents [sic] employed by.

429 Interviewer: 00:22:00 Mm-hmm. Okay. I can understand that. Um, are there
 430 linguistic jobs that, um, that you would not be
 431 comfortable doing or something that you've been asked,

- 432 where you wanted to turn it down because it was sort of
 433 out of your comfort zone?
- 434 Interviewee 7: 00:22:15 Hm, I've done things out of my comfort zone, like
 435 medical interpreting, going to hospital visits or going to
 436 help in delivery. You just do them, but that, you know,
 437 you don't have a great-- I don't have a great medical
 438 vocabulary. And-- but there, there you just have to use
 439 everyday words and I, you know.
- 440 Interviewer: 00:22:41 Okay. So you've never, um, felt the border to be so strict
 441 that you felt you needed to turn it down. You're just sort
 442 of got by [rest unclear due to overlap]?
- 443 Interviewee 7: 00:22:48 No, I, I will say, "You know, I don't have a medical
 444 vocabulary." and they'll be like, "Hey, we're just afraid
 445 we won't even know what to do at the desk." So I wind
 446 up, I, though I'm interpreting, I'm more, I'm serving just
 447 as much as a cultural guide, helping people like listen for
 448 their name when it's been muttered or, you know, oh that's
 449 them, trying to say your name. That's us, you know. Kind
 450 of--
- 451 Interviewer: 00:23:15 Okay. Um, looking at your previous jobs. Were, were, uh,
 452 you using your language skills in the other setups?
- 453 Interviewee 7: 00:23:24 Um, I did use my language skills for the 12 years we were
 454 in Japan. I-- My first job out of college was at an ad
 455 agency. I was five years there and I just volunteered in
 456 the Minnesota, uh, interpreter pool. So I was in
 457 Minneapolis. I did use Japanese medical interpreting. I
 458 went to parent teacher conferences. Then, then in 12 years
 459 in Japan, I used Japanese all the time and I did a lot of
 460 interpreting when we would have a Japanese speaker at
 461 events where the expats were present. Japanese back to
 462 English for public speaking. I would sometimes go with

463 other expats to the hospital. The funniest one was when
 464 the-- she was Japanese reared in Australian and I'm the
 465 interpreter. Felt good. People were like, huh? It's like now
 466 this, she's, she's your client and I'm the interpreter, Dr--
 467 right? Yeah, so but mostly just as a volunteer in the expat
 468 community, especially for medical events.

469 Interviewer: 00:24:41 Okay.

470 Interviewee 7: 00:24:42 While living in Tokyo. And then when we moved to
 471 Michigan, I registered again with the volunteer
 472 association and did interpreting once again for people,
 473 like there's a big company in West Michigan with a lot of
 474 Japanese employees, but they didn't want their company
 475 interpreter, so I would go to mostly parent teacher
 476 conferences with moms when the dad, who spoke
 477 English, didn't want to take off work.

478 Interviewer: 00:25:13 Mm-hmm. Okay.

479 Interviewee 7: 00:25:14 So.

480 Interviewer: 00:25:14 If I understand correctly, this was always though, uh, sort
 481 of a, a, a [sic] additional job, right? Something that you
 482 did on the side.

483 Interviewee 7: 00:25:21 Yes. I've never had a full time job as an interpreter. It's
 484 always been wherever I've lived, it hasn't been enough to
 485 do that kind of thing.

486 Interviewer: 00:25:33 Mm-hmm. May I ask why this was important to, to offer
 487 this skill-set on the side, for you, personally?

488 Interviewee 7: 00:25:40 Well, I would try, when I moved to a new location, like
 489 we were a year in Chicago and my husband was getting
 490 his doctorate, and I found a Japanese church and just stay
 491 connected with Japanese people. It was like, "Oh, you,

492 [name of Interviewee 7], we need your help with this or
 493 that." And it just kinda happened. And then, um, in
 494 Michigan I also found a Japanese church community and
 495 also, uh, there was some Japanese professors, so the local
 496 college and would do with their families [sic]. So it's
 497 important for me to continue speaking Japanese at a heart
 498 level, not just surface and also to stay, stay breathing
 499 Japanese, um, stay connected with people. And at that
 500 point it was really important for my daughter, when we
 501 had come back from Japan, to stay connected with
 502 Japanese.

503 Interviewer: 00:26:34 Mm-hmm. Okay. Looking back at your entire
 504 professional life so far, is there an interesting
 505 linguistically focused story or encounter that you can
 506 remember now because it was so out of the extraordinary
 507 that it sort of, you still remember it like it was yesterday?
 508 Something--

509 Interviewee 7: 00:26:51 A--

510 Interviewer: 00:26:51 -- you'd like to share?

511 Interviewee 7: 00:26:53 --a linguistic story?

512 Interviewer: 00:26:54 Yeah, linguistically focused.

513 Interviewee 7: 00:26:57 Um. Well. A recent one, it was two weeks ago, I decided
 514 to get out of Moscow for the weekend and I went to
 515 Wiesbaden, Germany to an Elton John concert.

516 Interviewer: 00:27:10 Okay.

517 Interviewee 7: 00:27:11 By myself. And it was a Japanese couple that sat down
 518 next to me and I'm like, okay, am I gonna just-- 'cause if
 519 you start speaking Japanese then it goes into your whole
 520 life story. So I decided not to. And just enjoyed

521 eavesdropping and then mosquitoes came out. I sprayed
 522 bug spray and I just instinctively turned to her and asked
 523 her in Japanese if she wanted some too. And then it's like,
 524 uh-oh, this lady who speaks Japanese has been listening
 525 to us all evening. It was one of those funny but a little bit
 526 awkward moments. And then they're like, "Oh, how do
 527 you know Japanese?" "Oh, I just lived there. I lived there
 528 for a little while." That's the short answer and you know,
 529 I sprayed her feet with bug spray and the concert went on.
 530 But--

531 Interviewer: 00:27:56 Okay, Yeah. Good. And in a, in a work related context?

532 Interviewee 7: 00:28:05 I think that there's a, in a work related context, like at our
 533 school we had a Japanese family with a special needs son,
 534 and I think it was a real relief to the mother, that in
 535 addition to her anxiety about her son, she didn't have to
 536 face the anxiety of not being able to speak. So when she
 537 would come and just come and chat, about life in Moscow
 538 I felt like, okay, you provided with what I've been
 539 provided as growing up where I did and giving back to
 540 the community, by being someone that this lady can just
 541 talk to. And the other thing is with Japan it's all this saving
 542 of face. So to talk to another Japanese person who is
 543 connected with everybody else about her son's needs
 544 would have been difficult. That by talking to an outsider,
 545 you know, she didn't, she knew I wasn't going to run to
 546 the head of the embassy and do anything. You know,
 547 there's this-- a lot of people in Japan tell a lot of things to
 548 outsiders who understand Japanese that they've never
 549 talked about with other Japanese.

550 Interviewer: 00:29:17 As a, as a form of relief then or, uh,--

551 Interviewee 7: 00:29:20 Uh,--

- 552 Interviewer: 00:29:20 --just because you're out of the circle of--
- 553 Interviewee 7: 00:29:22 You're, out of the circle and the perception is you would
554 understand these issues, you'd talk about them and you
555 kind of give indicators, you know, like people might have
556 a child that you've seen while you're hanging out your
557 laundry. He lives in the courtyard, he's in a wheelchair,
558 he's never been outside. He doesn't ever leave the family,
559 and nobody else knows he exists. And sometimes as an
560 outsider you can say something like, "Oh, who's
561 visiting?" And then they'll say "He's not visiting." And
562 you know that too, but, and then they'll tell you about the
563 child. What, they don't, you know, it's sort of like, there's
564 a lot of secrets.
- 565 Interviewer: 00:30:05 Okay. Well it's, uh, if you compare, um, Japanese culture
566 with American culture, I guess, you know, very opposite
567 ends of the stick. Coming, coming to the topic of, um,
568 international background and intercultural competence,
569 what cultures do you feel comfortable moving around in,
570 where you feel you have the hang of it, um, and that
571 you're comfortable in?
- 572 Interviewee 7: 00:30:31 I'm, I'm comfortable in American culture. Sometimes I'm
573 shy and I'm thinking I'm not shy, I'm not really an
574 introvert, but to Americans I come off as an introvert.
575 And to Japanese, I would come off as an extrovert. So it's
576 that weird balance. Um, I do really well with other Asian
577 cultures. I seem to get what's happening. So here in
578 Moscow, some of my close friends are, uh, Chinese
579 students. They're much younger, but I'll open my home
580 on Sunday afternoon and they'll come hang out.
581 Sometimes they'll even take naps. They're just like
582 students, grad students that are flopped down on your
583 couch and you know, someone else wants to learn to bake

584 and we're baking, something in the kitchen. It's just a
 585 really casual atmosphere. So, I'm comfortable in other
 586 Asian cultures. I kind of, even if I don't speak the
 587 language, I kind of know what to do.

588 Interviewer: 00:31:27 Mm-hmm. What about um, European, African cultures?
 589 South American?

590 Interviewee 7: 00:31:34 Um, I will say my least skills would be with South
 591 American people. I really don't-- even when I would meet
 592 other people from like Brazil and there-- you seem very,
 593 very expressive. Almost overwhelming. I-- they for, I
 594 worked professionally with in Minneapolis with a lot of
 595 Liberian Africans and then in Michigan I worked with the
 596 Sudanese refugees and I came to understand how they
 597 think and how they process. Um, like funny experiences
 598 where they, um, needed someone to volunteer to teach
 599 Sudanese women how to use sewing machines.

600 Interviewer: 00:32:23 Okay.

601 Interviewee 7: 00:32:24 And I prepared these lessons and they were-- it was [sic]
 602 eight week course, two hours a week. What I wasn't
 603 prepared for, was like they didn't know how to use
 604 scissors. I'm like, oh no. So we had to back up and start
 605 much more basic, like how to cut out something and we
 606 made--. And it was very important to, their husbands, that
 607 they were letting them go for two hours and we had child
 608 care as well, and a snack, that they come home with a
 609 finished product. So by the second week I was cutting
 610 these little things out so that they can come home with
 611 something so they could come back the next week. So
 612 learning that kind of real patriarchy, um, you know. I took
 613 African clients to immigration and I asked the mom to
 614 bring snacks 'cause when you're driving to Detroit would
 615 be gone from like 6:00 AM probably get home around

- 616 5:00 PM. And she brought a pound cake and a gallon of
 617 milk. And so the pound cake was everywhere in my car.
 618 And the milk, you know, was she had little cups for the
 619 milk, but at the end of the day and the milk's been out
 620 since maybe 5:00 AM and it's 12 hours now and well, it's
 621 like, when I got her back to her house I said it might be
 622 wise not-- to pour that milk out, that it might not be safe
 623 tomorrow to drink. And that power of a white woman's
 624 telling me something, she unscrewed the cap of the milk
 625 and just poured it out right there in the parking lot.
- 626 Interviewer: 00:34:06 Okay.
- 627 Interviewee 7: 00:34:07 And I'm like, "Oh, oh dear." But so I'd learned a lot. Just
 628 you know, I'm doing my Asian not saying pour the milk
 629 out, but it might be wise not to think about drinking that
 630 tomorrow and she just—Okay, this lady's telling me, this
 631 milk is not safe anymore, so let me obey her. And I was
 632 just like, oh dear.
- 633 Interviewer: 00:34:30 Mm-hmm, okay.
- 634 Interviewee 7: 00:34:30 So I didn't—yeah, very interesting dynamic working with
 635 different African people. If they were all Sudanese it went
 636 better. But when we like mixed groups at the sewing
 637 classes, that didn't go so well. Because while we had to
 638 have two interpreters, that was, yeah.
- 639 Interviewer: 00:34:54 Okay.
- 640 Interviewee 7: 00:34:54 So anyway I just learned a lot. But I have no experience
 641 working with, um, South American, Latin American
 642 people.
- 643 Interviewer: 00:35:04 Okay. What about, um, learning culture through, um,
 644 maybe close knit of friends from a different culture? Um,
 645 is there one specific culture that you've been introduced

646 to just through your social setup? Things that, indirectly,
 647 that-- where you haven't lived where you haven't, um,
 648 really traveled for example. But, um--

649 Interviewee 7: 00:35:23 Um, I had, um, yeah, here in Russia, I've had colleagues
 650 from France or Germany or Holland, um, other European
 651 countries where they, and I've learned some things about
 652 their culture and how they do things.

653 Interviewer: 00:35:42 Mm-hmm. Okay. What about the Russian culture? You
 654 haven't mentioned that yet.

655 Interviewee 7: 00:35:46 Um, yeah, I have a lot of interaction, more so than the
 656 other staff with local Russian people. I'll go to dinner and
 657 go to their dachas. I will, um, uh, one, the funny one I've
 658 gotten going now is at church. There's a once a month, a
 659 Filipino gathering and I watched their kids and it's like,
 660 "What? We can't have a white lady watching our kids."
 661 That doesn't culturally fit for them because they're hired
 662 all over the world as nannies. Um, so it is kind of
 663 interesting just sitting on the outside of that with, um,
 664 Filipino kids who speak English and Russian and, you
 665 know, being in charge of them for a couple of hours. And
 666 those local with, um, my daughter has some Russian
 667 friends, some like a Korean lady who married a Russian
 668 and they come over. And so I've gotten kind, kind of
 669 friendship with her godchildren and that whole extended
 670 clan.

671 Interviewer: 00:36:50 Okay.

672 Interviewee 7: 00:36:51 But it's harder-- like the school, we are in apartments that
 673 the Ministry of Foreign Affairs of Russia allows the
 674 school staff to live in. And there's, there's a camera at the
 675 gate and people have to show their passports to come in.
 676 So I've had some Russian people over to my apartment,

677 but there's still some that would say "I don't want to come
678 to your house, because, later on if we get a different
679 president, they might not be happy that I went to a
680 Ministry of Foreign Affairs apartment." So there's still a
681 little reluctance. Like I know that there's some people that
682 would, that I just keep meeting at restaurants and I think
683 it's because they don't want my presence recorded at their
684 building or theirs reported at mine.

685 Interviewer: 00:37:41 Okay. So--

686 Interviewee 7: 00:37:42 Because the apartment is actually an average Russian
687 apartment. They're not the diplomatic elite departme--
688 apartments, but there's still that stigma of coming on the
689 kind of gate.

690 Interviewer: 00:37:58 And so that-- it is a sort of gated community then?
691 Definitely?

692 Interviewee 7: 00:38:02 Well, it's an apartment building with a fence around it. I
693 wouldn't, you know, when I think of gated communities,
694 it's more, usually a little more luxurious.

695 Interviewer: 00:38:13 Okay.

696 Interviewee 7: 00:38:13 It's uh, you know your-- we're all coming in off the Metro.
697 We're all walking to our apartment buildings and our
698 complex happens to have a fence.

699 Interviewer: 00:38:22 Okay.

700 Interviewee 7: 00:38:23 A little Ministry of Foreign Affairs, but the, even my
701 parking lot, I'm looking out the window, there's a Russian
702 hospital within 50 meters of me. The other side, there's
703 lots of Russian apartment buildings. So it doesn't stand
704 out walking down the street until you get to the gate.

705	Interviewer:	00:38:42	And would you consider some, uh Russian colleagues etc.
706			already as friends or are these still in the four years more
707			acquaintances?
708	Interviewee 7:	00:38:50	No, they're friends.
709	Interviewer:	00:38:51	Okay.
710	Interviewee 7:	00:38:52	We do things for each other and for each other's birthdays
711			and each other's kids. And I would say they're friends.
712			There's reciprocity. And we see them outside of school.
713	Interviewer:	00:39:02	Okay.
714	Interviewee 7:	00:39:02	There are some that are colleagues that, you know, you
715			just at work, but there are others that you do things with
716			socially.
717	Interviewer:	00:39:09	Mm-hmm. Let's connect the intercultural competence
718			with your professional life. Um, are you able to use your
719			intercultural competence in the work-related setting? And
720			if so, can you give me an example or two where it's less
721			of a linguistic issue, but more of sort of smoothing,
722			smoothing, maybe cultural misunderstandings along the
723			way at work nowadays.
724	Interviewee 7:	00:39:32	Okay. Uh, in Michigan as a--, okay, we'll start now. I feel
725			like in this job it's all come together. Because-- that
726			people from 67 countries and these little turf wars break
727			out sometimes. It's not language. It's um, oh, some, one
728			of the teachers was patting a little Thai boy on the head
729			and, you know mom got really upset, the teacher's
730			touching the son on the head, even if she's just rubbing
731			his head in an affectionate way and having had to go to
732			the teacher and say "You know, this is making mom
733			upset, she doesn't want to come to you and here's why."
734			And just, well, some of those things, some of the [unclear

735 due to connection] issues between Russians who are
736 extremely direct and will just say "You. Stop.", you
737 know, like that. Um, and don't speak politely in the
738 Korean parents' minds. So, when their child is taking,
739 like— The classroom instruction is not usually Russian
740 staff, but when they're taking music lessons or something
741 from Russian staff, the Russian music teachers,
742 especially, tend to be pretty harsh, um, pretty direct. And
743 you know, the Russians are also perfectionists as a
744 general rule, especially in the area of music and the arts.
745 And so yeah, they will practice. I mean Koreans are
746 diligent too, but in, I think in the way that the Korean
747 teacher might be more likely to make a suggestion and a
748 Russian teacher might reach over and grab your bow and
749 correct.

750 Interviewer: 00:41:21 Okay.

751 Interviewee 7: 00:41:22 And you know, do things just more boldly and more
752 forcefully. So, there's been a lot of things that are not
753 about language, but in about how you approach
754 situations.

755 Interviewer: 00:41:33 And how does this unfold? Is it, um, that the children
756 come to you or do the children go home and tell the
757 stories and then the parents come to you in sort of a
758 mentoring role? How do you--

759 Interviewee 7: 00:41:43 It, it happens both ways--

760 Interviewer: 00:41:43 I mean I'm sure you're not in the room most of the time.
761 How, how are you made aware of these situations where
762 you interact then?

763 Interviewee 7: 00:41:50 Well at first it was parents coming to me to talk about this
764 awful teacher who did something 'cause that's-- And

765 we're sort of an, I mean we're an, we're sponsored by the
 766 American, British and Canadian embassy originally since
 767 1949. So school is seventy years old. So, there's sort of a
 768 Western way of doing things that's predominant. But
 769 when the same kind of issues keep coming up then you
 770 know-- Usually I'm able to listen to what the parents,
 771 especially the Asian parents are saying even if—Yeah,
 772 and most of the time they're not Japanese. They're other
 773 Asians-- but and sort through what the offence is to them.
 774 Like the child has been disrespected by being rubbed on
 775 the head. And then go to the teacher with, I generally will-
 776 - Like for Russian parents, I'll tell them, you can't come
 777 talk to me until you talk to the classroom teacher. Go to
 778 her first, but for Asian parents sometimes I'll still meet
 779 with them and kind of give them a script. We'll work on
 780 it. This is how you might want to approach the teacher,
 781 and help them like craft an email that makes sense. In
 782 English and then approach the teacher that way. Or
 783 sometimes I'll just ask the teacher, you know, these
 784 parents are a little confused. Um, can we meet and just try
 785 to, try to take the one down approach with everybody. So,
 786 teachers aren't feeling ganged up on and parents aren't,
 787 yeah-- it's sometimes a balancing act.

788 Interviewer: 00:43:31 Yeah. Delicate. Huh? Definitely.

789 Interviewee 7: 00:43:33 Definitely. And you just never know from any given day,
 790 I mean you go to work, you know, you have a plan and
 791 then something else happens, and--

792 Interviewer: 00:43:42 Okay. Do you feel that people follow your, uh, advice?
 793 The intercultural advice?

794 Interviewee 7: 00:43:49 A lot of times they do. Um, if they come to me-- if an
 795 Asian person comes to me and seeks advice, they're
 796 probably going to follow it, because they've decided

797 ahead of time that my advice might be valuable. Before
 798 they came to me. Um, I don't think Russian parents follow
 799 my advice. For example, um, this is a time of year of
 800 transition and moving and the Russian approach would be
 801 "if we're being transferred, we won't tell our children.
 802 We'll tell them we're going on holiday and then when we
 803 get there, we'll tell them, oh, we've moved".

804 Interviewer: 00:44:23 Okay.

805 Interviewee 7: 00:44:24 And, you know, I give seminars on transition that are
 806 exact opposite that and telling, you know, you don't have
 807 to tell them in January, but by April a school, if a kid's
 808 moving in June, a school aged child oughta know before
 809 your moving boxes show up.

810 Interviewer: 00:44:42 Yeah.

811 Interviewee 7: 00:44:42 The whole violation of trust. And the Russian parents will
 812 say, but they'll cry. And I'm like, yes, they might cry and
 813 then they can cry with their friends and they can say
 814 goodbye and there's still this "We're not gonna make our
 815 kids cry"-- a kind of resistance to informing children. So
 816 yesterday I got in a tug of war with a parent. She'd told
 817 her fifth grader that they were moving to Switzerland for
 818 mom's job and she hadn't told her six-year-old. But his
 819 sister's having like-- if-- we do a popcorn party, they're
 820 signing, you know, Matruschka dolls and she's holding a
 821 sign in the assembly and the photo thing of, you know,
 822 these people are leaving, here's where they're going. And
 823 I said, we need to talk. To-- he needs to be told! "But he
 824 might cry." And so yeah, eventually the classroom
 825 teacher said, hey, all his friends are having farewell
 826 parties, he's, he's likely to be excited. And if he cries, he,
 827 his friends will cry, too. So, it might be okay. And she

828 was able to convince the mom that it was okay, but then
829 it was me telling him that he might be moving.

830 Interviewer: 00:45:56 Okay.

831 Interviewee 7: 00:45:57 So, he's still holding this little sign. He came up, we did
832 an acrostic poem with his name. He had popcorn with his
833 friends and talked about the good and not so good things
834 about moving. We put it all on the whiteboard. We took
835 a photo, I made him a farewell card and he's holding this
836 sign that says Zurich and he's like "What's Zurich?" And
837 I said, well it's the city in which your mom has gotten a
838 job, which-- where you might be moving. So, like
839 hedging a little bit 'cause I'm afraid of the mom.

840 Interviewer: 00:46:27 Yeah.

841 Interviewee 7: 00:46:28 But it's like okay, but they've got plane tickets for next
842 week. He's definitely moving.

843 Interviewer: 00:46:35 Okay. Is it, the, this, uh, transition-- is this, um, like extra
844 ho--like information evening or hours that you give for
845 the parents as well at your school? Or--

846 Interviewee 7: 00:46:47 Well, we do it-- we do do one in the evening. We do one
847 like, oh, 9:30 to 11:00, uh, like a morning coffee. We send
848 out the PowerPoint. We-- about in May, we send the
849 parents like a four-page thing about moving-- Um, [rest
850 unclear due to overlap].

851 Interviewer: 00:47:09 But this is, uh, all geared towards the parents then, right?
852 Or do you do parallel--

853 Interviewee 7: 00:47:12 It's geared towards the parents. But then we also do
854 lessons with the kids, so that usually starts in about April.
855 Unless the child is moving in-- mid-year, I have them
856 come to my office and eat lunch and they bring two stayer

857 friends, who are not moving. And sometimes the stayers
 858 have been to this thing a lot of times. But we try to
 859 recognize that people are leaving their lives, too. So,
 860 there's a lot of talk about how to make friends, how the--
 861 you know, what they think about the new place.
 862 Individually, I usually-- If I know where a child's going
 863 to school, if, you know, sometimes I've sent these
 864 reference letters, I know where they're going. Um, if I get
 865 the parent permission, I'll look up the school on the
 866 website and show them the playground and the different
 867 things. So, I'm looking, I'm dealing with concrete
 868 children, you know, little kids, four to eight. Uh, I had a
 869 seven-year-old staff family and they were moving to
 870 another country and he came three or four times to see,
 871 on his recess, to see his school and finally I printed him
 872 out and laminated him a picture of the playground. He
 873 carried it around in his pocket and he didn't come back to
 874 see me.

875 Interviewer: 00:48:26 Okay.

876 Interviewee 7: 00:48:27 But that, he needed to know what his playground looked
 877 like. I hope they don't remodel it over the summer.

878 Interviewer: 00:48:34 Um, looking back again at your entire professional life so
 879 far, is there, uh, an interesting culturally focused story
 880 that sort of, um, jumps out at you still because it was very,
 881 I don't know, emotional, dramatic, very positive. Um,
 882 where you felt you grew, it made an impact and you still
 883 remember it?

884 Interviewee 7: 00:48:56 Aw, I'm hard pressed to come up with one story. I just
 885 think it's-- Probably, I was [unclear due to connection] to
 886 New Jersey that's 45 minutes from Philly and I had just
 887 gotten there and, um, it was around Christmas time and I
 888 went to a Japanese church in Philadelphia. I had to find it

889 online and show up and I'm like, oh brother, here we go
 890 again. Why do you speak Japanese? Buhbuhbuh. You
 891 can't just, you know, you can't sneak just quietly and
 892 come into a-- Japanese gatherings are small and the you
 893 stand out as the foreigner anyway, no matter what. And I
 894 guess that bonding, most of those Japanese people were
 895 in their seventies and eighties, and, had, a lot of them had
 896 been on the West Coast in internment camps and they
 897 were allowed to get out of the internment camp if they
 898 would go to, um, Secaucus, New Jersey someplace and
 899 work in an ammunition factory.

900 Interviewer: 00:50:00 Okay.

901 Interviewee 7: 00:50:00 So, they got out of the internment camp early by moving
 902 to New Jersey. They, so their, their lives were really
 903 interesting and their stories were interesting and, long
 904 story short, they had these benches with cushions that
 905 someone had made in the 50s and the cushions had rotted
 906 out and they were flat as pancakes and, and it was like
 907 "well [name of Interviewee 7] you sew, can you help fix
 908 the cushions?" And there was no fixing this. I opened up
 909 one and it just came out, you know, in little pieces of
 910 yellow crumbs and convincing the ladies, they had the
 911 money, to buy the new foam. So, we bought the new foam
 912 and I made, you know, thirty odd bench cushions. They're
 913 pretty long, 'cause there's three seats on the bench. So, this
 914 is a big project. It took me a month.

915 Interviewer: 00:50:52 Okay.

916 Interviewee 7: 00:50:53 I couldn't bring 'em to church until we had 'em all 'cause
 917 then it'd be like, who is sitting on the pancake? And yeah.
 918 So, I did it all in one Saturday. So that was just a really
 919 neat working multi- generally-- more generationally. And
 920 the Japanese women were divided, some had married

- 921 Japanese, some had married white people, some had
 922 married black people and they were all going to church
 923 together here in Philadelphia. So, there was some definite
 924 camps. The church where they had divided more among
 925 racial-- like what race they married, and what race the
 926 children were looking to be. And so, it was very, you
 927 know, interesting. Very interesting culture because it was
 928 the children and grandchildren who are bringing these
 929 women to church and dropping them off. And then
 930 coming for events. Though, we had very much African-
 931 American style barbecue picnics with the children and
 932 grandchildren setting it up in the parking lot and the other
 933 ladies making sushi in the basement. And then another
 934 group, you know, baking Western sweets and having a,
 935 like a church, um, fundraiser setting.
- 936 Interviewer: 00:52:11 Mm-hmm, okay.
- 937 Interviewee 7: 00:52:12 Very eclectic.
- 938 Interviewer: 00:52:14 Okay.
- 939 Interviewee 7: 00:52:14 Those kinds of experiences stand out to me.
- 940 Interviewer: 00:52:17 Well, thank you for sharing that one. Um, almost at the
 941 end of the interview. Um, in regards to, again, your
 942 intercultural competence and linguistic skills at work.
 943 Um, was this something for your current position that you
 944 were actively seeking to be able to use both skillsets? Um,
 945 or was one sort of leading into the other.
- 946 Interviewee 7: 00:52:39 For this position, I was sitting in Alabama and I had been
 947 offered - I'm a psychologist - and I've been offered a job
 948 as a toileting aid for special needs children--
- 949 Interviewer: 00:52:51 Okay.

950	Interviewee 7:	00:52:51	--in Alabama because they didn't recognize my Michigan
951			credentials.
952	Interviewer:	00:52:56	Okay.
953	Interviewee 7:	00:52:57	Nothing wrong with that. But I've been there, done that
954			and I was really just looking. I had done foster care. I've
955			been a director of foster care in Philadelphia and that
956			involves 24/7 on-call. In Michigan, I had been a director
957			of an in-home program to keep children from going back
958			to the psychiatric hospital, which also involved, as a
959			supervisor, 24/7 on call.
960	Interviewer:	00:53:25	Okay.
961	Interviewee 7:	00:53:26	And then I'm like, okay, I want a job in Alabama where-
962			- I'm getting too old to get woken up two or three times a
963			night. I want a job that doesn't require me having crisis
964			phones on my bed side table.
965	Interviewer:	00:53:37	Okay.
966	Interviewee 7:	00:53:38	So, I got this email from a friend of a friend, you know,
967			they need a school counselor in China, can you go? And
968			I looked up the pollution in the city that they thought--
969			said, and I thought, no way. I can't wear a mask and the
970			playground is under a dome, and you can't go outside.
971			And I thought--
972	Interviewer:	00:53:58	Okay.
973	Interviewee 7:	00:53:59	Aw, I just don't think I can do that. And then they said,
974			oh no, the person used to be in China, but now they're in
975			Moscow.
976	Interviewer:	00:54:05	Okay.

977 Interviewee 7: 00:54:06 So, within, within, that was like Wednesday. Friday, I
978 interviewed, Monday I was offered the job, and the next
979 week I was on a plane.

980 Interviewer: 00:54:14 Okay.

981 Interviewee 7: 00:54:15 So, I knew nothing about Europe, really. I mean I've been
982 to France and helped in a mission organization, running
983 transition seminars for teens maybe three times. So
984 maybe three months of experience in Europe. Um, didn't
985 really consider Moscow as Europe. They do. Um, so I had
986 this very Soviet image of reference. Old image and yeah,
987 it's been a very good stretching experience where it just
988 feels like my whole life, my life as a teacher, my life as a
989 TCK, my life as a directing like social work, mental
990 health programs and also foster care has like all come
991 together. So, it's just, you know, I-- outside from
992 sometimes getting frustrated with, you know, no sunshine
993 for months on end in Moscow, I really like what I'm
994 doing.

995 Interviewer: 00:55:13 Okay.

996 Interviewee 7: 00:55:14 I feel like it's all come together.

997 Interviewer: 00:55:16 Okay.

998 Interviewee 7: 00:55:17 And that all the different parts of my life, both personal
999 and professional and you know, linguistically, culturally
1000 on this moving as a family, moving many times with, you
1001 know, different kids at different ages, different children
1002 in the same family respond differently. It's like, yeah,
1003 nothing was wasted. It all came together.

1004 Interviewer: 00:55:37 Okay. And do you feel that um, professionally you're
1005 getting recognition for this as well in your job? Is-- are

1006 your boss, your colleagues seeing both sides of, of you
 1007 linguistically and culturally or does--

1008 Interviewee 7: 00:55:50 I think--

1009 Interviewer: 00:55:50 --one side stand out more to them?

1010 Interviewee 7: 00:55:52 I think, the-- well, they don't understand the linguistic
 1011 piece.

1012 Interviewer: 00:55:56 Okay.

1013 Interviewee 7: 00:55:57 So I think it's more the cultural piece of how I'm able to
 1014 calm down some sticky parent meetings or suggest, I say
 1015 this 'cause my principal and assistant principal are both
 1016 leaving - one's been here nine years and one's been here
 1017 six - I don't know what next year will bring. That's the
 1018 other thing, you know, you're gonna get new colleagues
 1019 every two years or so, too.

1020 Interviewer: 00:56:23 Okay.

1021 Interviewee 7: 00:56:23 And this time there is a bigger turnover. Usually we use
 1022 [sic], we lose about three people in the elementary school
 1023 and this time 12 are leaving.

1024 Interviewer: 00:56:30 Okay.

1025 Interviewee 7: 00:56:31 And three more found out today that they're leaving cause
 1026 their visas aren't gonna be renewed.

1027 Interviewer: 00:56:36 Okay.

1028 Interviewee 7: 00:56:36 So that was really sad, just for people to get unexpected
 1029 news. They were Filipino staff. They've been here like 25
 1030 years.

1031 Interviewer: 00:56:43 Okay.

1032	Interviewee 7:	00:56:44	And for some reason the Russian government and the
1033			Filipino government aren't doing too well right now.
1034			And--
1035	Interviewer:	00:56:52	Okay.
1036	Interviewee 7:	00:56:53	--so, there's people that have been here for decades
1037			[unclear due to connection], uh, that are not having their
1038			visas renewed this summer.
1039	Interviewer:	00:56:59	Okay.
1040	Interviewee 7:	00:57:00	So, there's the, the grief and loss part, which I'm pretty
1041			good at helping people through and then, um, the
1042			transition part. But I think, yeah, slowly. It takes a while
1043			for people-- I, I think if you haven't finished your first
1044			two-year contract, nobody takes you seriously.
1045	Interviewer:	00:57:21	Okay.
1046	Interviewee 7:	00:57:22	There's a lot of people who blow in with great ideas how
1047			they're gonna change the school and we just wait them
1048			out because they don't really know that much. I mean
1049			there's been some fresh ideas that are good, but some
1050			ideas are like, hmm, I wonder if they'll still think that way
1051			next year.
1052	Interviewer:	00:57:40	Okay.
1053	Interviewee 7:	00:57:40	After they have gone through a winter. You know you
1054			don't get any credibility till about April, if--. We've had
1055			people come and not unpack their bags or go home on
1056			December, Christmas break and not come back. So, you
1057			would be-- people look at you with a lot of skepticism
1058			until you finished the first two-year contract and after that
1059			you renew year by year.

1060	Interviewer:	00:58:00	Okay.
1061	Interviewee 7:	00:58:01	And then you start gaining credibility. One because
1062			you've been around a while, and they've seen your work.
1063			But two because it's like, okay, this person's ideas actually
1064			do work.
1065	Interviewer:	00:58:10	Mm-hmm, okay.
1066	Interviewee 7:	00:58:12	Or not. But yeah, you--
1067	Interviewer:	00:58:15	And you personally are, uh, still geared to do this awhile,
1068			or?
1069	Interviewee 7:	00:58:19	I am.
1070	Interviewer:	00:58:19	Okay.
1071	Interviewee 7:	00:58:20	I am. I don't-- you know, if you had a significant health
1072			problem and couldn't work, you would need to leave. Um,
1073			other than that, unless you do something really egregious,
1074			I can't see, I've not seen people-- I've seen a few people,
1075			you know, we have like 400 staff, I've seen a few people
1076			fired, but they've done things that are like, yeah, I'd have
1077			fired you, too, kind of--.
1078	Interviewer:	00:58:47	Okay.
1079	Interviewee 7:	00:58:47	I mean 'cause I've been a director of foster care and a
1080			director of, you know, I've had 25 therapists working for
1081			me. So, it's like, yeah, it's like herding cats. You know,
1082			you got 25 skilled professionals, and 27 opinions about.
1083	Interviewer:	00:59:00	Yeah, okay.
1084	Interviewee 7:	00:59:04	Um, yeah, so I see this as a very collegial, very
1085			collaborative--, um, you know, we have to share more
1086			than just our work day. I mean we're-- we, then we have

1087 to get on a bus and ride back to our apartments. Um, I
 1088 don't do a lot of things with teachers after school. Um,
 1089 this [sic] because I prefer to get involved with people after
 1090 school that are not connected with the school so that I
 1091 don't, I'm not in a school bubble.

1092 Interviewer: 00:59:33 Yeah, okay.

1093 Interviewee 7: 00:59:35 But, um, personally, yeah, I like it and I'll probably keep
 1094 renewing.

1095 Interviewer: 00:59:40 Okay. Final question. What would you tell younger
 1096 ATCKs that are just starting out in their professional
 1097 careers? Something that you would have liked to know
 1098 when you were starting out? What would you give as
 1099 advice?

1100 Interviewee 7: 00:59:53 Um, that I think when I came to the U.S. for college I
 1101 was also working full time as the college-- in the college
 1102 library, like 40 hours a week. And I would say, as life
 1103 moves on, it gets easier, it gets better. Um, you just, you
 1104 learn to blend or adapt or flux with whatever culture
 1105 you're in. Uh, um, to people who are like really stressed
 1106 out, like under 25, I would say that, you know, it just gets
 1107 better. But also that, you know, it's not like it was when I
 1108 was an eight year old where we promised to write each
 1109 other and we wrote down our addresses in these little
 1110 address books that inevitably got lost or parents mailed
 1111 the letter and then you'd get one or two letters back. And
 1112 that was the end of it. We do see kids skyping their
 1113 friends, um, having them show up five years later in
 1114 another international school. Especially the kids that are
 1115 not church TCKs, but are more diplomatic and business.
 1116 They're running into people again, you know, five years
 1117 later their friend from second grade is now in their school

1118 or something and so that it can become its own
1119 community.

1120 Interviewer: 01:01:14 Do you feel that's because, um, there's just simply more,
1121 uh, families, business families traveling now or is it
1122 because of the social media and sort of the media access
1123 to, to uphold friendships?

1124 Interviewee 7: 01:01:26 I think it's the social media and media access. I mean, we
1125 did not call the United States. I can remember in six years
1126 in Japan, I think there was one phone call and it was after
1127 my grandfather had passed and we ca-- after we got the
1128 telegram, which was funny, you know, by itself because
1129 the telegram boy was a friend of mine. He was about 12
1130 and I was maybe 10, and he came and he called, my name
1131 at the gate. And he had me come out and read it and says,
1132 "Is this is [sic] happy or sad?" I says, "It's sad. It needs
1133 the black envelope." Then he put the telegram in the black
1134 envelope and then went around to the other side of the
1135 gate and called for my father, and gave him his bad news
1136 that his dad had died. But you know, that kind of
1137 communication and then that one phone call my dad made
1138 his mom. We don't-- you know, we can Skype, we can, I
1139 talk to my daughter in Korea -she's in Korea and my son's
1140 in Michigan- and I talk to my daughter probably twice a
1141 week. We don't usually waste the video, we just talk. But,
1142 um, and I talk to my son maybe once a month. With, you
1143 know, you can kind of maintain connection.

1144 Interviewer: 01:02:41 Mm-hmm, okay. I, I'd agree from the, you know,
1145 personal stories. My, my mom as well as my own life
1146 experiences, that--.

1147 Interviewee 7: 01:02:50 What's beautiful is every Monday my mother wrote a
1148 letter to her mother-in-law and her mom. I now have all
1149 those letters. And they're really interesting, the same

1150 events, what she told her mom and what she told her
 1151 mother-in-law are very different. And there was never a
 1152 negative word in either letter. So, none of us kids ever did
 1153 anything bad, nothing bad ever happened unless like
 1154 somebody got sick and died. But you know, all the things-
 1155 - a lot of the things I remember as a kid, I'm like okay this
 1156 is not exactly, you know-- Like they're very sanitized. But
 1157 they're really historical, 'cause you have a weekly record,
 1158 40 years of everything that happened to my parents.

1159 Interviewer: 01:03:35 Mm-hmm, that's special. Definitely.

1160 Interviewee 7: 01:03:38 Yeah, and I'm not allowed to copy them for my siblings
 1161 until my parents are gone.

1162 Interviewer: 01:03:43 Okay.

1163 Interviewee 7: 01:03:44 So, you know, I found like what I would have been named
 1164 if I was a boy, or you know, crazy things that you just
 1165 didn't-- you know.

1166 Interviewer: 01:03:51 You didn't know at the time.

1167 Interviewee 7: 01:03:52 'Cause they're all writ--, yeah, they're all written down.

1168 Interviewer: 01:03:54 Nice. Very nice. Special.

1169 Interviewee 7: 01:03:57 Special. But yeah,--

1170 Interviewer: 01:03:58 [Name of Interviewee 7],--

1171 Interviewee 7: 01:03:59 --hard to photograph aerograms, anyway.

1172 Interviewer: 01:04:01 Yeah. Ah, [name of Interviewee 7], I'm at the end of the,
 1173 the official part of the interview. I do have three, um,
 1174 statistical questions still.

1175 Interviewee 7: 01:04:10 Okay.

1176	Interviewer:	01:04:10	One, your nationality, you said was American?
1177	Interviewee 7:	01:04:13	Yes.
1178	Interviewer:	01:04:14	That you have the American passport. Um, would you
1179			share your age with me?
1180	Interviewee 7:	01:04:17	Yeah, I'm 58.
1181	Interviewer:	01:04:19	58. Okay. And your current job title?
1182	Interviewee 7:	01:04:23	Elementary school counselor.
1183	Interviewer:	01:04:26	Okay. And your years of work experience in total? Since
1184			the age of 18.
1185	Interviewee 7:	01:04:33	Forty.
1186	Interviewer:	01:04:35	Okay, good. Um, that would be it from my end. Um, I,--
1187			you've poured out a lot in the last hour. Um, if you have
1188			questions towards me, I'm, I'm happy to stay on for a few
1189			more minutes and, and to share a little bit on my end. Um,
1190			if you're good, that's fine. It's, it's a late evening.
1191	Interviewee 7:	01:04:53	So what's [unclear due to connection] the particular
1192			project you're working on?
1193	Interviewer:	01:04:57	Sure. I'll just turn off the recording 'cause that it'll make
1194			it easier. Um.

G.8 ATCK Interview 8 – June 22nd, 2019

1	Interviewer:	00:00:00	Basically popping up.
2	Interviewee 8:	00:00:02	Yeah, a red dot.
3	Interviewer:	00:00:04	Mm-hmm. Exactly. So I learned, uh, that with Skype, um,
4			I think for 30 days it's downloadable on both ends, uh, in
5			the chat function. So if you're interested in keeping a
6			copy, um, then you can download it yourself afterwards.
7	Interviewee 8:	00:00:18	Okay. That will be interesting. Yeah.
8	Interviewer:	00:00:21	Yeah. But I, uh, I definitely am going to download it
9			because I have to transcribe it and, um, use it as, you
10			know, my primary source of data collection for this part
11			of my thesis. So.
12	Interviewee 8:	00:00:32	Exactly. That's exciting.
13	Interviewer:	00:00:33	It is.
14	Interviewee 8:	00:00:33	And it is true that there is not much out there about adults.
15			And um, when I first started, even hearing the term “Third
16			Culture Kid”, my kids were so little and I was in
17			Cameroon and Dr. David Pollock came to Cameroon and
18			was giving a speech.
19	Interviewer:	00:00:50	Okay.
20	Interviewee 8:	00:00:50	That's where I first heard about it all, all-- at all.
21	Interviewer:	00:00:54	Yeah.
22	Interviewee 8:	00:00:54	So I was fascinated.
23	Interviewer:	00:00:56	No, it is. Um, I think I, I got it at a university in the U.S.
24			though. Um, I heard about it the first time, but then I was
25			already in my mid-twenties. Um, so it was very late in the

26 TCK process. My parents also grew up as TCKs and
 27 somehow it explains so much when, when--

28 Interviewee 8: 00:01:13 Yeah.

29 Interviewer: 00:01:13 --you heard the general, I dunno, it was mind blowing,
 30 literally, for everybody in our family.

31 Interviewee 8: 00:01:18 Yeah.

32 Interviewer: 00:01:18 And then it was just sort of sitting there for a while before
 33 I decided then, to follow the route of the PhD and to sort
 34 of develop the ideas. And when I was doing, you know,
 35 preliminary research, I saw there was a lot on teenagers,
 36 young children, um, 20s, early twenties leaving, going to
 37 college. But somehow the adults-- it's, it's becoming
 38 more and more in the, in the adult business world, but it's
 39 still very, uh, limited in comparison to everything else
 40 that's out there--

41 Interviewee 8: 00:01:46 Yeah.

42 Interviewer: 00:01:46 --on the topic.

43 Interviewee 8: 00:01:46 And I think it's, it can be so valuable, especially with the
 44 21st century skills that people are always like
 45 highlighting that we need to have, when Third Culture
 46 Adults come with the majority of those skills already.

47 Interviewer: 00:02:01 I agree.

48 Interviewee 8: 00:02:02 Yeah.

49 Interviewer: 00:02:03 Um, [name of Interviewee 8] I have, uh, a bit of a
 50 structure in the interview, um, sort of semi-structured. I
 51 have different question blocks that I am asking everybody
 52 that I'm interviewing with, um.

- 53 Interviewee 8: 00:02:12 Yeah.
- 54 Interviewer: 00:02:12 I'd like to do the same with you. And then afterwards
55 when we get through-- it usually lasts about an hour. If
56 your, if you like, we can still chit chat about different
57 things that come up.
- 58 Interviewee 8: 00:02:21 Sure.
- 59 Interviewer: 00:02:22 But that way I'm sure to sort of touch on everything that's
60 important towards my thesis question--
- 61 Interviewee 8: 00:02:26 Absolutely. Yeah.
- 62 Interviewer: 00:02:27 --on what I'm thinking—trying, trying to prove.
- 63 Interviewee 8: 00:02:29 Okay.
- 64 Interviewer: 00:02:30 Um, so in general, first question I think is easy for any
65 ATCK. Tell me about your personal international
66 background. How did you grow up? What were your
67 stops, um, sort of your general information. Oh, and that
68 being said, I'm sorry, I'm, I'm, I forgot to say earlier there
69 are the sub-questions. Um, but please speak freely. I'm
70 interested in details, uh, your storyline. So really color it
71 out. Um, this is just sort of to make sure that I hit the same
72 topics with everybody, is just why I have these leading
73 questions.
- 74 Interviewee 8: 00:02:58 Okay.
- 75 Interviewer: 00:02:59 Okay.
- 76 Interviewee 8: 00:03:00 I hope there's not too many ums and aahs--
- 77 Interviewer: 00:03:02 All good.

78 Interviewee 8: 00:03:02 --but you have to translate them, because when you have
79 to transcribe all of that, that's going to just be a long
80 process.

81 Interviewer: 00:03:08 Yeah.

82 Interviewee 8: 00:03:09 Okay. So where did it all start? Um, we moved from the
83 U.K. to Germany when I was 12 years old. So I have four
84 sisters and my, um, father got a job in Germany. And my,
85 uh, and then moved us over, essentially. So I was plonked
86 in a sixth grade class, um, and it was literally just a sink
87 or swim experience. And, um, during that time, I think
88 he-- of course you're not, you don't even know what's
89 happening. You just kind of follow what's being told,
90 what, what you have to do and you kind of figure it out.
91 And I think early on I just realized if I can't communicate,
92 'cause communication is for me some, it seems to be
93 innate in how-- who I am. So if I com-- I need to be able
94 to communicate and communicate as fluently as possible
95 and quickly as possible. So I quite--, I kind of picked up
96 the language quite quickly. Um, that being said, um, I do
97 recall being taken out of a lot of lessons, um, to, to focus
98 only on German and um, but the core classes, German,
99 Maths, English and PE, I was in those classes. But for the,
100 my initial like science and politics or whatever classes,
101 history classes they would, I was taken out to do just
102 Förderdeutsch. So, um, the other, um, and that was just
103 for one-- actually that's uh, hmm, no wait, I have to take
104 it back a little bit. So that's, that's part two of the process.
105 Part one of the process was moving over, and my dad took
106 us all by the hand and brought— took us to the next
107 closest Gymnasium and the Gymnasium teacher, the
108 Gymnasium Director just said "Uh-uh, you guys can't join
109 here, you don't speak German. That's not possible". So we
110 first, all of us had to go to this almost like an asylum

111 school for asylum seekers. It was like in a, an old shack
 112 building. And I was, I remember being there with a lot of
 113 Turkish and Polish children and we're all in one grade and
 114 I was in a grade with what, with my oldest sister as well.
 115 And it was all German. It was just German and math,
 116 German and math, German and math, every day. And I
 117 think we were in that school-ish or side school for about
 118 [pause], uh, can't remember. I want to say between six
 119 weeks and two months, something like that.

120 Interviewer: 00:05:43 Okay.

121 Interviewee 8: 00:05:43 Before moving to the, the mainstream classroom or to a
 122 mainstream school. We actually then moved houses and
 123 then I went into a Com-- into a Hauptschule. Um, and
 124 then after the Hauptschule, the, it was actually in the
 125 Hauptschule that I got into the sixth, I was in the sixth
 126 grade and that's where, um, also, um, I was taken out of
 127 those, some of those side classes and only did the core
 128 classes. And then my classroom teacher, um, she would
 129 actually take me to her house on the weekends to help me
 130 practice German. Which was something probably today
 131 would never happen. But it was back in the day kind of
 132 an offer she made to my mom and my, my dad to help me
 133 with my German 'cause I was in her class and I'm just,
 134 you know, I was just this sweet kid, who could yeah,
 135 follow the rules, was polite. And so I did that for a while
 136 and then, um, maybe fast forward a little bit. We moved.
 137 Um, I did all my formal education through to grade 10,
 138 graduated Realschule. Um, and I remember at that time
 139 finding it really kind of like getting a little bit of a panic
 140 in terms of what am I going to do? Because if I'm not
 141 learning and if I don't do an Abitur, if I don't continue
 142 studying, then I won't get an Aufenthalt [sic] to stay. Or I
 143 won't get a resident permit to stay, because I was

144 approaching 18. And, do you know what I mean? So all
 145 these anxieties come along with your, you know, identity
 146 and existence and what if they kick me out of the country?
 147 Anyway, so I, I signed up to go to the
 148 Fremdsprachenschule in Hamburg and I did that for two
 149 years. And then that's-- after the, after the two years, used
 150 to get that same anxiety coming up. But then I also in that
 151 time, towards the last year, I met my current husband as
 152 well. Current being the only husband I've had. So, um,
 153 and then, um, yeah, we were, we started dating and I was,
 154 we were dating for a, a year or so and then we broke up.
 155 Um, and in within that year I started to work at an, um,
 156 import-export company. And then, uh, there was
 157 something I was, I remember just being in that company
 158 and I really hated it because I was-- my, my immediate
 159 supervisor was, was a heavy smoker and if the room was
 160 always full of smoke and if the windows were open, I was
 161 always freezing cold and it was just really tough. And he
 162 had this really German-English way of writing, speaking,
 163 communicating. And, anytime I would correct anything
 164 to my understanding and knowledge, um, he would
 165 correct, he would write it, change it.

166 Interviewer: 00:08:40 Okay.

167 Interviewee 8: 00:08:40 So, um, I kind of like just learned the way he spoke. It
 168 was almost like Pidgin English, you know, you learn how
 169 to speak Pidgin English. I had to figure out his Pidgin
 170 English to be able to communicate with him and the
 171 correspondence he wanted to have happen, happen. So,
 172 um, I picked up on that pretty quickly and followed those,
 173 those rules. Um, and then eventually I left because I said
 174 I was going to move to the south of France.

175 Interviewer: 00:09:08 Okay.

- 176 Interviewee 8: 00:09:08 Um, and, and learn French properly and yeah, I was
 177 passionate about languages. So, um, yeah, I, I packed up
 178 my bags, quit my job. Um, my, at the time boyfriend
 179 [name of her husband], we, we broke up and I moved to
 180 the south of France and then, um, I lived in France for
 181 about a year, a good year and a half before we got back
 182 together. Um, but throughout that time I was-- started
 183 studying. I, I arrived-- within six weeks I was speaking
 184 fairly fluently. Um, and then the host family that I was
 185 living with, she says, you have to do something, and you
 186 have to do something with this. You need to study, you
 187 need to dah-dah-dah. So, um, she enrolled me at
 188 university and the, um, online, not online--
 189 correspondence university, the CNED. Um--
- 190 Interviewer: 00:10:05 In France?
- 191 Interviewee 8: 00:10:06 In France, yeah.
- 192 Interviewer: 00:10:06 Okay, mm-hmm.
- 193 Interviewee 8: 00:10:07 And um, I was like basically full time nanny, full time au
 194 pair, full time student and worked throughout that time,
 195 um, towards a BTS Trilingue, Option Trilingue. Yeah.
 196 BTS Secrétariat Trilingue. So technically I was doing the
 197 same degree again, what I had done in Germany, the
 198 Fremdsprachenkorrespondentin. I was doing it in French.
 199 Um, but before that time, before my degree was finished,
 200 [name of her husband] knocked on my door again. And
 201 then I was like, "Oh, I'm in love". And then I decided to
 202 take off and move back to Germany and we got married
 203 in 1991. And then in, um, yeah, and then once-- Yeah, we
 204 were here in Germany for a while and then in 19--, when
 205 did we move? Before our first son was born, '94, '93-- No,
 206 '93 [name of first son] was born-- before our second son
 207 was born. '95 [name of second son] was born. So, um,

208 yeah, '94, we decided we were gonna move overseas. So
 209 we were gonna move overseas to the States [sic] because
 210 [name of her husband] was gonna do a degree, um, in
 211 intercultural studies.

212 Interviewer: 00:11:30 Okay.

213 Interviewee 8: 00:11:31 Um, and having experienced my time in France and
 214 picking up the language and being able to study in French
 215 while being immersed in the language, um, my thinking
 216 was there's no way you as a second language English
 217 speaker are gonna be able to study in English in Germany.
 218 So--

219 Interviewer: 00:11:49 Okay.

220 Interviewee 8: 00:11:50 --we need to, we need to move.

221 Interviewer: 00:11:52 Okay, mm-hmm.

222 Interviewee 8: 00:11:53 So, packed up all my bags. And we moved to, we moved
 223 to America. Um, so we lived in America for-- in
 224 California for 18 months. And then, um, he changed his
 225 degree and did, uh, um, well actually not changed, but he
 226 did a dual degree. He did a Masters in Intercultural
 227 Studies and then a Master's of Business, um, in
 228 Philadelphia. So we moved from California 18 months, to
 229 Philadelphia for 10 months. And then we moved back--
 230 in that time process, decided what we were going to do
 231 next. Which was then, ended up being to move to
 232 Cameroon. And we came back, packed up our container
 233 and then moved to Cameroon.

234 Interviewer: 00:12:36 Why Cameroon?

235 Interviewee 8: 00:12:38 Um, [name of her husband] was offered a position there
 236 as country director for an or-- for an NGO. So I became

237 this trailing spouse. Um, that being said, I did-- I was
 238 working, I was working with after, after returning back
 239 from France, I was working at Axel Springer Verlag for,
 240 for a while.

241 Interviewer: 00:13:01 Okay.

242 Interviewee 8: 00:13:01 So, um, I was then on maternity leave when we decided
 243 to go to the States and then I-- still on maternity leave
 244 because of the two boys. I had five years. Um, when we
 245 decided to go to Cameroon and eventually that maternity
 246 leave status ran out. Um, but it was a, it was for me a good
 247 sense of still that little bit of "I've got a job to go back to".
 248 I have that independence if I want to, but I've got this
 249 chance and space to explore. So, thank you German
 250 government for that. It was, it was a nice opportunity and
 251 a time to reflect and decide what I would [sic] really
 252 wanted to be and do. So we then, um, moved to
 253 Cameroon, were there for, um, two years, that would have
 254 been 2000-- '99 to 2000. And then we came back briefly,
 255 we had some, I guess, uh, political issues in Cameroon
 256 that we thought, well this is not worth it. Putting our
 257 family through this. And we de--, had decided short term,
 258 you know, when we go home on furlough, we're not going
 259 back. So--

260 Interviewer: 00:14:15 Okay.

261 Interviewee 8: 00:14:16 --we packed away the most necessary things. Um, we had
 262 threats to the family. So we were like, uh-uh, let's, you
 263 know, pack up the necessary and we'll just not return. So
 264 we lost quite a bit of things there, but it was all worth it,
 265 it was worth the experience. And I remember going over
 266 there. Um, the company had offered us language training,
 267 so we had a hundred hours of French training in French
 268 at the Berlitz in Hamburg before going. Um, and because

269 I already spoke fluent French after living in France, I to-
 270 - did a hundred hours of Spanish instead.

271 Interviewer: 00:14:52 Okay, okay.

272 Interviewee 8: 00:14:55 So, um, I was fairly, you know, at a really good level of
 273 Spanish. And, um, I had done Spanish, obviously at the
 274 Fremdsprachenschule. And so I saw that as an
 275 opportunity to kind of just, let's just enhance and revive
 276 my Spanish speaking skills. Um, we returned from
 277 Cameroon and we were in Germany for a short while.
 278 Kids went back into kindergarten and grade one and
 279 [name of her husband] was then doing some intermittent
 280 um, relief work. Some flooding in Bangladesh and
 281 flooding, flooding in, uh, Cambodia at the time. So he
 282 was, he was pendeling [sic] between those two countries,
 283 but also working here in Germany as well. His parents
 284 have, had a book bindery. So he would relieve his dad, so
 285 that he could take a break. So he was kind of doing
 286 everything.

287 Interviewer: 00:15:42 Okay.

288 Interviewee 8: 00:15:43 Um, and during that time I did volunteer work at the
 289 schools, um, that my kids were at, to help in the programs
 290 that they were exploring. And then through the two
 291 opportunities that [name of her husband], the flooding
 292 opportunities that [name of her husband] was working on,
 293 they had offered him a position in Cambodia. So, and that
 294 was 10 months. So we were te-- literally one school year
 295 in Germany. [Name of second son] went to kindergarten,
 296 [name of first son] did grade one and we were packing
 297 our container again to go to Cam-- to Cambodia.

298 Interviewer: 00:16:18 Okay.

- 299 Interviewee 8: 00:16:19 And so we left for Cambodia and um, we were in
300 Cambodia then for three years.
- 301 Interviewer: 00:16:25 Okay.
- 302 Interviewee 8: 00:16:26 And after those were successful, we then moved. We
303 came back to Germany. Um, yeah, and moved city from
304 Hamburg we went to-- lived in Hannover, where [name
305 of her husband] took on a role in um, with the DS-- DSW,
306 Deutsche Stiftung Weltbevölkerung.
- 307 Interviewer: 00:16:45 Okay.
- 308 Interviewee 8: 00:16:46 And I worked at the international school in Hannover.
- 309 Interviewer: 00:16:49 Okay. Did you teach, or, as a, as a teacher then?
- 310 Interviewee 8: 00:16:52 As a teacher, yeah.
- 311 Interviewer: 00:16:53 Okay, mm-hmm.
- 312 Interviewee 8: 00:16:54 In Early Years. So, um, during my time in Cambodia I
313 worked as a teacher as well, at the international school.
314 So I did a, I did a certification in, um, ESL. Um, my
315 TESOL, that's where I kind of got that groundwork of,
316 okay, let-- I'll follow through and sign up and do a
317 Master's in TESOL as well. So I did that. Um, oh, I, I
318 enrolled at the time while I was in Cambodia and I took a
319 break, while-- from the study while I was back in
320 Germany, in Hannover and then, um, re-enrolled and
321 completed that way on our next move.
- 322 Interviewer: 00:17:32 Okay.
- 323 Interviewee 8: 00:17:33 So while in Cam-- while in Hannover, I worked at the
324 international school as well.
- 325 Interviewer: 00:17:37 Okay.

- 326 Interviewee 8: 00:17:39 We were there for two years. And then [talking in
327 background] Sorry? My second master? Sorry, my
328 husband just walked in, interrupting the conversation.
- 329 Interviewer: 00:17:53 All good.
- 330 Interviewee 8: 00:17:53 Cut that part out. Cut, cut. Um, so yeah. What happened
331 then? Then we moved from Hannover. [Name of her
332 husband] was offered a position, where did we go to next?
333 In Laos, in the Democratic Republic of Laos, yeah. So we
334 packed up, and moved to Laos, sold our apartment. Off
335 we went. Um, and there again, I walked into the
336 international school and said, "Yeah, I have this
337 experience. Um, I'm certified in TESOL. And I'd worked,
338 while I was in Hannover, I was working as a, um, co-
339 teacher in the Early Years. Early Years then in
340 kindergarten and grade one". Um, so I took that
341 experience with me and was-- within five weeks I was an
342 Early Years teacher in the, in the International School of
343 Vientiane. And we ended up staying in Vientiane for nine
344 years. Um, and after that we then got--, [name of her
345 husband] moved again for-- moved us to Cambodia.
- 346 Interviewer: 00:19:03 Okay.
- 347 Interviewee 8: 00:19:04 Back to Cambodia and we lived there for three years and
348 now I've just returned we, well, last year we returned from
349 Cambodia from that three year stint and I've now moved
350 to Doha in Qatar.
- 351 Interviewer: 00:19:21 Okay.
- 352 Interviewee 8: 00:19:22 So our kids are now in the meantime, obviously grown
353 up. And--
- 354 Interviewer: 00:19:25 When, when, when did they leave the household?

355 Interviewee 8: 00:19:28 Uh, [name of first son] left grade 10.

356 Interviewer: 00:19:32 Okay.

357 Interviewee 8: 00:19:32 He went to boarding school in Thailand.

358 Interviewer: 00:19:34 Okay.

359 Interviewee 8: 00:19:35 [Name of second son] also went to boarding school in
360 Thailand for grade 10, but only for one year. So [name of
361 first son] graduated from boarding school and [name of
362 second son], our second son, he went to boarding school
363 grade 10 also, but he didn't like it and returned to
364 Vientiane.

365 Interviewer: 00:19:52 Okay.

366 Interviewee 8: 00:19:53 Back to the old school that he was at and he graduated
367 from Laos [unclear due to overlap].

368 Interviewer: 00:19:57 Okay. So after Laos basically both of the boys were out
369 of the house then?

370 Interviewee 8: 00:20:01 Yes. So,--

371 Interviewer: 00:20:02 Mm-hmm. Okay.

372 Interviewee 8: 00:20:02 Um, they were both-- yeah. So one year in between, I had
373 that interim year of being an empty nest. And it was very
374 nice, like a test year of what this would be like. And then
375 when they finally were gone, yeah, they're gone. So
376 [name of first son] then moved to, uh, this-- to Holland to
377 study international law. And then when [name of second
378 son] graduated, he took a gap year first and stayed in
379 Vientiane for a year and then moved to Holland also, or
380 to the Netherlands, and did-- started his degree in, uh,
381 international sports and business management. And then,
382 both of them actually didn't complete those. They decided

383 [name of first son] did twos, two years. [Name of second
 384 son] did two semesters. Um, and they both, they both
 385 decided they wanted to just get work experience and be
 386 out. So that's what they've been doing and [name of
 387 second son]'s been working at the post office, um, and
 388 enjoying himself and loving it. And [name of first son] is,
 389 [name of first son] worked for-- oh, [name of first son]
 390 moved back to this-- [name of first son] moved back to
 391 Cambodia, actually. [name of first son], so he did two
 392 years towards his degree and moved back to Cambodia
 393 where we were at the time, and then started his own little
 394 entrepreneur business in, in, um, online media. And
 395 wanted to get some, some traction, some work experience
 396 and so on there. Which was, is quite easily to-- easy to
 397 do--

398 Interviewer: 00:21:35 Okay.

399 Interviewee 8: 00:21:35 --in Asia. So, um, yeah, after that experience, and when
 400 our time in Cambodia was coming to an end, we then all
 401 moved back to Germany first. And in that time in
 402 Germany, [name of first son] then started his
 403 apprenticeship in, um, as Industriekaufmann, um, here in
 404 Lüneburg and that's where he is right now, in the middle
 405 of that. [Name of second son] is still working at the post
 406 office.

407 Interviewer: 00:22:03 Mm-hmm. And so you were in Germany for a little time
 408 and then you moved to Doha?

409 Interviewee 8: 00:22:08 Yeah. So I was in Germany basically, basically it was for
 410 summer holiday, the two months break. Um, I'd signed
 411 my contract and everything to go to Doha, but there was
 412 a little bit of a delay because of my, uh, visa process. So
 413 actually I started the school year a little bit late. I arrived
 414 in Doha two months later than the school year started.

- 415 Interviewer: 00:22:26 And there you're at the international school as well now.
- 416 Interviewee 8: 00:22:29 And I'm at an international school. Yeah.
- 417 Interviewer: 00:22:31 Okay, mm-hmm. Um, what nationalities do you hold?
418 You were born in the U.K.?
- 419 Interviewee 8: 00:22:36 Mm-hmm. I hold a British and a German passport.
- 420 Interviewer: 00:22:39 Okay, mm-hmm.
- 421 Interviewee 8: 00:22:40 Yeah. So, and the boys as well. They hold a British,
422 German passport. [Name of her husband] is German, one
423 nationality. The boys, immediately after birth I registered
424 them at the British embassy. They were born in Germany,
425 but I just registered them straight away. They needed a
426 passport. Their birth certificate, everything they're dual
427 citizens. Yeah.
- 428 Interviewer: 00:22:59 Okay. And you got a yours, uh, through the time of being
429 in Germany then, right? The German citizen--?
- 430 Interviewee 8: 00:23:05 Yes.
- 431 Interviewer: 00:23:06 Yeah.
- 432 Interviewee 8: 00:23:06 Yes.
- 433 Interviewer: 00:23:07 Okay. So over time, basically you added on the German
434 nationality? To the--
- 435 Interviewee 8: 00:23:10 Correct.
- 436 Interviewer: 00:23:11 --to the British one. Okay, mm-hmm. Mm, your parents
437 are both British?
- 438 Interviewee 8: 00:23:17 No, my parents-- well, my parents are born Jamaican.
- 439 Interviewer: 00:23:21 Okay.

440 Interviewee 8: 00:23:22 And my father-- my mum moved to the U.K. when she
441 was six. My father moved to the U.K. when he was 16.
442 And um, they met in the U.K. Yeah.

443 Interviewer: 00:23:40 Okay. And then coming back to the, uh, schooling where
444 you said, uh, your, your personal schooling when you
445 were in Germany-- those were all local German schools
446 though, that you were going to? You didn't go to an
447 international setup with your--

448 Interviewee 8: 00:23:53 No.

449 Interviewer: 00:23:53 --or your brothers and sisters? Okay.

450 Interviewee 8: 00:23:55 No.

451 Interviewer: 00:23:55 Okay, mm-hmm.

452 Interviewee 8: 00:23:56 No, we went to German schools.

453 Interviewer: 00:23:59 Okay. Looking at the languages that you speak, I noted
454 that it was German and English. Spanish and French.

455 Interviewee 8: 00:24:07 Correct. And then Khmer and Laos.

456 Interviewer: 00:24:10 Okay. And what would you consider to be your mother
457 tongue, or mother tongues?

458 Interviewee 8: 00:24:17 Um, I think-- Denglish. I think it's English. I, I, I think
459 because my studies were done in English, I work in an
460 English context, my muh-- the majority of the time. Um,
461 I would say hundred percent English. 90% German. Um,
462 I do tend to always want somebody to re-read something,
463 or can I say it like this, when I'm doing something in
464 German. You, you tend to have-- because, uh, for a very
465 long time I felt like I had all of these languages, all of
466 these experiences, but was not perfect in anything. Um,
467 so you go from these phases until I got to a point, I guess

468 where I'm just like, you know what, I can communicate
469 in all of these languages and that's what counts. Um, and
470 as long as I can get my context and my information
471 across, that's what counts.

472 Interviewer: 00:25:10 Okay. What languages do you read and write in?

473 Interviewee 8: 00:25:14 Both. English and German.

474 Interviewer: 00:25:16 And the other ones?

475 Interviewee 8: 00:25:19 In French is also, I can. Mm-hmm.

476 Interviewer: 00:25:23 Okay. But not in Spanish. You wouldn't, you wouldn't
477 pick up a Spanish book to read on vacation for example.

478 Interviewee 8: 00:25:26 No, no.

479 Interviewer: 00:25:28 Okay. And the, uh, the Asian languages was to, to get by
480 basically in your daily routines?

481 Interviewee 8: 00:25:33 Um, yes. Um, and I had, um, we had household helpers
482 in the local language. So, um, I was, I was, I'm pretty
483 fluent in Engli--, in Khmer and in Lao language.

484 Interviewer: 00:25:45 Okay.

485 Interviewee 8: 00:25:46 But not-- on, on a, on a conversational basis and basic
486 communication. Um, in those languages, you have
487 different levels of communication based on hierarchy and
488 who you're talking to. Whether they are higher up in the
489 government, higher up in the system, higher up in the
490 religious ladder or wherever. And I don't know or can't
491 differ--, differentiate those different levels. I have like
492 one level.

493 Interviewer: 00:26:10 Okay, mm-hmm.

494	Interviewee 8:	00:26:11	So I can, I can communicate in those. Um, and that would
495			be no problem. Like traveling through the country, um,
496			stopping in any local person's home and navigating my
497			way through or asking and talking and shopping and,
498			yeah.
499	Interviewer:	00:26:25	Okay. With your family, your, your sons and your
500			husband, what language do you tend to speak?
501	Interviewee 8:	00:26:32	I-- both English and German. I think when we're overseas
502			the, the weightage [sic] goes more to speaking English
503			and when we're obviously in Germany and the more we
504			have to switch German for contextual reasons, say we
505			were at a family dinner or something, then we tend to
506			speak German, obviously to be polite, but we flip back
507			and forth. So English and German, pretty equal.
508	Interviewer:	00:26:55	And with your parents slash siblings, is there also German
509			involved or is it, um, primarily English?
510	Interviewee 8:	00:27:02	Both English and German.
511	Interviewer:	00:27:03	Both, okay.
512	Interviewee 8:	00:27:04	I tend to, I, 'cause my, my sisters grew up majority of the
513			time here, so, um, they tend to speak more German to
514			their children as well. Um, but I see it as also as an
515			educator. I'm like, I have to speak English to them
516			because they're in a German context here. And that's one
517			way I feel I can help them balance it out,--
518	Interviewer:	00:27:28	Okay.
519	Interviewee 8:	00:27:28	--is by speaking English.
520	Interviewer:	00:27:29	And final question in the, in the language block, what
521			would you consider to be your emotional language?

- 522 Where do you switch to when you're, you know, very
 523 happy or upset, when you're arguing when you're, you
 524 know, when something is, I don't know, gotten you on the
 525 wrong footing?
- 526 Interviewee 8: 00:27:44 That's an interesting question, 'cause while we were
 527 dating, when [name of her husband] and I were dating in
 528 the beginning, we, we decided to speak English 'cause he
 529 needed to learn English-- in my opinion, needed to learn
 530 English. So, we just, I said, okay, we'll speak English all
 531 the time so that you can learn it. But then when we did
 532 get into some kind of emotional argument, he would
 533 switch to German and say, "Tell me this in German
 534 because I don't understand." and I would be "Well, that's
 535 not fair, 'cause I can't say that in German". So I think, um,
 536 I, I think, in the meantime it's become quite even. And
 537 because I, we do find there are certain words that you can
 538 just ex-- You're noisy, [last name of husband]! There's
 539 certain words that you can express with one specific term
 540 in either in English or in German. You just, and that's,
 541 [snapping fingers] that's, that's the one that quickly
 542 comes to mind when you need to say whatever it is you
 543 need to say, in the emotional height.
- 544 Interviewer: 00:28:46 Mm-hmm, okay.
- 545 Husband: 00:28:45 Can I say something?
- 546 Interviewee 8: 00:28:48 What do you want to say?
- 547 Husband: 00:28:49 Your emotional language is English, and you use German
 548 to fill in certain terms. Otherwise it's English.
- 549 Interviewee 8: 00:28:55 Did you hear him?
- 550 Interviewer: 00:28:56 Yeah. Okay.

551	Interviewee 8:	00:29:00	He's gonna to leave soon. Don't worry.
552	Interviewer:	00:29:02	It's okay. Now, connecting your linguistic skills with
553			your professional life, what languages do you use at your
554			daily work life? Um, in what context - can you give me
555			an example or two?
556	Interviewee 8:	00:29:15	Um, English I would say maj-- the majority of the time.
557			Um, right now I'm in an Arabic setting. So while in Asia
558			I would switch also constantly to-- between Laos, Lao,
559			and English. In Cambodia, I switched between
560			Cambodian and English. Here in Doha now or in Doha, I,
561			the majority is English. I don't speak Arabic. Um, I
562			attempt to learn and say some things, but the role I now
563			have, um, requires so much more concentration in Eng--
564			speaking English, that I don't get the time to explore and
565			enjoy or, um, experiment in speaking Arabic.
566	Interviewer:	00:30:04	Okay. May I ask what you do right now then, 'cause
567			you're saying you switched the roles. Then are you still
568			teaching? Or, or more specifically like--
569	Interviewee 8:	00:30:12	I'm in, I'm in--
570	Interviewer:	00:30:13	--administrational tasks or something?
571	Interviewee 8:	00:30:15	I'm in school leadership. So I'm the Early Years, um,
572			Head of Early Years department.
573	Interviewer:	00:30:20	Okay, okay. And, um, what kind of, um, or English based,
574			uh, language tasks does that entail? Are you, um, in
575			contact with parents then for example, on a--
576	Interviewee 8:	00:30:33	Yeah.
577	Interviewer:	00:30:33	--regular basis. More with the children--
578	Interviewee 8:	00:30:34	So that's, that's--

- 579 Interviewer: 00:30:35 --or is it more the setup of the school?
- 580 Interviewee 8: 00:30:38 It's, it's a little bit of all, it's-- my role, my, my role is
581 called the, um, Growth and Development slash PYP
582 Coordinator. So that is and, and, essentially I take over
583 the preschool three to grade one section of the school.
584 Then I have a colleague who has the same role as I, but
585 for the grades two to five. So we work coll--
586 collaboratively, together for either us-- for our respective
587 sections of the school. So the growth and development
588 section of our role, um, is almost like taking over the
589 assistant principal position because we have distributed
590 leadership, we have a, um, a principal and then the growth
591 and development coordinators and slash PYP core
592 curriculum coordinators. That would be where we sit.
- 593 Interviewer: 00:31:34 Okay.
- 594 Interviewee 8: 00:31:34 So a lot of that obviously is, um, curriculum design but
595 also pastoral work for students as well as, as, as with
596 parents as well as, um, staff.
- 597 Interviewer: 00:31:50 Mm-hmm, okay.
- 598 Interviewee 8: 00:31:51 So it's, yeah, it's kind of an all around.
- 599 Interviewer: 00:31:54 Okay. And in the previous jobs where you needed the, uh,
600 different languages more often, where, where did you
601 switch? What, what, what was the reason to switch
602 between the languages? What were sort of the tasks
603 involved there?
- 604 Interviewee 8: 00:32:04 Um, In, I'm finding in, where I am in Doha, the level of
605 English speaking is fair-- fairly high.
- 606 Interviewer: 00:32:13 Okay.

- 607 Interviewee 8: 00:32:13 Also with the local staff that are on the teams. Whereas
 608 in Asia, um, I would often find that my assistants,
 609 classroom, classroom assistants for example, um, their
 610 English levels were, were lower. Um, but I also used that
 611 sometimes as opportunity for me to practice the language
 612 and keep learning and keep conversing. But also because
 613 we have, we had, um, a high level of non-English
 614 speakers in the classrooms as well. So it was an
 615 opportunity for me to be able to, um, tap in and
 616 understand what conversations were happening, correct if
 617 there was contextual misunderstandings. Also in parent
 618 meetings, when we would have those meetings, I would
 619 always have a translator in the meeting, but I could also
 620 understand contextually what, what, what she was
 621 translating and interject if needed. Um, and yeah, little
 622 things like that. So that's where I was able to use those
 623 both languages.
- 624 Interviewer: 00:33:15 Mm-hmm. In regards to writing in those languages, did
 625 you do that then at the time as well?
- 626 Interviewee 8: 00:33:21 Not, not in Lao--
- 627 Interviewer: 00:33:21 Sending emails or letters to the, to the parents for
 628 example, or you know--
- 629 Interviewee 8: 00:33:26 No, no.
- 630 Interviewer: 00:33:26 --helping with advertising of the school,--
- 631 Interviewee 8: 00:33:28 No, no.
- 632 Interviewer: 00:33:28 --et cetra? Things like that.
- 633 Interviewee 8: 00:33:29 No, no. Only in, in Cambodia I learned, I began to learn
 634 writing and reading, but I got to like a grade two level so
 635 I could read signs in the streets and I could read shop,

636 shop signs, um, telephone numbers and things, but not
637 enough to have, um, proper correspondence.

638 Interviewer: 00:33:47 Okay, so it was--

639 Interviewee 8: 00:33:47 So, I would always have that translated professionally.
640 Um.

641 Interviewer: 00:33:52 Mm-hmm. So it was, um, mainly from, uh,—

642 Interviewee 8: 00:33:55 Oral.

643 Interviewer: 00:33:55 -- like social Asian perspective that you would use the
644 different languages to interact, yeah, with your
645 counterparts?

646 Interviewee 8: 00:34:02 Definitely, definitely socially. Um, and at work
647 professionally, but as I said, in-- just with support.

648 Interviewer: 00:34:09 Mm-hmm, okay.

649 Interviewee 8: 00:34:10 Yeah.

650 Interviewer: 00:34:11 Um, looking back at your entire professional life so far,
651 is there an interesting linguistically focused story or
652 encounter that sort of pops into mind, that's something
653 that was just kind of very different, very off, very good,
654 positive or negative that you still remember as a funny or,
655 or interesting story that you'd like to share?

656 Interviewee 8: 00:34:31 Um, actually pro-- in a professional-- I remember way
657 before as in before-- I, I remember the time-- okay. This
658 is not in professional-- this is before I actually worked,
659 but maybe a, maybe I'll think of one. One might pop into
660 mind in the professional sense. But I do recall living in
661 France, so I was, there must have been my twe--. No, I
662 turned 20 in France. So I was in France, so 19, 20 years
663 old and I had signed up to go to this massive retreat,

664 which took place in Spain, a youth retreat, which took
 665 place in Spain. So I traveled from Spain and in Spain I
 666 met up with friends that were coming from Germany to
 667 the same retreat. Um, and while there, there was, it was
 668 an international retreat for youth. So there was [sic]
 669 people from all over the place. And I just remember in
 670 that, in a certain moment of time where I was, I felt this,
 671 this sense of awe just being, to turn around and speak
 672 Spanish turn around, speak English, turn around and
 673 converse in, in French, and make sure I don't miss the bus
 674 because I had to get back to France. Turn around and be
 675 with my English friends. And I just remember being in
 676 this moment of, "Oh, I'll go and hang out with the English
 677 today. I'll go and hang out with the Spanish today or go
 678 and ha--". And it was just this, "Wow! I can, I can be
 679 everywhere! I'm this multicultural international thing!"
 680 And then, or being. And then, at one point the, the English
 681 group, were having to do this mini-thing on the stage.
 682 And this is like, um, I dunno, 800-900 people in the
 683 audience. So the English group asked me to translate to
 684 them, in German, for the Germans on the stage. So they
 685 had a few people translate into these different languages.
 686 So I said, sure, I'll do the German, the German. And I
 687 remember them saying, "Hi, everybody. Wanna welcome
 688 you all, coming from all these different places. There are
 689 people here from England, from Germany and from
 690 Austria and from this and that--" And I translated Austria
 691 as like "There's people here from the England and they're
 692 from Deutschland and there is from, from Australien."

693 Interviewer: 00:36:52 Okay.

694 Interviewee 8: 00:36:53 And I was like-- and this whole crowd burst into laughter
 695 and I didn't get it. I didn't get why they were laughing at
 696 that time. And um, and at that point in time. It wasn't until

697 I literally sat down on my chair and thought, why were
698 they-- what was that all about? And then it dawned on me
699 and there was like, you know, [hits her forehead with both
700 hands] it's like a slap on the head. Oh my gosh, it's
701 Austria, not Australia. Well he said, 'cause, he said
702 Österreich.

703 Interviewer: 00:37:23 Yeah.

704 Interviewee 8: 00:37:24 Instead of, yeah. So it was really, it was just a really funny
705 moment. Um, in professional life, I, I don't recall
706 anything like, like major. I'd have to really think about
707 that one actually. I just, I just remember I liked
708 communication. I like being able to communicate. Um, in
709 Laos we lived very close to the border so you could just
710 drive over the bridge to Thailand. And in the next city
711 there was this mishmash language, um, Is-- Isan, the
712 language. So it's a bit of Thai and a bit of English and a
713 bit of um, Thai, English and Laotian language kind of
714 mixed together. So I could still communicate. But the
715 further into Thailand you get, the less and less you get
716 understood. But within Thailand, in certain pockets of
717 Thailand, in the different department stores or in the
718 different nail studios or massage parlors or whatever, you
719 always find people who understand Isan. And I was able
720 then to communicate. So, um, those are like spaces where
721 I just en--, I just enjoy being able to, um, use my language
722 in, in these different spaces. Um, professionally, I
723 remember my first, um, in the import-export company,
724 um, they would call on me for little things to translate like
725 birthday cards or things like that in a different language
726 to be able to mail away to--

727 Interviewer: 00:38:59 Okay.

- 728 Interviewee 8: 00:38:59 --the clients. Um, there would be spontaneous call-ins for,
 729 you know, English translations or things like that, but it
 730 didn't, it didn't stand out. It just felt like, yeah, sure, of
 731 course I'll do that or course I'll do this. It was, there was
 732 never a, a, a, a thought of, I think I read that somewhere
 733 in one of the questions you were asking. There was never
 734 a sense of "That's not my job" or that, um, "No, you can't
 735 do that" or "Why should I do that? Why always me?" Or.
 736 So it became so naturally and so matter of fact and so,
 737 "Yeah, sure. No problem. Bring 'em in. Let me see. Let
 738 me read it. Let me correct it. Let me edit it." Whatever it
 739 was, you just do it, because it just feels so natural.
- 740 Interviewer: 00:39:48 Did that, um, did you lose that status over time, becoming
 741 more senior in your different professional settings? Or,
 742 um, question is it something where you think more,
 743 maybe more junior people are asked to, to jump in for
 744 these linguistic translational tasks?
- 745 Interviewee 8: 00:40:07 Uh, I'd have to think about that. I don't think so. I, I wou-
 746 - [long pause]. Maybe. Because I'm, I'm, it's not as much
 747 now and I can only say now in the, in, um, where I am
 748 now, where so many around me speak English well
 749 enough in order to do translations and I haven't had
 750 anyone needing to translate. Obviously in, in Doha in, in
 751 Arabic setting, I haven't needed, needed to use Laos or
 752 Cambodian language, Khmer, um, not, even French or
 753 Spanish for that matter. But there are a few people who
 754 speak French, um, uh, especially those coming from
 755 Lebanon or there's more of a French, um, speaking
 756 population there. Um, but no, no, I don't sense that there's
 757 any hierarchy--
- 758 Interviewer: 00:41:05 Okay.
- 759 Interviewee 8: 00:41:06 --in having to do those tasks.

- 760 Interviewer: 00:41:08 Okay. Looking at, um, your cultural experiences, your
 761 intercultural competence, what cultures do you know
 762 deeply and well, which ones are you comfortable moving
 763 around in?
- 764 Interviewee 8: 00:41:22 Cultural competencies? Um, [long pause] I'm still
 765 learning the Arabic cultural competencies I might need in
 766 Arabic. Um, been, having been in Asia for so long, I feel
 767 very comfortable there. I think German is very
 768 straightforward. U.K. is very straightforward, or English
 769 settings. Um, Arabic I've noticed -just because it's still
 770 fairly new to me- is, um, what are those nonverbal aspects
 771 of communicating that I need to be aware of? Um, there's
 772 a lot of, of, gender separation. There's a lot of, um, you
 773 know, some people you can shake the hand, some people
 774 you don't. So I've given myself some little cues, like,
 775 especially if I'm, if I'm greeting or talking to a male, um,
 776 the fact that he might not talk to me as a woman and
 777 probably talk to my colleague is quite common. Um, the
 778 fact that if I'm the only person in the room and I have to
 779 address a male for the first time that I will, I will wait. I
 780 will say, "Hello, nice to meet you". And then kind of wait,
 781 count to three. I'll put my hand on my chest and say hello,
 782 nice to meet you. If he stretches his hand out, then I will
 783 shake his hand. Otherwise I kind of like, I put my hand
 784 here [lays one hand on breast] to remind myself, don't
 785 stretch your hand out because he's not gonna shake it.
 786 You know, there's little things like that, but I'm learning
 787 along the way in terms of understanding those cultural
 788 aspects in nonverbal communication. I'm not sure if I
 789 answered the question, but--
- 790 Interviewer: 00:43:12 You, you, you're going along the way. What about um,
 791 American culture since you lived there for a while? It
 792 didn't come up now on your list.

- 793 Interviewee 8: 00:43:19 American culture. Um, there I remember, 'cause in
 794 Germany if someone asks "Wie geht's Dir?", generally
 795 they want to know how you are. Um, and in America, I
 796 noticed that's not the case. So on some of my first
 797 experiences in, in the, in the US when I got there and
 798 someone says, "Hey, how you doin'?" I would pour my
 799 heart out, you know, being new, being a new mom at the
 800 time as well. Um, just moving, still in culture shock. I had
 801 lots to share! But it wasn't until the first couple of weeks
 802 where I realized actually, you know, people would either
 803 kind of like, "Hmm, hah, hmm, oh nice, nice." And then
 804 try and move away, because actually they're not-- It's just
 805 a "How are you?" And I learned that it's almost like when
 806 you're walking past someone, you can say, "Hey, how are
 807 you doing?", "Yeah, I'm doing fine. How are you?" And
 808 then you walk past. It's this like dialogue that happens in
 809 a split second and you're, and you're gone. So once I
 810 picked up on "How're you doing" is just saying hello, um,
 811 that was, that was an interesting find as well. So that's um,
 812 yeah, that's one thing I did notice about the American
 813 culture. But other than that there's a lot of, um, first name
 814 basis that, that was a little bit different coming from
 815 Germany and from the U-U-U.K., where it's either [her
 816 last name] or [her maiden name] at the time. Um, and, and
 817 in the U.K., everything, is, is your first name, but it's your
 818 first-- you have to kind of try and distinguish what's, what
 819 is a first name, Sie-basis and what is the first name Du-
 820 basis.
- 821 Interviewer: 00:45:03 Mm-hmm. Sure.
- 822 Interviewee 8: 00:45:05 Yeah. So that was a little bit difficult to distinguish.

- 823 Interviewer: 00:45:08 Okay. And you said, uh, earlier on that in the Asian
824 culture you feel very comfortable. Do you equate that to
825 Cambodia and Laos or to all of Southeast Asia?
- 826 Interviewee 8: 00:45:19 I think all of Southeast Asia.
- 827 Interviewer: 00:45:21 Okay.
- 828 Interviewee 8: 00:45:21 It's, it' -- I find that, I find it very similar everywhere. Um,
829 yeah, there's, there's certain aspects that, um, that kind of
830 fit in.
- 831 Interviewer: 00:45:33 Mm-hmm. Again, connecting your intercultural
832 knowledge from the different places that you were, now
833 with your work related setting, um, are you able to use
834 your intercultural competence? And if so, again, in an
835 example or two, where would you usually tap into your
836 knowledge and, and be able to use it?
- 837 Interviewee 8: 00:45:54 I think that goes more, I think over time with my
838 experiences, you have-- I have a deeper, um, or more
839 sensitive understanding of emotional intelligence. I think
840 that's where it, I tap into most. Like just the whole
841 emotion of just creating space to think and creating space
842 to wait before you respond. Looking at spaces where you-
843 - where I will wait to understand before being understood
844 in communication. Um, there's, yeah, I think, I think it's
845 more along those lines. It's those invisible competencies
846 that I feel I've, I bring with me to my current, to my
847 workplaces. And especially now in the current workplace
848 as well.
- 849 Interviewer: 00:46:56 Is that something for you that is [sic] evolved over time,
850 um, with just general life experience and the positionings,
851 and the different places that you were in? Or, or how
852 much would you say did you already have starting out

- 853 through, through your, um, adolescent experiences,
854 basically?
- 855 Interviewee 8: 00:47:13 I think it's, yeah, I think it's evolved over time.
- 856 Interviewer: 00:47:16 Okay, mm-hmm.
- 857 Interviewee 8: 00:47:17 It has definitely evolved over time. And, an, and part of
858 that I have to admit, um, is also through my relationship
859 with my husband as well. Because he studied intercultural
860 studies and, um, I remember while he was doing his
861 studies as well in, in the States and because he was at
862 Fuller Theological Seminary and in Eastern-- Eton
863 College, Eastern College in Pennsylvania, Pase--,
864 Pennsylvania. No! Philadelphia, sorry. Philadelphia.
865 Yeah.
- 866 Interviewer: 00:47:52 Philadelphia.
- 867 Interviewee 8: 00:47:52 Yeah. Philadelphia. Um, and I audited some of his classes
868 as well, just because I'm a bit of a nerd and it was there
869 where I was first introduced to some of these terms and
870 some of these ideas, but they never, they-- basically on a
871 theoretical level, but it wasn't until through the
872 experience, that I, I could make that connection on what
873 that looked like, sounds like and feels like, um, and how
874 to apply that. Um, but a lot of his books and readings and
875 things like that, and our, our bookshelf, if you were to
876 look at it, is, it's full of just all of that stuff. So it's, it's
877 something that is [sic] definitely evolved over time. And,
878 and, and generally a genuine interest in that space of
879 knowledge as well.
- 880 Interviewer: 00:48:43 Is that something that you actively, uh, sought as a
881 grown-up then too, to advance educationally in?
- 882 Interviewee 8: 00:48:49 Yes. Yes.

- 883 Interviewer: 00:48:51 Yeah? So you did courses along that line then after your
884 husband was finished with his degree?
- 885 Interviewee 8: 00:48:56 Well, when he was finished with his degree, I, um, not
886 really. I went--, I did my degree in, um, in English as a
887 Second Language, so I was more learning. Uh, I think it
888 was more, I was more focused on how, on the, how of
889 things, but not necessarily the why of things. The why of
890 things is something I explored on a personal level and I
891 would read amplex [sic] of books and, yeah.
- 892 Interviewer: 00:49:22 Okay. Mm-hmm. Um, wrapping up the cultural part.
893 Again, is there an interesting story or encounter from an
894 intercultural competence perspective that stands out in
895 your many years, where you say that's something you
896 just, that rubbed you the right or very wrong way for
897 whatever reason, something that you can't forget that just
898 sort of stands out?
- 899 Interviewee 8: 00:49:45 Say that again? The first part?
- 900 Interviewer: 00:49:47 In your, in your, um, entire professional life so far, has
901 there been an interesting interculturally focused story or
902 encounter that you'd like to share that you haven't
903 forgotten about, that rubbed you in a positive or negative
904 way that's sort of still sitting there, even, even though
905 you've been to so many different places--
- 906 Interviewee 8: 00:50:04 I'll have to think about it, hold on.
- 907 Interviewer: 00:50:05 --over the last 20 years?
- 908 Interviewee 8: 00:50:07 Yeah. I'm sure there is. And if I, if I come up with one or
909 more later, I'll definitely email you and let you know.
- 910 Interviewer: 00:50:18 Please, mm-hmm!

- 911 Interviewee 8: 00:50:18 But, let me see if I can think of something now, 'cause I
 912 know there's-- [long pause] Again, I can go, I have to go
 913 back to the beginning, but it's still not in my, in, in my
 914 personal life. But it, it was way back in the beginning
 915 when we were first exploring going overseas to
 916 Cameroon. We actually had to do together, [name of her
 917 husband] and I had to do, um, a course at Andrews
 918 University in the States, um, called something, something
 919 intercultural, interculturalism and um, mission institute.
 920 We had to do a mission institute. And it was a six week
 921 course. And at the end of the course, we had to have, like
 922 talk to a psychologist to find out if we were competent to
 923 be able to go overseas and deal with the changes that
 924 would happen. And basically we did this test and then the
 925 psychologist looked at the test and then she called us for
 926 our face-to-face interview, and we technically we had
 927 failed the test.
- 928 Interviewer: 00:51:31 Okay.
- 929 Interviewee 8: 00:51:32 And we were like, "What do you— cou— share with us
 930 a little bit more what you're talking about?" And at the
 931 end of the day, at the end of that process, we both the
 932 psychologist and together decided that the test is invalid
 933 for us as multiculturals. Because we were one a multi-,
 934 multicultural couple already. Um, and two, with the
 935 background we were coming from, um, the way the
 936 questions were, were phrased, you would, we as from our
 937 cultural, German or English background would never
 938 give ourselves the top score. I remember one of the
 939 questions be like, being like, "If I put my mind to it, I can
 940 achieve anything I want". Well as a German or a Brit, that
 941 would be like a, a three or a four. I would never put myself
 942 at a five, like, yes, of course I can. Do you know what I
 943 mean? And, um, so a lot of the questions that were

944 phrased like that, we would kind of like, there's always
 945 room for improvement. Where we'd be more on the, the
 946 side of "there's room for improvement." an American
 947 might say, definitely yes. And so with that, we kind of
 948 failed the test. And so she wanted to hear from us a little
 949 bit more. And we had literally just gone through the, the,
 950 the result of the test was we would make decisions from
 951 our heart and not from our mind and from, or, or common
 952 sense or common connections. So we--

953 Interviewer: 00:53:03 Okay.

954 Interviewee 8: 00:53:04 Right. So, um, yeah, it was decisions made all based on
 955 feelings. And we were like, well, I don't think we agree
 956 with that outcome because, um, our youngest son [name
 957 of second son] was born with a congenital heart defect.
 958 And we'd just gone through this whole process of
 959 research and finding out where to, what to do, how to get
 960 it, get through with it, how can we move to the States
 961 from Germany with this condition. Where to get him
 962 operated if needed to. And he was operated in the State
 963 twice, in the States, in the States twice. Um, you know,
 964 and all these things. And we were talking through this
 965 experience and she, she ended up just looking at us and
 966 saying, "Okay, no", and she ripped up the paper and says,
 967 "It's all good. You guys are good to go", basically. But
 968 that was the first time where I was like, "Huh, look at
 969 that!" There's cross cultural, um, differences that can
 970 actually, um, impact action and, and, and decision making
 971 about where you go, what to next and where to. Um, and
 972 that was one time that I became very aware of that. Um,
 973 within my, like I say within my professional career in
 974 general, um, [long pause] I think it's more-- I've also
 975 worked in multicultural-- 'cause I've worked in
 976 international schools, it's often very mulch-- multicultural

977 anyway, so it's a third culture in and of itself. So knowing
 978 that you know, this sign from an Indian person might
 979 mean yes, might be no, but in most cases it's a no. And
 980 then knowing how to navigate to get the answer you need
 981 is, is, is important, um, instead of walking away and
 982 saying, "Hey, I don't actually know what he wants now."
 983 Um, or, let me think. Um, as something I looked into was
 984 power distance and, um, was it one of those, um, studies?
 985 I don't remember. I don't recall who did it, but the cultural
 986 power distance tool, I even have the app on my phone.
 987 Just knowing those things, like working with a New
 988 Zealander versus working with a Brit versus working
 989 with a German. But you know, I will always, knowing
 990 who's on my team, look it up, do my comparisons first to
 991 kind of see where do I sit within, within that distance. And
 992 I, even within that tool, I don't often know where to put
 993 myself. Am I a Brit, am I a German? So I kind of look at
 994 both and see, um, where do I sit within that, to give me a
 995 sense of, um, when a person comes-- a New Zealander,
 996 I'd have to say, 'cause I've worked with New Zealanders
 997 as well, I've been like, "Whoa". And I've worked with um,
 998 other people where I'm kind of like, "I don't quite
 999 understand what you want or need". Um, so knowing that
 1000 has helped me as well to, to navigate correspondence, to
 1001 navigate, um, direction, um, getting things what I need
 1002 done. Um, basically in most of the management tasks that
 1003 I need to do.

1004 1005 1006 1007 1008 1009 1010	Interviewer:	00:56:22	Mm-hmm, okay. When you connect, uh, the linguistic skills you have with your intercultural competence and again, looking at your entire professional life, um, you started out with the linguistic, that, that you actively sought education in that area of languages and learning more languages and then the, the layer of intercultural competence sort of added in and added on, if I understood

- 1011 it correctly, for you. Um, was that something you were
 1012 actively seeking for, or did it just sort of happen? Was it
 1013 something where you said, I, I really, I have all my
 1014 languages that I want to do something with it and I just
 1015 ended up in an international intercultural, multicultural
 1016 setting? Or was it something where you said, okay, I, I
 1017 really, I don't know, there's something more out there, I,
 1018 I-- more than the, the language knowledge, I'd like to, um,
 1019 focus in on that, try and find a job in that area?
- 1020 Interviewee 8: 00:57:13 Um, it was definitely a bit of all of that, actually. Um,
 1021 because I remember, I remember going through phases of
 1022 feeling, um, really blessed in a way that my parents took
 1023 us from the U.K. to move to Germany and recognizing
 1024 that, wow, I speak, I now speak fluent German and I, and
 1025 I speak enough English at the time. I mean, I left England
 1026 when I was 12, so I remember also being in a German
 1027 school where my peers, were at the same level of English
 1028 as I was.
- 1029 Interviewer: 00:57:49 Okay.
- 1030 Interviewee 8: 00:57:50 Right? In terms of vocabulary and so on, because I, I feel
 1031 like I, there was a stagnation or a plateau in my
 1032 involvement, in my evolving English language abilities.
 1033 Um, that came later when we moved to the States and I
 1034 would find myself having conversations with, um, native
 1035 English speakers or American speakers. And I would be
 1036 describing things and then they would say it one word or
 1037 one phrase. I'm like, "Yeah, that's what mean." So, while
 1038 living in the States I found, oh my, my English skills, my
 1039 English vocabulary, my English terms, like lifted.
- 1040 Interviewer: 00:58:32 Okay.

1041 Interviewee 8: 00:58:32 At a-- very rapidly. And then of course, working in
1042 English language, um, got better and better over time.
1043 Um, I've lost my chain of thought. Hold on a sec. [pause]
1044 Uh, yeah. Um, but when I, when we moved to Germany
1045 and I, and I, and I recognized, "Oh wow, I'm speaking
1046 fluent English now" I remember being passionate about
1047 wanting to be what you called at the time, I guess, a Euro-
1048 secretary. The, my aunt was a secretary and she could
1049 type and stenograph and I just loved that. I, I loved the
1050 aspect. And then that experience I had, uh, in Barcelona.
1051 I'm speaking to all these different people at different
1052 times and feeling, so diverse and versatile. Um, and I just,
1053 I, I loved that feeling and so that's what made me actively
1054 more look in that direction. Uh, my work at the Axel
1055 Springer Verlag was in Axel— in, in the Abteilung
1056 Ausland. Um, at, so, uh, Ausland, uh, it was overseas
1057 advertising. So I was able to take on, um, I took on other
1058 parts of the world. There was a French section, a Spanish
1059 section and whatever. I took on other parts, but I was also
1060 equally capable of taking on, um, Urlaubsvertretung or
1061 you know, what do you call them-- substituting for my,
1062 for my, for my colleagues if they were away. Um, and
1063 that was easy, easily done and I could follow up with that
1064 correspondence. That was good. And then actually it
1065 wasn't until-- there was a time after moving back from
1066 France, after getting married and [name of her husband],
1067 like I said, he was working in his parent's book bindery.
1068 Where's-- there was a moment of time where I thought
1069 like, well, what was learning French all about? Because
1070 now I speak fluent French, I speak fluent German, I speak
1071 fluent English, and now I'm married living in Germany -
1072 and this company is not international. So where am I
1073 going with all of this? I remember that moment of
1074 stuckness [sic]. And then, um, when we decided, well,

um, there's a whole other, longer conversation, but we got to the point of saying well we're going to do something else with our lives and move to the States. That's when I was like, okay phew, I'm out again, into the world. So, and then we decided, "Oh, we'll go to Cameroon." And then was like, oh, that's, that's where I got my wife. That's why, way back then the universe put French, learning French, into my, into my vortex, so to speak. And so that's when um, yes, moving to Cameroon and being fluent as kind of like the, the nest maker of our space, being able to fluently speak the language was super easy and super important for me, because I could correspond with anybody, get us everywhere and get what we needed. And that was really good. And then, um, yeah, I think from then on it was kind of like I, I just, I just noticed more and more this desire to be able to do or speak, correspond more, more and more correctly in each of these languages that I would explore. So I would actively seek to learn. So what I employed, like the cook, the cleaner, um, anybody that was in the household would be native language speakers only, with no English. So I was forced to learn the language and they would engage with me as well to help me learn the language. Um, so yeah, that's basically how that went in terms of just that, that desire to learn and desire to-- And then the teaching experience, why I moved into teaching was basically more of coming from the experience I had moving to Germany and then experiencing what my kids had in international schools. That blew me away. I was like, "Whoa, international education, this is it. If I had that when I was going to school, if there was any kind of English as a second language course or German as a second language in German schools, that would have made a world of difference for me". So I've kind of seen both sides of the

1109 desk, and I felt like this is what I have to do for some of
 1110 these second language learners, um, wherever I go. Is to
 1111 be able to support them in ways that they can manage and
 1112 correspond and communicate in the mainstream
 1113 classroom. So, um, at the time, uh, English in the
 1114 mainstream classroom course wasn't even offered, but I
 1115 did the course a bit later on and realized a lot of what I
 1116 was doing as assignments in the course was what I was
 1117 doing auto-- intuitively as a, as an English as a Second
 1118 Language teacher.

1119 Interviewer: 01:03:47 Okay.

1120 Interviewee 8: 01:03:47 Helping students in the classroom to, basically maintain,
 1121 um, understanding in the mainstream classroom. So I
 1122 would have them, I would-- there was sess-- sessions at
 1123 the time. I could pull them out. Um, at those times I was
 1124 like reading three or four readers, class readers at the
 1125 same time, literally a chapter ahead of my students so that
 1126 I could support them in the classroom and help them
 1127 generate the questions and the, the language they needed
 1128 in order to work in the classes.

1129 Interviewer: 01:04:23 But that was still more, more linguistic based, right? Or
 1130 how much of like intercultural information is passed on
 1131 in these-- in this preparatory work then as well?

1132 Interviewee 8: 01:04:36 Um, I think that's what, again, it's, it's a lot of the invisible
 1133 stuff and the, and, and what happens in the collaborative
 1134 planning, preparation and correspondence with
 1135 colleagues. Like that's where I could, I could share like,
 1136 um, this is my experience and this is what I believe will
 1137 help these students move forward. Um, and I would find,
 1138 I found that was quite, I found quite successful, um,
 1139 experiences through being able to say, this is my
 1140 experience and this is how I can see this moving forward.

1141	Interviewer:	01:05:12	Mm-hmm, okay. We're running a little over schedule. I
1142			do have one more question I'd like to pose as, as the
1143			official end, if that's okay. Um, what I end with in all my
1144			interviews is the question, what would you tell younger
1145			ATCKs just starting out in their professional careers,
1146			what you would've liked to know at the time. What, what
1147			kind of advice would you give them?
1148	Interviewee 8:	01:05:36	For that one, just be yourself. Like don't try to conform
1149			or, or mol-- fit in a mold or anything if you're, you know,
1150			yeah, you just gotta be you. Because you come with a
1151			wealth of knowledge and you come with experience that
1152			nobody has had. And um, I'd also probably say don't,
1153			don't judge others because of where they are at their time-
1154			place. But to actually see it as a learning opportunity and,
1155			and also as a self-reflect— as a moment to self-reflect on
1156			how far and where you are in your learning journey. Um,
1157			but also being aware of that in your responses to people.
1158			Um, like every time I come back to Germany there's a,
1159			there's a, there's a transition phase of, "Oh yeah, this is
1160			what Germans are like. This is what it's like in Germany".
1161			And I've even seen how it evolves over time. Just like, I
1162			don't know, hospitality or, or, um, you know, the sh— the
1163			shop assistants and things like— I remember times go
1164			into Aldi where the people were so grumpy at the cash
1165			register. It'd be like, "Whoa, I'm let me, let me get my
1166			things in the basket, really, really...". And now they're
1167			really friendly and so on. You know what I mean?
1168			There's, there's— it changes over time. But, and I, and I
1169			can— You, you probably as a TCK, ATCK can see those
1170			changes happening and evolving. And I think it makes it
1171			easier to be able to be empathetic with what you see
1172			happening, hearing. And in some cases where you see it,
1173			it fits, you take that opportunity to probably elaborate and
1174			explain your experience on how you see it, just to help

1175 others learn. But at the same time, be yourself. But also
 1176 be humble because it's easy to brag. It's easy to just go
 1177 "I've done this and I've done that, and I've been here, and
 1178 I speak this and I speak that". But at the same time,
 1179 sometimes that's not what people want to know.

1180 Interviewer: 01:07:52 True.

1181 Interviewee 8: 01:07:53 Yeah. Sometimes they'll ask questions and you can go on
 1182 and on and on and on. But they actually just don't want to
 1183 know. They're just asking to be polite. So, um, yeah.

1184 Interviewer: 01:08:04 Okay.

1185 Interviewee 8: 01:08:04 I guess to answer that question, yeah. Just be yourself.

1186 Interviewer: 01:08:09 Okay. Thank you for sharing.

1187 Interviewee 8: 01:08:11 Yeah.

1188 Interviewer: 01:08:12 Um, I have just a few statistical questions still, to sort of
 1189 collect on everybody. Um, would you mind sharing your
 1190 age with me?

1191 Interviewee 8: 01:08:20 Yeah, I'm 49. I'll be 40-- 50 in Ju-- on July 31.

1192 Interviewer: 01:08:26 July 31, you have one day after me. My, my birthday is--

1193 Interviewee 8: 01:08:29 Oh really?

1194 Interviewer: 01:08:31 Yeah.

1195 Interviewee 8: 01:08:31 Oh wow.

1196 Interviewer: 01:08:30 Um, I'm going to be 36 though, so.

1197 Interviewee 8: 01:08:36 Nice.

1198 Interviewer: 01:08:39 Yeah. Um, I have nationalities, German and British.

1199	Interviewee 8:	01:08:41	Mm-hmm.
1200	Interviewer:	01:08:42	Uh, currently living in Doha.
1201	Interviewee 8:	01:08:44	Mm-hmm.
1202	Interviewer:	01:08:45	Your job title?
1203	Interviewee 8:	01:08:47	Growth and Development, well, PYP as in Primary Years
1204			Program. So that's the IB PYP. That's the International
1205			Baccalaureate Primary Years Program Coordinator and
1206			Growth and Development Coordinator.
1207	Interviewer:	01:08:59	Mm-hmm, okay. Um, and your total years of work
1208			experience, everything after the age of 18, where it was
1209			your main and primary focus? Can be added together
1210			though, if it was, you know, with internships or, or
1211			different times.
1212	Interviewee 8:	01:09:13	Well, it's, it's literally all that time from 18 to 50.
1213	Interviewer:	01:09:20	Okay, okay. And, um, just as a, a backup question. Your
1214			parents moved to, um, Germany, due to, um, project work
1215			that your dad was doing? Or what was the motivation?
1216	Interviewee 8:	01:09:32	Yeah, it was, it was way back in the day, 1981 when, um,
1217			there was a lot of Gastarbeiter being introduced to
1218			Germany. Um, and he worked for MBB at the time, on
1219			the planes as an engineer.
1220	Interviewer:	01:09:46	Okay. So it was, um, from, uh, but, but he didn't come
1221			with a British company, uh, to work in Germany. He--
1222	Interviewee 8:	01:09:52	No.
1223	Interviewer:	01:09:53	--actively sought--
1224	Interviewee 8:	01:09:54	Yeah.

1225	Interviewer:	01:09:54	--um, work, work here? Okay.
1226	Interviewee 8:	01:09:56	Yeah.
1227	Interviewer:	01:09:57	Okay, okay. So that would be it on my end. Thank you
1228			for, for this good hour. Um, I'd be happy to share, I mean,
1229			you poured out a lot right now in this last hour about your
1230			life. If you're interested, I'll be happy to share a little bit
1231			on my end. Um, I, you know, I don't want to take up more
1232			time than you're willing to spend with me. Um, so if
1233			there's any interest then, let me know, ask your questions.
1234			And, and we can go from there.
1235	Interviewee 8:	01:10:21	Yeah, no, I've got time and I love to talk about
1236			experiences.
1237	Interviewer:	01:10:23	Okay. I'm just, I'm going to turn off the recording just so
1238			that it, um, is easier to separate afterwards.

G.9 ATCK Interview 9 – June 24th, 2019

1	Interviewer:	00:00:00	The videotaping has started.
2	Interviewee 9:	00:00:07	Okay.
3	Interviewer:	00:00:09	Yeah? It's running on my end. So there should be like a
4			little red button on the top, somewhere on your Skype, ah,
5			picture.
6	Interviewee 9:	00:00:17	Do I need it? Oh yeah, I see it.
7	Interviewer:	00:00:20	Okay. That, it's just to let you know. Uh, you have the
8			possibility--
9	Interviewee 9:	00:00:24	Good.
10	Interviewer:	00:00:24	--if you like to download, uh, the video yourself as well.
11			It will be in our chat function between the two of us on
12			Skype. Um, like I said, I have to take it to-- to transcribe
13			it and afterwards put everything we say into the written
14			word. So, um, that's why I'm taping it to make it easier.
15	Interviewee 9:	00:00:41	Okay. That's fine.
16	Interviewer:	00:00:44	Okay. [Name of Interviewee 9], I promise I won't take
17			more of an hour, uh, of your time. I'm usually very good
18			at, at keeping the schedule. So, um, I thank you in
19			advance for the time that you're giving me. Um, the
20			interview is going to be semi-structured. I have a couple
21			of questions that I'm asking all of my interviewees.
22			However, um, please do feel free to talk and tell me your
23			story. Go into the details to the different sub questions
24			that I put 'cause the, the details are really interesting to
25			me in the sense.
26	Interviewee 9:	00:01:12	Okay.

27	Interviewer:	00:01:13	They're going to give the juice to the entire story of the
28			PhD behind it.
29	Interviewee 9:	00:01:17	Okay.
30	Interviewer:	00:01:17	So, feel comfortable there. I think we'll get started if
31			you're good and the technical side is working.
32	Interviewee 9:	00:01:22	All right. Sounds good.
33	Interviewer:	00:01:24	Okay. So the first question I think is easy for any Adult
34			Third Culture Kid. Please tell me about your personal
35			international background. How did you grow up? What
36			were your stops? How did you-- how did your life
37			progress?
38	Interviewee 9:	00:01:36	Sure. Um, my parents supported the missionary training
39			with New Tribes Mission - now it's Ethnos360 - uh,
40			shortly after I was born.
41	Interviewer:	00:01:50	Okay.
42	Interviewee 9:	00:01:51	So, literally months, uh, after I was born. Um, so I was a
43			baby as they went through their training, um, language
44			school, their-- what they called their boot camp, all their
45			missionary training. And then, uh, when they arrived on
46			the field, I was three years old.
47	Interviewer:	00:02:10	Okay.
48	Interviewee 9:	00:02:11	So, I basically grew up in Papua New Guinea, uh, from
49			the age of three until I graduated from high school. Um,
50			we had furloughs in the middle there and all of that. In,
51			uh, high school we had, uh, one two-year furlough. So
52			that was a longer furlough. So half of my high school was
53			in the U.S., half was in PNG. Um, I went to a boarding

54 school in PNG. Um, but the early years, my parents were
55 dorm parents so I was in their dorm.

56 Interviewer: 00:02:46 Okay.

57 Interviewee 9: 00:02:46 And, uh, later on they moved to a, to a different ministry
58 that was more remote in the bush, uh, so then, uh, it was
59 more of a traditional boarding school experience. And,
60 uh, so I was there till I graduated from high school, 1987,
61 returned to the U.S. and, um, went to college and then
62 after college met my wife and then my wife and I, um,
63 few years after we were married, returned to Papua New
64 Guinea as missionaries and we were there for ten years.

65 Interviewer: 00:03:25 Okay.

66 Interviewee 9: 00:03:26 Um, with another mission agency called ABWE. Um, and
67 so we were there from 2000 to 2010.

68 Interviewer: 00:03:36 Okay.

69 Interviewee 9: 00:03:37 So that's kind of a nutshell of my MK and missions.

70 Interviewer: 00:03:44 And since 2010 you've been back in the States or what--
71 how have you spent your years?

72 Interviewee 9: 00:03:49 Yes, since 2010 we're back in the States. I currently serve
73 as a mission's pastor on the staff of a church. And then
74 we have a small mission agency out of our church, that,
75 that I lead. So that's what I'm currently doing.

76 Interviewer: 00:04:07 Okay.

77 Interviewee 9: 00:04:07 Um, so I've been involved in missions the majority of my
78 life. Now after college, uh, I majored in, in computer
79 science, so after college I worked about seven years, um,
80 in business in the computer field and, uh, really, really

81 enjoyed that. But other than that, missions is-- it's been
82 my life and, in some form--

83 Interviewer: 00:04:33 Okay.

84 Interviewee 9: 00:04:34 --either as an MK or a missionary or administration or
85 missions pastor, or all that different [unclear due to
86 overlap].

87 Interviewer: 00:04:41 Okay. How, how old were you when you left for boarding
88 school? What was the age?

89 Interviewee 9: 00:04:47 Well, I was at the boarding school in first grade, but my
90 parents were the dorm parents. So I was in the dorm, but
91 with my parents and a bunch of other kids. So the age-- it
92 wasn't until high school that I was in a dorm, uh, separate
93 from my parents.

94 Interviewer: 00:05:09 So, that was what, 15 then, 16?

95 Interviewee 9: 00:05:12 Probably 15.

96 Interviewer: 00:05:13 15. Okay. Mm-hmm. Okay. And you were, ah, born in
97 the U.S. though? You're a U.S. citizen or do you have
98 dual citizenship?

99 Interviewee 9: 00:05:23 No. Um, uh. [connection issue] PNG didn't offer dual
100 citizenship. I think they are just starting to,--

101 Interviewer: 00:05:30 Okay.

102 Interviewee 9: 00:05:30 --now for the first time. So no, I was U.S. citizen, born in,
103 uh, Philadelphia, Pennsylvania.

104 Interviewer: 00:05:38 Okay. And then moved on. Okay. And, um, in-- I have to
105 admit, I'm, I've been talking to a whole bunch of, uh,
106 ATCKs, lots of different backgrounds. So, uh, you're one
107 of my first MKs that I'm talking to right now in detail.

- 108 Interviewee 9: 00:05:50 Okay.
- 109 Interviewer: 00:05:50 Um, this school that you went to, was that an, uh,
110 internationally organized school or was it some sort of
111 local setup with, um, with just English teaching then in
112 Papua New Guinea? Or how did that-- how did the setup
113 work?
- 114 Interviewee 9: 00:06:05 So, um, especially in the early years when I was there, it
115 was a school predominantly for children of missionaries
116 within that one mission.
- 117 Interviewer: 00:06:17 Okay. Mm-hmm.
- 118 Interviewee 9: 00:06:18 So, uh, that one mission was a large mission agency with
119 like 200 to 300 missionary families. So, um, and that was
120 kind of the means for providing schooling for the
121 missionary children. Uh, there was one other MK
122 boarding school in the country that another large mission
123 agency had. Um, so for, for the children that were of that
124 particular mission agency, they would come, live in the
125 dorm on the campus. Now the campus and the school was
126 about 10 kilometers from a town and there were some
127 other expats, mostly other missionaries, with different
128 agencies that lived in that town where their kids would
129 come to school as-- as day students. Then over the years
130 it's taken more of an international flair, where local kids,
131 uh, students would come. Um, so it kinda turned into a
132 private school. So over the years it's kinda changed even
133 though it's still primarily for what we call "Missionary
134 Kids - MKs". Um, so when I was there, it was, uh, mostly
135 Americans, um, but a fair number of Australians, um,
136 British, New Zealanders, um, and then a few Papua New
137 Guineans.
- 138 Interviewer: 00:07:50 Okay.

- 139 Interviewee 9: 00:07:51 Um, back then, especially the gap between Western
 140 education and local Papua New Guinean education was
 141 pretty broad. Um, whereas now it's-- it's closer, so you see
 142 more Papua New Guineans going there kind of as a
 143 private school. But back then it was more of an expat-type
 144 format. It would be similar to an international school, just
 145 we're faith-based.
- 146 Interviewer: 00:08:19 And it was then, uh, based on, uh, the American high
 147 school teaching system then as well? Or um, you finished
 148 with, uh, high- school, like a normal U.S. high school
 149 degree then or?
- 150 Interviewee 9: 00:08:29 Yes.
- 151 Interviewer: 00:08:30 Okay.
- 152 Interviewee 9: 00:08:30 Yes. You finished with a high school diploma. They, the,
 153 the format, they kind of changed it a couple times and
 154 they were trying to work with the American system as
 155 well as the British system and Australian system. So even
 156 the way they did their semesters, some Americans could
 157 graduate May, June, the others could graduate in
 158 December type of thing. Um, it was mostly American
 159 curriculum, although I think one or two years we used
 160 Australian English textbooks, which was kind of
 161 interesting for us American students. But the Australian
 162 and British students had to use a lot of American
 163 curriculum. So it-- I would say it was mostly American
 164 because most of our teachers were American, but there
 165 was a, a mix.
- 166 Interviewer: 00:09:21 Okay, okay. Um, in regards to the languages that you
 167 speak, what did you, what did you learn in school? What
 168 did you grow up with? Um, what have you advanced on
 169 as a grown-up maybe?

- 170 Interviewee 9: 00:09:37 The, the school, everything was done in English. And
171 then Papua New Guinea has over 800 languages.
- 172 Interviewer: 00:09:47 Okay.
- 173 Interviewee 9: 00:09:48 So, you have all of the tribal languages. And so the, the
174 missionaries that, that missionary climate that I was in,
175 you had all these different teams of missionaries working
176 in different tribal areas, each one with their own language.
- 177 Interviewer: 00:10:04 Okay.
- 178 Interviewee 9: 00:10:05 And then there's the trade language called Melanesian
179 Pidgin. Um, which was basically a, a man-made trade
180 language that was developed, uh, so all of these different
181 tribes could communicate. So back when I was growing
182 up, it was its own distinct language. Um, and today,
183 especially in the towns, as English has developed, English
184 is now the official language of the country. Um, but, but
185 Melanesian Pidgin was used a lot. So I became very fluent
186 speaking that language just living there. I had missionary
187 or expat friends, but I also had Papua New Guinean
188 friends. And uh, so you know, you're swimming, you're
189 hiking, you're playing soccer, you're doing all that stuff
190 and you just pick it up. And then the tribal languages-- we
191 lived, growing up in about three different tribal areas. I
192 would pick up bits and pieces, phrases, expressions, but I
193 never became fluent, uh, in either of those tribal
194 languages, uh, but the, the main trade language and of
195 course English. And um, like in high school I took a
196 couple of years of French but you know, didn't really
197 become fluent in it or anything.
- 198 Interviewer: 00:11:34 Okay.

199 Interviewee 9: 00:11:35 And then when we went back, we moved into a particular
200 tribal area where, um, again I learned some of that tribal
201 language, but I wouldn't say I became fluent in it. We
202 used primarily the trade language, and then more and
203 more people were speaking English.

204 Interviewer: 00:11:55 Mm-hmm. Um, did you continue with any kind of that--
205 the language while you were in your two-year furlough in
206 the States? Or was it then, uh, was there a break and you
207 really did everything in English? You didn't really need
208 any other languages?

209 Interviewee 9: 00:12:09 We really did everything in English. I mean, as a family,
210 you know, sometimes we would talk back and forth if we
211 were in public and our parents wanted to, uh, admonish
212 us or something like that. You know that occasionally we
213 would use the language but not a lot.

214 Interviewer: 00:12:25 Okay. So, so the main language, um, for you as a family
215 has also always been English? Or has that switched back
216 and forth over time?

217 Interviewee 9: 00:12:33 No, it was primarily English.

218 Interviewer: 00:12:34 Okay.

219 Interviewee 9: 00:12:35 In the home we spoke English.

220 Interviewer: 00:12:37 Okay. Would you consider English to be your mother
221 tongue?

222 Interviewee 9: 00:12:40 Yes.

223 Interviewer: 00:12:41 And also your emotional language or do you tend to
224 switch maybe into the, the trade language when you're
225 very emotional, happy, sad, angry, something that comes
226 out faster?

227	Interviewee 9:	00:12:53	Um. Now it, it would, it would be English. Over the years,
228			different stages in my life it would kind of be half and
229			half.
230	Interviewer:	00:13:03	Okay. Your parents understood both? Uh, I mean English
231			of course, but, but also the trade languages, they used it
232			themselves in their daily activities?
233	Interviewee 9:	00:13:10	Yes.
234	Interviewer:	00:13:11	Okay. Mm-hmm. Okay. Interesting. Very interesting for
235			me. Did you as a grown-up learn any other languages for
236			your day to day activities? Spanish for example?
237	Interviewee 9:	00:13:21	No.
238	Interviewer:	00:13:22	Okay. And, uh, French never was reactivated. It was just
239			sort of high school French level.
240	Interviewee 9:	00:13:27	Yeah.
241	Interviewer:	00:13:27	Okay. You never know. Okay, fine. What about, um,
242			connecting languages now with your work setup? Um,
243			you do everything in English, I'm assuming? Or do you
244			also need the, the tribal languages for any kind of work
245			you're doing now?
246	Interviewee 9:	00:13:42	No, the work I'm doing now, um, I work with
247			missionaries that serve globally.
248	Interviewer:	00:13:48	Okay.
249	Interviewee 9:	00:13:49	So I'm interacting with them and they're in all these
250			different international contexts, but everything that I do
251			in interacting with them is in English.
252	Interviewer:	00:14:00	Okay. So not a lot of linguistic, uh, sort of based, uh,
253			setups that you have to deal with on a day to day?

254	Interviewee 9:	00:14:08	No, I don't.
255	Interviewer:	00:14:10	Okay, okay. Well, I'll go, um, in a, in a little bit I wanted
256			to go into the cultural, uh, setup. I think that might be
257			more interesting for you then. So I'll keep this part short.
258	Interviewee 9:	00:14:18	Okay.
259	Interviewer:	00:14:19	Um, looking at your life growing up, um, also maybe in
260			the professional setting after you-- when you went back
261			with your wife for those couple of years, is there, uh, an
262			interesting linguistic story or encounter that you still
263			remember because it was special that somehow just sort
264			of was so different, so off, so positive, or negative, doesn't
265			matter, that, that it's just sort of-- it's still sitting, sitting
266			with you because it was so special in a way? That you'd
267			like to share?
268	Interviewee 9:	00:14:48	Well, when my wife and I moved back, um, we had two
269			of our three daughters at the time. And so our, our
270			experiences going back was, was very different. For me
271			it was like going back home.
272	Interviewer:	00:15:04	Okay.
273	Interviewee 9:	00:15:05	And for my wife, if, she-- we had visited before, so she
274			had been there like on a two-week visit. Um, but
275			obviously it was totally different, very, um, uh, her whole
276			world was, was changing. So one of the, the first things
277			that we did was go through an orientation stage. And a
278			big part of that was language study. And because I grew
279			up there, I already knew the trade language. Um, we went
280			through the course together, um, but it was much easier
281			for me. So we, um, I told my wife, I'll, I'll do the cleaning,
282			I'll take care of the girls. They were very young. I'll do
283			everything but, but cook 'cause I'm a lousy cook. Um, and

284 so she, she really focused and dug really deep an, and did
 285 a great job. Um, what was interesting was seeing her go
 286 through the process of learning the language. Make all the
 287 mistakes, you know, make all the funny fauxpas and stuff
 288 like that, which I never really did because I learned it at
 289 such a young age. It just happened. And my wife has a
 290 strong background in English. She's done writing and
 291 editing and all that stuff. So in learning the language, she's
 292 asking me all these grammar questions and technical
 293 questions and I'm like 'I don't know, I just know this is
 294 how you say it'. And so I knew how to say it and, but I
 295 didn't know all the technical things behind it that she was
 296 looking for, as she's trying to put all the pieces together
 297 and, and learn it. So it was kind of interesting to go
 298 through that, um, together and trying to help her and I
 299 could help her only to a certain-- but realizing I never
 300 went through the process in learning. And I'm sure I made
 301 mistakes, but I was just a kid. Um, because I was three
 302 years old when we went and started, you know. I was
 303 around Papua New Guineans all the time, even though I
 304 was also in a missionary expat context. Um, so that, that's
 305 the one thing that comes to mind, is watching her go
 306 through that and realizing I didn't go through that in the,
 307 in the same way.

308 Interviewer: 00:17:42 Okay. For you it was sort of like a freshener-up-course
 309 then, right?

310 Interviewee 9: 00:17:46 Yes.

311 Interviewer: 00:17:48 Um, do you feel that-- I, I, I, I sense that you were quite
 312 comfortable with your language skills then while you
 313 went back as a grown-up as well. Do you feel that your
 314 wife also had that, that sense of having attained the level
 315 to feel comfortable in the time that you guys were there?

- 316 Interviewee 9: 00:18:05 Um--
- 317 Interviewer: 00:18:06 Or was it always sort of hard work in the sense of how
318 you now speak of your, uh, French, let's say from high
319 school, yeah, the-- would she speak the same way
320 nowadays about her, her language skills?
- 321 Interviewee 9: 00:18:18 If, yeah, if she spoke about her language skills today, she
322 would be extremely comfortable in listening to the
323 language and understanding the language, um,
324 communicating would be-- she would do okay
325 conversationally, but it, she would struggle a little bit.
- 326 Interviewer: 00:18:36 Okay. Do you ever use it as a, between the two of you, as
327 a, as a family language?
- 328 Interviewee 9: 00:18:41 We do sometimes just for fun. And with our daughters,
329 um, because they've expressed, 'Oh, we're, we're losing it'
330 and, and they missed that. They feel bad about that. And,
331 uh, my oldest daughter, um, she came to me once and
332 said, 'Dad, you know, do, do you have any books, um, any
333 literature?' We had a bible and some other things in, in
334 the language. Uh, and she, she wants to-- she started
335 reading stuff again, just to kind of refresh herself. Um, so
336 that was kind of neat, neat to see. But for my wife it
337 would, it would be a little hard. I. I'm going back, uh, next
338 month and I've been back about every four to five years.
339 Um, my one daughter went back with me on one of those
340 trips, but the rest of my family hasn't been able to go. Um,
341 and I think because I, I learned the language at such a
342 young age, it, it comes back easier for me. Um, so
343 obviously there's always freshening up and, and things
344 like that, that, that happens, but, um, but yeah.
- 345 Interviewer: 00:20:00 Do, do you ever actively seek, um, to, to like now find or
346 buy literature? I mean, nowadays you can get a lot off the

347 Internet for example, or, or, um, I don't know -TV shows
 348 probably not- in, in the local language. Right? I guess it
 349 would all be in English if there was anything produced
 350 there.

351 Interviewee 9: 00:20:20 Right.

352 Interviewer: 00:20:20 Um, but sort of reading and writing, um, would that be
 353 something that you're comfortable in then in the, in the
 354 trade language?

355 Interviewee 9: 00:20:27 Yes. [Unclear due to mic or connection failure] ... the
 356 newspaper websites, stuff like that. Now a lot of it it's in
 357 English, uh, but they do have a version that is in the trade
 358 language. Ah, sometimes you see Youtube videos, stuff
 359 like that. And usually the ones that are doing it are
 360 speaking in English, but then as they're talking to
 361 different people, you, you hear the language. Um, and I,
 362 I always enjoy that. I still stay in touch with, um, not only
 363 peop-- friends there in the country, but friends that grew
 364 up there, that now live in the U.S., and you go back and
 365 forth in the language. Um, where in recent years, I'm
 366 seeing more Papua New Guineans come to the States to
 367 go to university and college.

368 Interviewer: 00:21:19 Okay.

369 Interviewee 9: 00:21:20 Uh, that you never used to see. And part of my job, I'm
 370 on some college campuses and so it's always kind of neat
 371 when I see some students that are from Papua New
 372 Guinea. I start-- especially if they don't know me and I
 373 start talking in the language to them. Um, it's, it's pretty
 374 big shock 'cause there's not many Americans that know
 375 anything about Papua New Guinea and that language. It's
 376 not like Spanish and French and Chinese and other

377 languages that most people are exposed to. Well, I, I
378 enjoy that.

379 Interviewer: 00:21:54 Okay. In your, uh, schooling time though you never had
380 any kind of local uh, language classes, right? This was all
381 picked up by playing with the kids, um, being maybe with
382 their families as well? Um--

383 Interviewee 9: 00:22:08 The, the boarding school that I went to, um, I did take that
384 language class. They taught it to us at one point. It
385 would've been like middle school.

386 Interviewer: 00:22:21 Okay.

387 Interviewee 9: 00:22:22 Sixth, seventh, eighth grade. Um, but most of what I
388 learned was just playing and then by high school, um,
389 there was different community, village, outreach type of
390 things that we did. So I was involved in teaching and
391 different things like that and that, that really helped me,
392 um, in solidifying the language and doing some of the
393 teaching and things like that, that I did.

394 Interviewer: 00:22:51 Do you feel that you're fluent? That you would really hold
395 a high-end level conversation as well? Be able to express
396 yourself? Um, or is it more on the day to day activities,
397 you know, in a rest-- or, you know, ordering food? Um,
398 just conversing on a normal level, I mean the, the
399 difference being, could you talk about politics on a, you
400 know, where you have a clear-cut opinion. Would you be
401 able to do that in the local trade language, um, or is it
402 more on the everyday basis of, of getting by and, and
403 doing your shoppings and so forth?

404 Interviewee 9: 00:23:23 I would, I would say I'm very fluent.

405 Interviewer: 00:23:25 Okay.

- 406 Interviewee 9: 00:23:26 The 10 years that I was there, I wrote, um, a number of
 407 what we call discipleship, Bible study guides, other things
 408 involved in missions. I wrote, uh, a number of things. Um,
 409 did, did a lot of teaching at different levels. Um, so my,
 410 my accent is not fully Papua New Guinean, but it's pretty
 411 close. Um, so yeah, I would be very, very comfortable, I,
 412 I would say. Uh, I did a lot of interpreting. Um, and I--
 413 going back this time I will, uh, next month, I'll be teaching
 414 in the language. Um, so like the first day, may be, may be
 415 a little rough, but usually it, it comes back really quick.
- 416 Interviewer: 00:24:22 Okay. And just to finish that sort of linguistic
 417 background: um, did your daughters ever have formal,
 418 uh, language classes then in the local trade language
 419 while you guys were there? Or was that, um, same as with
 420 you, sort of basic class, but the rest was picked up with
 421 friends and, and encounters outside of the school setting?
- 422 Interviewee 9: 00:24:42 Yes. And they, they did not go to a boarding school. So
 423 for our daughters we did things different, which-- that has
 424 happened a lot generationally. So we kept them at home.
 425 We lived in a very remote area, accessible only by
 426 airplane. So we were kind of more in the village context.
 427 Um, so they-- and we did not teach a course. Uh, so we
 428 did not teach the language to them formally. But just did
 429 it by being with the people. And uh, they had-- all of their
 430 friends were Papua New Guineans, whereas for me
 431 growing up it was different. It was a, a mixture. So my
 432 daughters, as they got older, [unclear due to mic failure]
 433 there were some other [unclear due to mic failure], but the
 434 far majority for them because we did not send them to a
 435 boarding school, was more Papua New Guinean.
- 436 Interviewer: 00:25:42 Okay. And you were just touching upon what you did in
 437 the past with your language skills, when, when you were

438 looking at your entire working life so far. Um, you--
 439 interpreting for example. In what kind of context did
 440 something like that pop up where you were asked then to
 441 step in?

442 Interviewee 9: 00:25:58 We would have guest teachers, lecturers, preachers, um,
 443 from Western countries, U.S., Australia. And so if there
 444 were seminars, workshops, special meetings, things like
 445 that, um, I would interpret for them.

446 Interviewer: 00:26:17 'Cause-- and it would be, um, verbatim in the sense that
 447 they would say something and you would try and get the
 448 gist of it right away or, uh, was it just giving them a help
 449 in their daily movements around the city or town, uh,
 450 village, wherever you guys were?

451 Interviewee 9: 00:26:32 It was both and. There, there were several times where
 452 they would speak for 30 minutes to an hour. So I was
 453 standing there next to them. They speak in English, they'll
 454 give one or two sentences and then I would interpret.

455 Interviewer: 00:26:48 Okay.

456 Interviewee 9: 00:26:48 Um, usually I, I did not try to do word for word. I would
 457 say, 'Give me the thought that you're trying to
 458 communicate and then I'll communicate it'.

459 Interviewer: 00:26:57 Okay.

460 Interviewee 9: 00:26:58 And then sometimes, depending on the context, if we
 461 were in a particular tribal context where some of the
 462 people weren't as comfortable with the trade language,
 463 but just the tribal language, then you would have three
 464 speakers or three teachers. So you would have English.
 465 And I would usually do the, the trade language, and a
 466 Papua New Guinean would do the tribal language.

467	Interviewer:	00:27:22	Mm-hmm. Okay.
468	Interviewee 9:	00:27:22	So, maybe they felt uncomfortable going from English to
469			the tribal language, where I felt comfortable going in the
470			trade language. And then once they heard it in the trade
471			language, they were comfortable going into the tribal
472			language.
473	Interviewer:	00:27:36	Okay. Interesting setup. I'm, I'm wondering how much of
474			the thoughts were, um, added onto or maybe lost in the
475			process. How much was, uh [unclear due to overlap].
476	Interviewee 9:	00:27:46	--very interesting as, as, as you go through it.
477	Interviewer:	00:27:51	Yeah, definitely. Do you have any kind of formal training
478			in the interpreting, uh, skill-set? Did you do anything in
479			college or?
480	Interviewee 9:	00:27:59	No, my, my education background is, is kind of odd. Um,
481			but no, I didn't, I didn't take anything in interpreting or
482			linguistics or anything like that.
483	Interviewer:	00:28:12	Okay. So it was just because of the hands-on-- your
484			experiences that you have, that you were able to, to help
485			out basically.
486	Interviewee 9:	00:28:18	Yup.
487	Interviewer:	00:28:18	Okay. Um, so that's the oral communication. Did you do
488			any kind of writing setups, um, where you did
489			translational work as well? Uh, where you had the
490			English, English, uh, covers and then you did it in the
491			local trade language?
492	Interviewee 9:	00:28:34	Um, I never translated anything directly. So if I was, if I
493			was writing something I would use multiple resources,
494			let's say in English, that I get ideas from. And then, um,

495 'cause I really tried to customize a lot of what I did for the
 496 context and people that I was with. So I would get
 497 information from different resources and then customize
 498 it and write it. So it was more geared for them.

499 Interviewer: 00:29:09 Mm-hmm, okay, mm-hmm. In regards to culture, um, and
 500 your cultural knowledge, your cultural expertise, which
 501 cultures do you feel comfortable moving around in, um,
 502 and sharing your knowledge about with others? Is it
 503 primarily these two or are there--have there have been
 504 other places where you've spent some time as well, where
 505 you'd say you understand the culture deeply enough that
 506 you feel comfortable in it?

507 Interviewee 9: 00:29:37 Um, no, it'd be primarily the two. I've traveled to a lot of
 508 different countries and visited. Um, which I love doing.
 509 I'm fascinated. I love listening to the people that are there.
 510 Growing up in Papua New Guinea has helped me
 511 tremendously to connect, whether it's in Haiti or Africa or
 512 Myanmar or other places that I've been. Um, there're
 513 similarities, um, but I would say my knowledge is enough
 514 to make me dangerous.

515 Interviewer: 00:30:13 Mm-hmm, okay.

516 Interviewee 9: 00:30:14 So I've, I've got the, the base of knowledge as far as
 517 culture and some of the building blocks to understand
 518 different things. But then it's more-- that enables me more
 519 to ask questions geared to the, to the locals or to the
 520 expats, missionaries [unclear due to mic failure] that are
 521 there to help my understanding. But as far as really
 522 knowing those other cultures, I wouldn't feel comfortable
 523 in saying that.

524 Interviewer: 00:30:43 Okay. Would you from a Papua New Guinean stance,
 525 would you feel comfortable of teaching, let's say a

526 classroom full of American younger students about life in
527 Papua New Guinea?

528 Interviewee 9: 00:30:55 Yeah, I would love to do that.

529 Interviewer: 00:30:57 Okay. And vice versa, would you do the same in, in Papua
530 [unclear due to mic failure] with the, with the U.S.?

531 Interviewee 9: 00:31:10 Yeah. Yeah.

532 Interviewer: 00:31:12 You'd feel comfortable, I think right now we're having a
533 bit of a technical problem aren't we?

534 Interviewee 9: 00:31:16 Probably, yeah. You had a little glitch there.

535 Interviewer: 00:31:19 Okay. But you got my question?

536 Interviewee 9: 00:31:22 Yes. I think you were asking would I feel comfortable
537 talking to Americans about PNG and then being in PNG
538 talking about America. Yes. I would feel comfortable.

539 Interviewer: 00:31:35 Yeah, okay. And on, on an equal setting as well? Or was
540 the-- when you came to, to the U.S. as a twenty-some
541 person to go to college, was that a, a, a big shock and was
542 a lot different than you had remembered through your
543 furloughs, your time? Or do you feel that you always had
544 sort of a, uh, a general normal setup, an idea of the
545 American culture as well?

546 Interviewee 9: 00:32:00 Um, I've, I've experienced more shock coming to the U.S.
547 than going over there. I think because I probably started
548 out there, so when I came to the U.S. for college, that was
549 a significant adjustment. Um, so I mean, throughout my
550 life, I think fairly typical of Third Culture Kids-- I can
551 relate to both, but sometimes I don't-- I know I'm not
552 totally this and I'm not totally that. And, um, I'm
553 definitely mixed and almost-- I've been half of my life in

554 one and half in, in the other. So I feel very comfortable in
555 both but knowing that I'm not fully, fully that.

556 Interviewer: 00:32:54 Why do you think you had a bigger trouble to adjust when
557 you went to college?

558 Interviewee 9: 00:33:01 Um, I, I think because up to that point, most of my time
559 was predominantly in PNG.

560 Interviewer: 00:33:08 Okay. Was there expectations or just knowledge
561 information maybe shared from your parents that, that
562 there, that the idea of you, um, being able to easily move
563 around in the U.S. setting, uh, that surprised everybody
564 in, in the family basically that you had, uh, yeah, an
565 adjustment time that, that apparently was not, you know,
566 over within two weeks, but took a bit of time to process
567 and to get adjusted to your current college life?

568 Interviewee 9: 00:33:39 I, I think it was talked about some. I mean even as a parent
569 and helping my daughters to adjust, something definitely
570 that we talked about. But when you go through it, it's, it's
571 still difficult. It's still-- I don't know how you, how to, to
572 best prepare. I mean for me it's like, 'Yes, this is America,
573 this is where I'm from. So this is technically where I
574 belong, but it, it just doesn't feel right.' And um, and it,
575 it's just different things would pop up and sometimes you
576 were prepared, sometimes you weren't prepared. I, I
577 remember starting out in college and even ordering food
578 at a fast food restaurant because in New Guinea you, you
579 didn't do that. Um, so it's just even very simple basic stuff.
580 Now, one of the things that helped me was there were
581 other Third Culture Kids, Missionary Kids, uh, at the
582 college that I attended. And so you kind of connected with
583 one another. There was this attraction because 'All right,
584 they understand me.'

585 Interviewer: 00:34:53 Okay, mm-hmm.

586 Interviewee 9: 00:34:54 Um, and uh, so that, that helped a lot.

587 Interviewer: 00:34:58 Mm-hmm, okay. Coming, uh, to connect your
588 intercultural knowledge and competence between the
589 U.S. and Papua New Guinea now with your work related
590 setting, um, are you in, in your work, daily work, um, are
591 you using your intercultural knowledge and competence
592 in a way, um, that you could give me an example or two
593 where you, where you, yeah, have to just sort of pull up
594 that information, the knowledge you have and that it eases
595 and helps you in your daily work process?

596 Interviewee 9: 00:35:29 Yeah, I would say I use it all the time in what I do now.
597 Um, so I work with young people as well, some older
598 people that are interested in living and working overseas
599 in missions. So a lot of what I do is advising them,
600 guiding them, helping them to prepare, um, as part of that
601 process. So obviously culture is, is really critical in all
602 facets of living and then as far as their work, ministry,
603 every-- everything that they will be doing. And then the
604 other side of it is those that I work with that are currently
605 living overseas. Some of them have been there a long
606 time. Some of them have been there, um, a short time, but
607 even those that have been there longer times, there's
608 different things that come up. So it's not like--, uh, I see
609 my role as kind of an encouragement, a sounding board,
610 giving ideas, um, helping. Um, another aspect is, I get a
611 lot of questions from parents that grew up in America,
612 that are raising their children overseas and then dealing
613 with the coming back and forth. So given that I did that
614 as a kid and then I raised daughters over there, I get a lot
615 of those, those types of questions. Um, another part of my
616 work is working with short term teams from churches that

- 617 are going. So helping to prepare those teams again to
 618 some of the basic things, to help prepare them. Um, things
 619 that you know, to not be offensive, to think through, to
 620 prepare themselves. And then I work, interact with a lot
 621 of churches who are, um, supporting, partnering with
 622 missionaries that live overseas. Uh, so trying to help them
 623 and give advice to them as far as how they can best
 624 support and help, um, those, those missionaries that are
 625 living overseas.
- 626 Interviewer: 00:37:49 Okay. How do you do that? Do they-- do these people
 627 come to your premises? Do you go travel throughout the
 628 U.S. and, and give like teaching classes? How do you,
 629 how do you go into the dialogue?
- 630 Interviewee 9: 00:38:02 Most of it's informal and yes, sometimes it happens here.
 631 Sometimes it's on the phone and then I do travel. So
 632 sometimes I'm in churches speaking about missions, um,
 633 speaking to young people, speaking to congregations in
 634 general. So it's, it's just a mixture.
- 635 Interviewer: 00:38:23 Okay.
- 636 Interviewee 9: 00:38:24 Sometimes I'm in, um, campuses talking about
 637 international opportunities. Um, and it may be in a lecture
 638 format and then interacting with students one on one. Um,
 639 answering questions, stuff like that.
- 640 Interviewer: 00:38:41 Have you ever, um, done any of this also in the written
 641 way? In the sense that maybe interviews have been
 642 published with you or that you write like white paper
 643 ideas, white-- you know, white paper style, just thoughts
 644 out that you share then within the different communities?
 645 Or is it more on the oral transportation method?
- 646 Interviewee 9: 00:39:01 It's more oral.

- 647 Interviewer: 00:39:05 Okay, mm-hmm. Yeah, that's really interesting to me.
 648 The whole setup of how to share. Did you ever have, um,
 649 formal intercultural competence training, like
 650 communicate-- intercultural communications training or
 651 is this again sort of evolved over time, self-taught and
 652 what to share and how to share through your personal
 653 experiences and your knowledge?
- 654 Interviewee 9: 00:39:26 I've had some training through seminars, uh, some, um,
 655 postgrad, um, a lot of reading: books, blogs, papers. Um,
 656 I did [pause] two master's degrees. One here in the U.S.
 657 before my wife and I moved to New Guinea, um, which
 658 was kind of broad. It cov-- covered a number of things.
 659 And then I did an MA, um, through a seminary that was
 660 based in Singapore. Now it's based in Chiang Mai,
 661 Thailand.
- 662 Interviewer: 00:40:13 Okay.
- 663 Interviewee 9: 00:40:14 Which you do modular. It's accredited through a
 664 university in the U.S., but kind of like satellite campus.
 665 And then they did modular classes all throughout Asia
 666 and the South Pacific, South Asia. Um, so, and we did
 667 things from theology to situational leadership. Um. So
 668 dealing with some of this cultural thing, but I would say
 669 a lot of the education was talking about work type things,
 670 but-- and, and most of the instructors, teachers were from
 671 the West, but most of the students were Asians or Papua
 672 New Guineans. Um, so I learned a lot just interacting with
 673 them. So as we're talking about different things, working
 674 on projects, uh, just sharing papers or different things
 675 that, that class discussion, things like that. Um, doing it
 676 in an international context, I, I learned a lot through that
 677 as well. And, and really liked that second degree that I did
 678 over in Asia. Just having that, um, international working

679 together. I learned a lot through that. But I don't-- I'm
 680 trying to think if there was one specific class, but there
 681 was different aspects of different classes. So like, I took
 682 organizational leadership, but I took it over in South Asia.
 683 So we're talking about organizational leadership
 684 somewhat from a Western perspective, but a lot from
 685 other perspectives as well,--

686 Interviewer: 00:41:57 Okay.

687 Interviewee 9: 00:41:58 --which was fascinating to me and, and very helpful.

688 Interviewer: 00:42:01 Mm-hmm. Did you, uh, ever in your professional life now
 689 in— in, uh, in your setup, have a, um, local, like a mentor
 690 person or, or several maybe that were on a— on an equal
 691 age level, also, uh, or maybe slightly older that was
 692 teaching you, um, about, yeah, local knowledge as well?

693 Interviewee 9: 00:42:23 Yeah.

694 Interviewer: 00:42:23 Where just, just through discussion, I mean, not, not
 695 necessarily in a classroom, uh, setup, but?

696 Interviewee 9: 00:42:29 So in, in missions, um, there, there's a lot of different
 697 models and so we're kind of all doing the same thing, but
 698 there's a lot of different ways to get there. Um, so
 699 typically, growing up, most of what I saw at missions was
 700 the missionary would go preach the Gospel, um, start a, a
 701 church among local people and then transfer leadership
 702 of that to local people. Um, what we did was a little
 703 different and it was something that I was looking for
 704 because I think it, to, in-- to a large part because I grew
 705 up there. So we found out about a small group of churches
 706 that was in a very, very remote area and we partnered with
 707 them to begin with.

708 Interviewer: 00:43:29 Okay.

- 709 Interviewee 9: 00:43:30 So, we would go to join them. And from the very
710 beginning we, we were a team. So most missionaries,
711 they start by being a pastor of a congregation. Well, I
712 never wanted to be the pastor of a congregation, but I
713 wanted to help Papua New Guinean pastors and Papua
714 New Guinean churches. So that, that was kind of the
715 model that we used. And there were a couple of, of these
716 national pastors, um, and they, they, they took English
717 names, but one was Moses and one was Elijah. And there
718 were many more that I worked with. But those two guys,
719 I became very good friends and they helped me
720 immensely. So what was very rewarding and fulfilling to
721 me was there was definite things that I could bring to the
722 table that were helpful to them. And I knew growing up
723 there, I was fluent in the trade language, but the tribal
724 language, I mean missio-- because it, it's not written, and
725 missionaries that go into those areas that develop an
726 alphabet, I mean it, it takes years to do all of that and
727 you're still-- those languages are so much more complex
728 than the trade language. The trade language is, is really
729 easy.
- 730 Interviewer: 00:44:55 Okay.
- 731 Interviewee 9: 00:44:56 Um, so I, I could spend 10 years and maybe get fluent and
732 still not be to the level that these guys were. So we had a
733 bridge through the trade language, which is, is what we
734 used. Then to see the, the nuts and bolts of what we did
735 in the ministry and all of that. They were much better at
736 doing it because they had all those skills. And then on the
737 culture, I've really focused on trying to understand the
738 culture and their base worldview. And where, where were
739 they really coming from? So they're very animistic
740 [unclear due to mic failure] even grown up in the country
741 was familiar with it, really trying to dig down and grasp-

742 - and all of them were helpful but especially those, those
 743 two guys. So there were-- and we had a relationship
 744 where they would come and tell me, 'Hey, you're, you're
 745 not seeing this or you're missing this.' And, and they
 746 saved me and my family from a lot of difficult situations
 747 because they could say, 'Okay, you're seeing this side of
 748 it, but you're not seeing that side of it.'

749 Interviewer: 00:46:13 Okay.

750 Interviewee 9: 00:46:13 And they, they helped me in communications, not just
 751 from the language, but because they-- the people are non-
 752 confrontational and consider it rude. You have to read the
 753 body language, you have to read their eyes. You have to
 754 read all of these different things, where they're
 755 communicating to you, but most Westerners totally miss
 756 it. Like some missionaries would say, 'So and so lied to
 757 me because they said this' where—they totally missed the
 758 body language and how they were communicating.
 759 Whereas my friends, I mean, they helped me in learning
 760 all of that.

761 Interviewer: 00:46:49 Okay.

762 Interviewee 9: 00:46:50 So step through step through the process, they're like,
 763 'Okay, this is part of our culture.' I'm like, 'Why? Why do
 764 you guys do this?' 'Well, this, this is why, and this is the
 765 reason behind.' So as we were talking through our
 766 ministry goals, uh, for, for the sake of the Gospel and
 767 that's what we were focused on, but how, how to do it in
 768 the context, how to connect with people, help people, uh,
 769 physically, emotionally, educationally, spiritually, all of
 770 those, all of those things. Um, they-- what they did was
 771 invaluable and really foundational and critical to what we
 772 did in our work.

773 Interviewer: 00:47:33 Okay. Is there, uh, again an interesting interculturally
774 focused story or encounter that sort of still is in your head
775 because it just never let you go, it irks you in a good or
776 negative way, whatever-- something that you'd like to
777 share? That was just very different, very special?

778 Interviewee 9: 00:47:55 Um. Well, the one that, that pops into my mind is actually
779 about my wife. Um, so my wife is, is very social and
780 when, when we moved there and into the village, um, I, I
781 started making connections with the men right away. And
782 the men are more outgoing and willing to do that. The
783 women just, the way they're treated in their culture is, is
784 very poor, especially with the base worldview, from that
785 perspective. So they were much more reserved, more shy.
786 Um, and so my wife tried and tried and tried and tried
787 and, and would make some connections but just not really
788 good deep connections. Well in, in that area they could
789 grow a lot of sweet potatoes. So that was a staple. And
790 they would grow, um, squash and pumpkin and zucchini
791 and that family. So they had given some to my wife and
792 she made some bread. Like pumpkin bread or zucchini
793 bread and, um, and they just, they just loved it. So they
794 started bringing her more. And they said, they said,
795 'Okay, we're going to bring you some more and we want
796 you to bake some more bread. But, but give us the, the
797 seeds'. Well, my wife, you know, me too, we didn't have
798 a strong, super strong agricultural background, so she had
799 given them the seeds, but they had been cooked, so she
800 cooked the, the squash, everything all together and then
801 she just put the seeds separate. So when she gave it to the
802 ladies, that it was already cooked, they're just looking at
803 her like, 'What are you doing?' and [name of wife]'s like,
804 'Well, you wanted the seeds' and they're like, 'But, but you
805 already cooked them, they're-- we can't use them. They're,
806 they're, they're worthless, they're useless.' And [name of

807 wife] was, you know, really embarrassed and we're like,
 808 'Oh, oh, oh, sorry.' But that, that really broke the ice for
 809 them to see that we needed help.

810 Interviewer: 00:50:21 Okay.

811 Interviewee 9: 00:50:22 That in some areas we were, we were dumb. We were
 812 stupid. We-- so in other areas they looked to us because,
 813 you know, we're from the West and the technology and
 814 the things that we had that we were just [unclear due to
 815 mic failure] way, way up, but this was an area that they
 816 could see, 'Okay, they, they need our help.' So then that,
 817 that started to normalize and equalize our relationship so
 818 that we could start coming together as, as true partners
 819 and true friends. And it wasn't like we're up here and
 820 they're down here, but it, it really helped to equalize. And,
 821 and then from there, that kind of broke the ice and then
 822 things started going on a much better positive trajectory.

823 Interviewer: 00:51:15 Thank you. Thank you for sharing. That's a nice story.
 824 Um, bringing together linguistics and intercultural
 825 competence. Um, I think for Papua New Guinea from
 826 what I'm hearing, it really goes together and yet there is a
 827 lot of, through the different, um, tribal languages, there's
 828 still a lot of, uh, knowledge that is then missing in the
 829 puzzle pieces I would say. Um, and the, the, the, um, trade
 830 language is sort of the common denominator, um, to, to
 831 help ease through. Um, would you say you, you can be in
 832 Papua New Guinea with the language, but without the
 833 cultural knowledge or would you need both? For a longer
 834 time to be, to be happy to, to arrive there? Or do you
 835 automatically learn while you're learning the language--
 836 do you learn about the culture?

837 Interviewee 9: 00:52:04 I think you definitely need the trade language. If, if, if, if
 838 you are in the capital city or one of the other cities, um,

839 that culture is changing fast. Um, it's, it's becoming more
 840 and more Westernized. Um, and in some ways, I've, I've
 841 talked with other missions' leaders and there, there's
 842 debate about this. Some would say, and I would tend to
 843 agree, that the culture is probably more important. Um,
 844 the, the language is obviously huge. And any missionary
 845 that I work with, I strongly encourage him 'Get the
 846 language.'

847 Interviewer: 00:52:53 Okay.

848 Interviewee 9: 00:52:54 Um, but the culture and worldview helps you to know
 849 how they're thinking and why they're thinking. Language
 850 is kind of a, a tool to get to that. Um, and-- but sometimes
 851 you know, you can kind of go around, you can use lang--
 852 English, you can use trade language. Uh, in so many
 853 countries, people are so multilingual. Now if, if you can
 854 go right to their heart language, obviously that's the best.
 855 But if, if you can go through another language and use
 856 other tools, reading other sources, um, but the--I, I think
 857 the culture is really, really important.

858 Interviewer: 00:53:38 Okay. Do you feel-- because I mean from what I
 859 understood, you went to the college where you did
 860 something very different, at least in your, in your, uh,
 861 majoring you said with the IT background, right? The
 862 computer sciences. Um, and then coming back to this
 863 field, um, why the focus always on Papua New Guinea? I
 864 mean, you, you have a certain set of skills, I would say
 865 that you, you, uh, attained through the way you were
 866 raised, um, with the knowledge. But you said you've
 867 traveled the world to different, other places, helped out
 868 there. Why, why always the focus back to Papua New
 869 Guinea? Why not stick around in other places in the

870 world, um, where you could equally use your skill-set?
871 What draws you?

872 Interviewee 9: 00:54:22 Well, um, I, I think I would be open in going to other
873 places. Um, it's interesting, my wife and I talked about--
874 our three daughters are, uh, 21, 19 and 16. Um, so we've
875 talked about, you know, when they're all settled maybe
876 moving internationally again, and we've talked about
877 different places. So it could be PNG, it could be some,
878 somewhere else. Um [pause], I think for me personally,
879 the, the connection that I got growing up there, uh, was
880 such a, a deep connection, so that's always had, had a pull.
881 Um, what I do now, in, in working with missionaries
882 serving around the globe, um, I really enjoy that. Uh, one
883 of the main things that made us move back was my health.

884 Interviewer: 00:55:26 Okay.

885 Interviewee 9: 00:55:27 So I, I got very sick. Um, so we had initially intended to
886 be there longer--

887 Interviewer: 00:55:33 Okay.

888 Interviewee 9: 00:55:34 --but being so ill, um, kind of, kind of forced that or
889 encouraged that. So I'm very thankful in (sic) coming
890 back that I can still be based here but still be involved in
891 doing what I do in that international, multicultural, uh,
892 opportunities and ministry.

893 Interviewer: 00:55:58 Okay. I think it's just-- from what I'm hearing, it seems
894 that you're, you know, specialized through your
895 background, you are specialized in that part of the world.
896 Um, and yet you have a lot of the tools, like you said, also
897 with asking the questions in general, I mean the body
898 language issue, I'm sure you would pick up on body
899 language, uh, in, in other parts too when you're talking to

900 people just 'cause of the way that one is sort of honed into
 901 those skills and you've sharpened them over time, right?

902 Interviewee 9: 00:56:24 Right.

903 Interviewer: 00:56:25 So that's why-- I just think it's interesting that you're-- you
 904 have a clear focus right now, might, might change as you
 905 say, over time-, um, that-- what was pulling you. I have,
 906 uh, one final question. Um, what would you tell younger
 907 ATCKs that are now starting out in their careers, what
 908 you would have liked to know at the time after college or
 909 for college when you were starting your way? What
 910 would you tell them in a mentoring role when they're
 911 looking for their first job?

912 Interviewee 9: 00:56:53 I, I think starting out, especially if you're moving from
 913 another country back into the U.S. trying to-- going
 914 through that re-entry phase, college, um, it's easy to look
 915 at your background as, as a disability.

916 Interviewer: 00:57:12 Okay.

917 Interviewee 9: 00:57:13 As, as a negative. Um, and I felt that way at times. I, I've
 918 seen my daughters feel that way and I keep telling them
 919 that as you get older you will realize it is not a disability.
 920 But it's a huge positive. And because not only the
 921 language, but I-- again, more so I think the culture and
 922 just the perspective and how you look at life -you can see
 923 it from multiple different perspectives- I think is a huge
 924 asset. And I think a lot of young people, 18, 19, 20 can't
 925 see that, yet. They're just trying to make friends, they are
 926 trying to connect, they feel out of place. Um, that as you
 927 start your professional career, uh, whether you're in
 928 business, education, medicine, whatever you're doing
 929 because you've grown up in two different worlds, um, it's,
 930 I think, it's a huge advantage and a huge asset. And so I

931 tried, I would encourage young people and try to
 932 encourage young people 'Hang in there. There will be
 933 some adjustments and difficulties, but what you have is
 934 really a great thing. And as you get older and just even
 935 how American society is changing and becoming
 936 multicultural--.' Um, uh, my, my girls sometimes connect
 937 better with Asians on campus than they do (sic) other,
 938 other Americans. Um, and so there's, there's a lot of
 939 positives there and I would try to encourage them with
 940 that.

941 Interviewer: 00:58:56 Mm-hmm, okay. Thank you. Just final statistical
 942 questions. Um, if you would share your age with me, that
 943 would be helpful.

944 Interviewee 9: 00:59:04 I'm 49.

945 Interviewer: 00:59:06 49. Uh, U.S. nationality, right? That's how I had it.

946 Interviewee 9: 00:59:10 Yes.

947 Interviewer: 00:59:11 Currently you're living in South Carolina?

948 Interviewee 9: 00:59:14 Correct.

949 Interviewer: 00:59:14 Uh, the city?

950 Interviewee 9: 00:59:17 Greenville.

951 Interviewer: 00:59:18 Greenville. Okay. Um, and the years of work experience
 952 that you have from the age of 18 upwards, anything
 953 where, where work has been really the focus. It can be an
 954 unpaid internship, things like that. How many years
 955 would that up, add up to?

956 Interviewee 9: 00:59:33 You mean in another culture, another setting or?

957	Interviewer:	00:59:38	Just entirely your, your, your level of work experience
958			that you would say. It doesn't matter where it was. Where,
959			where work was the main focus and not studying or
960			schooling.
961	Interviewee 9:	00:59:48	Oh. Um, that-- from 21.
962	Interviewer:	00:59:53	Okay.
963	Interviewee 9:	00:59:54	So all of my other graduate degrees I did on the side. So
964			work was always full time. So 21— 28 years.
965	Interviewer:	01:00:04	Okay. Okay. So that would conclude my official part of
966			the interview. Um, you poured out a lot in the past hour.
967			It's been exactly an hour. Um, if you are interested on my
968			side then please ask a few questions. I'll be happy to share
969			if you have the time, um, to connect as well. And if not,
970			that's fine too. Whatever suits your, your personal
971			interest.
972	Interviewee 9:	01:00:27	So you'd mentioned my story's a little unique from whom
973			you've talked with, with so far. So what are most of the
974			adult third culture, more business type situations, or
975			what?
976	Interviewer:	01:00:41	I'm, I'm going to turn off the recording just to keep this
977			separate. But, um, let's see, where did it go? Yeah.

G.10 ATCK Interview 10 – July 5th, 2019

1 Part 1

2	Interviewer:	00:00:01	Um, but it should be okay. So you should have like a little
3			pop up if you could still see that it says it's taping.
4	Interviewee 10:	00:00:08	Em,--
5	Interviewer:	00:00:10	But it's not--
6	Interviewee 10:	00:00:11	--recording the call.
7	Interviewer:	00:00:12	Yeah, exactly. So, um, thank you for taking the time. Um,
8			I hope you are energetic enough for this after a long work
9			week.
10	Interviewee 10:	00:00:24	Yeah, sure.
11	Interviewer:	00:00:26	Um, uh, like I said, I promise I won't take more than an
12			hour of your time. Um, I'm very thankful that you are
13			willing to speak to me. Um, what I'm gonna do in the
14			interview is-- it's, uh, semi structured in the sense that I
15			have different question blocks that I'm asking, eh, every
16			participant, um, to answer. However, within those
17			questions, please, um, talk in detail, share your stories,
18			um, really talk freely. The details are interesting to me,
19			um, to sort of dive in deeper.
20	Interviewee 10:	00:00:58	Sure.
21	Interviewer:	00:00:59	Yeah? So--
22	Interviewee 10:	00:01:00	Yeah.
23	Interviewer:	00:01:00	--if we're ready, I would just get started. My first--
24	Interviewee 10:	00:01:03	Yeah.

- 25 Interviewer: 00:01:03 --question would be, please tell me about your personal
 26 international background. How did you grow up between
 27 the ages of zero and 18? I think an easy question for any
 28 ATCK.
- 29 Interviewee 10: 00:01:14 Um, so my mother is Japanese, um, from Japan. My
 30 father is Swedish, um, well he's also, I guess, um, half
 31 Finnish and, uh, he comes from minority group within
 32 Sweden that is actually Finnish-speaking. Um, and they
 33 got married in the Netherlands, which is where I was
 34 born. Uh, so I grew up, I guess with, um, quite close
 35 contact to Japanese culture. Uh, less so with
 36 Swedish/Finnish culture. Uh, my father was just gone a
 37 lot on business trips, et cetera. Um, and then I had a lot of
 38 contact of course with Dutch culture and language. Um,
 39 my parents spoke English to each other and from age five
 40 I started going to a British school.
- 41 Interviewer: 00:02:06 Okay.
- 42 Interviewee 10: 00:02:06 So, then I had this touch-- I was in touch with the English
 43 culture as well. So that wasn't [unclear due connection]
 44 nine. After that, um, we went to the UK where, um,
 45 between my parents it was the same Swedish, Finnish and
 46 Japanese, but the local Umgebung [sic] or the
 47 environment was, um, British. But then we were going to
 48 an American school, so I guess kind of American culture
 49 as well. And then when I was 11, we moved to the United
 50 States, Los Angeles, and that's where I [unclear due
 51 connection] lived [unclear due connection] so then we
 52 [unclear due to connection].
- 53 Interviewer: 00:02:55 [Name of Interviewee 10]? I'm sorry you were just, you
 54 were just--
- 55 Interviewee 10: 00:02:57 --yeah, Swedish--

56 Interviewer: 00:02:58 --you were just--

57 Interviewee 10: 00:02:58 --Finnish for my father--

58 Interviewer: 00:02:59 Sorry. You'd have to repeat that. You were just gone. I
59 heard-- the last I heard was that you were in L.A.

60 Interviewee 10: 00:03:06 I, uh, yeah, [unclear due connection] must be, must be a
61 bad connection. Can you hear me?

62 Interviewer: 00:03:23 No, not very well.

63 **[Technical disturbance – connection is lost – Skype**
64 **interview breaks off and needs to be re-started – time-**
65 **stamp starts at 00:00 again]**

66

67 **Part 2**

68 Interviewer: 00:00:00 Sorry?

69 Interviewee 10: 00:00:09 You turned the recording back on? I guess it's on?

70 Interviewer: 00:00:11 Yeah, it's on now. Exactly. Yeah.

71 Interviewee 10: 00:00:14 Uh--

72 Interviewer: 00:00:14 --So I'm sorry, the last, the last I heard was, uh, you were
73 saying that you moved to Los Angeles?

74 Interviewee 10: 00:00:19 Yeah, when I was 11, and, uh, lived there until college,
75 so until I was 18.

76 Interviewer: 00:00:25 Okay.

77 Interviewee 10: 00:00:26 Um, so there was, yeah, a continuation of Japanese from
78 my mother, uh, language and culture and then kind of
79 Swedish/Finnish from my father. Uh, and then the, uh,
80 environment was, was American. Uh,--

81 Interviewer: 00:00:38 May I ask, uh, why you moved? Was it, uh, business
82 related, um, from your father then, or um, missionary
83 background, military background?

84 Interviewee 10: 00:00:49 I guess you could say running from the law.

85 Interviewer: 00:00:52 Okay.

86 Interviewee 10: 00:00:53 I'm kidding. I'm joking. I'm joking! No, my father just,
87 yeah, he, he would be offered a new job in a new place,
88 so then we ended up moving a few times. Uh,--

89 Interviewer: 00:01:03 Okay.

90 Interviewee 10: 00:01:04 --Yeah. So it's just my, my, my dad's job.

91 Interviewer: 00:01:06 Yeah. Um, okay. It would be the same on our end, but
92 I've never given the answer of running from the law. I'll
93 remember that one.

94 Interviewee 10: 00:01:17 So, um, yeah, I, I guess my formative years were
95 American, uh, junior high, high school, college. Um, so
96 I, I guess my, my, I guess I identify most with American.
97 Um, but for most of the time that I was in the U.S. I was,
98 I guess, I guess-- I didn't have U.S. citizenship, so I guess
99 growing up it was a bit more conflicted. I, I, I think I saw
100 myself more as Japanese and European, um, until I went
101 to Japan in college, uh, on a foreign exchange. And I
102 thought it would be like, you know, going home in a
103 sense. My grandparents are still there and my cousins are
104 there, but then I-- that's when I found out that -at least on,
105 on the inside-- I'm not at all Japanese. And then I, I knew
106 I was American. I think when, when I started to change
107 my-- I guess I had a different view of my own identity.

108 Interviewer: 00:02:21 Okay. Um, so that would've been in, during your studies,
109 right? Early twenties.

110	Interviewee 10:	00:02:27	I, yeah, that was when I was, uh, yeah, when I was 20.
111	Interviewer:	00:02:32	Okay. Um, what nationalities do you hold?
112	Interviewee 10:	00:02:38	Um, American and Swedish.
113	Interviewer:	00:02:41	American and Swedish. Okay. And the American was
114			just from, uh, being there then for such a long time or?
115	Interviewee 10:	00:02:49	Ah, yes.
116	Interviewer:	00:02:50	Okay. Okay. So by birth you had the Swedish, uh,
117			nationality?
118	Interviewee 10:	00:02:56	Yeah. Um, at the time that I was born, uh, I couldn't get
119			Japanese because you had-- you had to have a Japanese
120			father.
121	Interviewer.	00:03:03	Okay.
122	Interviewee 10:	00:03:04	Uh, in order to get Japanese citizenship. Now the laws
123			changed, but back then it was a bit more sexist I guess.
124			Um, um, yeah, I've never had Japanese, uh, citizenship.
125	Interviewer:	00:03:16	Okay. Was that something you would still aspire to get or
126			not important?
127	Interviewee 10:	00:03:21	Uh, no because I, I think Japanese does not allow dual
128			citizenship, so I would have to give up everything else,--
129	Interviewer:	00:03:27	Okay, mm-hmm.
130	Interviewee 10:	00:03:28	--to get the Japanese.
131	Interviewer:	00:03:30	Okay.
132	Interviewee 10:	00:03:30	Um, in terms of Swedish identity, I don't have a very
133			strong one. Um, because I guess most of my contact with
134			parents was from my mother, uh, growing up. Uh, she
135			was a stay at home mom. Um, and, and also my father's

136 Swedish identity was never that strong because he came
 137 from, I guess a, a minority group that was-- I don't, I don't
 138 think they were oppressed, but they were definitely
 139 marginalized.

140 Interviewer: 00:03:59 Mm-hmm. Okay. Coming back to the issue of the schools
 141 that you attended, were these, um, all then international
 142 schools, um, or were, were they local schools where you
 143 went?

144 Interviewee 10: 00:04:12 Um, my pre-school, everything before first grade was just
 145 the local Dutch schools. Um, and then from first grade to
 146 fourth grade was, uh, British international schools in the
 147 Netherlands. And then, um, let me think. Fourth grade to
 148 sixth grade was, um, American international schools in
 149 Britain. And then everything I had after that was
 150 American schools, in America.

151 Interviewer: 00:04:48 Okay. And in the American schools in America, these
 152 were all then local Americans?

153 Interviewee 10: 00:04:54 Ah, yes.

154 Interviewer: 00:04:55 And in the international schools beforehand, there was, I
 155 guess a mix of international students, uh, all with the, with
 156 the same sort of background and moving a lot?

157 Interviewee 10: 00:05:02 Hello?

158 Interviewer: 00:05:08 Can you hear me?

159 Interviewee 10: 00:05:14 [long pause/interruption of connection] Uh, I think I, I
 160 lost your question. Um, you're, you're asking me about
 161 the, uh, the American schools, what?

162 Interviewer: 00:05:20 Yeah. And the American schools, they were all American
 163 local children?

164 Interviewee 10: 00:05:25 Ah, yes.

165 Interviewer: 00:05:26 Okay. And in your international schools were they mainly
 166 then also international students, uh, that had a similar
 167 multinational background, lots of moving, or were there
 168 more locals in those international schools as well?

169 Interviewee 10: 00:05:39 Uh, they were mostly international students. Um, but at
 170 the British school, I guess the majority were British. Just
 171 in the Netherlands.

172 Interviewer: 00:05:47 Okay.

173 Interviewee 10: 00:05:48 And then the American school, most were American kids
 174 in, uh, living in Britain.

175 Interviewer: 00:05:58 Okay, mm-hmm. Anything else that you would still like-
 176 -

177 Interviewee 10: 00:06:03 International [unclear] India, Japan--

178 Interviewer: 00:06:06 Okay. Is there anything else that you'd like to still share
 179 about the early years of your TCK background or, um,
 180 shall we move on to the next?

181 Interviewee 10: 00:06:18 Um, hmm. I'm wondering-- I, I guess in the United States
 182 growing up. Yeah, I, I kind of touched on this earlier. I
 183 never-- I guess [unclear due to connection] I was saying
 184 earlier that my, my [unclear due to connection], uh, and I
 185 guess still it's not very strong [unclear due to connection]

186 Interviewer: 00:07:10 [Name of Interviewee 10], are you back?

187 [Technical disturbance – connection is lost – Skype
 188 interview breaks off and needs to be re-started – time-
 189 stamp starts at 00:00 again]

190

191 **Part Three**

192	Interviewee 10:	00:00:00	[unclear due to connection] other people have touched on,
193			that, that you'd like to hear about, uh, but otherwise we
194			can move on.
195	Interviewer:	00:00:05	No, I'm good. Um, what I wanted to ask you next was,
196			now that I know about your international background,
197			um, what languages do you speak? What did you grow up
198			with? What have you acquired afterwards as a grown-up?
199	Interviewee 10:	00:00:20	Uh, I grew up with Dutch, uh, English, Japanese and
200			Swedish. Uh, the Swedish was acquired, I guess as a child
201			from like age six-- never really, it's never been a living
202			language at home.
203	Interviewer:	00:00:36	Okay.
204	Interviewee 10:	00:00:36	Because, 'cause for my father, it's almost like a second
205			language to him. Um, even if he is Swedish. And as an
206			adult, I then acquired Spanish and German, although I've
207			probably forgotten most of the Spanish by now.
208	Interviewer:	00:00:56	Um, what would you consider to be your mother tongue?
209	Interviewee 10:	00:01:00	Uh, English.
210	Interviewer:	00:01:01	English. Okay. And is English also your emotional
211			language? Is that the language you switch to when you
212			have strong emotions? Very happy, very sad?
213	Interviewee 10:	00:01:13	Uh, yes, I think so.
214	Interviewer:	00:01:16	Okay. What language do you tend to speak with your
215			parents?
216	Interviewee 10:	00:01:21	Um, with my father English, uh, with my mother, mostly
217			Japanese.
218	Interviewer:	00:01:28	Mostly Japanese. Okay. And the two of them you said
219			spoke, uh, still speak English amongst themselves, right?

220	Interviewee 10:	00:01:34	Uh, yeah. I mean their-- they don't speak to each other
221			anymore. They're divorced.
222	Interviewer:	00:01:37	Oh. Okay.
223	Interviewee 10:	00:01:38	Um, when they, when they do speak or at least the last
224			time they were together, that was, yeah, it's always been
225			English.
226	Interviewer:	00:01:45	Always been English. Okay. And do you have siblings?
227	Interviewee 10:	00:01:48	Uh, yes, a younger brother and an older sister and we're
228			all very close in age, um.
229	Interviewer:	00:01:53	Okay, and what language do you speak with them?
230	Interviewee 10:	00:01:57	Uh, exclusively English.
231	Interviewer:	00:02:00	Exclusively English. Okay.
232	Interviewee 10:	00:02:01	It used to be different when we were growing up. Um,
233			then we spoke whatever was in the, I guess the
234			environment. So we started out speaking Dutch to each
235			other and then we also-- I guess we were in Japan for
236			about half a year at some point, and then we spoke
237			Japanese to each other. But ever since going to English
238			speaking countries then, um, it's been exclusively
239			English.
240	Interviewer:	00:02:26	Mm-hmm. Did you, while you were a child, did you take
241			any, uh, language classes to acquire the Dutch, English,
242			Japanese and Swedish or was that sort of learning by
243			doing within the family?
244	Interviewee 10:	00:02:37	Uh, the Swedish, uh, we took classes.
245	Interviewer:	00:02:40	Where did you take them? In, like in a school setting, or?
246			Um, I've, I've been told other people have gone, like to
247			embassy courses, or offered in an embassy.

248	Interviewee 10:	00:02:50	Uh, I think it was through, um, an embassy. It was
249			organized by the embassy, but it was held in some small
250			building somewhere in The Hague, I think it was.
251	Interviewer:	00:03:01	Mm-hmm. And the Dutch?
252	Interviewee 10:	00:03:05	Uh, the Dutch was just, um, neighborhood kids and
253			television, I guess.
254	Interviewer:	00:03:11	Mm-hmm. And would you still, uh, consider yourself to
255			be fluent in, in all of these four languages? Dutch,
256			English, Japanese and Swedish?
257	Interviewee 10:	00:03:21	Um, I think I'd consider myself intermediate in Dutch.
258			Um, Swedish, English and Japanese I, I, I would say I'm
259			fluent.
260	Interviewer:	00:03:36	Mm-hmm. Do you also write and read in these
261			languages?
262	Interviewee 10:	00:03:42	Um, I read in all of them. I write in Japanese and English.
263			And I can write in Swedish, although I don't really ever
264			have the opportunity to, or the need to.
265	Interviewer:	00:04:00	Mm-hmm. And when you, like, were to go on vacation,
266			you have some time, you choose a book, what would you,
267			what would you pull out? What language?
268	Interviewee 10:	00:04:12	Um, either English, Japanese or Swedish.
269	Interviewer:	00:04:16	Okay. And they're all on, on equal setting for you?
270	Interviewee 10:	00:04:19	Yeah, mostly it depends on the author.
271	Interviewer:	00:04:21	Okay. Yeah, I understand. Um, coming to Spanish and
272			German. How did you learn those two languages?
273	Interviewee 10:	00:04:32	Uh, Spanish was just 'cause I had to pick a language
274			[unclear due to connection] in middle school and high

275 school. Spanish, it was either Spanish or French. And
 276 living in L.A., I figured Spanish was more practical.

277 Interviewer: 00:04:50 Okay.

278 Interviewee 10: 00:04:51 Uh, German, I— one summer I couldn't find a, a summer
 279 job, so I decided to take German. I figured German is a
 280 good language for historians. Uh, I don't know how true
 281 that ended up being, but yeah, that's how I ended up
 282 starting German.

283 Interviewer: 00:05:09 Okay. And how did you learn German then in a, in a, um,
 284 summer school or what?

285 Interviewee 10: 00:05:16 Uh, yeah, it was, I mean it was just, um, summer classes
 286 at UCLA--

287 Interviewer: 00:05:21 Okay.

288 Interviewee 10: 00:05:22 --and stuff like that. That's how I started. And then after
 289 going back to regular, you know the regular semester in,
 290 in college then I just picked up the next course. Um, so I
 291 got to maybe intermediate level, or beginner-intermediate
 292 level of German. [unclear due to connection] 2009 to
 293 work in Frankfurt. Uh, and then just started picking things
 294 up just by talking to people. Um, and going to the
 295 supermarket and watching TV, um, that kind of thing.

296 Interviewer: 00:06:01 So you've been in the German surrounding now for 10
 297 years? Is, is that right?

298 Interviewee 10: 00:06:06 Um, No. Um, I was here until 2010 and then I left to go
 299 to grad school in Belgium.

300 Interviewer: 00:06:16 Okay.

301 Interviewee 10: 00:06:21 So I had Dutch again, uh, through that. And then I moved
 302 to Japan for a few years to work, and then I came back to
 303 Germany in 2016.

304	Interviewer:	00:06:31	Okay. Mm-hmm.
305	Interviewee 10:	00:06:32	The last three years I've been in Germany, but there was
306			a gap in between 2010 and 2016.
307	Interviewer:	00:06:39	Okay. Mm-hmm. Um, in your— you, you have an own
308			family, right, with, with, uh, your child, what language do
309			you tend to speak?
310	Interviewee 10:	00:06:51	Uh, with my wife, um, exclusively English. She's from
311			Lithuania, um, and with my child, uh, almost exclusively
312			Swedish.
313	Interviewer:	00:07:03	Okay. Why Swedish and not Japanese? That's an
314			interesting setup?
315	Interviewee 10:	00:07:12	Um, because he's, I guess, got a Swedish passport,
316			Swedish citizenship. Um, but due to the Swedish law, if
317			you are born outside Sweden, then at the age of 20, you
318			have to prove your Swedishness. It's like--
319	Interviewer:	00:07:26	Okay.
320	Interviewee 10:	00:07:27	And part of that's a language test. Um, and because
321			they've--, I guess I'm, I'm assuming it's due to budget cuts,
322			the local embassies no longer offer free Swedish classes.
323			So, um, I have do the teaching, uh, myself. And I figured
324			probably the best way is just to start speaking Swedish to
325			him.
326	Interviewer:	00:07:49	Okay. Interesting. Okay. Um, so thanks for the language,
327			uh, background. Um, what I'd like to do now is look at
328			your linguistic skills and how they're connected with your
329			professional life. Um, so my, my main question here is
330			what languages do you use in your daily work life and in
331			what context? Can you give me an example or two?

- 332 Interviewee 10: 00:08:12 Um, so primarily I use English and Japanese. I work for
 333 a Japanese video game company in Frankfurt. Um, and so
 334 I speak a lot to people in Japan, uh, via email, um, video
 335 conferences, telephone calls. And a lot of the other people
 336 working in the office are also Japanese. So speaking to
 337 them, I'll be using Japanese. Um, but the kind of
 338 international language of the Frankfurt office is English.
 339 So then I'm using English to, to all the non-Japanese
 340 speakers, uh, who come from all over the place. Um, so
 341 that's also, yeah, email, direct conversations, sometimes
 342 phone calls. And every now and then I also use German
 343 because the fact that we're in Germany means that a lot of
 344 the, the employees are also German or they speak
 345 German. And sometimes, when it's easier to, to get
 346 something done in German, then, um, I'll switch to
 347 German.
- 348 Interviewer: 00:09:11 What would an example for that be? I mean "to get
 349 something done" sounds like more of a job task, rather
 350 than the coffee break chat.
- 351 Interviewee 10: 00:09:20 Uh, I guess I have coffee break chats, too, in German as
 352 well, or lunchtime chats in German as well. Um, so I do,
 353 do that. But in terms of "getting things done", um, for
 354 example, if I, I guess just the other day, uh, my computer
 355 screen monitor stopped working and talking to the IT
 356 team, uh, most of them are German and many of them are
 357 more comfortable speaking German, so I'll just feedback
 358 to them in German to explain the problem, uh, see how
 359 we can get it fixed. And then also we talk a lot to— um,
 360 we, we have a legal team that handles a lot of issues, cross
 361 border transactions, uh, or it's a video game company, so
 362 content with the video games, what's allowed in
 363 Germany, was not allowed. And, and sometimes it is
 364 easier to explain the issue in German because the lawyers

- 365 are all German, rather than English, which can sometimes
 366 lead to misunderstandings, um, if their English isn't
 367 perfect. So in those cases, sometimes I'll use, uh, German.
- 368 Interviewer: 00:10:36 Mm-hmm. But in your local like meetings, um, when you
 369 get together or writing in the company that's all in English
 370 or it should be, mainly?
- 371 Interviewee 10: 00:10:47 Um, if, well it's, I guess if they're, if they're person to
 372 person meetings on location here in Germany then
 373 usually. Um, we have a lot of video conferences, and
 374 those are very often either Japanese or bilingual Japanese.
 375 With someone doing interpreting or something like that.
- 376 Interviewer: 00:11:12 Is something like that defined beforehand already? Like
 377 when you have a call scheduled into your calendar, will it
 378 be added what language it's going to be in? Or is it just
 379 known through the, the people that you're working with?
- 380 Interviewee 10: 00:11:24 Uh, usually it's known. Um, if, if the, uh, [unclear due to
 381 connection] main counterpart is someone in Japan. And
 382 the other the people on the call [unclear due to
 383 connection] in Germany. And on the other hand, if, if
 384 we're talking to people in, in the United States, um, or
 385 other places, uh, and then the local people here [long
 386 pause/unclear due to connection] And if there are people
 387 who have to be on the call who don't speak both
 388 languages, then we usually get an interpreter.
- 389 Interviewer: 00:12:03 Okay. Are those uh, interpreters within the company or
 390 are they hired externally?
- 391 Interviewee 10: 00:12:09 Uh, they're within the company.
- 392 Interviewer: 00:12:10 Okay. But that was not something that was part of your
 393 job description as a prerequisite to be able to switch

394 between the languages and have like a translational
395 interpretation background skill-set?

396 Interviewee 10: 00:12:24 Uh, for my current job Japanese and English ability are
397 requirements.

398 Interviewer: 00:12:30 Okay.

399 Interviewee 10: 00:12:30 But to translate, uh, that's not a requirement.

400 Interviewer: 00:12:34 Okay. So it's just to be able to, to basically fill out your
401 workload, um, that you would need both, but you're not
402 asked specifically, um, into meetings or so forth to, to--
403 from a linguistic perspective?

404 Interviewee 10: 00:12:48 Uh, no. It might happen ad hoc. Like if nobody could find
405 an interpreter in time, then maybe I would. Um, but
406 generally speaking, no.

407 Interviewer: 00:12:59 Who asks you to take on those kind of ad hoc roles? Is
408 that a, a boss? Is it colleagues?

409 Interviewee 10: 00:13:05 Uh, it can be either one. Um, yeah, if we, if we show up
410 at the meeting and then realize that someone unexpected
411 has joined and they don't speak one of the languages and
412 everyone just looks around the room who can interpret
413 and one of us, we raise our hand. And other times if
414 maybe if, if my boss is there, then he might just kind of
415 pointed to me and say, okay, you interpret.

416 Interviewer: 00:13:31 Mm-hmm. Is that something that you feel comfortable
417 doing?

418 Interviewee 10: 00:13:37 Um, usually yes. I have done a similar job in the past
419 where interpreting was a requirement. Um, so I've done it
420 in the past. But of course if it's subject matter that I'm not
421 too familiar with or if it's too kind of too sudden, uh, that

422 I don't particularly enjoy it, but I'm not, I'm not averse to
 423 it.

424 Interviewer: 00:14:05 Do you have any kind of interpreting background through
 425 your studies?

426 Interviewee 10: 00:14:10 No. Just um, doing things on the fly.

427 Interviewer: 00:14:15 Okay, mm-hmm. Um, and when it comes to, to these,
 428 like, special jobs, is there anything that, where you would
 429 feel uncomfortable or in the past have declined to do?
 430 Because you said it's just over your, your level of
 431 expertise - from a, a linguistic perspective now.
 432 Something where you just felt too uncomfortable? Or
 433 have you always managed to sort of cover it up and, and
 434 do your thing and be glad that it was over?

435 Interviewee 10: 00:14:44 Um, yes. Uh, so one, one of the things that we do here is
 436 it's called "localization". I'm not sure how familiar you
 437 are, you are with, with video game production,--

438 Interviewer: 00:14:59 Not much.

439 Interviewee 10: 00:14:59 --but the localization step is one of the parts of, of
 440 developments [unclear due to connection] ah, yeah, very
 441 few people actually, uh, um, hear, ever hear the term
 442 localization. In, in a nutshell, it's just translation of the
 443 game.

444 Interviewer: 00:15:10 Okay.

445 Interviewee 10: 00:15:11 And that often involves texts. Sometimes voice, uh,
 446 voiceovers. Um, and also adjustments for cultural
 447 reasons. Like Japanese games, for instance, very often
 448 contain swastikas. Not because they're Nazis, but because
 449 the swastika is a Buddhist symbol as well. And so you
 450 might find a map in a game and, like, you have crosses
 451 marking churches in European maps, you'd have a

452 swastika marking a temple on a Japanese map. But that's
 453 illegal in Germany to show swastikas. So then taking
 454 them out, telling the game developers that we can't have
 455 those and explaining why. That's all part of this whole
 456 process of [long interruption due to connection]
 457 localization [unclear due to connection] whether or not
 458 we would localize a game into Swedish. And they asked
 459 me if I would be willing to, uh, do all the QA, the testing
 460 for the Swedish, uh, grammar and, uh, uh, style, et cetera.
 461 That I did not feel comfortable doing because even
 462 though I am comfortable speaking, reading, writing
 463 Swedish, I've never been formally educated in Swedish,
 464 so I was going to make obvious grammar mistakes.

465 Interviewer: 00:16:38 Okay.

466 Interviewee 10: 00:16:40 And so I said, no, I would not be comfortable doing that.
 467 So yeah, we, we, we scrapped that idea.

468 Interviewer: 00:16:47 Okay. So you didn't have to do it, you were able to step
 469 out of it?

470 Interviewee 10: 00:16:50 Yes.

471 Interviewer: 00:16:51 Okay. Thank you. Um, looking at your entire professional
 472 life so far, is there an interesting linguistically focused
 473 story or encounter from work that you'd like to share with
 474 me? That has like a strong language, uh, background to it
 475 that you still remember because it was particularly, uh,
 476 scary, funny, you know, just sort of stands out to you?
 477 That you've not forgotten about.

478 Interviewee 10: 00:17:20 Hmm. Trying to think back through all the different jobs
 479 I've had. [unclear due to connection, also thinking pause]
 480 Uh. No, nothing really stands out in my mind as being
 481 linguistically focused, that was— left any kind of
 482 impression, I don't think.

483 Interviewer: 00:17:50 Okay. If something comes to you, you can still interrupt
484 and share. Otherwise I would move on.

485 Interviewee 10: 00:17:58 Yeah.

486 Interviewer: 00:17:59 Um, now looking at your international background and
487 the intercultural competence and skills that you have.
488 Um, what cultures do you think you know deeply and
489 well, what cultures do you feel comfortable in because
490 you know your way to move around?

491 Interviewee 10: 00:18:18 Probably in first place it would be American. And almost
492 by extension Western in a sense, a loose sense. Um, then
493 after that, I guess Japanese. [long pause]

494 Interviewer: 00:18:44 Are you still there?

495 Interviewee 10: 00:18:46 Yeah, I just didn't say anything.

496 Interviewer: 00:18:47 Okay, fine. Um, what about the cultures? Uh, for
497 example, now in, in Germany or Dutch, Swedish, your
498 background? Um, I mean you touched upon the Swedish
499 of, of language feeling stronger than maybe the cultural
500 aspect of not having lived there.

501 Interviewee 10: 00:19:04 Mmh. Um, yeah, I don't think I'd feel that comfortable
502 moving around in those cultures. Uh, 'cause I clearly feel
503 not part of those cultures. Uh,--

504 Interviewer: 00:19:20 Okay.

505 Interviewee 10: 00:19:20 I feel myself as kind of outside. Um, yeah, Dutch or, or,
506 or Swedish or, or German. I feel like I probably
507 understand them better than [unclear due to connection]
508 to be part of those cultures.

509 Interviewer: 00:19:46 Okay. And what cultures would you be comfortable
510 teaching your child about? In a few years.

511 Interviewee 10: 00:19:55 Hmm, what [unclear due to connection] by teaching
512 [unclear due to connection].

513 Interviewer: 00:20:12 [Name of Interviewee 10]?

514 Interviewee 10: 00:20:19 [unclear due to connection] culture, you mean like
515 holidays, or, or intangible things like just general
516 mindset, ways of say-- Hello? Hello?

517 Interviewer: 00:20:34 Hello? Can you hear me?

518 Interviewee 10: 00:20:37 Uh, yeah, I can hear you.

519 Interviewer: 00:20:38 Okay. I'm sorry. It was a, a, another drop in the signal.
520 Um, my, my last question I heard you started answering
521 or asked me the question in regards to what you would
522 teach your child?

523 **[Technical disturbance – connection is lost – Skype**
524 **interview breaks off and needs to be re-started – time-**
525 **stamp starts at 00:00 again]**

526

527 **Part Four**

528 Interviewee 10: 00:00:01 No, the things like holidays and traditions or, or more,
529 um, mindset ways of thinking and these, these kind of
530 more nondescript? [unclear]

531 Interviewer: 00:00:11 The latter. The latter one.

532 Interviewee 10: 00:00:14 Hmm. I've never thought about it. And probably if I, if it
533 were in anyway conscious, I wouldn't pick any culture.

534 Interviewer: 00:00:30 Okay. Why?

535 Interviewee 10: 00:00:35 Um, because I feel, I, I guess I'd want to focus more on,
536 on things that I would hope are, less, less, um, bound in
537 any way with one, one nationality or culture and more, I

538 guess, human in, in a way, things that are -yes- transcend,
539 uh, national boundaries or, or ethnic boundaries.

540 Interviewer: 00:01:06 Mm-hmm.

541 Interviewee 10: 00:01:07 You know, like I guess being nice or being honest or
542 those kinds of things, um.

543 Interviewer: 00:01:17 But things--

544 Interviewee 10: 00:01:17 I think of what it would--

545 Interviewer: 00:01:18 But things like being polite, if I just go along that line,
546 aren't they different in, in different cultures of how to
547 show that you are being polite?

548 Interviewee 10: 00:01:28 They are. And that would probably be an unconscious
549 thing that I would be teaching.

550 Interviewer: 00:01:33 Mm-hmm. Okay.

551 Interviewee 10: 00:01:33 Uh, whether my politeness would be-- I guess, it wouldn't
552 be very Japanese. Uh, it would probably be end up being
553 more an American style politeness. Then that would be
554 more-- that would be an unconscious, um, thing that I'd
555 be teaching, rather than conscious.

556 Interviewer: 00:01:56 Mm-hmm. Okay. And coming back to your first
557 explanation of, like, holidays and, and, uh, national
558 background? History?

559 Interviewee 10: 00:02:07 Uh, probably a mixture of several things. In some sense
560 it's difficult because I grew up without a lot of those or,
561 or with kind of halfway things. So I don't know a lot
562 myself. Even though we were in the United States, my
563 parents were not American, so we never properly
564 celebrated Thanksgiving or Halloween, for instance. My
565 parents, I guess they just thought, I guess, in America you
566 cook a turkey on Thanksgiving. So we had a turkey and

- 567 then we were like, okay, I guess that's it. Um, for
 568 Christmas, you know, we learned the English songs about
 569 Christmas pudding or figgy pudding, but, um, so my mom
 570 made caramel pudding, not realizing that that's quite
 571 different from figgy pudding. And I didn't know that
 572 until, till I was an adult. Uh--
- 573 Interviewer: 00:03:00 Okay.
- 574 Interviewee 10: 00:03:01 A, a lot of these things, I never really knew myself. I, I
 575 didn't grow up with them. So probably I would just, yeah,
 576 I probably have to look up a lot of stuff in books. But I
 577 probably wouldn't have a mixture of the local German
 578 traditions. Just kind of try to learn some of them, so he
 579 doesn't feel left out at school. Uh, like I guess I sometimes
 580 felt left out at school not knowing the, the traditions. Um,
 581 and then probably also teaching him some things from,
 582 from my parents' cultures, so he has some connection to
 583 his grandparents as well.
- 584 Interviewer: 00:03:37 Mm-hmm. Um, I'd like to just briefly come back to your
 585 comment that you made earlier about how you went to
 586 Japan and noticed that you were not as Japanese as you
 587 felt beforehand, that you might've been?
- 588 Interviewee 10: 00:03:50 Yeah.
- 589 Interviewer: 00:03:52 Mm, how did you realize that? What, what, what was sort
 590 of the, the "Aha" moment?
- 591 Interviewee 10: 00:03:58 Uh, I think it was the accumulation of a lot of frustration.
- 592 Interviewer: 00:04:02 Okay.
- 593 Interviewee 10: 00:04:03 Um, nothing in particular comes to mind, but
 594 [interruption due to connection], well, I guess Germans
 595 do as well. Hello?

596 Interviewer: 00:04:24 I, I-- the last I heard was "nothing particularly comes to
597 mind".

598 Interviewee 10: 00:04:28 Oh, okay. I just suddenly heard beeping. Uh, but then,
599 yeah, uh, I guess the Japanese people have, um, they're,
600 they're, I guess people say that they follow rules a lot.
601 Um, similar to, to Germans and yeah, sometimes I would
602 find myself really annoyed or frustrated when I would see
603 everyone following a rule that I thought was nonsensical,
604 that was unnecessary. Like uh, I don't know, lining up for
605 uh, uh lining up for a bus when the bus isn't there and no
606 one even knows where the bus's door will be. So where
607 are you going to line up?

608 Interviewer: 00:05:10 Okay.

609 Interviewee 10: 00:05:11 Uh, stuff that I, I would say is impractical. It makes no
610 sense. And then when the bus does line up, does arrive,
611 and the door's somewhere else than, than, than the line is,
612 then everyone gets angry with you for just jumping in,
613 "Hey, but you're not in the line." "Yeah but the line's in
614 the wrong place." Then I would find that I'm the only one
615 being annoyed or being yelled at. Um, I-- I guess just
616 frustrations with these little things that wouldn't bother
617 anybody around me, but would always bother me. Well,
618 I guess one, one example would be if you're in a
619 restaurant in Japan, they often have set menus. And their
620 quite-- it's difficult to ask someone to change, like, "Can
621 you change out the rice for let's say potatoes" or
622 something like that.

623 Interviewer: 00:06:03 Okay.

624 Interviewee 10: 00:06:05 And people would not want-- the, the waiter or waitress
625 would refuse. And that would annoy me. It's like "Well,
626 why you've got potatoes on the menu as well, as a

- 627 separate item. Just switch them.” “No ‘cause it's supposed
 628 to be this particular set.” And, and my Japanese
 629 acquaintances, colleagues or relatives would just accept
 630 it and that would always annoy me. Um, and then I
 631 realized after a while, that why am I always the one being
 632 annoyed? Maybe I'm not so Japanese after all.
- 633 Interviewer: 00:06:43 When, when you were there, um, was that for a longer
 634 period then through the studies? Like six, six months or?
- 635 Interviewee 10: 00:06:51 Um, about, yeah, seven or eight months.
- 636 Interviewer: 00:06:54 Okay. And beforehand, was that, um, when you went to
 637 visit Japan, was that always with, uh, with your mom or
 638 your family? Were you, were you were basically, um,
 639 guided while you were in, in, on vacation?
- 640 Interviewee 10: 00:07:08 Uh, yes. Uh, always with family.
- 641 Interviewer: 00:07:11 Okay. Okay. I'm just wondering how much maybe was,
 642 um, that you realized as a young, young adult, yeah,
 643 finding your way and how much was already there
 644 beforehand that you maybe didn't see because somebody
 645 was guiding you on how to move more, uh, fluent, you
 646 know, fluently through the everyday, uh, while in Japan.
- 647 Interviewee 10: 00:07:35 Yeah. Might be. Um, yeah, I'm not sure.
- 648 Interviewer: 00:07:40 No, just a, just a thought, not a, you know, not a question
 649 per se. Um, looking at your intercultural competence now
 650 and connecting it with your professional life. Um, are you
 651 able to, to tap into the knowledge of the different places
 652 that you've been in, um, in your work related setting? Can
 653 you give me an example or two? Um, what you were
 654 saying earlier with the, with the swastikas for example, I
 655 think already sort of goes into that field. Um, also where
 656 you were saying you didn't feel comfortable with the,

657 with the Swedish background, where you were asked to
658 do that, uh, second job. Is that something that you can use
659 in your day to day activities as well? Or is it just very,
660 very seldom. Very highlighted?

661 Interviewee 10: 00:08:26 Um, you mean beyond language?

662 Interviewer: 00:08:29 Beyond language. Yes.

663 Interviewee 10: 00:08:33 Hmm. Uh, yes there's some, not necessarily language
664 ways of communicating. Um, different ways of
665 communicating between Japanese people and uh,
666 Europeans that can lead to misunderstandings. Um, for
667 Japanese people in general, in the meeting, um, when it's
668 face to face, will not contradict the person that they're
669 speaking to, even if they disagree. Um, I guess the
670 culture-- I don't know how true it is, but people often talk
671 about -anthropologists and things- talk about Japanese
672 emphasis on, on harmony. So, even if they disagree with,
673 uh someone that they're having a negotiation with, they
674 won't bring that up on the spot, uh, but they will have
675 other kinds of markers, um, that to a Japanese person
676 would be, would be quite obvious, but to maybe Germans
677 or Americans or British people who would not be
678 obvious. Um--

679 Interviewer: 00:09:45 You mean--

680 Interviewee 10: 00:09:45 That's what sometimes--

681 Interviewer: 00:09:46 You mean, you mean like from a facial expression or
682 body language or what?

683 Interviewee 10: 00:09:50 Facial expression, body language, um, enthusiasm or lack
684 of enthusiasm. Um, the types of promises they will make.
685 I guess people say this about Americans often as well.
686 That you know, when, when an American says to you,

687 "Oh, let's go meet, meet up for coffee sometime" they
 688 never really mean it. So then you know, non-Americans,
 689 I've, I've heard a few people say non-Americans get
 690 annoyed with Americans for that. They don't mean
 691 anything they say, but in a sense it's similar in Japanese
 692 culture, um. Uh, they will often say they, will think about
 693 a plan, but you already-- if they say they'll think about it,
 694 that's already a complete no. Um, in, in I guess in straight
 695 speak, it's actually a no. Uh, if they are slightly positive
 696 towards something that actually means maybe they're
 697 thinking about it. Um, if they're entirely quiet during the,
 698 during the, um, uh, discussion or during some
 699 presentation, a lot of, um, Europeans and Americans
 700 might get nervous, thinking that, you know, because
 701 there's no feedback that actually the, the Japanese
 702 audience, or Japanese people, aren't interested or don't
 703 like anything. But from a Japanese perspective, often that
 704 means that they are listening intently, uh, and they're
 705 quite interested. Um, and so sometimes if I'm-- if we're
 706 having these kinds of discussions or meetings, uh, and
 707 my, I realize that my non-Japanese colleagues are
 708 misreading the signals, then I might have to step in. And,
 709 and pull them aside and let them know what's going on.
 710 Either the person they're talking to is actually very happy
 711 even though they don't seem like it or they're actually very
 712 angry even though they're not showing it. Uh, that kind of
 713 thing.

714 Interviewer: 00:11:42 Is that something that you would do, um, while in the
 715 meeting? Or is it classically after meetings, before
 716 heading on and out?

717 Interviewee 10: 00:11:52 Uh, it depends, I guess on the, on the situation. If it's quite
 718 obvious someone is severely offended than probably in
 719 the meeting. Or, or if I see that a misunderstanding is, um,

720 kind of running amuck, like, you know, one side is
721 thinking A, another side is thinking, thinking B and
722 they're complete diverging, then, then I might pull
723 someone aside. If it's, if it's less time critical, then usually
724 after, uh, a meeting, to kind of give feedback on how the
725 whole thing went.

726 Interviewer: 00:12:27 Mm-hmm. And is that something where, um, you feel
727 now, um, being in the company for a while that, um,
728 people are coming towards you for that kind of
729 information or is it something where you still feel that you
730 were more sharing just from, from picking up the cues.
731 Like do, do, do your boss or your colleagues actually
732 come and ask for, um, you know, help in that sense, to
733 read the situation?

734 Interviewee 10: 00:12:54 Um, I guess in, in my current-- I just switched positions
735 about a month ago.

736 Interviewer: 00:12:59 Okay, mm-hmm.

737 Interviewee 10: 00:13:00 Uh, so at the, and in my current team there's a lot more,
738 um, they're all more people who, who do know both
739 cultures quite intimately, so it's just less of an issue. Um,
740 and so it actually doesn't come up very often anymore.
741 Um, in a previous role entirely unrelated to my current
742 one with different company. I guess it wasn't a company.
743 I used to work for the British embassy in Japan. Uh, um,
744 trying to help British companies do business in Japan, and
745 there that was a, a much bigger, um, issue. And there
746 people would come to me, um, for, for advice, for
747 feedback. Not necessarily because of my experience, but
748 I think more because of my position as an embassy, uh,
749 employee. Uh, they would just assume that, that I knew
750 stuff. Um, sometimes I did, sometimes I didn't. But--

751	Interviewer:	00:14:03	Would they act on it, too? I mean, did they, did they
752			accept it as knowledge and use it for themselves or, or
753			were there, uh, still many situations where maybe they,
754			they took the information but still did something
755			completely opposite or different.
756	Interviewee 10:	00:14:16	Uh, usually they would, they would act on it. Yeah,
757			usually they would take my word on, take my word on it.
758			If I was telling them, do this, don't do that. Or this went
759			well, this did not go well.
760	Interviewer:	00:14:32	Mm-hmm. Okay. Again, looking back at your entire
761			professional life so far, um, is there an, an interesting
762			interculturally focused story or encounter that you'd like
763			to share, that still stands out because it was just very
764			different to, to the normal setting?
765	Interviewee 10:	00:14:53	Mmm. [long pause] I'm trying to think. Um [long pause].
766			Yeah, I'm, I'm not so sure. I mean, I, I feel like there have
767			been a lot of little things here and there. Also with, with
768			regard to your previous question on, on, on the
769			memorable language moments. Um, but there wasn't
770			anything really that was so--that stood out so much
771			[unclear]. I, I don't know if it's just because they were all
772			little, or because there have just been so many. Or because
773			I have, well, because I have a bad memory. Uh, I played
774			a lot of American football in high school and college, so
775			I probably hit my head.
776	Interviewer:	00:15:59	Or maybe you're just very, uh, skilled at, at, you know, or
777			figuring out how to get yourself out of these situations
778			and they don't bother you quite as much.
779	Interviewee 10:	00:16:09	That might be a nice way to look at it. Oh actually. Now
780			I do remember something, that was maybe more on the,
781			on the linguistic level that I thought was--

782 Interviewer: 00:16:17 Please.

783 Interviewee 10 00:16:18 --interesting. Um, so one of my previous positions, when
784 I was working in Japan, I was working for a small town.
785 Probably it wasn't really a small town, it's a town of
786 300,000 people or so and they had sister city relations
787 with Fresno, California. Um, and so I was working there
788 as a kind of liaison between Fresno and, and the city in
789 Japan. And at the same time I would be, you know, just
790 helping local, um, volunteer groups, uh, whenever they
791 had language issues or uh, going, going to schools and
792 making presentations on, on culture, uh cultural
793 differences between Japan and other countries. And one
794 of these things, there was a local volunteer group that
795 gave, um, tours to tourists, uh, in English and, and for the
796 volunteers it was a chance for them to speak English, um,
797 practice their English. Uh, and for the tourists, of course,
798 it's nice to get a free tour from locals. And they were
799 celebrating I think 10 or 20 years since the founding of
800 the group. And as part of the celebrations, they decided
801 to stage a play. Um, that's from a local kind of historical
802 event. Um, and they translated it into English themselves
803 and they asked me to come, um, give them, give them
804 feedback on, on the, on their script. And so the, the play
805 is about, uh, a monk, a Buddhist monk who has, I, I think
806 he has taken a vow of chastity or something like that, but
807 he falls in love with, um, a woman and, and she falls in
808 love with him. And so this is kind of tragic tale of, you
809 know, they can't be with each other, but they love each
810 other. But in this play, uh, there was also another monk
811 who also fell in love with the same woman. And so he
812 hates the, uh, the first monk, uh, because the, the woman
813 loves the first monk. And so he's jealous. And in the play
814 they have a fight. Um, and this is all acted by pensioners.
815 I think I forgot to mention that. All the volunteers were

816 pensioners [sic] 70, 75, 80. Very cute, nice people. Uh,
 817 and so the, the, they're staging this argument, this fight,
 818 and in one scene, then one monk punches the other,
 819 knocks him to the ground and then they yell at each other.
 820 And so when one punches and he goes, "Fuck you, you
 821 asshole!" And then the other monk says, "How dare you,
 822 bitch." And, they're, they're acting out this play in front
 823 of me and it's, you know, 75 year old grandma or
 824 grandfather, I guess, saying "Fuck you!" in the middle of
 825 the stage. And I thought, "whoa, whoa, whoa, whoa,
 826 whoa! What's, what's with the language?" And they, said,
 827 "Well, isn't that what people say when they're angry in
 828 American?" I said, "Well, yeah, but you know, this is, this
 829 is a play you're doing for your local community and it's
 830 not, it's not HBO or anything. You've gotta tone it down."
 831 And they just didn't get the, the impact of curse words in
 832 English.

833 Interviewer: 00:19:25 That's a good story. Thanks for sharing. I liked that. Mm-
 834 hmm. Um, I have two, two final questions to bring it
 835 together. Um, one from looking at your intercultural
 836 knowledge as well as your linguistic skills. Um, when
 837 you were looking for your jobs, was it important, uh, to
 838 you to be able to use these skills actively? Was it
 839 something that you, um, sought for a while, while, um,
 840 basically running through interviews?

841 Interviewee 10: 00:19:57 I, I--

842 Interviewer: 00:19:57 Not just, not just for this current job, but all the ones that
 843 you've had in the past? Or did it just sort of happen?

844 Interviewee 10: 00:20:04 Um, at one point it was quite important, uh, because at
 845 some point I wanted to be, uh, a professional translator.

846 Interviewer: 00:20:12 Okay.

- 847 Interviewee 10: 00:20:13 Um, so then it was, uh, an important point, but then since
848 then I've actually been trying to actively get away from it.
849 Because, um, yeah, I don't want that to be the kind of--
850 the limiting factor. So I would only be able to do jobs that
851 have some kind of connection to, to Japan especially. Um,
852 and that's one of the reasons why I'm now in my, my
853 current position as opposed to-- Previously I think, I
854 guess, until, until the end of May, uh, as I said earlier, I
855 was in the localization of video games. Um, basically
856 your project manager for translation and testing,
857 linguistic testing of, of games. Um, and now I'm in more
858 of a business, uh, role where I still have to use a lot of
859 Japanese. But, um, because I'm trying to get away from
860 the translation side because I see it as a, as a shrinking
861 field. And, uh, I don't want to be pigeonholed.
- 862 Interviewer: 00:21:21 Mm-hmm. Why shrinking?
- 863 Interviewee 10: 00:21:26 Um, on the pure translation side, a lot of work now is, is,
864 um, in general done, done with AI, with machine
865 learning, machine tools, computer-assisted translation.
866 Uh, that's what got me away from, um, being a, a
867 translator myself. Uh, I was a translator for, for a while.
868 Um, uh, I guess seeing everything, all the advancements,
869 that's, that's when I started trying to get away from that,
870 more into project management roles. Issues with trade
871 and that kind of thing.
- 872 Interviewer: 00:22:00 But again, you don't have a, um, um, educated
873 background in translation, right? You didn't do that in
874 college?
- 875 Interviewee 10: 00:22:08 Uh, translation I did. But not interpretation.
- 876 Interviewer: 00:22:10 Okay. Sorry. Okay. So translation you did do?
- 877 Interviewee 10: 00:22:13 Yes, uh--

- 878 Interviewer: 00:22:13 Training on, okay.
- 879 Interviewee 10: 00:22:15 But, but not interpretation. Um, so because of the, the, the
880 advances in technology I wanted to get away from
881 translation, but then also in the, in the video game field,
882 more and more companies are making heavier, heavier
883 use of outsourcing. And seeing this trend, I also want to
884 kind of get away from even the, the uh, uh, the
885 management of, uh, uh, translation and localization.
- 886 Interviewer: 00:22:43 Mm-hmm. Okay. My final question as a, as a wrap up for
887 the interview would be, um, what would you tell younger
888 ATCKs just starting out in their professional careers, um,
889 to think about when they're looking for their first job?
890 Something that you would have liked to know at the time
891 when you were starting out, sort of in a mentoring
892 position.
- 893 Interviewee 10: 00:23:06 Uh, that language alone doesn't get you very far. I would
894 suggest, um, keeping up with the language 'cause of
895 course—the, the second you stop working with a
896 language, you start to forget and, uh, start making
897 mistakes. So I would definitely, um, recommend, um,
898 continuing to learn a language. Also to make sure you
899 have some other, skill, um, uh, completely divorced from
900 language that, that, that is also, uh, marketable.
- 901 Interviewer: 00:23:43 Mm-hmm. Okay. Final, uh, statistical questions. If, uh,
902 you would share your age with me, that would be helpful.
- 903 Interviewee 10: 00:23:54 I'm 35.
- 904 Interviewer: 00:23:55 Mm-hmm. Uh, nationalities was U.S./Swedish, correct?
- 905 Interviewee 10: 00:24:00 Yes.
- 906 Interviewer: 00:24:01 You currently live where?

907 Interviewee 10: 00:24:04 In, [pause] in, do you need to know the Bundesland, or?
908 Or city?

909 Interviewer: 00:24:13 Uh, no, that, well, I mean I know it's near Frankfurt, right?
910 Um--

911 Interviewee 10: 00:24:17 Well I'm, I'm close to Frankfurt. I'm actually south of
912 Mainz.

913 Interviewer: 00:24:20 South of Mainz. Okay.

914 Interviewee 10: 00:24:22 Yeah.

915 Interviewer: 00:24:23 Um, and your current job title?

916 Interviewee 10: 00:24:28 Uh, it's a long one. Uh, Senior Digital Business Platform
917 Coordinator.

918 Interviewer: 00:24:38 Business Platform Coordinator. Okay. And your total
919 years of work experience since the age of 18.

920 Interviewee 10: 00:24:51 Uh, let me think. Including, um, you mean full time work,
921 or?

922 Interviewer: 00:25:00 Yeah, it can be like internships and so forth as well.
923 Where, where working was basically your main focus.
924 Not, not working while studying for example.

925 Interviewee 10: 00:25:09 Oh, okay. And I have to cut out the Grad school years.
926 Uh, I guess that would probably be 10 years.

927 Interviewer: 00:25:16 10 years? Okay. Mm-hmm. Approx. Okay. That would
928 be it on my end. Um, thank you for, for sharing. I
929 promised an hour. It's an hour.

930 Interviewee 10: 00:25:30 Yup.

931 Interviewer: 00:25:31 Um, I, yeah, I, I know that you poured out a lot now. Um,
932 I know that you're probably home by now and want to get
933 in, too. If, uh, you do have any questions towards me, I'd

934 be happy to answer them still. Um, otherwise we can also
 935 call it an evening and wish each other a nice weekend. As
 936 you wish. Um, I definitely--

937 Interviewee 10: 00:25:48 I, I, I was just curious,--

938 Interviewer: 00:25:49 Sure.

939 Interviewee 10: 00:25:50 I was just curious about, about your background 'cause
 940 you said you're also ATCK.

941 Interviewer: 00:25:54 Yes, I am.

942 Interviewee 10: 00:25:54 At least, you sound, you sound North American to me.

943 Interviewer: 00:25:57 Ah, that's true. I am. Um, I was actually,-- I have a
 944 German father and an American mother. Um, I was born
 945 in the U.S. At the time, um, my parents were living in
 946 Hamburg though. My mom just, uh, went with me
 947 basically for the last couple of months of the pregnancy
 948 to the States. Um, I have dual nationality, um, as well as
 949 my brother. When I was, uh, five-- my brother was born
 950 in Germany, when I was five, we moved to the U.S. where
 951 I, um, on the, on the West Coast. I was in, I was born in
 952 Oregon and we went to live in Washington State for a
 953 while. Um, where I then also started, last year of
 954 kindergarten and then the first three years of grade school.
 955 Um, at that time it was the beginning of the recession and
 956 my dad was working for an airline company, um,
 957 Northwest Airlines are up there, um at the Seattle—

958 Interviewee 10: 00:26:48 Which, um, which recession?

959 Interviewer: 00:26:50 It started, the recession started at the end of the Eighties,
 960 beginning of the Nineties in the U.S. just in general.

961 Interviewee 10: 00:26:54 Ah that recession.

962 Interviewer: 00:26:55 Yeah.

963	Interviewee 10:	00:26:56	The Bush recession, I guess.
964	Interviewer:	00:26:57	The Bu— Ye, yeah! Um, and--
965	Interviewee 10:	00:26:59	Um, well the first Bush recession because I guess there's
966			two.
967	Interviewer:	00:27:02	Yeah, exactly. The fir--
968	Interviewee 10:	00:27:02	I guess the second Bush had two recessions, but yeah. All
969			right. Yeah, so.
970	Interviewer:	00:27:07	All good. Um, and my dad was, you know, a young,
971			young, uh, German foreign employee, um, for, for a big
972			airline company. So he was one of the first that was let go
973			after a while. Um, while they were downsizing. And he,
974			he was looking for different jobs and then after a while, I
975			mean, this was all pre-Internet era too, right? Um, he
976			decided then, uh, when the info came as well, that the
977			Berlin Wall had, uh, come down, that he wanted to move
978			us back to, uh, Germany and to actually move directly
979			into a former Eastern part. So we, in the beginning of the
980			Nineties, '91, we moved to, um, to a city even further
981			towards, uh, the East than Dresden. Um, straight from,
982			straight from, uh, the States. So that was an interesting
983			time when they were, you know, opening up and start of-
984			- starting to build, rebuild when they were putting down
985			telephone lines. I remember in the beginning we had to
986			go to the post office anytime we wanted to call the
987			grandparents. Um, yeah. And we lived there for about
988			five years and then, uh, he's also a project manager, so he
989			went wherever, you know, interesting jobs, took him and
990			my mom followed. Uh, we then lived for two years in the
991			northern part of Bavaria and then moved to, uh, Aachen
992			in the most western city of Germany, um, where I then
993			graduated the local German high school. Um, and after

994 that I went actually to the Netherlands to Maastricht to
995 study. Um, it was around that time also that I found out
996 that there's a, a Third Culture Kid concept that we'd never
997 heard about before, since we weren't, you know, affiliated
998 with, uh, being diplomats or, or military or whatever. So,
999 um, it was just by accident while I was actually deciding
1000 at the time if I wanted to, uh, study in the U.S. or not. We
1001 went, my mom and I went on a U.S. scouting tour, uh, in,
1002 in Oregon to look at different colleges there. Um, and one
1003 of them had a pretty strong, uh, international focus. They
1004 have more than 60% international students in that college.
1005 And while I was talking to the international advisor there,
1006 he was saying that there's, you know, the Third Culture
1007 Kid concept. Um, and that was just mind blowing. Um, at
1008 the time I did decide to stay in Europe, um, due to
1009 different reasons, mainly 'cause family and friends were
1010 close by and my parents were clear on the fact that I
1011 wouldn't be able to come back and forth that often, uh,
1012 maybe once a year. Um, and also -very small thing that
1013 really bugged me-, was the idea of living in one dorm
1014 room with a person that I didn't know beforehand on like
1015 12 square meters. Whereas in, in Europe you would at
1016 least have the shared flat, but you would have your own
1017 room sort of feeling to it. So I decided to stay. Then I
1018 ended up working in Aachen, Germany for an IT
1019 company for a while. They bought me for my English
1020 skills. Um, and I sold myself way too cheap-- cheaply for
1021 that first position. After a while I met my husband, and I
1022 followed him to Kaiserslautern, um, where there...

G.11 ATCK Interview 11 – July 6th, 2019

Interviewer:	00:00:00	Is it coming through?
Interviewer:	00:00:08	Yeah?
Interviewee 11:	00:00:09	Okay. We're good.
Interviewer:	00:00:10	Okay, great. So thank you for taking the time to speak with me. I hope you got back well from your vacation and are relaxed?
Interviewee 11:	00:00:20	Tired. Sore legs.
Interviewer:	00:00:21	Yeah. Sore legs, well, I guess if you walk the Jacob's Way, then that's what you have, right?
Interviewee 11:	00:00:26	Jupp.
Interviewer:	00:00:27	Um, as I promised, I won't take more than an hour of your time. Um, altogether the interview is going to be in a semi-structured way in the sense that I'm asking the same set of questions to all of my different interviewees.
Interviewee 11:	00:00:40	Okay.
Interviewer:	00:00:41	Um, however, in, in those different brackets, please, uh, talk freely. Tell me your story. I'm interested in details. Um, there is-- that's what's gonna make the PhD "juicy" basically. So please feel free to chat along the way.
Interviewee 11:	00:00:54	Okay.
Interviewer:	00:00:55	I think my first question is easy for any ATCK. Tell me about your personal international background. How did you grow up? What were the different stops? How did your life continue?
Interviewee 11:	00:01:06	Okay, I started, uh, growing up in France.

Interviewer:	00:01:10	Okay.
Interviewee 11:	00:01:11	Then uh, then Libya. Then in Germany. And that was it.
Interviewer:	00:01:20	Okay. What were the reasons of moving?
Interviewee 11:	00:01:24	Uh, our father worked at a federal government.
Interviewer:	00:01:28	The U.S. government, or?
Interviewee 11:	00:01:29	Yes.
Interviewer:	00:01:30	Yeah, okay. And, um, how long were you in the different spots? How many years?
Interviewee 11:	00:01:35	Uh, I was in, in-- we were in France for, uh, I think we left France when I was, uh, 12, 13. Then, uh, then, uh, then, then I left-- then, uh, then we lived in Libya for three years and then Germany till I was, uh, 18.
Interviewer:	00:01:56	18. Okay.
Interviewee 11:	00:01:57	So another three years.
Interviewer:	00:01:59	And you were born in France, or?
Interviewee 11:	00:02:01	Yes, I was born in France.
Interviewer:	00:02:02	Born in France. Okay. But what, uh, citizenships do you hold then?
Interviewee 11:	00:02:06	I have both French and U.S.
Interviewer:	00:02:08	French and U.S., okay. And you did not spend any time living in the U.S., uh, as a child?
Interviewee 11:	00:02:14	Not as a child.
Interviewer:	00:02:16	Okay. Um, when you graduated from high school, how did your life continue then?

Interviewee 11: 00:02:21 Uh, I went into the U.S. Navy.

Interviewer: 00:02:24 Okay. So did your international lifestyle continue then, or, how--?

Interviewee 11: 00:02:28 Yes, yes. Uh, I went, uh, I was assigned to, uh, to Italy.

Interviewer: 00:02:34 Okay.

Interviewee 11: 00:02:35 And I spent, uh, two and a half, two and a half years in, uh, Sicily. And then, uh, after that, uh, I was assigned to - on an aircraft carrier and stayed in the U.S. maybe two months and came right back to the Mediterranean.

Interviewer: 00:02:52 Okay. And then you were in the Mediterranean for--?

Interviewee 11: 00:02:57 For a year.

Interviewer: 00:02:58 For a year. Okay.

Interviewee 11: 00:03:00 Then I went, then I went to university.

Interviewer: 00:03:02 Okay. And that you did where? In the U.S. or in Europe?

Interviewee 11: 00:03:06 In, in the U.S.

Interviewer: 00:03:07 Okay, in the U.S.

Interviewee 11: 00:03:07 At, uh, un--, uni-- University of Texas at El Paso.

Interviewer: 00:03:10 Okay. And after that you continued on with the military career or?

Interviewee 11: 00:03:15 Well no, then, then I, I, did two things. Uh, while I was in-- at, at university, I stayed in the Reserve. And then, uh, then after university I went to, I went to law school and still stayed in the Reserve. And then I got commissioned as an officer and, uh, got, you know, all sorts of, uh, training and, uh, and then just stayed in the

- Reserve. Till, what essentially is what brought us back to Europe in, uh, in 2001.
- Interviewer: 00:03:49 Okay. And you've been here since, in Europe then?
- Interviewee 11: 00:03:52 Yes, yes.
- Interviewer: 00:03:52 Okay. While you were going to school in France, Libya and Germany, what kind of schools were they? International? Locals?
- Interviewee 11: 00:04:01 Uh, in, uh, in France I went to French schools. In Libya I went to American schools. And in Germany went to American schools.
- Interviewer: 00:04:11 Okay. So in your teenage years plus, basically it was the international school setup.
- Interviewee 11: 00:04:17 Yes.
- Interviewer: 00:04:17 Mm-hmm. Um, and the children that were attending with you, were those also more the expat families then, uh,--
- Interviewee 11: 00:04:23 No, well, military families, mostly.
- Interviewer: 00:04:25 Military families. Okay.
- Interviewee 11: 00:04:26 And expats', yeah.
- Interviewer: 00:04:29 Oh, I'm sorry. Can you say again, you, you moved, um, because of your father's business or because he was also in the military? No.
- Interviewee 11: 00:04:35 No, he, he worked for the government. He worked for the CIA.
- Interviewer: 00:04:38 Okay. Okay. So, um, the military basically came after, as you were then a grown-up, right?

- Interviewee 11: 00:04:43 Yes. Yes.
- Interviewer: 00:04:44 As, uh your personal choice to go.
- Interviewee 11: 00:04:46 Yes.
- Interviewer: 00:04:46 Okay. Um, that would be it on that sort of front of international background, unless you have something you'd like to share from your earlier years still.
- Interviewee 11: 00:04:56 No, no. I mean, not at all. It, it, uh, when, when I was, you know, in the Navy, I was just, you know, constantly in, in, in Europe, you know. Even, even as a Reserve-- even as a Reservist, you know, we used to fly over, you know, for a month and usually to Spain or Portugal. But sometimes we'd go to Iceland or Bermuda and then back to Sigonella, you know, few, same basic places.
- Interviewer: 00:05:24 Okay. Very interesting for me. Um, haven't had that much, military connection yet, so far, so.
- Interviewee 11: 00:05:29 Okay.
- Interviewer: 00:05:31 Um, looking at your international background. What, what languages do you speak? What did you grow up with? What did you still, uh, start learning as a grown-up then?
- Interviewee 11: 00:05:39 I speak, I speak you know, French, English, rudimentary, uh Deutsch, rudimentary Italian and some Spanish words.
- Interviewer: 00:05:52 What would you consider to be your mother tongue?
- Interviewee 11: 00:05:55 Both French and English.
- Interviewer: 00:05:56 On the same level?
- Interviewee 11: 00:05:58 Uh, yep.

Interviewer:	00:05:59	Okay. And what would you consider to be your emotional language? The one you switch to when you're angry or very happy, when you have arguments.
Interviewee 11:	00:06:06	Uh, English.
Interviewer:	00:06:08	English, okay. Um, amongst, with your, with your parents at the time, or maybe siblings, what language did you guys tend to speak at home?
Interviewee 11:	00:06:16	English.
Interviewer:	00:06:17	Okay. And now in your, in your personal life, in your private life, you also speak more English with your wife or?
Interviewee 11:	00:06:23	Yes. English.
Interviewer:	00:06:24	Okay. So English has been the constant factor basically--
Interviewee 11:	00:06:27	Yeah.
Interviewer:	00:06:28	--over time. Mm-hmm. Um, and how did you learn those languages? Was it, uh, French and English just through the immersion of being--?
Interviewee 11:	00:06:36	Immersion, mostly, yeah.
Interviewer:	00:06:38	Mm-hmm. No language classes, no--
Interviewee 11:	00:06:40	No.
Interviewer:	00:06:40	--no special courses in school?
Interviewee 11:	00:06:42	No, nope.
Interviewer:	00:06:43	No?

- Interviewee 11: 00:06:44 Well you-- how, how do I say that? Uh, at, you know, at, uh, in both high school and at university I took French, not-- I took French language courses, not so much as to acquire the competency in the language, but to bring my average grade up.
- Interviewer: 00:07:03 Mm-hmm. Because you were good at it, you were excelling in it.
- Interviewee 11: 00:07:06 That's right.
- Interviewer: 00:07:08 Okay. I understand. Um, are there any languages that you are still interested in learning or is that sort of a finished chapter?
- Interviewee 11: 00:07:16 No, that's a finished chapter in, in my life.
- Interviewer: 00:07:19 Okay.
- Interviewee 11: 00:07:19 At this point.
- Interviewer: 00:07:20 Fine. Um, looking at the languages and the working setup, um, that you were in-- are, you, you still actively working, um, in a--?
- Interviewee 11: 00:07:33 Yeah, yeah, well I, in a-- you know now instead of having one big full time job, I've got a whole bunch of little, little bitty part time jobs.
- Interviewer: 00:07:40 Okay. Can I ask what you do just in a general setting?
- Interviewee 11: 00:07:44 You know, uh, we import wine to the U.S.
- Interviewer: 00:07:47 Okay.
- Interviewee 11: 00:07:48 So I use, uh, you know, French to, uh, to talk to our producers, to the wine producers. Uh, and you know, communicate with them. Uh, I'm also, uh, I represent, uh,

a small, uh, California radio manufacturer. And I use French, uh, that, uh, when we deal with our African customers in francophone Africa. And I'm also a member of the nat-- national language service corps. There I provide interpretation and translation for military members, uh, mostly in Africa.

- Interviewer: 00:08:25 In Africa. Okay. Do you do this by traveling there or is it then a--?
- Interviewee 11: 00:08:28 Oh yeah!
- Interviewer: 00:08:29 Yeah?
- Interviewee 11: 00:08:30 Yep.
- Interviewer: 00:08:31 You're gone a lot. Okay. Um--
- Interviewee 11: 00:08:34 A lot less, a lot less than I used to though.
- Interviewer: 00:08:37 Mm-hmm. Do you have a, uh, a professional background in interpreting and translating as well?
- Interviewee 11: 00:08:42 I, I got a Master's degree in translation and interpretation.
- Interviewer: 00:08:47 Mm-hmm. And where did you get that? Was that part of?
- Interviewee 11: 00:08:50 Uni-- you know, at the University of Strasbourg.
- Interviewer: 00:08:53 Okay. So that was something you did later on in life then?
- Interviewee 11: 00:08:56 Yeah. Yes.
- Interviewer: 00:08:58 Mm-hmm, mm-hmm. How come you chose to, to go that route? Why was that important for you?
- Interviewee 11: 00:09:03 Well, now. One, one of the things that, uh, uh -my wife is also a lawyer- after I retired, I retired from the Navy, uh, we, uh, we elected to stay in Europe and to figure out how

to make a living. And one of the things we did, is, uh, set up a company. They were [sic] putting on seminars for lawy-- for lawyers in negotiating in legal English.

Interviewer: 00:09:30 Okay.

Interviewee 11: 00:09:31 And we kept on being asked all the time, you know, legal translations, legal translations. So I looked into the-- you know, what was available, you know, in terms of formal education. And uh, found this at the University, you know, of Strasbourg. So I did that for two, two years and then instead of legal-- doing legal translations as I intended to, I got hired back by the military to do translation and interpretation for the senior officers, uh, in Africa. And I, and I did that for about eight years till, till they ran me into the ground.

Interviewer: 00:10:10 Mm-hmm, okay.

Interviewee 11: 00:10:11 I was having to go to Africa two, three times a month.

Interviewer: 00:10:14 Okay, for longer periods then,--

Interviewee 11: 00:10:16 Well, uh, a week.

Interviewer: 00:10:17 --or was it always like a daytrip?

Interviewee 11: 00:10:18 No, no. A week at a time.

Interviewer: 00:10:20 Mm-hmm. Okay. And um, they approached you because you still had personal contact into the military or--?

Interviewee 11: 00:10:28 Oh, well. No, I was, you know, as a, you know, as you know, a you know retired-- I mean as a military person, you know, you, you understand certain concept words. Uh, you know, it's got a vocabulary all of its own. And, uh, fami-- familiarity with, uh, how, uh, how military,

- how our military units operate, our structure, the command and control. Those type of things.
- Interviewer: 00:10:58 Okay. Was there any, uh, any job you were ever asked to do where you really didn't feel comfortable filling out the position? You thought it went over your level of expertise? Um, or was it due to the fact that you had the professional background all--
- Interviewee 11: 00:11:12 Oh, no--
- Interviewer: 00:11:13 --just work of experience.
- Interviewee 11: 00:11:13 --no, no. I don't get intimidated by much of anything.
- Interviewer: 00:11:18 Okay.
- Interviewee 11: 00:11:19 No. Once, once you've had missiles shot at you, uh, you know, as a lawyer, once you've tried, you know, tried, you know, death penalty cases,--
- Interviewer: 00:11:29 Okay.
- Interviewee 11: 00:11:29 --there's not much anything can say or do to impress.
- Interviewer: 00:11:33 To, to make you nervous. Okay.
- Interviewee 11: 00:11:34 Yeah.
- Interviewer: 00:11:35 That's good. Um, so in your, in your smaller jobs that you're doing today, what kind of, um, sort of examples could you give me on how you use the language? You said you were writing emails, I guess phone calls maybe in between?
- Interviewee 11: 00:11:50 Phone calls and, in, in person, uh--
- Interviewer: 00:11:53 Connections then? Mm-hmm.

Interviewee 11: 00:11:54 Connections. Yeah.

Interviewer: 00:11:55 Okay. So it's all [unclear due to overlap] not, not just the social chitchat but also really doing business--

Interviewee 11: 00:12:02 Yes.

Interviewer: 00:12:02 --between the different languages.

Interviewee 11: 00:12:03 Yes.

Interviewer: 00:12:03 Okay. Um, is there also like, um, marketing material involved that you maybe created or have translated or setup in a different way to, to advance?

Interviewee 11: 00:12:14 Uh, I don't know how to answer that. Uh, what no, the marketing that we do is, is in the United States. Specifically in Chicago, where two of our children live.

Interviewer: 00:12:26 Okay.

Interviewee 11: 00:12:26 There's no marketing done in Europe.

Interviewer: 00:12:28 Okay.

Interviewee 11: 00:12:29 It's all done-- you know, you know, we just buy the stuff here, you know, and arrange for it to be shipped and clear customs. And, and you know, do all the necessary, run all the necessary traps, uh, to sell, for the wine to be sold in the United States.

Interviewer: 00:12:46 How did that come about? Was it just personal interest? You liked the vineyard and the, and the wine and, and your--

Interviewee 11: 00:12:52 No [unclear due to overlap].

Interviewer: 00:12:52 --children liked it and you wanted to sell or, I mean, how would you set something like that up?

- Interviewee 11: 00:12:56 It was a confluence of things. We'd been buying wine from the small winery for a number of years and-- on a whim, you know, I just asked, asked a woman-- first she asked me to translate their, their website.
- Interviewer: 00:13:09 Okay.
- Interviewee 11: 00:13:10 And it was not for the U.S. or the U.K. market, but for the Chinese market.
- Interviewer: 00:13:15 Okay.
- Interviewee 11: 00:13:16 And, uh, so I did that, you know, traded wine for it. And, and then, uh, then I asked her if she was interested in exporting to the U.S. and then she said no, it was too complicated.
- Interviewer: 00:13:28 Okay.
- Interviewee 11: 00:13:29 Then I went to, uh, a, a Chamber of Com-, American Chamber of Commerce meeting here in, in, in Strasbourg. And this woman was there, gave a presentation, and said "Oh yeah, no, it's really easy." You know. I mean, relatively easily. So I asked the producer again, and she said, "I'm so glad you asked! You know, our son's coming back home. We're going to have, you know, two more mouths to feed. We need to sell more wine.
- Interviewer: 00:13:53 Mm-hmm.
- Interviewee 11: 00:13:54 So yes, we're interested." So that Christmas when we went back, uh, my wife and I, we, brought, you know, we packed our suitcases with sample wines and our daughter and I went to visit a friend, a, a, a friend of mine who owns a wine shop in Austin. In, in Texas. And uh, he bought two pallets right on the spot.

- Interviewer: 00:14:16 Okay.
- Interviewee 11: 00:14:17 Said, "Ooh, this is good." This is, uh, it's never happened since. But that's how we got started.
- Interviewer: 00:14:24 Okay, okay.
- Interviewee 11: 00:14:27 You know and, uh in, in Chicago 'cause that's-- uh, to break into the market on East Coast is just impossible. You know, there's been, there's been [pauses to cough] excuse me, I've got allergies. It's been done for centuries, you know, for generations. And on the West Coast, all they want to do is talk about California wine. So in Chicago big, you know, it's converting from a beer drinking community to a wine sipping community. So it's,
- Interviewer: 00:14:57 Okay.
- Interviewee 11: 00:14:58 -it's a good place to run that.
- Interviewer: 00:15:01 Okay. And in your, uh, in your professional life altogether also in your military career, where did you depend on your languages? Where did you actively use them?
- Interviewee 11: 00:15:12 Uh, the, the time-- I was a-- what I did in, in, the military was we flew planes that, uh, tracked, uh, Ru-Soviet submarines, Russian submarines, [coughs] and there was a lot of cooperation with the, with the French, uh, you know, forces, who were doing the same thing. So whenever we were on deployments, you know, together, you know, we organized and, uh, cooperated and I was a point person for that. Uh, that was it mostly.
- Interviewer: 00:15:45 Was it more ad hoc because, uh, your--
- Interviewee 11: 00:15:48 Yes.

Interviewer:	00:15:48	--supervisors knew--
Interviewee 11:	00:15:49	Yes.
Interviewer:	00:15:49	--that you spoke the languages or?
Interviewee 11:	00:15:51	Yeah, it was just ad hoc.
Interviewer:	00:15:52	So no, no real structure behind it. Just when--
Interviewee 11:	00:15:56	No.
Interviewer:	00:15:56	--issues popped up, basically they would ask?
Interviewee 11:	00:15:57	Yeah. Yeah, yeah.
Interviewer:	00:15:59	Okay.
Interviewee 11:	00:15:59	That was, that was not my principal job.
Interviewer:	00:16:01	Okay. What about, uh, other, other service men and women around you? Did they come and ask for assistance and help as well when you guys were on your different trips?
Interviewee 11:	00:16:12	Yeah, yeah. Yes, they did.
Interviewer:	00:16:15	For, for, for everyday situations or?
Interviewee 11:	00:16:17	Every day, every day, you know, "What's the menu say? What is this? What am I looking at?"
Interviewer:	00:16:23	Mm-hmm. Okay. So very regularly.
Interviewee 11:	00:16:26	Yeah.
Interviewer:	00:16:27	How did you acquire your German?
Interviewee 11:	00:16:29	Ah, I, you know, lived in Germany. "Mein Deutsch ist schlecht".

- Interviewer: 00:16:33 Okay.
- Interviewee 11: 00:16:35 Uh, just, you know, as a kid, you know, I lived in Munich.
- Interviewer: 00:16:38 Okay.
- Interviewee 11: 00:16:39 And then, uh, then, then we lived in Stutt--, then we lived in Stuttgart for eight years.
- Interviewer: 00:16:44 Okay.
- Interviewee 11: 00:16:45 Uh, so just contact, you know, with, uh— Although, uh, what I find is that, uh, you know, I'll, I'll always try to start the conversation by presenting my excuses saying my German, is bad. And the immediate response is you know, that's no problem. We'll speak in English.
- Interviewer: 00:17:01 Mm-hmm. Okay. So it's a door opener.
- Interviewee 11: 00:17:04 Yes, it's the door opener, yeah.
- Interviewer: 00:17:05 Okay. Um, from the different languages you speak, which ones would you read and write in comfortably.
- Interviewee 11: 00:17:12 French and English.
- Interviewer: 00:17:13 Okay. Those would be the ones where you on vacation, choose a book to read from as well?
- Interviewee 11: 00:17:19 Uh, [pause] not, probably not French.
- Interviewer: 00:17:24 It would be more English?
- Interviewee 11: 00:17:25 Yes.
- Interviewer: 00:17:26 Okay. And in the other languages you speak, are you, would you, would you be able to set up, uh, letters in, in the languages--

Interviewee 11:	00:17:33	No.
Interviewer:	00:17:33	--in German?
Interviewee 11:	00:17:34	No.
Interviewer:	00:17:35	No? Okay. So it's more of getting by in your day to day to--
Interviewee 11:	00:17:38	Yeah.
Interviewer:	00:17:38	--making yourself understood when--
Interviewee 11:	00:17:41	Yes.
Interviewer:	00:17:41	--you're trying to get on the bus or,--
Interviewee 11:	00:17:42	Yes, yes.
Interviewer:	00:17:43	--okay, or ordering food and things like that?
Interviewee 11:	00:17:45	Yes.
Interviewer:	00:17:46	Okay.
Interviewee 11:	00:17:47	Yeah.
Interviewer:	00:17:47	Um, looking at your entire professional life, is there a linguistically focused story or encounter that is still in remembrance, striking you because it was so different, so positive or negative that you can't really forget about it? It sort of jumps to mind?
Interviewee 11:	00:18:05	Uh, once you know, I mean, I don't remember how long ago it was. We're, the United States has, uh, you know pays for landing rights, you know, in various countries, but you have to exercise them. That is you have to land a plane there at least three, four times a year. And we were in the Azores and I was assigned to fly down to Dakar,

Sene-- you know, Senegal and, uh, just, you know, land a plane, stay there overnight and then come back. And, uh, so we let, you know, so you're coming in, coming in and uh, I asked for, you know, in French, I asked, you know, you know for the weather information. And, uh, the guy came back with a parochial ex-- expression that I remember to this day. You know, which is nonstandard, not what you expect. He said "Attends, il fait beau!" It's you know "Boss man, the weather is good" which is, which is, I was asking for more detail. You know, like wind, wind direction, wind speeds, you know, that's what I was interested in. He just told me it was a nice day.

Interviewer: 00:19:17 So you had to double check with them right,--

Interviewee 11: 00:19:19 Yeah.

Interviewer: 00:19:19 --getting ready to go?

Interviewee 11: 00:19:20 Yeah.

Interviewer: 00:19:22 Um, nice story. Thank you for sharing. Um, looking at your international background and your intercultural competence, what cultures do you think you know deeply and well, what cultures do you feel comfortable moving around in?

Interviewee 11: 00:19:37 I actually would, uh, in retrospect, I, I feel really comfortable, uh, living on a border.

Interviewer: 00:19:46 Okay.

Interviewee 11: 00:19:46 Between two countries.

Interviewer: 00:19:47 Okay.

Interviewee 11: 00:19:37 Uh, that's where I'm at right now. You know in, uh, like two, three kilometers from the German border. And in El

- Paso or in Texas, you know, you're right next to the Mexican border. So the influence-- the cross cultural influence is something that, uh, I appreciate, I like uh, accustomed to and feel comfortable with.
- Interviewer: 00:20:10 Mm-hmm. Would you, if you had smaller children, let's say eight year olds sitting in front of you, what cultures would you be comfortable talking about, teaching them about?
- Interviewee 11: 00:20:24 I have a four, I have a five year old granddaughter right now visiting.
- Interviewer: 00:20:27 Okay.
- Interviewee 11: 00:20:29 Uh, she, uh, strives very hard to, uh, learn French words and uh, talk to, to other people. And, and, and, she's, but she's that impressionable age. Uh, we have four children, two of them, uh, just lived and, and were raised exclusively in the United States. And the other two, the, the two younger ones, went to, uh, international schools in Stuttgart.
- Interviewer: 00:20:56 Okay. So they spent time in, in Germany while they were--
- Interviewee 11: 00:21:59 Yeah.
- Interviewer: 00:21:00 --growing up, basically?
- Interviewee 11: 00:21:01 Yeah.
- Interviewer: 00:21:01 Mm-hmm. Was that the-- that was the only stop for them though?
- Interviewee 11: 00:21:04 Yeah.
- Interviewer: 00:21:05 Okay. Mm-hmm.

- Interviewee 11: 00:21:06 Then they went to the in- international school and the daughter went to a university in the UK and, uh, the son went to university in [unclear].
- Interviewer: 00:21:17 Would you consider yourself to feel American?
- Interviewee 11: 00:21:20 Yes.
- Interviewer: 00:21:21 More than French/European?
- Interviewee 11: 00:21:23 Yes.
- Interviewer: 00:21:24 Okay. And that has to do with the way you were socialized through your parents as well or?
- Interviewee 11: 00:21:30 Yes, and my whole, you know, you know, I mean education, professional life, uh, you know, it. You know, we're just here in France because my wife, you know, has dreamed of living in France, uh, since she was a little girl.
- Interviewer: 00:21:42 Mm-hmm. Okay. But that's, I mean, that's one of the, uh, how do you say it in, in English? One of those, uh, sort of unequal settings because a lot of people say that in the first, you know, 10-15 years, that's when you get, you know, the impressions of, um, culture and growing up. So that was the time when you weren't in the U.S. That's why I was asking.
- Interviewee 11: 00:22:02 Yeah. But I, yeah but I, I was in a, you know, in American surroundings, American schools.
- Interviewer: 00:22:07 Mm-hmm. Would you, uh, say that it was also an American bubble?
- Interviewee 11: 00:22:12 Yes, absolutely.
- Interviewer: 00:22:13 Yeah?

- Interviewee 11: 00:22:14 Absolutely.
- Interviewer: 00:22:15 So there was little or limited contact with, um, the locals? Outside of your time in France?
- Interviewee 11: 00:22:21 Uh, especially in Libya.
- Interviewer: 00:22:24 Okay. In a, in a real ex-pat, um, fenced/gated community sort of setup or?
- Interviewee 11: 00:22:30 Yes.
- Interviewer: 00:22:31 Mm-hmm.
- Interviewee 11: 00:22:31 Yeah.
- Interviewer: 00:22:32 Okay. Mmm. Looking at culture and your work--
- Interviewee 11: 00:22:37 Although, although I wouldn't have used the word fence. I don't recall a fence.
- Interviewer: 00:22:41 Okay. Okay. Any, you know, extra security?
- Interviewee 11: 00:22:48 Any, yeah, no, no. Well, you know, it was a different, different time. And in fact, two, three years ago-- my wife, my wife puts on seminars for negotiating for Harvard University. And she, uh, put on a seminar in Munich. And I said, "Hey, I'll, I'll show you where I grew up, where I lived as, as a kid." So we you know, drove around, you know found, you know found it. And I was just, you know, sitting in a park in front of it and this woman comes out, you know, typical like, "What are you doing here? Who are you? Uh, why are you looking at my house?" Blah, blah, blah. Told, you know told her like "Well, you know, I used to live here when long time ago when I was a kid." "Oh, please come in", you know, and they brought us in and it looked exactly the same.

- Interviewer: 00:23:31 Yeah?
- Interviewee 11: 00:23:32 Yeah. Well it, you know, they'd put in a fireplace, but the kitchen is exactly as I remembered it.
- Interviewer: 00:23:40 Okay. Was it,-- did that follow you the, the next couple of weeks or months? Something that you returned to in thought or was it, was it--
- Interviewee 11: 00:23:47 Naw, naw.
- Interviewer: 00:23:47 --just interesting to see? And, and--
- Interviewee 11: 00:23:49 Just, just interesting to see.
- Interviewer: 00:23:50 --fast enough? Okay.
- Interviewee 11: 00:23:51 Yeah, yeah, you know.
- Interviewer: 00:23:54 Would you say that, um, through growing up in different cultures along the way that you ever suffered from an identity crisis in the sense that you didn't really know where you belonged?
- Interviewee 11: 00:24:04 No.
- Interviewer: 00:24:05 No, okay. Um, intercultural competence at work. Was that something that you could tap into? Your skill sets of talking with foreigners, being in a foreign place? How, how, um, did you use that in your work--
- Interviewee 11: 00:24:21 I didn't.
- Interviewer: 00:24:21 --related issues?
- Interviewee 11: 00:24:22 Didn't.
- Interviewer: 00:24:22 You didn't?

- Interviewee 11: 00:24:23 Uh, didn't. No.
- Interviewer: 00:24:24 Not at all?
- Interviewee 11: 00:24:24 Not at all. My, my work in the United States, was a, you know, both as a prosecutor and as defense attorney and ah [pause] no.
- Interviewer: 00:24:37 No. Okay.
- Interviewee 11: 00:24:38 No.
- Interviewer: 00:24:38 And now? In your, in your jobs you're working in now?
- Interviewee 11: 00:24:40 Well, ah, ah, now we uh, well, you know, dealing with the producers and uh, uh, uh, tradesmen we use. You know, we're renovating a 300 year old farmhouse. So dealing with the electrician, the plumbers and uh, you know, just the construction guys. All that's done in French. Uh, though the plumber tries to, uh, speak English as best he can.
- Interviewer: 00:25:09 Mm-hmm. But that's again, from a linguistic perspective. What I'm, what I'm focusing on now is more of the cultural aspect of things. Explaining the agitation, maybe that things don't work out as they were said. Mmm, you know, the mis--, um, the, the possibilities of misunderstanding, less through the linguistic area, but more through different cultural setups.
- Interviewee 11: 00:25:30 Well, you know, my attitude, my attitude culturally is that I firmly believe that success in life is being able to cope with plan B. And that, you know, you know, you know just to give you an example of: when we hire a small work, you know, a smaller workman, uh, you hire them, their family as opposed to when you hire, you know, the corporation do work. So when, uh, this man I was doing

the roof, his wife has a heart attack and so the house is open state, you know, the roof, with no roof all winter long, ah, you know, that's life. So, you know, or when electrician, you know, had, you know, developed brain cancer, uh, you know, you just- kinda deal with it.

Interviewer: 00:26:17 Okay.

Interviewee 11: 00:26:18 No big deal.

Interviewer: 00:26:20 Does that come from your, your uh, childhood experiences of having to switch around, finger [sic] out a plan B? Things always changing?

Interviewee 11: 00:26:28 I don't know. I never thought of it in those terms.

Interviewer: 00:26:31 Okay.

Interviewee 11: 00:26:32 But, you know, uh, accepting plan B is, uh, is what I follow. You know, it uh, sometimes even C and D.

Interviewer: 00:26:43 Okay.

Interviewee 11: 00:26:44 You know,--

Interviewer: 00:26:45 Yeah.

Interviewee 11: 00:26:45 --stuff happens. Stuff happens.

Interviewer: 00:26:46 Stuff happens.

Interviewee 11: 00:26:48 You know, and, and I don't know if, you know, you can relate that to any particular culture. I, I think the French are, you know, less adaptable, adaptable to this. Uh, I think, you know, the, the American ways, is uh, you know, another hill to overcome, you know, things change and, uh, deal with it.

- Interviewer: 00:27:07 Mm-hmm. Okay. How did you find out about the terminology Third Culture Kid? Or how did you come across it?
- Interviewee 11: 00:27:17 I can't-- I, I don't remember. I don't remember-
- Interviewer: 00:27:19 Was it that long ago, or?
- Interviewee 11: 00:27:21 No, no, I don't remember how I got in touch with you.
- Interviewer: 00:27:24 Okay. I don't either, to be honest. You had my, my survey somehow.
- Interviewee 11: 00:27:30 Yeah, yeah! I ended up with your survey. I don't know how.
- Interviewer: 00:27:34 Mm-hmm. Okay. Um, is that something that you've researched on afterwards, what a Third Culture Kid is then?
- Interviewee 11: 00:27:41 No.
- Interviewer: 00:27:42 No.
- Interviewee 11: 00:27:43 No. Uh, you know, I, I don't even know what a third, you know third told you. I mean, I understand, you know, I mean, I, I can see what it is as someone who grows up, you know, who grows up and is raised in a, in, in different worlds, you know, in different surroundings. Uh, in the United States, you know, which I find shocking: there are people who are very proud of the fact that they've never left the county in which they were born. And don't intend to.
- Interviewer: 00:28:11 You find those in every culture though. I had some work colleagues here in Germany that had the same background. Um--

- Interviewee 11: 00:28:19 Like, you know, like, like one of-- I, I have lunch every Thursday with, uh, with a municipal employee at the, at the [unclear]. At our local restaurant and uh, you know, somehow we're talking about unpacking boxes and stuff. And he says he, he just couldn't relate to that because he has lived in the same house all of his life and he's just getting close to 60.
- Interviewer: 00:28:46 Mm-hmm [pause] yep.
- Interviewee 11: 00:28:50 And I, and I, and I tried to count just as far as, you know, I try to count up the times we've moved, I've moved. You know, it was in the 20s, you know, and he just couldn't understand.
- Interviewer: 00:29:03 Mm-hmm. Okay. Um, looking at intercultural competence. Um, on the survey you wrote that you had some, uh, training in that field as well, that you did a course or something on, on intercultural communication?
- Interviewee 11: 00:29:18 Well, yeah, you mostly with, uh, with Africans.
- Interviewer: 00:29:22 Mm-hmm. So how did you get the formal training? Where, where was that?
- Interviewee 11: 00:29:27 Uh it was just online. Online stuff.
- Interviewer: 00:29:30 Okay. And you, you spoke now, um, in the past that you've been sort of focused on the U.S. as well as Europe and North Africa. Um, what about Asia, South America?
- Interviewee 11: 00:29:42 None.
- Interviewer: 00:29:43 Ever had to deal with those cultures at all?
- Interviewee 11: 00:29:44 No. None.

- Interviewer: 00:29:45 Okay. And travel-wise, privately, you were ever interested in going there, or?
- Interviewee 11: 00:29:49 Oh, well, no, I've been to Japan. I've been to Korea.
- Interviewer: 00:29:52 Okay. Um, work related, or--?
- Interviewee 11: 00:29:55 Yeah, yeah.
- Interviewer: 00:29:55 Most-- yeah?
- Interviewee 11: 00:29:56 Military related.
- Interviewer: 00:29:57 Military related. Okay. Um, okay. [Pause] Did the, the intercultural or your personal background of speaking different languages and knowing about different cultures also this border, uh, living on the border scenario that you mentioned before, was that, um, something that was important to you in your professional life? Something that you actively sought also to be able to use?
- Interviewee 11: 00:30:26 It was never approached that way.
- Interviewer: 00:30:29 It just sort of happened?
- Interviewee 11: 00:30:30 It's just what happened, yeah.
- Interviewer: 00:30:31 Okay. Mm-hmm. And is there an, an similar to the linguistic story that you had, uh, is there a, a culturally focused story that sort of comes to mind that you remember 'cause it rubbed you the wrong way or was very positive? Something that you've, um, sort of keep in, in remembering, too?
- Interviewee 11: 00:30:51 Um, first of all, I want to go back and correct. You know, some, you mentioned Northern Africa? My deal--, you know, my dealings really have been with Sub-Saharan Africa.

- Interviewer: 00:31:00 Sub-Saharan. Okay. Sorry, mm-hmm.
- Interviewee 11: 00:31:02 You know, even though I lived in, in Libya, and, you know, I've been to Morocco, been to Egypt, been to Tunisia, ah, you know, not much dealings there.
- Interviewer: 00:31:12 Okay.
- Interviewee 11: 00:31:12 Mostly Sub-Saharan.
- Interviewer: 00:31:14 Okay. And so that was, um, when you were asked to do translational work--
- Interviewee 11: 00:31:17 Yeah.
- Interviewer: 00:31:18 --with Sub-Sahara?
- Interviewee 11: 00:31:18 Yeah.
- Interviewer: 00:31:19 Okay. Sorry. Okay, then I did misunderstand that, mm-hmm.
- Interviewee 11: 00:31:23 Okay. Now in response to your, your, to your, to your question, which was uh, whether or not a cultural experience-- can't think of anything, right now. Just, you know, I am just rolling a blank. I'm sorry, I can't help you.
- Interviewer: 00:31:38 All good. All fine. Um, does language come without culture for you or is it in-- intertwined and strongly connected?
- Interviewee 11: 00:31:49 I-- it's, it's intertwined.
- Interviewer: 00:31:52 Mm-hmm. In what sense?
- Interviewee 11: 00:31:54 Like, well, like for, like for, like for example, French in Africa, you know, dealing with an African, you know, first thing you greet in the morning, you shake hands but you don't let go of hands and you sit there just kept on

holding hands shaking up and down. And the conversation goes on. He says, not only "Did you sleep well last night? Are you well rested? And he says "Are you well rested and how's your family and the village and the tribe and the animals?" And on and on and on and on, you know, uh, in uh, we don't do that in the U.S., we don't do that in Germany. You know it's like, like, or to give you, to give you a cross, cross cultural example: We're at a military exercise, multinational military exercise in Africa and I think it was in Burkina Faso. And the capital city is Ouagadougou. And French officer comes up, he goes around the table, shakes every--, everybody's hand, sits down. A German officer comes in, [makes knocking sound on table] knocks on table, says "Morgen". And that's it.

- Interviewer: 00:33:04 Mm-hmm. Yeah.
- Interviewee 11: 00:33:07 Yeah.
- Interviewer: 00:33:08 I, I know exactly what you're talking about. Yeah. Okay. Um, are these things that you picked up through just watching your surroundings or were those things that, um, you felt you maybe misstepped in certain--
- Interviewee 11: 00:33:22 No, just--
- Interviewer: 00:33:22 --scenarios, too?
- Interviewee 11: 00:33:24 Naw, I try to be careful and, uh, and sometimes I, I'm an oaf, you know, I understand that. I'll confess. Uh, but, uh, I try to be observant of local customs. Uh,--
- Interviewer: 00:33:36 And-- did that happen already in your childhood? Was that something that started there?
- Interviewee 11: 00:33:40 Nah, nah. You know, and I was just a wild child.

- Interviewer: 00:33:45 Okay. So in the middle, middle of fun with whoever was there?
- Interviewee 11: 00:33:49 Yeah. You know, it's just as you grow older, you recognize that, you know, certain things are properly observed.
- Interviewer: 00:33:55 Mm-hmm. And then more comfortably acted on afterwards.
- Interviewee 11: 00:33:58 Yes.
- Interviewer: 00:33:59 Mm-hmm, okay. Um, looking at younger ATCKs, uh, so people with a similar sort of growing up background moving a lot, while, while, um, still in their, in their early years or teenage years, is there something that you would, um, as a, in a mentoring role now, that you would give them as advice, something you would have liked to know starting out in your professional careers? Of what, to what, to look out for, what to focus on?
- Interviewee 11: 00:34:27 What, uh, both, the, the two younger children, uh, both speaking, both of them speak English, French and German. Fluently.
- Interviewer: 00:34:35 Mm-hmm, okay.
- Interviewee 11: 00:34:38 Uh, the two older children don't. 'Cause they were, you know, never exposed or never given the opportunity. You know, they're Texans through and through.
- Interviewer: 00:34:49 Mm-hmm. And so you're saying that language, um, is helpful nowadays, or?
- Interviewee 11: 00:34:55 Well, it is, you know, it, like for example, in, uh, our youngest child, a boy, uh, what we try to do to, to help him in, uh, selling, you know, selling wine is that we had

him go to, uh, spend two, three weeks with the producers working in a vine, you know, working in the cellar, doing all the shitty little jobs that have to be done. And, uh, he can go back, and then he goes back to Chicago and can tell a story. Uh, which gives him a leg up, you know, with other, wine, you know, winery representatives. He can invest, you know, you know he's got time and he's got skin in the game.

Interviewer: 00:35:39 Mm-hmm. So background knowledge is helpful in that sense?

Interviewee 11: 00:35:42 Yeah. Yeah.

Interviewer: 00:35:43 Mm-hmm. When you were, um, with your own family, when you were living in Stuttgart, was that also in a, in the American bubble or were you trying to reach out?

Interviewee 11: 00:35:51 No, uh, my wife reached out more than I did. I was in the American bubble.

Interviewer: 00:35:57 Okay. And how did, how did she reach out? Was it through--?

Interviewee 11: 00:36:01 Uh, well, you know, she, you know, uh, she worked, for, you know, work, uh, for a variety of a of German organizations and companies.

Interviewer: 00:36:10 Okay.

Interviewee 11: 00:36:11 And, uh, whereas I was, you know, either in Africa or on a military base.

Interviewer: 00:36:16 Mm-hmm. Okay. And the kids? [Unclear due to overlap].

Interviewee 11: 00:36:18 The kids were at the international, at the international school. So they, they got the true cro--, you know, uh,

cross, you know, cultural thing that, even more than I ever did.

Interviewer: 00:36:30 Okay. And um, did you guys live on, on base then as well?

Interviewee 11: 00:36:34 No. We lived downtown Stuttgart.

Interviewer: 00:36:36 Okay. And did they have local German friends then as well?

Interviewee 11: 00:36:40 Yes.

Interviewer: 00:36:41 They did. Okay.

Interviewee 11: 00:36:42 Yes.

Interviewer: 00:36:43 Mm-hmm.

Interviewee 11: 00:36:44 And German and inter--, international, uh, friends.

Interviewer: 00:36:49 Was that important for you as a family to choose to live in downtown Stuttgart and not--?

Interviewee 11: 00:36:53 Yes. Yes.

Interviewer: 00:36:54 Why?

Interviewee 11: 00:36:55 Well, because we, it, it, it was a, before in Texas, we lived on a, a small ranch. And, uh, country life just is not what you-- it's a lot of work. And, uh, so we went from a big, you know, you know ranch house to, uh, an apartment downtown Stuttgart. And my wife wanted access to public transportation. Uh, the biggest cultural shock was, uh, that the kids, uh, either had to walk or take public transportation. You know, they just--, those things don't exist where we lived. Didn't exist whatsoever.

Interviewer:	00:37:34	Mm-hmm. And it didn't feel too tight in comparison to the space around you?
Interviewee 11:	00:37:38	Nah, nah.
Interviewer:	00:37:39	No? Okay.
Interviewee 11:	00:37:39	Not at all. No, we had a big enough apartment.
Interviewer:	00:37:42	[Unclear due to connection] I'm just, I mean, I know Stuttgart can be kind of tight in between. So--
Interviewee 11:	00:37:48	Yeah.
Interviewer:	00:37:49	Um, you know, you have-- if you, if you have the air around you and the space, then, it can be congested. That's all I'm saying.
Interviewee 11:	00:37:54	Yeah.
Interviewer:	00:37:55	Mm-hmm. Okay. So how come, why, why, I mean I, you mentioned before it was your wife's dream to live in France.
Interviewee 11:	00:38:01	Yes.
Interviewer:	00:38:02	How come-- is that something you're planning to do until you, uh, have fully retired as well? Or are you--
Interviewee 11:	00:38:07	Uh, No, we're here forever.
Interviewer:	00:38:09	You're here forever.
Interviewee 11:	00:38:10	Yeah.
Interviewer:	00:38:10	Okay. Um, and your children can come and visit and, and spend time with you as well.
Interviewee 11:	00:38:16	Yeah, yeah.

- Interviewer: 00:38:17 Mm-hmm. Okay. So they get to continue the European adventure.
- Interviewee 11: 00:38:21 Yeah, yeah. Like, yeah like, like for example, you know, Daughter Number Two and her daughter are here right now.
- Interviewer: 00:38:26 Mm-hmm. Okay.
- Interviewee 11: 00:38:28 Uh, the flights from Frankfurt to Chicago, are ridiculously cheap as compared to other places in the United States. Even on like Lufthansa, or United Airlines, you know, 400-500 Euros round trip, which is cheaper than, uh, the cheap airline.
- Interviewer: 00:38:48 Mm-hmm. So how come that area of, uh, France slash Germany, why did you end up in the Alsace?
- Interviewee 11: 00:38:56 Well, my wife got a, a job as a, as a professor at a university. You know, here in Strasbourg. Uh, she still works every Thursday as a legal consultant in a, for a German holding company. That, uh, in Stuttgart. Uh, and uh, so she drives to Stuttgart every Thursday. Uh, we wanted to buy a Fachwerk house. And we-- this, and this is where we found it.
- Interviewer: 00:39:33 Mm-hmm. Okay. Coming back to the comment you made earlier about living on the border areas, why do you feel comfortable there? What, what makes it so special for you?
- Interviewee 11: 00:39:44 Because there's always advantages. We can, you know, things are better in one country, uh, than they are in the other. Like for example, you know, I see the German, the Germans come over to France. And, I don't know if you know this, but they buy, by the pallets, bo-, you know, uh, bottled water. 'Cause, 'cause there's no Pfand on a plastic

bottle. So now they'll buy a thousand bottles. You know, for the whole building or neighborhood or whatever. You know, that's what they, they buy. They buy cheese and fish.

Interviewer: 00:40:19 Okay.

Interviewee 11: 00:40:20 And, and then, all the French go over to, uh, Germany buy cleaning products. So you know, each, you know, each culture has got, each country has got something different to offer and it was the same, you know, in, in Texas. Between Texas and Mexico.

Interviewer: 00:40:38 Okay. So you guys went over there--

Interviewee 11: 00:40:41 Mm-hmm.

Interviewer: 00:40:41 --quite a bit. Is that where you, um, picked up your Spanish as well?

Interviewee 11: 00:40:43 Well ye-, yeah, you know, what passes for Spanish. You know, it's called Texmex.

Interviewer: 00:40:47 Texmex. Okay. Um, what about the culinary aspect of culture?

Interviewee 11: 00:40:56 Very important to us. Uh, my uh, wife is, uh, I'm a sous chef. I'm the sous chef and she's the chef. And uh, we've built a great kitchen. You know. Using copper pans. See another cul--, cross cultural thing. We bought, uh, all the, you know, all the pans are in, in copper. But all the tools and knives and everything, they're all German.

Interviewer: 00:41:26 Mm-hmm. The German steel.

Interviewee 11: 00:41:27 The, the, the, the, you know like, the WMF, uh, you know the uten-- you know the kitchen utensils.

- Interviewer: 00:41:34 Mm-hmm. Okay.
- Interviewee 11: 00:41:36 [Unclear due to overlap].
- Interviewer: 00:41:37 Do you, when cook, do you also cook African?
- Interviewee 11: 00:41:41 No.
- Interviewer: 00:41:42 No.
- Interviewee 11: 00:41:43 Just French.
- Interviewer: 00:41:43 Is that, is that something that you enjoy eating when you're out or is it, uh, is the African food not important to you in any way?
- Interviewee 11: 00:41:50 Not at all.
- Interviewer: 00:41:51 Not at all. Okay. Interesting. 'Cause you said you spent so much time there.
- Interviewee 11: 00:41:56 Yeah, you know, well, you know, ye-- ye--, once again you go into a European bubble. You know, when you go, you know, when we go to Africa. You know, no, no, immersion into the local African culture.
- Interviewer: 00:42:09 Was that something you were always, um, comfortable in or, or did you aspire to burst the bubble in between as well?
- Interviewee 11: 00:42:15 Well, no, I feel comfortable over there. A lot. Lot, lot of Americans don't. Uh, and it, and it may be, uh, you know, racially based, I don't know. You know, the just don't, uh, they don't feel-- I noticed they, they'll find any reason not to go.
- Interviewer: 00:42:32 Okay.
- Interviewee 11: 00:42:34 To Africa. To The African Continent.

Interviewer:	00:42:36	Mm-hmm. Okay. Well I think it's, um, the, I can definitely relate to the, um, border living 'cause we-- as my family did that as well for many years. The Dutch, Dutch, German border.
Interviewee 11:	00:42:48	Aha.
Interviewer:	00:42:49	Um, so there's, you know, benefits to being able to go to food shopping on Sundays and to have different [unclear due overlap] and stuff.
Interviewee 11:	00:42:54	Exactly.
Interviewer:	00:42:56	Most, most definitely gas was cheaper for a long time.
Interviewee 11:	00:42:59	Ah, yeah.
Interviewer:	00:42:59	Yeah. So I know that feeling. Um, [name of Interviewee 11] coming to the end of my, my, uh, questions. Basically it's just a little bit of background information that I would still need from you. Um-
Interviewee 11:	00:43:13	Okay.
Interviewer:	00:43:14	If you share your age with me, that would be helpful.
Interviewee 11:	00:43:16	74.
Interviewer:	00:43:17	74, um, nationality was U.S. / French? If I remember correctly.
Interviewee 11:	00:43:22	Mm-hmm. Yeah.
Interviewer:	00:43:23	Um, currently living in?
Interviewee 11:	00:43:25	France.
Interviewer:	00:43:27	Mm-hmm, and where there?

- Interviewee 11: 00:43:29 In a little village called Dambach.
- Interviewer: 00:43:32 Dambach. Okay. Uh,--
- Interviewee 11: 00:43:35 But--
- Interviewer: 00:43:35 --as you said, you were, you were working. What would you consider to be your job title right now? Just so that I have it sort of on the same level.
- Interviewee 11: 00:43:44 See that's a typical European thing. Job titles. You know, we don't have it, we don't have it, you know, I, I don't have a job title.
- Interviewer: 00:43:53 Okay.
- Interviewee 11: 00:43:54 You know, uh, uh, you know my wife and I helped, created this, uh, uh, wine importing business, but we refuse to give each other titles. Uh,--
- Interviewer: 00:44:09 All good.
- Interviewee 11: 00:44:09 --don't do it. Don't do it.
- Interviewer: 00:44:10 I can--,I can live with that.
- Interviewee 11: 00:44:12 Okay.
- Interviewer: 00:44:13 And how many years of work experience would you accumulate together, um, since the age of 18, uh, after your studies in a, in a full time capacity.
- Interviewee 11: 00:44:24 Well, uh, in moving, now I always worked even, you know, when I was in university. Not full time. Uh so, you know, you subtract now 18 from 74, and that's how many work years you've got.
- Interviewer: 00:44:37 Okay. Okay. So--

- Interviewee 11: 00:44:42 But, I--
- Interviewer: 00:44:42 --that would be it on my end.
- Interviewee 11: 00:44:43 Okay. Well, you know, I, I wanted to add, a couple, a couple more things.
- Interviewer: 00:44:46 Please.
- Interviewee 11: 00:44:46 Even though we live in France, okay, all our entertainment-- it comes from, you know, through the United States. Uh, tech--, uh, you know, tech--, technology allows us to watch nothing but, you know, American television, American news and American political things. I'm involved with, uh, American politics, both in Germany and in France. Uh, so our whole cultural thing is-- leans towards the United States.
- Interviewer: 00:45:23 Okay. What about a regional focus now that you, you, I mean, that's a very specific region also to be living in, that has gone back and forth in different--
- Interviewee 11: 00:45:31 Yeah, yeah.
- Interviewer: 00:45:31 --cultural settings over the, you know, the different, uh, war periods.
- Interviewee 11: 00:45:35 Uh, well, you know, it-- what's interesting here that in our village, uh, the people, uh, speak, uh, German. All in the village, uh, their names are German. Uh, our next door neighbor, an elderly lady, you know, is always apologizing her French is so bad, 'cause she learned German in school and not French. Uh, you know, so it's, it, it, it, it truly is a melting pot, you know, of everybody's name, you know, their last name, surnames, are German.

- Interviewer: 00:46:11 Mm-hmm.
- Interviewee 11: 00:46:12 Uh.
- Interviewer: 00:46:14 But do you follow then the, the regional politics as well in comparison or regional news? Do you, do you tend--
- Interviewee 11: 00:46:19 Naw.
- Interviewer: 00:46:19 -- to read the local paper?
- Interviewee 11: 00:46:21 No, not really.
- Interviewer: 00:46:22 Not important?
- Interviewee 11: 00:46:23 No.
- Interviewer: 00:46:24 Okay.
- Interviewee 11: 00:46:24 No I don't, I don't, it should be important. But you know, I always ask, you know, this friend, that works for the city, you know, what's new in the village. But, you know, but it's usually old people dying, or pipes bursting, you know, nothing, you know, nothing important.
- Interviewer: 00:46:40 Okay. I mean fine, fine choice. I'm just-- it is just curious because the one is where you're living, the other, in is, you know, surely one of the world players yet, but, but, uh, further away from the everyday life.
- Interviewee 11: 00:46:53 Mm-hmm.
- Interviewer: 00:46:54 Mm-hmm. Okay. Um, [name of Interviewee 11], like I said, I would be done with my official question set. Um, you've poured out a lot in, in the almost 50 minutes we've been talking. If, um, there's anything that would interest you on my end, I'd be happy to, to help and share.

- Interviewee 11: 00:47:08 Well, no, I was, I was kinda surprised as to the, uh, as to where the con-, you seem to be more interested in, uh, language and culture than, uh, I was prepared to answer. Or 'cause I really hadn't thought about how to your questions. Uh, uh, I think there's a universal, universal basic set of values as to one, whether one is prepared to be open, not necessarily accept, you know to be open and to be exposed to other cultures. And that's what my upbringing has brought me to. You know, being receptive and not afraid.
- Interviewer: 00:47:57 So what, what, what did you think, um, the conversation might be more about? What, what were you expecting?
- Interviewee 11: 00:48:05 I didn't know.
- Interviewer: 00:48:06 Okay.
- Interviewee 11: 00:48:07 I, I, I, you know, I, I, I, I, I, I didn't know, uh, you know, uh, you know, and, and please don't take this as a-- you know, PhD dissertation is where you take an obscure set of facts, sets of facts, re-work them, you know, write it up and then put it in another obscure book someplace.
- Interviewer: 00:48:30 Definitely, definitely. Yeah.
- Interviewee 11: 00:48:33 You know, and it's just in passing. Now you've gotta please your committee.
- Interviewer: 00:48:37 Mm-hmm. Well, the, the language questions definitely come from my professor because he's uh, he's a linguist and, um, the university that I'm doing my PhD with, um, also has a strong track in, uh, interpretation and, um, translational work. So they--
- Interviewee 11: 00:48:53 Okay.

- Interviewer: 00:48:54 -- they throw a lot of people out on the market that have been trained to do this.
- Interviewee 11: 00:48:57 Yeah, yeah.
- Interviewer: 00:48:58 Um, my professor is more interested actually in people with multicultural backgrounds, um, and the ad hoc scenarios where they have to use their languages. So when he was doing his own, um, university track work, basically it was, uh, I think like his, his PhD at the time was about how in, uh, German hospitals in Hamburg, um, there was cleaning staff, um, who was doing translational work between doctor patient conversations because of just the, the bad setup in these hospitals--
- Interviewee 11: 00:49:31 Aha.
- Interviewer: 00:49:31 --and the fact that there wasn't enough people to be able to translate. Or the issue of second generation, uh, children that speak languages more fluently maybe than the parents. Where, um, in these medical settings the doctor was telling a son, your mom has cancer, uh, because the mom just didn't understand the level of German and the boy having this informational knowledge--
- Interviewee 11: 00:49:51 Yeah.
- Interviewer: 00:49:52 --before the mother. And having to share that with her where you'd say these are, you know, crucial information pieces--
- Interviewee 11: 00:49:57 Yeah.
- Interviewer: 00:49:58 --that normally would be a different sort of setup. Um, so when I approached him, I, I personally am a TCK myself.

- My, my mom's American, my dad's German. Um, I grew up in, in both the U.S. as well as in Germany--
- Interviewee 11: 00:50:10 Really? Where?
- Interviewer: 00:50:11 --going through local schools. Mm-hmm. Um--
- Interviewee 11: 00:50:14 Where, where in the U.S.?
- Interviewer: 00:50:16 I'm, I'm born in Salem, Oregon.
- Interviewee 11: 00:50:18 Okay, yeah.
- Interviewer: 00:50:19 Um, my grandparents still live in Portland, Oregon. And as a family, we lived in, um, Tacoma in Washington State for a while. Uh, my other grandma lives in Upstate New York with my uncle. Um, so we spent some time on the coasts. Uh, yeah. And my, I mean we're a very international set up family. My German grandparents actually emigrated to Canada, uh, when they were in their early fifties and have passed away since, but, uh, my brother and I spent every other summer either in the U.S. visiting the grandparents or in, in, um, Canada. And, uh, my German uncle works for the German foreign services. Um, so he and his family were, you know, shoved around every three years to a different posting, where we would go and visit once they've established themselves--
- Interviewee 11: 00:51:02 Yeah.
- Interviewer: 00:51:03 --and found out what the nice places to visit were. Um, so my cousins, they're, they're similar. I mean, I'm the oldest, but, um, my brother and my cousins are on the same age bracket. Um, they had a very different, uh, third culture growing up lifestyle. Being diplomatic kids,--
- Interviewee 11: 00:51:18 Yeah.

- Interviewer: 00:51:19 --going through the international schools, being in a bubble, um, you know, having a, having a pool, having the driver, having the cleaning ladies. Um, my parents have, have had this intercultural marriage, um, with raising two kids bilingually and choosing themselves to wanna live in both, both countries. Paying for all of it privately, you know, moving, moving boxes, many times. Uh, and within Germany we also moved quite a bit. Ending up then in, in Aachen, which is the most western city in Germany, uh, right on the, on the Dutch border. And it was in my early twenties that I decided then to, uh, to [pause] actually stay in Europe for my studies. Um, I at the time went university scouting with my mom for two weeks in, in Oregon.
- Interviewee 11: 00:52:06 Mm-hmm.
- Interviewer: 00:52:07 Um, it was the clear requisite [sic] if I did want to study in the U.S. then it would have to be, um, near my grandparents, because--
- Interviewee 11: 00:52:14 [unclear due to overlap]
- Interviewer: 00:52:14 --just from a financial, you know,--
- Interviewee 11: 00:52:16 Yeah.
- Interviewer: 00:52:16 --just security sort of idea and a financial setback that I wouldn't be able to travel home every vacation, but maybe once a year. Um, so they wanted family close by and it was, uh,-- there's a college, um, or, yeah, it's a privately owned college in, uh, Portland called Lewis and Clark College that has 60%, um, uh, international students and only about 40%, um, U.S. students. And, um, since I have dual nationality, dual background, they, you know, most universities that I had been applying to,

didn't quite know where to place me. Um, my transcripts were all from Germany, from a German local school. I didn't have SATs, you know, so that was my first big clash. Um, and I remember that at Lewis and Clark, there was an international supervisor, who introduced me, in my early twenties to this TCK concept, the book written about it and the ideas behind it. And, um, that was just mind blowing. My parents themselves had moved quite a bit as uh, growing up as well with their families. They had different cultural backgrounds, too. Um, so the, you know, this, it sort of followed us. Uh, everybody read the book and was like, wow, this is really changes quite a bit of--background--

Interviewee 11: 00:53:25 Right. Well, what are your, what are your early findings? Are you, or are you just confirming opinions that you've formed?

Interviewer: 00:53:33 Um, well, I find it very interesting that the, um, the older the ATCK's are that I'm speaking to, the more relaxed everybody seems to be, in the sense that they say life sort of comes together and this being, being slightly different, um, uh, just, it, it starts to make sense. Yeah. The different steps along the way where maybe in the beginning of your professional careers, people are more insecure. Um, everybody is saying, use your languages as an asset and sell yourself hard with it. Because, um, you know, if you're, if you're looking for jobs where you can of course apply it and that's the prerequisite for that. Um, so that's, that's one of the main issues. I thought it was very interesting, uh, to see that, um, maybe it's from a social media perspective, um, many more females filled out my survey than males did. Um, and I had a lot of people asking me why um self- employed people were excluded from taking the survey. Um, since a lot of my questions

in the survey also dealt with sort of the boss-colleague-relationship, I needed people to be in a, in a working setup where they actually had a boss and were not the boss position themselves. Um, and uh, maybe that's an assumption, too, that, you know, uh, more males go with this background, tend to be hands-on people, tend to solve problems, wanna, you know, wanna, want to have their own careers and, and job setups. Basically that they become self- employed. I don't know.

Interviewee 11: 00:54:54 Yeah.

Interviewer: 00:54:55 Um, I've had the chance, that's been really interesting, to speak with very diverse background of people. Um, that have all had, uh, you know, I've, I've spoken with also 50 plus peop-, a 50 year old plus people that have, um, grown up in a missionary setup. Um, uh, like I said, you're the, the first person with a clear military background, but more as a grown-up. Um, I've had a lot of people, um, that have been in a business setup. Um, the younger ones, it's seems to have become more common to move occasionally with your families now over the last 20 years, whereas the older ones said, no, no, we were sent by a company to the different, um, positions and it was on a, on an American contract,--

Interviewee 11: 00:55:42 Yeah.

Interviewer: 00:55:42 --on a German contract. Yeah. Whereas now people are moving culturally, um, through the borders because they feel it's an added value to have these, these three or five years of experience under their belt. Um, yeah. And, and definitely this, this differentiation between being in a bubble or not being in a bubble. Um, the, I've had a couple of, uh, interviewees, too, where the people have been diplomatic children. Um, and they also said that they

lived in, you know, they lived in their national setups. It's, it wasn't only Americans I've been speaking with, but, um, really across the world. Um, so that's been very interesting to see. Um, and I think altogether there's just a general better awareness of this, this Third Culture Kid idea, um, in the Western world already. Um, in comparison also in the U.S. there's just been a lot more research and publication about it. And the, the bubble has benefits, too. I mean that would be interesting, maybe in a conversation with your younger children, too, if, if in that American school setting, um, while they were in their more senior years, if, if, um, this background basically being a Third Culture Kid was ever mentioned in any kind of, um, seminars or information evenings or you know, information setups, um, and the benefits or negativities that might come with it. Because it seems that the last, I'd say about 15 years, international schools, especially with an American background, have, um, been more, um, structured in their educating the families of what, what this moving entails, what the background entails. So that's why it was surprising for me to also hear that you had never really stumbled upon the term before.

Interviewee 11:	00:57:21	No.
Interviewer:	00:57:22	And uh, yeah, it, that makes you even more valuable in that sense to me to talk to.
Interviewee 11:	00:57:27	We, uh, we uh-, I'm still friendly, through social media with, uh, people I went to high school with in Munich in, in Germany and two to one they all want to come back. And live in Germany. [Unclear due to overlap.]
Interviewer:	00:57:44	Mm-hmm. Well there's a lot of-- I mean a lot of research has already been done on the sense of where do, um, grown-up people with this background land

professionally? Do they look for big companies where they can use their different languages? Do they rather go small? And there was some study work on um, this background of people usually is very highly educated. That most, most people have at least a bachelor's if not even a master's degree or plus, um, going on. So that just seems to be important in this whole family setup of, um, moving cross-culturally, too. Um, then there's, you know, been work on if, if as adults you'd like to maintain this kind of lifestyle and actually follow it through with your own families of moving every couple of years. Or do you, do you rather stay put and buy a house and never move again because you're, you know, tired of, of what you went through as a young person with your, with your parents. Very different, um, setup. And there's, I think what's breaking up now is, as a final comment, is this, um, there's been more looking at like Military Third Culture Kids, Missionary Third Culture Kids, Diplomatic Third Culture Kids and these Business Kids. And I think these, these, uh, four separate bubbles are starting to mix more. And this idea of Third Culture Kid is also getting wider and wider in the last 10, 15 years through intercultural marriages, through, um, refugees that stay put and, and actually establish themselves in the countries where they are and have their own families. So there's just a general, um, you know, more, more possibility, like you were saying, for your own family to travel. It's, it's become much cheaper. It's much easier than it was still 20 years ago. Um,-

Interviewee 11: 00:59:26 Yeah. I know it, I'm just, just observing, you know when-
-

Interviewer: 00:59:29 Yeah.

- Interviewee 11: 00:59:30 --uh, and I'll make this the final comment. The uh, the, uh, living in the American bubble in, uh, in the Sixties, you know, and Seventies, um, people that, you know, they ca-, they usually came over by ship. You know, and they stayed the whole three years in Germany. In-, whereas now they go back and forth, uh, you know, all of them, uh, regularly. You know, just uh, it's, uh, it's uh, it's totally, totally different. And then with uh, you know, with social media and contact now I Facetime with the kids, you know, all the time. Um, or like I can, I mentioned earlier, you know, you got a, you know, what a VPN is?
- Interviewer: 01:00:26 Mm-hmm.
- Interviewee 11: 01:00:27 Okay. So we change the IP address of our computer, you know, put it in the States and we're watching American television. It's uh, uh--
- Interviewer: 01:00:34 Mm-hmm. Oh, definitely. I mean, that's where, you know, another lady was saying she grew up as a, as a missionary child in, um, on Japanese islands, um,--
- Interviewee 11: 01:00:43 Aha.
- Interviewer: 01:00:44 --smaller islands. And she said too, tha--, I can only remember once that my father made a phone call, and it was before we, or after we received a telegram that his father had died, yeah, that he then made the way somewhere to call internationally to speak with his mother. Um, and, and she said nowadays, I mean her, her daughter, uh, lives in Korea or something. She's currently living in, in Moscow and they, they, you know, every three days they, they Skype or video chat as well.
- Interviewee 11: 01:01:09 Yeah, yeah.

- Interviewer: 01:01:09 And, and that, again, in comparison, I've been talking to like a 24 year old Indonesian girl who grew up in different places. She can't even fathom this idea of not having had this, these, these connections. Yeah? She's able--
- Interviewee 11: 01:01:19 Yeah.
- Interviewer: 01:01:20 --to, to keep up with all the different friends from the international schools just because there is Facebook and, and, and Whatsapp and all the different chatting functions. Um, whereas other, you know, more, more senior people say there were just stops. I mean--
- Interviewee 11: 01:01:34 Yeah.
- Interviewer: 01:01:35 --you literally, you stopped your life. You had to let go. You had no friends. Maybe you wrote your, your letters two or three times and then that sort of died down, too and, then you had to adjust to the next place you were in. So,--
- Interviewee 11: 01:01:45 Yeah.
- Interviewer: 01:01:46 --um, that has a lot with the technology, I'm sure, involved. But another lady also said that children nowadays, they, they actually through these, um, ah, um, re-placements they're, they're ending up actually that they find that, you know, they meet maybe in third grade in an international school and then they don't see each other for a couple of years and then all of a sudden in ninth grade they ended up in the same school again because the parents had been placed in the same city.
- Interviewee 11: 01:02:10 Yeah.
- Interviewer: 01:02:11 Um, where, where you know, that just never happened in the past. And um, my, when my mom came to Germany,

she was 15, too, and, uh, said, you know, just completely different lifestyle than, than nowadays and in also keeping up with her parents. I mean she was literally off the map and couldn't afford to, to call home and, and now they have regular every, you know, every or twice a week they do Skype and can keep up with being senior and what it means to be old in the U.S. and in Germany. So, just possible--

- Interviewee 11: 01:02:42 Okay. Well I hope I've contributed some to your research.
- Interviewer: 01:02:46 You have! Most definitely! Thank you! [Name of Interviewee 11], I'll be happy to, um, share my work results later on, too, if you're interested.
- Interviewee 11: 01:02:53 Okay. Sure.
- Interviewer: 01:02:54 Anybody that's, uh, interviewed with me, goes without saying, gets to see it, um, in detail. So I will be in touch.
- Interviewee 11: 01:03:01 Okay.
- Interviewer: 01:03:02 Um--
- Interviewee 11: 01:03:02 Thank you very much.
- Interviewer: 01:03:03 --it'll be towards the end of the year, though, by the time everything done. Just so you know.
- Interviewee 11: 01:03:07 Okay.
- Interviewer: 01:03:08 Thank you.
- Interviewee 11: 01:03:09 Good-bye.
- Interviewer: 01:03:10 Have a lovely weekend. Bye-bye.
- Interviewee 11: 01:03:11 Bye-bye

G.12 ATCK Interview 12 – July 6th, 2019

1	Interviewer:	00:00:00	Um, do you see it?
2	Interviewee 12:	00:00:04	Yes, I do.
3	Interviewer:	00:00:05	Okay, great. And if for whatever reason you are
4			interested, you can also afterwards-- the whole, uh,
5			interview will be basically downloaded to our chat
6			function, um, where you can also save yourself a copy if
7			you, if you want to keep the interview for whatever
8			reason.
9	Interviewee 12:	00:00:19	Okay.
10	Interviewer:	00:00:20	Okay. So lovely to meet you. Thank--
11	Interviewee 12:	00:00:22	Likewise.
12	Interviewer:	00:00:22	--you for taking the time--
13	Interviewee 12:	00:00:24	My pleasure.
14	Interviewer:	00:00:25	--uh, to talk with me. Um, I'm really excited. I think
15			you're the-- you have a military background, right?
16			Military ATCK?
17	Interviewee 12:	00:00:31	No.
18	Interviewer:	00:00:32	No?
19	Interviewee 12:	00:00:32	Of course that's always the first question people ask, but-
20			-
21	Interviewer:	00:00:34	Okay.
22	Interviewee 12:	00:00:35	--no, my, my father was an academic.

23	Interviewer:	00:00:37	Okay. No, I-- because I'm-- I think we were connected via
24			the Facebook, uh, uh, group, military group or something.
25			That's why my assumption was there.
26	Interviewee 12:	00:00:46	I'm not a member. I'm definitely a member of several
27			TCK Facebook groups. So that's probably where I saw
28			the survey posted.
29	Interviewer:	00:00:54	Okay. All good. I'm, I'm curious to get to know you a little
30			more. Um, [name of Interviewee 12], I have, um, the
31			interview set up in a semi-structured way in the sense that
32			I have different question blocks that I'm asking all the
33			interviewees.
34	Interviewee 12:	00:01:07	Okay.
35	Interviewer:	00:01:07	Um, in those blocks please feel free to speak freely. To
36			tell me details, share your stories. The details are really
37			interesting to me. Um, I just want to make sure that we
38			basically cover, uh, the same structure that I do that in all
39			of the different interviews that I'm, I'm--
40	Interviewee 12:	00:01:21	Sure.
41	Interviewer:	00:01:22	-- dealing with. So I think the first one is easy for any
42			ATCK.
43	Interviewee 12:	00:01:26	Okay.
44	Interviewer:	00:01:26	Please tell me about your personal international
45			background.
46	Interviewee 12:	00:01:29	Ahh.
47	Interviewer:	00:01:30	How did you grow up, what were your stops?

48 Interviewee 12: 00:01:32 Um, okay. So, um, my father was an academic. He is an
49 Indonesianist and a philologist and he did his PhD, uh,
50 schooling in Australia.

51 Interviewer: 00:01:45 Okay.

52 Interviewee 12: 00:01:45 So I'm American born. Both my parents are American
53 born, uh, and they married very young and had three kids
54 in their twenties.

55 Interviewer: 00:01:53 Okay.

56 Interviewee 12: 00:01:53 So for, a-- the first 10 years of our international moves, it
57 was in pursuit of my father's, uh, sort of education and
58 field research.

59 Interviewer: 00:02:03 Okay.

60 Interviewee 12: 00:02:04 So our first move was to Canberra, Australia, where he
61 was a student at the Australian National University. And
62 we were there, um, maybe about a year. And then we
63 embarked on a-- his field research trip, which took us
64 through, uh, first Solo, Indonesia, for maybe nine months.
65 And, uh, the Netherlands. Um, we were in Leiden for
66 about six months and that's where I started school. And
67 then back to Australia, to Canberra, and then to Yogya,
68 back to Indonesia where we were for about a year. He was
69 working on some, uh, research projects there. Uh, and
70 then my mother got pregnant and my father sent the kids
71 and my mom back to the U.S. temporarily, but we
72 bounced around three different cities. Uh, we were in Salt
73 Lake City, Utah, and then Provo, Utah, and then
74 Colorado. Uh, and then he took a job in Jakarta,
75 Indonesia. So we were there for four years and then back
76 to the U.S. for half a year, um, during-- uh, just in the
77 process of getting visas for a move to New Zealand.

78	Interviewer:	00:03:21	Okay.
79	Interviewee 12:	00:03:21	Where I went to high school and, uh, was there through
80			graduation.
81	Interviewer:	00:03:25	Okay.
82	Interviewee 12:	00:03:26	And then came back to the U.S. for college.
83	Interviewer:	00:03:28	Okay. Where did you go? In the U.S. then for college?
84	Interviewee 12:	00:03:31	I went to Swarthmore. It's a small liberal arts school
85			outside Philadelphia.
86	Interviewer:	00:03:35	Okay. And then you've been in the U.S. ever since or did
87			you, uh, move?
88	Interviewee 12:	00:03:39	Yes, somehow I never planned to stay and here I am--
89	Interviewer:	00:03:43	Okay.
90	Interviewee 12:	00:03:44	--20, 20 years.
91	Interviewer:	00:03:45	Okay, okay.
92	Interviewee 12:	00:03:46	I should also mention that in New Zealand I picked up,
93			uh, citizenship there.
94	Interviewer:	00:03:50	Okay. So which citizenships do you have then U.S. and
95			New Zealand, or?
96	Interviewee 12:	00:03:54	And New Zealand. Mm-hmm.
97	Interviewer:	00:03:55	Okay.
98	Interviewee 12:	00:03:56	Yeah.
99	Interviewer:	00:03:57	Um, and New Zealand was because of, uh, just living
100			there, right? There were no family ties per se, that--

101	Interviewee 12:	00:04:03	None, no.
102	Interviewer:	00:04:03	--gave you the heritage right in the sense, but it was the
103			time that you'd spent there that you were able to apply
104			for?
105	Interviewee 12:	00:04:09	That's right.
106	Interviewer:	00:04:10	Okay. Mm-hmm. Um, very interesting. Different part of
107			the world that, um, I haven't really spoken a lot about yet,
108			so sounds good to me. Um, during the time when you
109			were in the schools, ho-- what kind of schooling did you
110			go to? Where they international schools, where they--?
111	Interviewee 12:	00:04:27	All kinds.
112	Interviewer:	00:04:28	Okay.
113	Interviewee 12:	00:04:29	Uh, I started kindergarten in the Netherlands at a local
114			school, Dutch language. Um, I was in public schools, I
115			want to say second grade plus one semester in the U.S.,
116			two different states. Uh, also one semester of seventh
117			grade in the U.S. at public school. Uh, I was in an
118			international school in Jakarta and I went to two schools
119			in Yogya, a local private Javanese language school. And
120			then my mother ran a homeschool for six expat kids, sort
121			of in the afternoons.
122	Interviewer:	00:05:04	Okay. Um, and then when you were in New Zealand, you,
123			you finished, right? With high school?
124	Interviewee 12:	00:05:11	Yes. And also public school there.
125	Interviewer:	00:05:13	Also public school. Okay. So mainly you were together
126			then with other local students or were they all sort of
127			international expat background?
128	Interviewee 12:	00:05:22	Um, mainly I'd say 50:50 [pause] or more local, I guess.

129	Interviewer:	00:05:31	Okay. Okay.
130	Interviewee 12:	00:05:34	More local, yeah.
131	Interviewer:	00:05:35	Okay. Now that I know a little more about your
132			international background, let's look at the languages that
133			you--
134	Interviewee 12:	00:05:40	Mm-hmm.
135	Interviewer:	00:05:40	--speak. What did you start speaking as a kid? What
136			made-- maybe what [sic] picked up as a, as a grown up
137			then? What, what is sort of your linguistic background?
138	Interviewee 12:	00:05:50	Um, I've never managed fluency in a second language
139			during my childhood. We were back and forth from
140			Indonesia so frequently and both of my parents are fluent
141			and it's my father's field of study. He's a philologist.
142			Though I was exposed to Indonesian a lot and had varying
143			levels of proficiency at different times when I was there.
144			But we left for the last time when I was 12 just about to
145			turn 13 and I didn't return again until I was 25. And so
146			Indonesian as a language I have a really complicated
147			relationship with. It's very intimately familiar to me and I
148			have engaged in a number of different hobbies and
149			professional projects that bring me in contact with
150			Indonesia. And so I go through periods where I have, I
151			have studied the language again to try and get up to some
152			degree of conversational proficiency. But it's always
153			coming and going. Um, so that's the only language as far
154			as my upbringing that I had, uh, sustained exposure to.
155			Uh, I did of course also start school in the Netherlands.
156			Um, but we were there for such a short period of time that
157			I really didn't, um, understand the language and that was
158			a source of major anxiety at the time.

- 159 Interviewer: 00:07:04 Okay.
- 160 Interviewee 12: 00:07:04 And then there was that school, we went to a Javanese
161 language school for a period, but I didn't realize until I
162 was an adult that it was not an Indonesian language
163 school. And I remember being confused every day about
164 why I didn't understand anything.
- 165 Interviewer: 00:07:18 Okay. Um, are these languages still-- I mean, Indonesian
166 seems to be then the strongest next to English--
- 167 Interviewee 12: 00:07:25 Mm-hmm.
- 168 Interviewer: 00:07:25 --where you feel comfortable reading in? Um, maybe
169 writing a little bit as well, or?
- 170 Interviewee 12: 00:07:30 A very-- like Indonesian-- I, I-- less reading and writing,
171 and more when I travel there I can just get around with
172 daily necessities. I can negotiate prices, I can ask for
173 directions, I can follow very basic conversation, but
174 nothing at a higher level of, of content.
- 175 Interviewer: 00:07:47 Okay.
- 176 Interviewee 12: 00:07:48 And I've studied actually other languages, uh,
177 academically that I, that I was stronger in later in life.
- 178 Interviewer: 00:07:54 Okay. So which ones were they?
- 179 Interviewee 12: 00:07:56 Uh, French through high school and college. And that's
180 where I did my university study abroad, language, um, in
181 France. So I was actually very strong in French. But after
182 the study abroad semester, I never took another class, so
183 it's definitely atrophied. Um, and then I got interested in
184 Arabic and was studying it independently and ended up
185 doing a master's degree in Middle Eastern studies with the

186 intention to continue with Arabic, but ended up switching
 187 to Persian,--

188 Interviewer: 00:08:30 Okay.

189 Interviewee 12: 00:08:30 --Farsi.

190 Interviewer: 00:08:31 Okay.

191 Interviewee 12: 00:08:31 Um, and studied that very intensively for about three
 192 years, including some intensive summer language
 193 programs. Um, but then again after I graduated, I didn't
 194 have occasion to use it, so it's another of the languages
 195 that I occasionally dabble in, but haven't been able to, to
 196 keep up.

197 Interviewer: 00:08:48 Okay. Um, again, the question there, would you be
 198 comfortable reading and writing in those languages as
 199 well or is it just--

200 Interviewee 12: 00:08:56 Very--

201 Interviewer: 00:08:56 --too much time has passed by now?

202 Interviewee 12: 00:08:58 --very basic reading and writing.

203 Interviewer: 00:09:00 Mm-hmm. Okay. Um, no Dutch leftover, I guess?

204 Interviewee 12: 00:09:04 No.

205 Interviewer: 00:09:05 Okay. Um, and your French, would you consider it to be
 206 stronger than the Indonesian, still?

207 Interviewee 12: 00:09:13 Uh, stronger definitely in comprehension and reading.
 208 Um, I, I-- it was a research language I used in Grad
 209 school, um, yeah.

210 Interviewer: 00:09:23 Okay. What, um, what languages do you speak with your
 211 parents?

212	Interviewee 12:	00:09:27	English.
213	Interviewer:	00:09:28	English.
214	Interviewee 12:	00:09:29	With a smattering of Indonesian vocabulary thrown in,
215			just family argo [sic].
216	Interviewer:	00:09:34	Mm-hmm. Um, and your parents amongst themselves?
217	Interviewee 12:	00:09:37	Mm-hmm.
218	Interviewer:	00:09:38	Also English?
219	Interviewee 12:	00:09:38	Um, English. When we were young, they would use
220			Indonesian to, um, to not be understood by the kids. But,
221			uh, yeah.
222	Interviewer:	00:09:48	Okay. And Indonesian, um, your mom-- how did she pick
223			that up then? Because as I understand it, your dad was
224			studying it.
225	Interviewee 12:	00:09:55	Yes.
226	Interviewer:	00:09:55	Intensively.
227	Interviewee 12:	00:09:56	She-- that's right. She picked it up just by living there.
228			And then--
229	Interviewer:	00:10:00	Okay.
230	Interviewee 12:	00:10:00	--later in life she was actually involved in some-- she's a
231			linguist,--
232	Interviewer:	00:10:04	Okay.
233	Interviewee 12:	00:10:04	--herself, um, and her language of study was French. Um,
234			but she was involved in some language pedagogy projects
235			that a colleague of my father was doing in the last 10

236 years and she spent some time in Indonesia helping
 237 develop those materials.

238 Interviewer: 00:10:20 Mm-hmm, okay. Do you have siblings?

239 Interviewee 12: 00:10:24 Three.

240 Interviewer: 00:10:25 Three. And with your siblings, um, you also only speak
 241 English or did you guys have periods of maybe speaking
 242 Indonesian when you-- in the U.S. when you didn't want
 243 to be understood by others?

244 Interviewee 12: 00:10:35 We do a little bit. Um, the three older siblings were very
 245 close in age. Um, my youngest sibling came later and so
 246 he was actually the most fluent in Indonesian when we
 247 left Indonesia. But he was young enough that he
 248 completely forgot all of it.

249 Interviewer: 00:10:50 Okay.

250 Interviewee 12: 00:10:50 Um, but my younger sister did her university degree in
 251 Indonesian studies.

252 Interviewer: 00:10:56 Okay.

253 Interviewee 12: 00:10:56 Uh, and spent a year living there.

254 Interviewer: 00:10:58 Okay.

255 Interviewee 12: 00:10:59 So she has the most fluency.

256 Interviewer: 00:11:02 Okay, okay. Um, thank you for sharing that.

257 Interviewee 12: 00:11:05 Mm-hmm.

258 Interviewer: 00:11:06 Now connecting your language skills with your
 259 professional work.

260 Interviewee 12: 00:11:09 Mm-hmm.

261 Interviewer: 00:11:10 Um, what, what kind of area do you work in? Um, what
 262 kind of background-- do you use other languages next to
 263 English? If so, in what kind of context?

264 Interviewee 12: 00:11:20 I work in the arts and philanthropy. Uh, I work for a
 265 charitable foundation that operates an international
 266 fellowship program, for artists and scholars who are
 267 doing research and creative work between the-- Asia and
 268 the U.S.

269 Interviewer: 00:11:36 Okay.

270 Interviewee 12: 00:11:37 So I work very closely with artists from all over Asia, um,
 271 including Indonesia. Um, but we have an English
 272 language requirement for eligibility. So English is the
 273 primary language. Occasionally I'll review materials in
 274 Indonesian, but it's not an expected requirement of my
 275 position and I have to use Google Translate in
 276 combination with my, uh, my own comprehension skills
 277 to really make use of it.

278 Interviewer: 00:12:04 Okay. Um, in that setting, do you also converse then in
 279 Indonesian occasionally to, to--?

280 Interviewee 12: 00:12:13 Very occasionally.

281 Interviewer: 00:12:13 --sort of in a social setting then?

282 Interviewee 12: 00:12:15 Very, very occasionally.

283 Interviewer: 00:12:17 Okay. Um, and next to Google Translate, I guess you've-
 284 - during your studies, did you ever have any kind of
 285 translational background, um,--

286 Interviewee 12: 00:12:25 No.

287 Interviewer: 00:12:26 --where you did research in, or, or, um, interpretation
 288 work?

289	Interviewee 12:	00:12:29	Um, in my, in my academic studies?
290	Interviewer:	00:12:32	Mm-hmm.
291	Interviewee 12:	00:12:33	Um, I actually did, but for Persian.
292	Interviewer:	00:12:36	Okay.
293	Interviewee 12:	00:12:37	Not Indonesian.
294	Interviewer:	00:12:38	Okay. And I guess since that's not the regional focus right
295			now, you're not using that at all anymore, right?
296	Interviewee 12:	00:12:43	Yeah, that's right.
297	Interviewer:	00:12:44	Okay. Um, so what, what would you do, you get
298			applications basically that are then, uh, in, in English or
299			maybe have an Indonesian touch to them and then you
300			would, um, just sort of go through the written word and,
301			and translate it here and there where you would need it or
302			how do I understand that? From a linguistic perspective?
303	Interviewee 12:	00:13:02	The applications, yeah, the applications are all in English,
304			but people might link to websites that have Indonesian or
305			if I'm just doing Google-- uh, sort of a Google search on
306			an applicant, there would be Indonesian, um, pages.
307	Interviewer:	00:13:15	Okay. And the applicants, do they come for like an
308			interviewing process then as well, where, um, language--
309			?
310	Interviewee 12:	00:13:21	They do. We interview, yes. Um, sometimes by travel to
311			the region, sometimes through Skype. But again those,
312			those interviews are in English.
313	Interviewer:	00:13:31	Mm-hmm. And there, um, just from like a social
314			perspective, social setting, there is no, uh, niceties here

315 and there maybe in Indonesian that are used or, you know,
 316 to--

317 Interviewee 12: 00:13:41 Very, very few. Yeah.

318 Interviewer: 00:13:43 --to smoothen the road. Yeah. Okay. Mm-hmm. Um, let's
 319 see. Looking, looking back at your entire professional life
 320 so far, has there been-- and it could be any job, not the
 321 one that you're in right now--

322 Interviewee 12: 00:13:54 Mm-hmm.

323 Interviewer: 00:13:55 --could it— is there an interesting, um, linguistically
 324 focused story or encounter that you still remember today
 325 because it was so different, so odd, so off, so positive, so
 326 negative, something that strikes you--

327 Interviewee 12: 00:14:06 Linguistically focused. Um,--

328 Interviewer: 00:14:08 --yeah, as a story that you would like to share?

329 Interviewee 12: 00:14:11 I would just say I really enjoy being around people who
 330 speak other languages, whether or not I understand them.
 331 Um, I worked for about three years running an Arab
 332 cultural space in New York and most of the participants
 333 in that program were Arabic speakers, also fluent in
 334 English. But a lot of social sort of, um, situations in which
 335 Arabic was the primary language. Um, it's just something
 336 I've always appreciated, um, and have always sought to
 337 surround myself with people who, who are obviously
 338 from other places and also speaking other languages.

339 Interviewer: 00:14:48 Why is this important for you?

340 Interviewee 12: 00:14:51 Uh, I think it-- that's-- huh, why is it important? That's a
 341 huge question. Um, but I think it helps me maintain a
 342 sense of identity. I, I have never felt like I am American

- 343 in the way that most people would, um, interpret me to
 344 be. I've always felt like an immigrant in the U.S. But I am
 345 very much, uh, an invisible or hidden immigrant. And I
 346 think, um, surrounding myself with people who also have
 347 one foot in and one foot out makes me feel more like-- it's
 348 more, it's more in keeping with my own sense of self.
- 349 Interviewer: 00:15:25 Mm-hmm, mm-hmm. When did and where did you learn
 350 about the concept of Third Culture Kids or Adult Third
 351 Culture Kids?
- 352 Interviewee 12: 00:15:33 Uh, I discovered that book-- is it, uh, Ruth Useem? The,
 353 the Third-- the TCK book that everyone reads.
- 354 Interviewer: 00:15:40 Uh, Ruth van Reken. And Pollock.
- 355 Interviewee 12: 00:15:41 Yeah, yeah. I found that and it must've been my last year
 356 in university.
- 357 Interviewer: 00:15:46 Okay.
- 358 Interviewee 12: 00:15:47 And it just was a revelation for me. I had really been
 359 struggling with reverse culture shock, completely
 360 unexpectedly. Um, and it, it really opened-- it, it offered
 361 a lot of answers.
- 362 Interviewer: 00:16:01 How, how did you find the book? Was it like an adviser
 363 that of-- like recommended it or?
- 364 Interviewee 12: 00:16:06 No, I can't remember. I might have just been searching
 365 online. It definitely wasn't recommended to me by anyone
 366 else. Um, but when I discovered it, I started giving it away
 367 and recommending it to many other people.
- 368 Interviewer: 00:16:19 Mm-hmm. I know the feeling. Okay. Um, coming to, um,
 369 your international background and your intercultural

370 competence, I think there we can maybe dive a little bit
 371 deeper, too.

372 Interviewee 12: 00:16:33 Mm-hmm.

373 Interviewer: 00:16:34 Um, what cultures do you feel comfortable in moving
 374 around in? Um, what cultures do you feel comfortable
 375 sharing your knowledge about with others?

376 Interviewee 12: 00:16:44 I would say-- I think one of the lasting, uh, effects of my
 377 upbringing is that I would not claim expertise in any
 378 culture and would not be quick to forward myself as
 379 somebody who is particularly knowledgeable. Um, I, I
 380 tend to be an observer. I think that is really rooted in, in
 381 my background. That I feel like I need to watch people
 382 and how they interact and sort of slowly get some
 383 understanding about the implicit rules or assumptions that
 384 are at play in how people engage.

385 Interviewer: 00:17:25 Mm-hmm, okay. That being said, what kind of, um,
 386 cultures do you surround yourself with and not, not, not
 387 only in the professional life where I guess there's a certain
 388 Asian--

389 Interviewee 12: 00:17:37 Mm-hmm.

390 Interviewer: 00:17:38 --aspect now to it as well, but, um, also in your private
 391 settings?

392 Interviewee 12: 00:17:41 Mm-hmm.

393 Interviewer: 00:17:42 Um, are there sort of cultures that sort of, um, you know,
 394 come up and, and, and can be pinpointed in the sense that
 395 you have a lot of friends from that group or--?

396 Interviewee 12: 00:17:49 Def-- Definitely Indonesia. Um, I-- for the last 20 years
 397 now, I have participated in, um, community Gamelan

398 ensembles. So traditional music of Indonesia. And I've
 399 been very active in a couple groups that, um, they, they
 400 tend actually not to have many Indonesian members. Um,
 401 but it's again, an opportunity to continue having access to
 402 that culture, which was so-- I was there at the most, I
 403 think, significant point of development. And when we left
 404 when I was 13, it was very difficult for me and I've
 405 struggled to find ways to keep ties to that culture even
 406 while feeling like I have no authentic claim to it. Um, but
 407 so-- and through those ensembles, they form a large
 408 portion of my social community.

409 Interviewer: 00:18:45 Mm-hmm, okay. What about the, uh, Australian--

410 Interviewee 12: 00:18:49 Mm-hmm.

411 Interviewer: 00:18:50 --New Zealand aspect of life? That hasn't really been
 412 coming up.

413 Interviewee 12: 00:18:52 Yeah, strange. Um, Australia, we last lived there when I
 414 was seven or eight, and my parents were very unhappy
 415 there, so I internalized their rejection of Australia. Um,
 416 New Zealand, again, I moved there when I was 13, very
 417 much against my will, and counted down the years until I
 418 could leave. So--

419 Interviewer: 00:19:16 Okay.

420 Interviewee 12: 00:19:16 --I've had very complicated relationship with New
 421 Zealand because my family ended up staying there. So,
 422 um, both of my parents and until a couple of weeks ago,
 423 two of my siblings still lived there. Um, one of them just
 424 moved to Europe, but I have had to return to visit and it's
 425 been a very slow, uh, evolution of my relationship to the
 426 country. But I'm beginning to appreciate it.

- 427 Interviewer: 00:19:40 Okay. Have you-- that was my next question-- gotten
428 more on terms with it now as a grown-up, or?
- 429 Interviewee 12: 00:19:45 Yeah, I mean it's a beautiful country. It's as-- in, popular
430 sort of, uh, um, reputation. Um, but when I left, I, I
431 actually didn't even stay in touch with any of my friends.
- 432 Interviewer: 00:19:58 Okay.
- 433 Interviewee 12: 00:19:59 And more recently one of my close friends from high
434 school has been living in New York, so I've reconnected
435 with her in the U.S.
- 436 Interviewer: 00:20:08 Mm-hmm. How is it-- um, how did you guys stay in touch
437 or know about each other? Was it then via the social
438 media setup now or-?
- 439 Interviewee 12: 00:20:15 Yeah, of course it didn't exist. I mean, I don't know if you
440 have my age in, in the survey or anything, but social
441 media-- I was 26 when New Zealand came on Facebook.
- 442 Interviewer: 00:20:28 Okay.
- 443 Interviewee 12: 00:20:29 That was within the space of a month, suddenly
444 everybody I knew from high school popped up and I--
445 that might have been how I reconnected with this friend
446 as well.
- 447 Interviewer: 00:20:38 Mm-hmm. Okay. What about, uh, Europe next to the
448 Netherlands? Um, also Africa. Um, yeah, these are areas
449 you haven't touched upon. South America, is there any--
- 450 Interviewee 12: 00:20:50 I--
- 451 Interviewer: 00:20:51 --sort of connection or feeling there, or?

452 Interviewee 12: 00:20:52 I have never been to South America. I've traveled a little
 453 in North Africa and the Middle East, but not for longer
 454 than a couple months at a time.

455 Interviewer: 00:21:01 Okay, so.

456 Interviewee 12: 00:21:02 I spent a summer in Central Asia. So.

457 Interviewer: 00:21:04 If somebody were to ask you to sit in front of a group of
 458 like eight year olds and tell them about a culture in the
 459 world, which culture would you be comfortable about
 460 sharing your knowledge with?

461 Interviewee 12: 00:21:14 Oh goodness, my knowledge?

462 Interviewer: 00:21:17 Your knowledge.

463 Interviewee 12: 00:21:17 Um, I would probably--

464 Interviewer: 00:21:18 Your expertise.

465 Interviewee 12: 00:21:18 --my first impulse, my first impulse might be to talk about
 466 the U.S. but to talk about it from a critical perspective.

467 Interviewer: 00:21:27 Okay.

468 Interviewee 12: 00:21:28 Yeah. And that is actually something, you know, working
 469 with artists and scholars, visiting from Asia, um, they
 470 often come with preconceptions about what America is.
 471 And, um, the program I, I work for is a very long term
 472 immersive program. So most of these people are here for
 473 six months. Um, and so I'm very interested in their
 474 process of sort of discovering a reality on the ground that
 475 is at odds with their perceptions [unclear due to overlap].

476 Interviewer: 00:21:58 Are you in, in connection with these people when they
 477 return to their own cultures again, and sort of the,--

478	Interviewee 12:	00:22:03	Somewhat.
479	Interviewer:	00:22:04	--the re-immersion into their own—
480	Interviewee 12:	00:22:07	Mm-hmm.
481	Interviewer:	00:22:07	--cultures happens and then--
482	Interviewee 12:	00:22:08	Mm-hmm, mm-hmm.
483	Interviewer:	00:22:08	--sort of see over time you know, how they evaluate their
484			time in the U.S.?
485	Interviewee 12:	00:22:11	Yeah, it's-- I mean, it really ranges. We work with people
486			from 25 different countries in Asia and some of them are
487			very well-traveled and some of them come from regions
488			where they have fewer resources and fewer opportunities
489			to travel. And so there's very different experiences in
490			returning.
491	Interviewer:	00:22:29	Okay. Hmm. Coming onto my next question, uh, again,
492			connecting your intercultural competence and knowledge
493			basically with your professional life, um, are you able to
494			use your intercultural competence and knowledge in your
495			work related setting? Um, if so, can you give me an
496			example or two where you would use it?
497	Interviewee 12:	00:22:51	Yeah. Ver-- I, I mean, all day. Every day.
498	Interviewer:	00:22:55	Okay.
499	Interviewee 12:	00:22:57	Um, where to even start?
500	Interviewer:	00:22:57	I, I saw on, on the answers to the interview too-- or the
501			questionnaire too-- that, that it seemed to be your stronger
502			area rather than the linguistic side of things. So.
503	Interviewee 12:	00:23:06	Yeah. And on the linguistic side--

- 504 Interviewer: 00:23:07 I'd be happy to talk about that in more detail.
- 505 Interviewee 12: 00:23:09 Yeah. On the linguistic side, I would say even
506 communicating with people for whom English isn't a first
507 language, some of whom are very, are, are-- have very
508 minimum conversation ab-- ability and just being
509 sensitive to the experience that they're going through and,
510 and struggling to communicate. Um, I have a facility for
511 understanding different accents and for being aware of
512 the difference, um, sort of syntactical structures that
513 might be a play in strange, um, translations into English.
514 So I think that on that level, the linguistic element, even
515 though it's in English, is very much a part of my, um,
516 skillset. Um, other areas, it's just general sensitivity to the
517 experience of being dislocated and the really-- the kind of
518 mundane daily and quotidian encounters that, that are at
519 play in that experience, um, and the deeper emotional--
520 and maybe I project more, um, [pause] more trauma onto
521 that experience than others might actually be, be going
522 through, um, because that's very much-- that was a feature
523 of my childhood. Um, but ju-- just to give one example
524 of, of how my intercultural competency is at play. Um, so
525 I work for an organization that even though our mission
526 and our, our daily work is very much about intercultural
527 exchange, uh, the co-workers I work with are not all
528 themselves well-traveled or very-- or have first-hand
529 experience in, in that realm.
- 530 Interviewer: 00:24:54 Okay.
- 531 Interviewee 12: 00:24:55 And so we had a website where we listed all the recipients
532 of our grant program and they were just listed with given
533 name, family name, regardless of what country they come
534 from. And I was very insistent that it was-- would be
535 better practice to observe the naming conventions of the

536 culture in-- from which they come. Not only to exhibit
537 cultural respect, but also just so that if somebody is
538 searching-- you know just for search engine optimization,
539 if somebody's looking somebody up, they are less likely
540 to find our website if their name is appearing in this
541 reverse order.

542 Interviewer: 00:25:33 Okay. How, how did that come up for you? Why, why
543 was this an issue? Um, and, and how long did it take you
544 to basically establish this new lineup then online?

545 Interviewee 12: 00:25:46 It took me, I would say four years.

546 Interviewer: 00:25:49 Okay.

547 Interviewee 12: 00:25:50 Yeah.

548 Interviewer: 00:25:51 Okay.

549 Interviewee 12: 00:25:51 Um, and that is because it wasn't that there was no re--
550 receptivity, but we're very understaffed and it just-- there
551 was a will but nobody could find the time or the way to
552 make the change.

553 Interviewer: 00:26:03 Okay. How big is your organization?

554 Interviewee 12: 00:26:08 Uh, we are nine people in New York.

555 Interviewer: 00:26:10 Okay.

556 Interviewee 12: 00:26:10 We have four offices in Asia, but they're very small. We
557 have one part-time person in Manila and the other offices
558 have two to three full-time staff in each office.

559 Interviewer: 00:26:20 Okay, okay. Um, so basically the, the boss I'm assuming
560 knows everybody well and--

561 Interviewee 12: 00:26:27 Yes.

562 Interviewer: 00:26:27 --hired everybody well.

563 Interviewee 12: 00:26:31 Well, we have-- I, I don't know if this is relevant, but it's-
564 - we have some legacy staff members who've been around
565 since the 1980s,--

566 Interviewer: 00:26:39 Okay.

567 Interviewee 12: 00:26:40 --um, and predate the current leadership by several
568 decades.

569 Interviewer: 00:26:43 Okay.

570 Interviewee 12: 00:26:44 So.

571 Interviewer: 00:26:45 Um, okay, well, my question is more along the lines of,
572 um, your boss-- does, does he or she see, um, the
573 background that you are bringing to the table, the
574 potential that's behind it. Um,--

575 Interviewee 12: 00:26:57 Yeah.

576 Interviewer: 00:26:58 --is it more the thing that the colleagues see it and maybe
577 ask you for help occasionally? Um, who, you know--

578 Interviewee 12: 00:27:01 She-- my-- the executive director is a TCK herself.

579 Interviewer: 00:27:07 Okay.

580 Interviewee 12: 00:27:07 Uh, Japanese-American, raised in Japan, but attending
581 international schools.

582 Interviewer: 00:27:12 Okay. So there's a certain connection there-- is what
583 you're--

584 Interviewee 12: 00:27:16 Yeah.

585 Interviewer: 00:27:16 --implying?

586 Interviewee 12: 00:27:16 Mm-hmm.

587 Interviewer: 00:27:17 Okay. Mm-hmm. Um, and you say in the everyday
588 setting, is there another example that you can give me in,
589 in combination maybe with the people applying or, or--

590 Interviewee 12: 00:27:29 Mmm.

591 Interviewer: 00:27:29 --what sort of a setup with your colleagues, um, from an
592 intercultural perspective where you say you really had to,
593 to use your, you know, your skill set, your--

594 Interviewee 12: 00:27:39 Yeah, so much. I mean, the-- one of the services we
595 provide, fellows who are residing in New York for six
596 months, is assistance opening a bank account. And, um,
597 there was a suggestion from one of my co-workers that
598 we just leave them to their own devices to navigate the
599 banking system. And also, uh, taxes-- we, we have, we--
600 so on the banking issue, somebody wanted to do away
601 with that service, uh, and it was a person who hadn't lived
602 abroad and wasn't aware that banking is actually radically
603 different in different countries. And that this was an area
604 where it really was very helpful to have insider, um,
605 support to guide somebody through a system that would-
606 - yeah, of course with the Internet and people can figure
607 stuff out, but it's just not a great use of their time if we
608 can very easily give them, um, pointers to walk them
609 through it. Uh, I'm currently going through a similar
610 situation, um, with U.S. tax filing regulations for some of
611 our fellowship recipients. Um, the, the approach, um, to
612 date has been because we don't have tax expertise on staff
613 and it's an area of huge complexity, um, we don't want to
614 get involved or give them any individualized advice about
615 how to manage tax filings, reporting on the awards that
616 we have given them. And I've been working over the last
617 year to, um, to create some kind of support system

618 because it is an area where people really struggle and the
 619 stakes are really high if they, if they misfile or don't file.
 620 So I'm working to bring on an advisor who can-- who we
 621 would, um, retain to be the go-to.

622 Interviewer: 00:29:24 Mm-hmm.

623 Interviewee 12: 00:29:25 Um, yes.

624 Interviewer: 00:29:25 Do you also in your company have, um, or bring in maybe
 625 third-party translators, interpreters as well, um, in
 626 situations where it gets kind of sticky in the
 627 communication or?

628 Interviewee 12: 00:29:37 Occasionally, mm-hmm.

629 Interviewer: 00:29:38 Okay. Yeah? From external then, I guess? I would--

630 Interviewee 12: 00:29:42 External, but they would most likely be alumni of our
 631 program or based in the U.S.--

632 Interviewer: 00:29:48 Okay.

633 Interviewee 12: 00:29:48 --so people with-- whom we have a relationship with.

634 Interviewer: 00:29:50 Do the people that you have tend, tend to stay then in the
 635 U.S., um, over a longer period or do they go back and
 636 then at some point maybe return in their lives?

637 Interviewee 12: 00:29:57 Um, they are required to go back under the terms of the
 638 visa that we sponsor them for. Um, but we do also make
 639 awards to U.S. based, um, artists and scholars, many of
 640 whom made it-- might have originally been from Asia or
 641 might be Asian-American. And then also it is not
 642 infrequent that people will return and then come back at
 643 some later stage and, and end up either living here full-
 644 time or part-time.

645 Interviewer: 00:30:25 Okay. Mm-hmm. So there's a-- it seems to be like an
646 ongoing growing family of connections then, right? It's
647 sort of--

648 Interviewee 12: 00:30:32 Yes. Yeah.

649 Interviewer: 00:30:32 --it's slightly more intimate than probably in the business
650 setting world.

651 Interviewee 12: 00:30:36 Oh, very. It's, it's very, and, and that's really the ethos that
652 the organization is building peer to peer relationships
653 across borders.

654 Interviewer: 00:30:45 Mm-hmm. Okay. Um, looking again at, at the
655 intercultural competence and your professional life, your
656 entire professional life so far, are-- were you actively
657 searching to be able to use your skills when you were
658 looking for jobs? Um, to, to--

659 Interviewee 12: 00:31:01 Very much.

660 Interviewer: 00:31:01 Okay. Can you elaborate on that a little more? Why, why
661 is it important to you? Again, how were you, when you
662 were looking, sort of--

663 Interviewee 12: 00:31:08 Mm-hmm, I actually--

664 Interviewer: 00:31:08 what, what, what was important? What flagged up?

665 Interviewee 12: 00:31:13 You know that-- this actually [pause] might be an area
666 where I've misstepped and I'm currently going through a
667 job search. I'm, I'm looking to move on to another
668 opportunity. Um, and I would say that maybe I should
669 have been leading with my skills where I was very much
670 leading with my emotional needs--

671 Interviewer: 00:31:34 Okay.

672	Interviewee 12:	00:31:35	--to be involved in communities, diverse international
673			communities.
674	Interviewer:	00:31:39	Okay.
675	Interviewee 12:	00:31:39	Um, and so I was really not thinking so much in terms of
676			professional, um, skill building and really more looking
677			to fulfill my own emotional needs.
678	Interviewer:	00:31:50	Okay.
679	Interviewee 12:	00:31:51	Um, but every time I come to the point of wanting to
680			move on from a job, I feel a little bit, a little bit stuck
681			because I really would do almost anything to, to be able
682			to work in an environment that does meet my personal
683			needs. Um, but I haven't been so consistent in building a
684			trajectory of professional development that points in a
685			very clear direction as to what the next job might be.
686	Interviewer:	00:32:16	Okay. Which means you're just open for a lot of different
687			opportunities, right? It doesn't have to be in a negative
688			touch.
689	Interviewee 12:	00:32:21	I, I, I think I'm open, but it's, it's hard to sell that point
690			because it's not really the [pause] it's not the professional
691			spin on things.
692	Interviewer:	00:32:35	Mm-hmm, okay. Um, so when you were looking for the
693			last jobs [stress on s] -the plural-, were you then looking
694			at like job descriptions and, and seeing, okay, they have
695			this international background, I think I might fit in there
696			well or was it,--
697	Interviewee 12:	00:32:49	Yeah.

698 Interviewer: 00:32:49 --were they actively seeking people with, you know, with,
699 with the, um, intercultural competence already, um,
700 saying from the region of the world or you know,--

701 Interviewee 12: 00:32:56 Yeah.

702 Interviewer: 00:32:56 --like how, how, how and why did you land in your places
703 without going into the work specifics per se, but--

704 Interviewee 12: 00:33:01 Yeah.

705 Interviewer: 00:33:02 Yeah.

706 Interviewee 12: 00:33:03 I've only worked for nonprofits and I've only ever applied
707 to nonprofits.

708 Interviewer: 00:33:07 Okay.

709 Interviewee 12: 00:33:07 So it's really very much about the mission. What is the
710 mission of the organization and how does that speak to
711 some kind of international, um, component.

712 Interviewer: 00:33:15 Mm-hmm. Would you be interested in also intensifying
713 then the Indonesian factor in it, uh,--

714 Interviewee 12: 00:33:22 Oh.

715 Interviewer: 00:33:23 --in the sense that if the next job were to be Indonesian,
716 you know, language necessity?

717 Interviewee 12: 00:33:26 Absolutely. Yes. Yeah. I would, I would, I would be
718 thrilled to have the excuse to really focus my energies
719 and, and motivate myself to go deeper. Yeah.

720 Interviewer: 00:33:37 Okay. Again, looking at your entire professional life so
721 far, um, have-- is there like an interculturally focused
722 story or encounter that was so off, so different that you'd
723 like to share here? 'Cause you still remember it like it was

724 yesterday? Can be from when-- whenever time. Doesn't
 725 have to be the last, last couple of years now in that job.

726 Interviewee 12: 00:33:58 'That was so off', meaning--?

727 Interviewer: 00:34:00 Very positive, very negative, however you want to-- you
 728 can also share two.

729 Interviewee 12: 00:34:04 Yeah.

730 Interviewer: 00:34:05 One positive, one negative.

731 Interviewee 12: 00:34:06 Nothing, nothing jumps to mind.

732 Interviewer 00:34:11 No?

733 Interviewee 12: 00:34:12 [shaking head] mm-mm.

734 Interviewer: 00:34:13 Okay. That's fine. Maybe, maybe something will still
 735 come in. Um, I'm curious to hear because you're, you're
 736 one of the few that has been at least portraying towards
 737 me right now, the slightly more negative touch of the
 738 ATCK life. Um--

739 Interviewee 12: 00:34:28 Yeah.

740 Interviewer: 00:34:29 --is it like that or am I just interpreting it--

741 Interviewee 12: 00:34:32 Oh.

742 Interviewer 00:34:32 --in the wrong way? Do you, do you-- would you, would
 743 you've rather not had certain stops in your life in that kind
 744 of lifestyle or would you have, would you have not traded
 745 it in the world but you know that there's a lot of struggle
 746 involved? [Unclear due to overlap]

747 Interviewee 12: 00:34:44 That! I wouldn't trade it for anything. I definitely wouldn't
 748 give it up by-- I think my [pause] my experience-- I often
 749 have-- in, in trying to think through why I'm continuing

750 to work through some of the repercussions of, of my
 751 childhood, one of the theories I've landed on is that my
 752 family was in different circumstances than many of my
 753 peers, especially in Indonesia. They were largely
 754 corporates, oil, diplomat families. Um, and they had a
 755 very different relationship I think to the local culture than
 756 I did with a father who was very immersed and very, um,
 757 sympathetic and very connected to the local culture. Um,
 758 and he was very often critical of how other expats
 759 engaged with locals and sort of policed how me and my
 760 siblings, um, we would sometimes adopt the language of
 761 other expats, and that was not allowed in our house. Um,
 762 and then financially my parents were-- my father was a
 763 student on a student budget for the first decade of my life,
 764 um, and that I think has created very different
 765 opportunities for continued connection with friends that I
 766 made along the way. Compared with families that were
 767 traveling under more financially resourced circumstances
 768 that carried through into, uh, the adult life of the ATCKs.
 769 I, I've seen a lot of people who've been able to jet around
 770 very freely, um, to continue keeping those ties alive and
 771 that was not the circumstance for my family. So for
 772 example, um, when we first left the U.S. we didn't come
 773 back for five years and my parents were very sad. They
 774 were very homesick. Um, and since I've left, I've only
 775 been home to New Zealand four times in 16 years and my
 776 parents are not able to travel here. So it's the-- I think it's
 777 a different, uh, situation than many other adult TCKs
 778 [sic].

779 Interviewer: 00:36:59 Do you still keep the, um, well not daily but you know,
 780 tight connection through social media, through Skyping,
 781 videoing and so forth or, or now in the adult life and the
 782 fact that you guys are on opposite ends of the world, does
 783 everybody sort of go along with their own life.

784	Interviewee 12:	00:37:15	With family?
785	Interviewer:	00:37:16	Mm-hmm.
786	Interviewee 12:	00:37:16	We kept very close connection initially and then over the
787			years and decades it's gotten harder to sustain the kind of
788			day to day familiarity that family relationships I think
789			thrive in. So sometimes at this point it's now months
790			between phone calls with my parents.
791	Interviewer:	00:37:38	With your parents?
792	Interviewee 12:	00:37:38	I would say-- yeah-- I would say we're still very close, but
793			we're not very frequently in touch.
794	Interviewer:	00:37:44	Mm-hmm, mm-hmm. Okay. Well I mean the time zone
795			difference et cetera makes it harder.
796	Interviewee 12:	00:37:48	It's very inconvenient. Yeah.
797	Interviewer:	00:37:51	Yeah. I speak with the, the knowledge my parents just
798			decided to move back from, uh, from Hawaii. They were
799			living there for the last four years to Germany, which is
800			like the furthest point you can choose to, to be with, right?
801			So 12 hours' time-zone difference is--
802	Interviewee 12:	00:38:05	Yeah.
803	Interviewer:	00:38:05	--not always easy when you're working and have your
804			own family.
805	Interviewee 12:	00:38:08	Yeah, yeah. It's hard.
806	Interviewer:	00:38:09	Yeah, okay. Um, do you know why your father was
807			interested in that area of the world? Um, 'cause it seems
808			like--
809	Interviewee 12:	00:38:18	I do.

810	Interviewer:	00:38:18	Okay.
811	Interviewee 12:	00:38:19	He was a Mormon missionary.
812	Interviewer:	00:38:22	Okay.
813	Interviewee 12:	00:38:22	So he, you know-- from a very working class background,
814			never traveled. His family didn't travel. Um, but he was
815			sent there at the age of 20 or so, spent two years there and
816			didn't convert a single person but was himself changed
817			for life and left the religion but kept the Indonesian-- the
818			love for Indonesia.
819	Interviewer:	00:38:43	Okay. Okay. Makes sense-- 'cause you'd just said that he,
820			you know, focused so much on it, it was like the question
821			of where that initial interest came from. Mm-hmm.
822	Interviewee 12:	00:38:50	Yeah.
823	Interviewer:	00:38:52	Okay. Um, [pause] I'm just sort of thinking through--
824			there's a slightly different spin on this conversation,
825			which is fine and, and bringing in a lot of different other
826			aspects. Um, I'm wondering what you would advise, uh,
827			younger ATCKs just starting out in their professional
828			careers, um, what you would've liked to know when you
829			were basically finished with, with university, with-- um,
830			when, when you were starting basically your own role--
831			what would you tell them in a mentoring situation?
832	Interviewee 12:	00:39:22	Mm. [long pause] Uh, I guess definitely to capitalize on
833			those skills and to try and, um, represent them
834			professionally as a professional asset.
835	Interviewer:	00:39:41	What skills,--
836	Interviewee 12:	00:39:42	Um, but also--
837	Interviewer:	00:39:42	--what skills do you mean?

- 838 Interviewee 12: 00:39:44 Uh.
- 839 Interviewer: 00:39:45 The language ones? The cultural ones?
- 840 Interviewee 12: 00:39:46 Language, cultural, just the general sort of adaptability,
841 ability to, um, to acclimate to unfamiliar circumstances,
842 to adapt to different needs or different communication
843 styles or different, uh, cultures, whether-- not necessarily,
844 um, you know, foreign cultures per se, but different work
845 cultures, different office cultures. I think it really comes
846 into play in ways that I may not even have been aware
847 myself at that age. But more than that, and again, coming
848 at it from a more, like, personal and emotional
849 perspective, I would say, I think the-- one of the ways that
850 this experience has played out for me has been a difficulty
851 in deciding what it is I-- what future I'm working towards.
852 I am constantly-- um, just unmo-- unmoored and
853 uncertain about how to lock myself into a fixed path. And
854 it's led to me, I think taking a lot of different directions, a
855 lot of different languages that have not-- that I haven't
856 continued, but I guess I would say to, uh, try and be more-
857 - to think more long term and think about how -even if
858 you are exploring different possibilities- to, to try and
859 think about how they can contribute towards a longer-
860 term goal.
- 861 Interviewer: 00:41:20 Mm-hmm. Okay. Well said. Um, yeah, I'm just-- I'm
862 trying to sort of find my spin on it still. Um, one question
863 that is sort of popping in my head is-- uh, right in the
864 beginning when I said 'You're probably military', you
865 said, 'No, that happens a lot to me, but I'm not'. Why does
866 it happen to you? How-- why do you think that that signal
867 was so set in people's heads, or?

868 Interviewee 12: 00:41:48 Oh, I think somehow it's just more publicly, um,
869 represented. People are just familiar with that as being a
870 reason why somebody would travel a lot.

871 Interviewer: 00:41:58 Okay. Okay, okay. No, I have the-- I mean the same, you
872 know, question pops up on my end all the time as well.
873 But, um, like I said, I, I actually had that because I think
874 I, I found our connection with one of those Facebook
875 military attached groups. I was pretty sure you were going
876 to be from that background, but all good. Um, yeah, you
877 know, I didn't ask that in my survey, specifically though.
878 And so. Well. [Name of Interviewee 12], I have a couple
879 of statistical questions still.

880 Interviewee 12: 00:42:28 Sure.

881 Interviewer: 00:42:29 Um, if you would be happy to share your current age with
882 me, that would be helpful.

883 Interviewee 12: 00:42:34 Uh, I always get this wrong. I am 38.

884 Interviewer: 00:42:37 38. Okay.

885 Interviewee 12: 00:42:38 Yeah.

886 Interviewer: 00:42:39 Um, New Zealand and U.S. nationality, right?

887 Interviewee 12: 00:42:43 That's right.

888 Interviewer: 00:42:44 Okay. Um, currently living in New York?

889 Interviewee 12: 00:42:47 Mm-hmm.

890 Interviewer: 00:42:48 Mm-hmm. Your job title would be helpful.

891 Interviewee 12: 00:42:51 Program officer.

892 Interviewer: 00:42:53 Program officer. Okay. And your current, uh, years of
893 work experience, approximately. Full time work--

894	Interviewee 12:	00:43:00	Meaning--
895	Interviewer:	00:43:00	--or it can also be internships--
896	Interviewee 12:	00:43:01	Full time?
897	Interviewer:	00:43:01	--et cetera from,--
898	Interviewee 12:	00:43:02	Yeah, um.
899	Interviewer:	00:43:03	--from 18 onwards. You can also add it together, yeah,--
900	Interviewee 12:	00:43:06	Yeah, I--
901	Interviewer:	00:43:06	I think that's--
902	Interviewee 12:	00:43:07	20 years minus Grad school minus unemployment. Um,
903			maybe 16--
904	Interviewer:	00:43:13	16 years? Okay.
905	Interviewee 12:	00:43:18	Maybe?
906	Interviewer:	00:43:16	Mm-hmm. Yeah, okay. That would be it on my end.
907	Interviewee 12:	00:43:24	Okay.
908	Interviewer:	00:43:24	Um, you've, you've shared a lot for about three quarters
909			of an hour now. If, um, you have any questions towards
910			me, I'd be happy to answer some of them still. Um--
911	Interviewee 12:	00:43:32	Um, can I ask your own--
912	Interviewer:	00:43:34	Please!
913	Interviewee 12:	00:43:34	--background, in far of moves?
914	Interviewer:	00:43:35	Sure, no problem. I'm going to turn off the recording,--
915	Interviewee 12:	00:43:38	Sure.

- 916 Interviewer: 00:43:39 --just because it makes it easier afterwards to--
- 917 Interviewee 12: 00:43:40 Mm-hmm.
- 918 Interviewer: 00:43:41 --uh, to split it.

G.13 ATCK Interview 13 – August 3rd, 2019

- 1 Interviewer: 00:00:00 Starting to, um, record. Something popping up?
- 2 Interviewee 13: 00:00:09 Yupp.
- 3 Interviewer: 00:00:10 Okay. Good.
- 4 Interviewee 13: 00:00:11 Or it says, [name of Interviewer] is recording the call.
- 5 Interviewer: 00:00:14 Exactly. Good. Well, [name of Interviewee 13], thank
6 you so much for taking the time. Um, especially on a
7 Saturday morning. I know that everybody has better
8 things to do then at that time. Um, but I really appreciate
9 it. I promise I won't take more than an hour of your time.
10 I'm usually very good at keeping the time schedule. Um,
11 and for the interview it's a semi-structured process. So I
12 have, um, questions that I'm asking all of my
13 interviewees. Um, but within those question blocks,
14 please feel free to speak freely, tell me details. They're
15 really interesting to me and they're juicy for the story then
16 of the PhD as well. So. Uh, really feel free to just tell me,
17 tell me what you'd like to share then under those specific
18 blocks. Okay?
- 19 Interviewee 13: 00:00:57 Okay.
- 20 Interviewer: 00:00:58 Okay. I think the first question is really easy for anyone
21 who's grown up internationally. Please tell me about your
22 international ATCK background. How did you grow up?
23 Where, when, what were the stops? How did your life
24 continue?
- 25 Interviewee 13: 00:01:11 Well, when I was growing up, um, my father was in the
26 Air Force and he was Career Air Force and we've, I don't,
27 do you want the stops in order?

- 28 Interviewer: 00:01:22 Please yes.
- 29 Interviewee 13: 00:01:24 In order, I have to think about it. Okay. So I was born in
30 Illinois and right after I was born my dad went back into
31 the military. He'd gotten out of the military, he went right
32 back into the military. So I was in Springfield, Illinois for
33 a few months and oh, where did we go next? I think we
34 went next to Colorado Springs. My dad, he got a training
35 at the Air Force Academy there. Um, I think we went to
36 Plattsburgh, New York next. Yeah, that sounds right. We
37 were there for a few years. No! We went to Colorado
38 Springs and then we went to Greece.
- 39 Interviewer: 00:02:06 Okay.
- 40 Interviewee 13: 00:02:06 Yeah. We've been to Crete, Greece. And after Crete,
41 Greece, um, I was about four or five when we moved to
42 Plattsburgh, New York. Um, let's see, from Plattsburgh,
43 New York, my Dad went to training, so we went, actually
44 went and moved in with family for several months back
45 in Illinois. So that was just 'cause my dad was in training.
46 So we got to see family, um, for a while and then after
47 that is when we moved to Germany for three and a half
48 years. So I was, I think 10 when we moved back stateside
49 from Germany. So from Germany we went to-- [pause] I
50 think we went to Cheyenne, Wyoming. And so we were
51 there for a few years and then -I feel like I'm forgetting
52 one- but from Cheyenne we went to Nebraska where we
53 were stationed at Offutt Air Force Base.
- 54 Interviewer: 00:03:18 Okay.
- 55 Interviewee 13: 00:03:19 And I actually got to go to one high school, which was
56 pretty exciting. I got to go to one high school, so that was
57 awesome, especially at that age. And then I started
58 college and my dad retired and I lived in Nebraska for

59 several years. Quite a few years before moving to
60 Georgia.

61 Interviewer: 00:03:39 Okay.

62 Interviewee 13: 00:03:40 Here I am.

63 Interviewer: 00:03:41 Okay. How old were you approximately when you guys
64 were in Greece?

65 Interviewee 13: 00:03:46 When we were in Greece, I was about four.

66 Interviewer: 00:03:49 Four. And how long were-- was, was that lay over time
67 there?

68 Interviewee 13: 00:03:53 From-- I think I was four or five when we left Greece and
69 we were there for two or three years.

70 Interviewer: 00:04:01 Okay. Two or three years.

71 Interviewee 13: 00:04:04 Yeah.

72 Interviewer: 00:04:05 Okay. And so, uh, outside of the U.S. it was Greece and
73 Germany, right? If I understood correctly?

74 Interviewee 13: 00:04:10 Greece and Germany, yes. Aha, and then of course we
75 traveled while we were living there. So.

76 Interviewer: 00:04:16 What kind of, um, schooling did you go to through all
77 these different stops? How did you—Was it--

78 Interviewee 13: 00:04:21 I went to mostly military schools. Um, my [pause] middle
79 schools and high schools were civilian schools, but my
80 high school was in a very military town, so I went to high
81 school with other military brats mostly. So.

82 Interviewer: 00:04:46 And the other ones because--

83 Interviewee 13: 00:04:47 'Cuz we lived on the base.

84 Interviewer: 00:04:47 --Yeah. Like I said, you're one of the first, um, military
85 affiliated that I'm talking to in detail. Um, military school
86 means that they were then on base? Only--

87 Interviewee 13: 00:04:56 Yeah.

88 Interviewer: 00:04:57 --for military kids, or? Okay.

89 Interviewee 13: 00:04:59 Yes. Yeah. Um, went to several military schools on base,
90 especially like Germany, of course. In Greece. Yeah. We
91 never lived on the economy. Um, it was on base.

92 Interviewer: 00:05:11 Mm-hmm. And, um, was that then-- is there like one
93 curriculum for, for all of the U.S. military schools then
94 that you would follow making the transitions easier, or?

95 Interviewee 13: 00:05:22 No.

96 Interviewer: 00:05:23 Things that-- no? Okay. The ideal world, right--

97 Interviewee 13: 00:05:26 I do not have fond memories of transitions. No, and of
98 course I transitioned from military to, uh, the non-military
99 schools. So there were some, there were some transition
100 issues. Especially in the military schools that, um, or the
101 in the civilian schools that were not near a base. For
102 example, when I lived for several months back in Illinois
103 with family, that was not a pleasant transition. They were
104 not military friendly. I had a lot of problems there.

105 Interviewer: 00:05:59 Mm-hmm. Just because they didn't know the setup then,
106 or, or the, the, there were, there was no extra help or what,
107 what made it military friendly for you? Let's ask the other
108 way around.

109 Interviewee 13: 00:06:09 Well, it was not, it was not military friendly. Um, I got
110 picked on a lot because I was the new kid.

111 Interviewer: 00:06:15 Okay.

- 112 Interviewee 13: 00:06:16 Um, I was actually ahead of their curriculum, but they
 113 wouldn't let me-- go to the curriculum that I was on. I had
 114 to go back and it was just, it was a very frustrating time
 115 for me. I didn't fit in. Yeah, it was a rough time. Um, at
 116 this civilian school that was not near a military base, that
 117 was the most difficult time that I had. Whereas the
 118 teachers, when you had a hard time transitioning, the
 119 teachers on a military base understood this and they
 120 would, you know, pull you aside and help you and let you
 121 skip ahead if you needed to, that sort of thing. So, there
 122 was definitely, there was definitely a difference. Yeah.
- 123 Interviewer: 00:07:01 And in the military schools were, um, the kids that came
 124 there, they were all military background. I get that. But
 125 were they also then, uh, worldwide different experiences
 126 that would just end up in one classroom? Or was it also--
- 127 Interviewee 13: 00:07:13 Yes.
- 128 Interviewer: 00:07:13 --mainly U.S. moving military, um, coming together?
- 129 Interviewee 13: 00:07:19 I would say that it was a lot of kids who had lived in
 130 various areas. Yeah. A lot of had lived-- had lived in
 131 Europe just because of the era that I grew up in.
- 132 Interviewer: 00:07:29 Mm-hmm.
- 133 Interviewee 13: 00:07:29 In the Cold War because there were a lot of bases in
 134 Europe back then. Um, but I think I ran into a few who
 135 had lived in Japan and that sort of thing. But definitely, I
 136 d--, I do remember one family. No, that's not true. They
 137 had lived overseas as well. So. Yeah, a real mix, a real
 138 mix.
- 139 Interviewer: 00:07:45 Okay, okay.

140 Interviewee 13: 00:07:45 I did meet a couple of people in high school that their
141 parents did not move much just because of the types of
142 jobs that they had, but that was, um, few and far between.
143 A lot of us basically moved every three years that I recall.

144 Interviewer: 00:08:00 Okay. And in the U.S. your moves, some of 'em seemed
145 to be very short in the, in the like months that you would
146 only be on different bases or?

147 Interviewee 13: 00:08:08 No, there was only one time where we were somewhere
148 for a few months and that was when we were with family.
149 And that was because my father was in training.

150 Interviewer: 00:08:17 Mm-hmm. And the rest of the time?

151 Interviewee 13: 00:08:18 Um, the rest of the time we lived somewhere-- we moved
152 about every three years. Every three--

153 Interviewer: 00:08:23 Okay.

154 Interviewee 13: 00:08:24 --three and a half years.

155 Interviewer: 00:08:26 Okay. It's a, um, similar time frame than for diplomatic
156 kids, I guess too, they move every three to four years as
157 well.

158 Interviewee 13: 00:08:32 That's about right. Yeah.

159 Interviewer: 00:08:34 Okay.

160 Interviewee 13: 00:08:35 And then my father, when I was in high school, my dad,
161 they were going to transfer him again, but he had enough
162 seniority to pass on the move. So that's how I was able to
163 live in Nebraska for four years and not be moved. So.

164 Interviewer: 00:08:51 Okay. So you finished with the U.S. high school degree?
165 Very classical. Uh, right? Not an International
166 Baccalaureate? I've heard that--

167 Interviewee 13: 00:09:01 No, I graduated stateside.

168 Interviewer: 00:09:04 Okay. Okay. What nationalities do you hold? Only U.S.
169 passport citizenship? Or? Also--

170 Interviewee 13: 00:09:10 Yeah.

171 Interviewer: 00:09:11 --dual somehow?

172 Interviewee 13: 00:09:12 Naw, I was born stateside. I'm just a U.S. citizen.

173 Interviewer: 00:09:15 Okay.

174 Interviewee 13: 00:09:16 Just fortunate to have lived in other countries and traveled
175 around the world.

176 Interviewer: 00:09:19 Yeah. Okay. And um, while you were--

177 Interviewee 13: 00:09:23 I've traveled, I've traveled outside of the military as well.
178 Um, but haven't lived in other countries, but I've traveled
179 to other countries.

180 Interviewer: 00:09:31 Okay. And the time when you said for Greece and
181 Germany, you were on a U.S. base - living though, right?

182 Interviewee 13: 00:09:37 Yes.

183 Interviewer: 00:09:38 And how was the interaction with, with locals? Was there
184 any or was it more in a, in a U.S. military bubble that you
185 guys would, um, be then as a family?

186 Interviewee 13: 00:09:47 Oh Gosh, no. As a family, we were out in the community.
187 We didn't live on the economy, but we didn't sit on, in
188 base either.

189 Interviewer: 00:09:55 Okay.

190 Interviewee 13: 00:09:56 No. That's one thing I really appreciate about my parents.
191 We were out in the economy every probably weekend and

192 of course during Dad's vacations we were driving all over
 193 Europe and traveling the world. My parents went to- left
 194 us with a babysitter, when they went to Turkey, but-.
 195 Yeah, so we traveled a lot and we were in the economy a
 196 lot. We didn't stay on base.

197 Interviewer: 00:10:21 Okay.

198 Interviewee 13: 00:10:21 Um, we did have activities on base so yeah, we interacted
 199 with military, but we were also out in the community. We
 200 were on Volksmarches, um, at least once or twice a month
 201 when we lived in Germany the whole time. Yeah. We
 202 were out in the community.

203 Interviewer: 00:10:37 Okay. Were there, um, also maybe like families,
 204 friendships that you would uphold or was it mainly
 205 scouting and, and learning about new places, new areas
 206 in, within Germany and Greece? I mean, was there a, you
 207 know, there's a difference of sort of leaving on the
 208 weekends to go and sightsee, um, in, in the local areas or,
 209 um, to have activities, be it through hobbies, so forth
 210 where you would, you know, regularly interact with the
 211 same set of people, um, that might've been locals.

212 Interviewee 13: 00:11:06 There was not the same set of people. It was all new, all
 213 new stuff, which is to my, to my husband's dismay, I now
 214 always want to do something new, something different,--

215 Interviewer: 00:11:18 Okay.

216 Interviewee 13: 00:11:19 --different restaurant every weekend. So we were always
 217 doing different things. We would go to a Volksmarch in
 218 one community, the next weekend we'd go to a castle. So
 219 it was not interacting with the same people. Um, they did
 220 build a few friendships that were local. Mm. There was
 221 this one restaurant that we did build friendships with the

- 222 staff because when we got to Germany, um, they were
 223 working there and they don't change jobs all the time like
 224 you do in the U.S. And we stayed in this hotel that also
 225 had a public restaurant. And we would go back there
 226 sometimes to eat. And they remembered us and knew us
 227 and we stayed there for probably a couple of months. So
 228 when we got ready to leave Germany, we stayed in the
 229 hotel again, and we gave them gifts and, uh, so that was a
 230 relationship that we built. I don't know that it continued
 231 after we moved, but there were times I guess when we
 232 built relationships with, um, with other families, but it
 233 was more, you know, my parents, it was more amongst
 234 the adults. So.
- 235 Interviewer: 00:12:26 Mm-hmm. Okay.
- 236 Interviewee 13: 00:12:27 You know, my brother and I actually spoke better
 237 German than they did. So whoever it was had to speak
 238 English 'cause they never did learn the language.
- 239 Interviewer: 00:12:36 Okay. Um, final question for the growing up. [Unclear
 240 due to connection] ... where in Germany were you, if I
 241 may ask?
- 242 Interviewee 13: 00:12:44 Um, ask me again, there was skip.
- 243 Interviewer: 00:12:46 Sorry. Where in Germany, um, were you living? [Unclear
 244 due to overlap.]
- 245 Interviewee 13: 00:12:51 Our base, our base was in Neu-Ulm.
- 246 Interviewer: 00:12:53 Neu Ulm. Okay. Mm-hmm. Okay. Um, you already
 247 touched upon language. That would be sort of my next
 248 block of questions. Um, I'm sure you speak English on
 249 mother tongue level.
- 250 Interviewee 13: 00:13:05 Yes.

251 Interviewer: 00:13:05 What about, um, German, other languages, European
252 languages, uh, Greek? Is that something you picked on as
253 well? Picked up on?

254 Interviewee 13: 00:13:13 Um, because I was so young in Greece, I honestly only
255 remember a few words and I probably have them wrong.

256 Interviewer: 00:13:20 Okay.

257 Interviewee 13: 00:13:20 Um, as far as German, now that I'm in my late forties and
258 I don't use it, I understand much better than I speak. Like
259 I might pick something up. Um, if I hear something on
260 TV or someone starts to speak it, I may understand quite
261 a bit of it. Um, just because the memory comes back that
262 way. But I don't speak it anymore. I took it in high school
263 and college as my required language because I knew it
264 would be easy for me,--

265 Interviewer: 00:13:48 Okay.

266 Interviewee 13: 00:13:50 --but I don't use it and I don't remember much of it.

267 Interviewer: 00:13:53 Okay. In your schooling times, what, what level of
268 proficiency do you think you acquired? How, how, um,
269 was it more the day to day of traveling, being able to order
270 in a restaurant or were you able to hold, you know, longer
271 conversations, make your, your opinions and points
272 known? Um, when, you know, at the height of your, your
273 German language skills? I understand that it's decreased,
274 but--

275 Interviewee 13: 00:14:16 When we, um, when we were in Germany, we had
276 wonderful teachers and guess what they taught us. They
277 taught us how to -- because they knew what was going
278 on. They knew the kids were speaking for the parents, so
279 they taught us how to do that. We were actually taught
280 how to shop at the market. So when we would go to the

281 market, um, my brother and I would be the ones to speak
 282 to the sellers. So we were able to, um, go to the markets.
 283 We were able to read a menu and know what we were
 284 ordering. Um, so it was interactional, was how we were
 285 taught, which was all. But I wouldn't say, I wouldn't say
 286 I was fluent, far from it. Um, but I could interact enough
 287 to, uh, order from a restaurant, shop in a store or that sort
 288 of thing. And then when things got sticky, tell them I
 289 spoke English and very little German. So.

290 Interviewer: 00:15:11 Mm-hmm. Okay. Um, you just made a comment, which
 291 I think is very interesting to speak for the parents. Yeah.
 292 The teachers knew what was going on. Can you elab-
 293 elaborate on that just a little more?

294 Interviewee 13: 00:15:23 They knew that the kids were in school and had more time
 295 to study the language and they knew that the kids were
 296 more likely to study the language because, so I'm told, it's
 297 easier to pick up a language when you're a child. So they
 298 knew that when we would go out into the community that
 299 the kids would be the ones who knew the language more.
 300 Um, I've seen this in the States as well, um, with kids
 301 speaking for their parents and their parents brought them
 302 from another country or they've been here for years, but
 303 they don't know the language as well. Well, it was the
 304 same thing with us. We were learning the language in
 305 school and they knew that, that the kids would be the ones
 306 out there when we were in the community. And traveling,
 307 is what you do when you're blessed to live in Europe, that
 308 the children would be the ones interacting with the locals.
 309 So that's what would happen. Yeah, we'd walk into
 310 people-- or we would meet people at the Volksmarch or
 311 we'd go to sign up for the Volksmarch and my brother and
 312 I would be, especially me 'cause I really studied it, would
 313 be the ones to go sign us up and find out where to go and

- 314 find out where the end was and to translate. Really. So
315 yeah.
- 316 Interviewer: 00:16:37 Can you explain the Volksmarch a little more? What,
317 what exactly should I understand under that? What, what
318 was the concept?
- 319 Interviewee 13: 00:16:44 Oh, so Volksmarches are-- how do I describe a
320 Volksmarch. Um, these are things that are, um, walks in
321 Germany and Europe and I guess they have 'em, some in
322 England, too. And you sign up. And what they do is they,
323 it's not a jog, it's actually a walk to go sightseeing and
324 they take you around the community. So they will be five
325 k or ten k often you can take your choice of five k or ten
326 k. There are signs along the way. They have them on the
327 weekends. So five k or ten k. And, um, there are stands in
328 between and usually at a halfway point where you come
329 together and it's kind of like a restaurant at a tent or
330 sometimes the stop, the halfway stop would be at a
331 restaurant.
- 332 Interviewer: 00:17:38 Okay.
- 333 Interviewee 13: 00:17:39 And, you have your Bratwurst and enjoy comradery with
334 people. And at the end you get this like plate that you can
335 hang on the wall or a medal that shows that you did--
- 336 Interviewer: 00:17:51 Okay.
- 337 Interviewee 13: 00:17:52 --5k. And most people don't run. It's, it's a walk to just
338 enjoy the countryside and encourage exercise. Um, and
339 we went on those all the time. My mother's basement is
340 filled with all of these plates.
- 341 Interviewer: 00:18:04 Okay.

- 342 Interviewee 13: 00:18:05 And the funny thing is, is that if you went on the five k,
 343 you got like a silver rim on the plate. If you went on a ten
 344 k you got the gold rim. But if a child went on a five k,
 345 they could get the gold rim. So a lot of times at the end,
 346 we would turn in the stamps because they stamp your card
 347 along the way to prove that you did it. So we would turn
 348 in the stamps so we could get the gold rim on the plate.
- 349 Interviewer: 00:18:29 Mm-hmm. Okay.
- 350 Interviewee 13: 00:18:31 If a child did it. Um, but yeah, it was just a fun thing to
 351 do. We got to see a lot of towns that way. They're, they're
 352 stationed around Europe and various areas, um, and
 353 encouraged exercise and they were a good thing. It was a
 354 family activity that we did. Yeah.
- 355 Interviewer: 00:18:49 Okay, okay. Thank you. Regarding language, just coming
 356 back to that again, um, were you ever in a situation - then
 357 in Germany I guess would be the one - um, where you
 358 also had to translate things that were more official in the
 359 sense of, um, maybe in a, in a medical setting, um, in a,
 360 in a police setting or something, um, in a, you know, with,
 361 with a German, um, uh, city law in some sort of setup, or
 362 was that all, was it more on the, uh, recreational, um, and
 363 you know, private activities that you would use it?
- 364 Interviewee 13: 00:19:22 It was all recreational. Anything like that would have
 365 taken place on base.
- 366 Interviewer: 00:19:27 On base. Okay.
- 367 Interviewee 13: 00:19:27 We had a, we had police on base and we had hospitals on
 368 base. Now there were, um, I grew up in an era on base
 369 where, how do I put this? So it doesn't, so it doesn't sound
 370 bad. Um, the supervision was not what you would have
 371 with children in the States because it was simply safer.

372 So, we were nine year olds running around downtown
373 Germany by ourselves. And that was not considered odd
374 or unusual. Now with my own child, I would never permit
375 that.

376 Interviewer: 00:20:07 Mm-hmm. Okay.

377 Interviewee 13: 00:20:09 But it was a different time and it was safe and it was
378 normal. And when you grow up military, you learn to be
379 independent. So we were much more independent, um, at
380 a much younger age than say, civilian children. And you
381 were expected to behave yourself because your father
382 could lose rank if you don't. So there was, there was that
383 threat to behave yourself in the community. So there were
384 times where I had to talk to, um, Germans out in public
385 for whatever reason, but there was no translating under
386 any kind of official business and anything like that.

387 Interviewer: 00:20:57 No, I'm asking--

388 Interviewee 13: 00:20:58 Never got in trouble or went to a German hospital.

389 Interviewer: 00:21:00 Okay 'cause I--

390 Interviewee 13: 00:21:01 Oh wait, no, there was one time. So we're out traveling in
391 Europe, Germany somewhere. And my brother, um, cuts
392 himself very deeply, and we had to go to a German
393 hospital 'cause we were nowhere near a base. Um, and I
394 think I got us in initially, but then they found someone
395 who spoke English and they took it from there, so.

396 Interviewer: 00:21:26 Mm-hmm. I'm asking that just specifically because I
397 know my professor, he did a lot of, um, his research when
398 he was, you know, attaining his, his professorship title
399 role. Um, and it was focused on children translating for
400 their parents in hospitals in Germany with a lot of Turkish
401 children still speaking both languages fluently, but, um,

402 perhaps the parents not speaking enough and, and sort of
 403 having that situation in, in local German hospitals. Who
 404 helps to make the patient understand what the doctor
 405 wants or is asking, you know, is it, is it the children?
 406 Sometimes it's cleaning staff. Um, sometimes it's the
 407 nurse setup just because of the, of the background that
 408 these people have. Um, especially if you have patients
 409 that don't speak, you know, high level of German. That's
 410 why, that, that's sort of where my question was coming
 411 from basically. But I, I assumed already that you would
 412 have had most of your experiences on base then as well
 413 in the U.S. setup. Okay. What other languages or did you
 414 learn any other languages throughout high school? Like
 415 French, high school French or Spanish?

416 Interviewee 13: 00:22:24 I did not. No. I just wanted to learn German.

417 Interviewer: 00:22:27 Okay.

418 Interviewee 13: 00:22:27 So. Yeah.

419 Interviewer: 00:22:28 Okay. Um, looking at languages in your professional life,
 420 does that have any kind of, um, connection-- is-- do you
 421 ever rely on your German, um, in, in any kind of way
 422 nowadays in your job? What is it you do?

423 Interviewee 13: 00:22:44 I do not. I wish I had taken Spanish, but, um.

424 Interviewer: 00:22:48 Okay.

425 Interviewee 13: 00:22:49 Um, I'm a licensed social worker.

426 Interviewer: 00:22:52 Okay.

427 Interviewee 13: 00:22:53 So what I do - that isn't really, say what I do - what I do
 428 is I work with people who want to foster children. Who
 429 want to have kids in their home that are from the foster

430 care system. And I, I basically I investigate them. We call
 431 them home studies, but really I'm investigating them to
 432 make sure they're going to be safe with children. And I
 433 also teach classes for, um, parents who want to foster
 434 children. And I do trainings on that. So, but yeah, I don't,
 435 don't use my German at all.

436 Interviewer: 00:23:29 No. there's never been any kind of situation or also in
 437 previous jobs where you've had to or use, not had to, but
 438 used your German in a maybe social setting way of, of
 439 just, you know, warming up with your, um, counterpart
 440 contact person, or? Um.

441 Interviewee 13: 00:23:45 There's not, I haven't run into any Germans, honestly.

442 Interviewer: 00:23:48 Okay.

443 Interviewee 13: 00:23:49 My-- I married a German, my husband has German on
 444 both sides. Hence the last name Lamprecht, but he learned
 445 about Germany from me.

446 Interviewer: 00:24:00 Okay. So my next question is obsolete. If you speak
 447 German with each other.

448 Interviewee 13: 00:24:07 We do not. We do not, he's, uh, although when we were
 449 dating, um, when we were dating, he, uh, had some few
 450 choice words that he used and his uncle had lied to him
 451 about what they meant.

452 Interviewer: 00:24:26 That's mean. Okay.

453 Interviewee 13: 00:24:28 So he was cussing in German and didn't know it. So I said,
 454 what did you just say? Because my husband does not
 455 curse ever. And I was, I was a little appalled. And I said,
 456 do you know what that means? And he said, "Yeah, it
 457 means stupid." And I said, "That is not what that means".

- 458 So I had to find out which words he knew and tell them
 459 exactly what they meant because I knew what they meant.
- 460 Interviewer: 00:24:55 That's a nice story though.
- 461 Interviewee 13: 00:24:57 So, yeah. Um, so I've taught him about Germany and one
 462 day we'll go to Germany together. Um, he does have
 463 some, um, a little bit of knowledge of where it passed
 464 down from the family. And both sets of grandparents are
 465 German and he's got blonde hair and blue eyes. So we've
 466 talked about that and I've introduced him to, I, I order--
 467 when I tell people this, they think it's hoity-toity, but I
 468 order imported bratwursts because I don't like American
 469 bratwurst. Um, so I have incorporated that culture into my
 470 life. Um, like Christmas time I have some German
 471 traditions that I do, that sort of thing.
- 472 Interviewer: 00:25:38 What, what do you do there?
- 473 Interviewee 13: 00:25:40 I like to play German music. That's the only time I like to
 474 listen to German music. I'm not a big fan of it -is at
 475 Christmas time- and decorate my house. Kind of looks
 476 Christmasy and I bring out the nutcrackers. And so that's
 477 just part of my culture. If there is ever a German festive
 478 around I go. There's a town in, in Georgia called Helen,
 479 Georgia that is designed after Germany. They did this to
 480 attract, um, to attract like visitors and business to their
 481 town. They did this on purpose. So of course I've been out
 482 there and I've, I've visited Helen, which is nothing like
 483 Europe, but it was a fun, kitschy thing to do, you know.
 484 Um, lots of German restaurants out there. So, I like to go
 485 to German restaurants, that sort of thing. So--
- 486 Interviewer: 00:26:32 Is, have you ever--[unclear due to overlap]

487 Interviewee 13: 00:26:33 I've taught my husband about his German culture and
488 taught him to stop cursing in German because the words
489 did not mean what he thought they meant.

490 Interviewer: 00:26:43 Well, that's mean if you're taught the wrong way, right?

491 Interviewee 13: 00:26:46 That does not mean stupid. Stop saying it.

492 Interviewer: 00:26:51 Um, have you ever in a, in a private setting, in your years
493 after college, um, sought out German contacts as well or
494 like German-American club, something like that to, to
495 meet with other people? Or, if not German then maybe
496 international setup to have like, you know, expat
497 communication connection?

498 Interviewee 13: 00:27:12 Well, I am part of a Facebook group for people who have
499 lived in Neu Ulm, Germany. And actually last fall I went
500 to a reunion for people who went to the school in Neu
501 Ulm, Germany and it didn't matter what year you
502 graduated. So we all met in Nashville, Tennessee. So I
503 have sought out those contacts that way. And I have found
504 a, a few friends on Facebook that I was friends with in
505 Neu Ulm, Germany. And I have a friend-- we were both
506 stationed in Neu Ulm, but not at the same time. And I
507 actually, eventually got to meet her in person 'cause she
508 lives close to my family. So when I was visiting family, I
509 got to see her. So yeah, I have definitely sought out other
510 people that, to have that, that connection from my
511 German childhood. I also attend, um, a Greek festival
512 every year and I eat a lot of Greek food. Greek is actually
513 my favorite food. Um, I eat a lot of Greek food and get a
514 Greek festival every year. When my parents visit we'll go
515 to either a German or a Greek restaurant to, um, just kind
516 of celebrate that connection. So yeah, I try to find ways
517 to incorporate that.

518	Interviewer:	00:28:24	Yeah, it's something, when, when-- something when you
519			were moving, too, that, um your, your mom or whoever
520			the cook of the family is, sort of incorporated as well?
521			Would, would she--
522	Interviewee 13:	00:28:33	Absolutely.
523	Interviewer:	00:28:34	Yeah?
524	Interviewee 13:	00:28:35	Yes, definitely. Um, like I said, I don't really care for
525			American Johnson bratwurst, so I order my, bratwursts
526			online. Um, my parents, um, learned how to cook the
527			local foods, and when we get together we will still, you
528			know, one of them. There-- they divorced when I was an
529			adult. Um, but they both will still cook a dish from
530			Germany or Greece and I do as well. I cook a lot of
531			German and Greek food, so.
532	Interviewer:	00:29:05	Okay, okay.
533	Interviewee 13:	00:29:07	I've taught those things-- You know, my daughter has not-
534			-, my daughter has now visited Greece. She went there
535			this summer, but even though she didn't like grow up in
536			other countries, I've introduced other cultures to her as
537			well.
538	Interviewer:	00:29:19	Mm-hmm. Okay. Um, so coming back to the work setup,
539			basically your work is in every day is just in English and
540			um, you, you wish to have Spanish because you have a
541			lot of, uh, Hispanic connections then I guess that you
542			would deal with in your, in your work setup?
543	Interviewee 13:	00:29:37	I don't, I don't anymore. When I was, what's called on the
544			front lines, as a social worker working with these
545			children, um, there were times that I ran into Spanish
546			speaking families and I wish I had taken Spanish, but

- 576 Interviewee 13: 00:31:21 Finally, he came up to me and I met his child, uh, quite a
577 while. I mean, like 15 minutes. I'm speaking to several
578 parents at that point. And I'm like, why doesn't he just get
579 in line? He came up to me and he says, where are you
580 from? I said, excuse me? He explained to me that he was
581 a linguist and he could not for the life of him figure out
582 where I was from because my communication was from
583 all over the place. I said, "I'm a military brat." I said, "I
584 grew up around the world, so I have picked up various
585 lingo and accents from all over," and he says, "Oh!" So I
586 think it's very amusing, I guess, that I fooled a linguist
587 and he could not nail me down because of my language
588 pattern. So yeah.
- 589 Interviewer: 00:32:22 That's a good one. Thank you. Yeah. Um, thanks for
590 sharing.
- 591 Interviewee 13: 00:32:25 Oh. That was just a few years ago.
- 592 Interviewer: 00:32:28 Okay.
- 593 Interviewee 13: 00:32:29 So yeah, sometimes my, uh, Southern drawl will come up
594 because of the time I've spent in Georgia. Every now and
595 then that will come out. But then when I'm in Georgia, I
596 will speak to people from Georgia and they'll say, "You're
597 not from around here." 'Cause I'll use the term pop. And
598 they don't use that down here. They use soda. So yeah,
599 my language definitely comes from all over.
- 600 Interviewer: 00:32:55 Mm-hmm. Okay. Looking at your international
601 background and intercultural competence, what, uh,
602 cultures do you feel comfortable moving around in? What
603 cultures do you feel that you know very well?
- 604 Interviewee 13: 00:33:10 Hmm. [pause] I, well, quite a few. I feel very comfortable
605 when I go to Greek festivals. I feel very comfortable when

606 I go to German, um, German workshops, um, or German,
 607 um, festivals or restaurants. I feel comfortable in the
 608 American culture. I feel very comfortable when I'm
 609 around other military brats. Um [pause], I'm not as
 610 comfortable, honestly, when I'm around people who all
 611 grew up together around the same place and they all know
 612 each other. Um, so I do get uncomfortable there. That's
 613 been an issue for me. Um, really just about anywhere
 614 except for civilian cultures where they've all grown up in
 615 the same place and all know each other and I don't feel
 616 like I fit in there.

617 Interviewer: 00:34:17 Mm-hmm. Okay.

618 Interviewee 13: 00:34:17 But I'm kind of a chameleon, so. I attempt to fit in. It has
 619 served me well in my job, honestly. Um, and I don't share
 620 this with a lot of people. Just so you know that.

621 Interviewer: 00:34:31 Okay.

622 Interviewee 13: 00:34:32 In my job I have to get to know people very quickly. I
 623 have to assess whether there's potential that they'll abuse
 624 children or that they won't be a good fit for traumatized
 625 children. And that's difficult to do in, you know, so I have
 626 like three or four home visits where I interview people for
 627 about three hours each and it seems like that's not enough
 628 time to get to know people and assess whether, you know
 629 they have the propensity for abusing a child or they're just
 630 not going to be good with a child or just they have mental
 631 health issues. So I have to assess that very quickly. And a
 632 way that I have adapted to that is to adapt to their culture.
 633 So, I find out where I'm going ahead of time. I dress
 634 according to the class that they're in, so they will feel
 635 comfortable with me. I read their body language very
 636 quickly. So, I go in and my attempt is to blend into the
 637 family - again, I don't share this with people because it

638 can interfere with my work, if people knew this. Um, I
 639 attempt to blend in so that they will trust me so that I can
 640 get the information that I need because they have to tell
 641 me about their traumatic background and I have to figure
 642 out whether I feel like they've dealt with it, you know,
 643 before they take those same kids into their home. So I
 644 make a chameleon of myself and blend in, in order to get
 645 the information that I need and get people to trust me.
 646 And I honestly feel like I'm able to do that because of my
 647 military upbringing.

648 Interviewer: 00:36:11 Okay.

649 Interviewee 13: 00:36:12 Because um--, and I am able to build a relationship
 650 quickly. Whereas some other social workers, it might take
 651 them longer to get that trust and it's, it's the chameleon
 652 part of me. So.

653 Interviewer: 00:36:25 Is that, um, where you're saying like for example,
 654 learning to read the body language, is that something
 655 where you specifically over time also maybe did a course,
 656 um, learning about it, specifically? Or is this all by
 657 experience, um, and just sort of learning by doing over
 658 the years?

659 Interviewee 13: 00:36:41 You learn about reading body language when you're in
 660 school. I have a master's in social work degree. But being
 661 able to adjust to that is something that I learned as a
 662 military brat because we were taught to blend into those
 663 cultures. Um, the military taught us that, our parents
 664 taught us that. You will blend into this culture so that, you
 665 know, 'cause you're representing Americans and that's,
 666 we were taught very well. You're representing
 667 Americans, you're going to learn their culture so that
 668 you're not offending them in that sort of thing. So,
 669 blending in, reading body languages is, is part of social

670 work. But becoming part of the family is not. And it's
671 something I got from being, um, a military brat.

672 Interviewer: 00:37:33 Was that something in the, in the military upbringing then
673 that, um, they would specifically teach or was it sort of
674 through the day to day activities, through the way your
675 parents interacted and asked you and, and your brother
676 then to behave, um, that you, you were geared in and just
677 through, you know, watching your parents basically
678 interact then to repeat the same thing? Or was it
679 something where they really--

680 Interviewee 13: 00:37:56 It was both.

681 Interviewer: 00:37:57 Both. Okay.

682 Interviewee 13: 00:37:58 There was some structure. Yes. So, when we would
683 move, we would go to the base library and we would get
684 a file on the place where we were moving to next--

685 Interviewer: 00:38:08 Okay.

686 Interviewee 13: 00:38:08 --when we got orders. And in that file, it would contain
687 information about the community. It would contain
688 information about the culture. There was always a video
689 that you would watch about, um, not offending the locals,
690 that sort of thing. So, it was both. It was both going out
691 with our parents, but it was also learning about the culture
692 of the place that you were moving to next. Which actually
693 we thought was great fun. You know, to us it's just this
694 big game, this big adventure. Yes, we're losing friends,
695 but hey, where are we going to next? Cool! We-- did, did
696 you check out the video? Do we have the file? Let's study
697 this place! You have to remember, this is way before the
698 Internet ever came about, so going to the library and
699 checking out the file and learning about where we're

700 moving to, what kind of things there were to do, what
701 kind of food they eat there. So it was both structured and
702 informal.

703 Interviewer: 00:39:01 Okay. Mm-hmm. That's really interesting for me, um, in
704 the sense that I, I, I'll tell you about myself a little bit later
705 if you're interested, but um, I spent some time living
706 outside of, uh, Ramstein Airbase, um, in, in, uh,
707 Kaiserslautern as well. And um, I remember listening to
708 the U.S. radio that we could, you know, out, you could
709 receive in the normal households.

710 Interviewee 13: 00:39:23 AFN. Yes. Yeah, we got AFN.

711 Interviewer: 00:39:24 Yeah, yeah. AFN and they were, uh, you know, always
712 on the, on the advertising scheme then talking about when
713 quiet time is in Germany throughout the day and--

714 Interviewee 13: 00:39:34 Yeah, yeah.

715 Interviewer: 00:39:34 --how to sort your trash and things like that. So, there was
716 input basic--

717 Interviewee 13: 00:39:37 I forgot about that. Yes. So the radio taught us and TV.
718 There were comual- there were commercials that taught
719 us about like who to salute when you're on base, but also
720 things about off base. So yeah, I forgot about that. There
721 were lessons on the radio and also on TV as well. Mm-
722 hmm.

723 Interviewer: 00:39:56 But these were all, um, from the U.S. side, organized,
724 right? So, it was all U.S. input about Germany or Greece
725 or other places then you would be going to.

726 Interviewee 13: 00:40:05 There were-- I remember one particular commercial that
727 was actually done by a doctor in Germany.

728	Interviewer:	00:40:12	Okay.
729	Interviewee 13:	00:40:12	He was speaking English of course, but it was actually
730			made by a doctor in Germany about, something about
731			your children or something. So, it was mostly U.S. made,
732			but there were some locals that were contributing to them
733			as well. Having the military there helped their economy.
734			In a-- 'cause we're out shopping and everything else and
735			I know that it hurt their communities when some of the
736			bases closed down.
737	Interviewer:	00:40:37	Yeah. Most definitely. There's, you know, been research
738			on that, too, here in Germany.
739	Interviewee 13:	00:40:41	Has there? Okay.
740	Interviewer:	00:40:42	Yeah. There has. What um, what cultures - 'cause you
741			said, I think you have a daughter or, or a child, you said -
742			um,--
743	Interviewee 13:	00:40:48	I have a daughter.
744	Interviewer:	00:40:49	--what cultures, yeah, would you, or what have you taught
745			her about basically the cultures that you know, um,-- to
746			pass on? What was important for you?
747	Interviewee 13:	00:40:59	Um, well, it wasn't necessarily to pass it on because her
748			experiences are different from mine and I recognize that,
749			but it was to introduce it to her and to help make her more
750			open to being multicultural. Um, so I chose all of her
751			schools and I would move into the community of the
752			school that I wanted her to go to. I did not want her to
753			skip around schools like I did. Even though I had
754			wonderful adventures, um, I know that there's a drawback
755			to that. And that's the loss of friendships and not having
756			those long term friendships, um, has been a negative in
757			my life. But I chose her elementary school, which she

758 went to for, um, all of her elementary school years. I
759 chose the most diverse school in our area.

760 Interviewer: 00:41:51 Okay. Mm-hmm.

761 Interviewee 13: 00:41:52 So, she was exposed to other cultures that way. I taught
762 her-- when she was younger, she was not a fan of Greek
763 food, but I introduced Greek food to her. Now, she
764 absolutely loves it. Now she's been to Greece as of this
765 summer. And of course introduced to her about Germany
766 and the food and, and you know, my, I told her, I, I bring
767 out, um, German cultures at Christmas time. I always
768 think about Germany at Christmas time. Um, so I've
769 talked to her about different things in that way. Just the
770 places I've been. My father and mother have as well. So.

771 Interviewer: 00:42:28 Okay. And next to the cultures that you've lived in, are
772 there any, um, different cultures that you are very much,
773 um, a part of through maybe a group of friends that are
774 all from one certain area and the fact that you go to their
775 households, eat with them, listen to their music and so
776 forth? Or, um, has there, has it really been only the, the
777 U.S., uh, Greek and, and Germany sort of as the primary-
778 -

779 Interviewee 13: 00:42:52 Mostly it's the U.S. and Germany and Greek as a primary,
780 but I now work for an agency where I'm probably in the
781 minority. Um, [pause] I guess thinking about staff
782 meetings, looking around the room, I'm, I'm probably in
783 the minority. Um, so a lot of African Americans in the
784 agency that I work for. Um, so I'm involved with their
785 community. I still feel like there's a lot that I don't know.
786 Um, a lot of the areas I grew up in, there were not a lot of
787 black people. Um, but because of growing up
788 multicultural and with parents who were not racist, I'm

789 very comfortable in that environment. So, they've taken
790 me in.

791 Interviewer: 00:43:38 Okay, okay. Um, we're, we are already, I mean one, one
792 whole block is basically this intercultural competence
793 using it in your work setup as well. And I think you very
794 clearly already made your example of blending in and
795 being the chameleon there. So, um, my question now is
796 more along the lines of is there again just a, a, a pointy
797 story, something that you remember, uh, interculturally
798 focused that, that has sort of, um, again, been, been very
799 odd, very positive, made you smile, made you cry,
800 something that you, um, just can't forget because it, it was
801 so prominent, basically?

802 Interviewee 13: 00:44:16 Well, one thing that I do, when I teach the classes for
803 foster parents, we do this thing called a family map.

804 Interviewer: 00:44:23 Okay.

805 Interviewee 13: 00:44:24 So, in order to prepare themselves to taking in children
806 with trauma, they need to look at own backgrounds. And
807 the family map activity is something that we revisit every
808 week, and it helps them do that. They have to be aware of
809 their own issues before they can take in kids with trauma
810 issues and problems. Um, so they get more of my
811 background than most people in my life get. So I talk
812 about how growing up in other cultures has made me
813 sympathetic toward um, toward foster kids. And that's
814 because I moved around and got ripped from culture to
815 culture all the time, just like foster kids go from home to
816 home. So I've made those analogies and talk to them
817 about it. So they've learned a little bit about that life. And
818 it has helped me teach them about what foster kids are
819 going through when they get ripped from culture to
820 culture. And it's also helped me teach them 'cause I use

821 me as an example and sometimes I use my hands for this
822 example, I talk about the various things about the
823 military. Our pride, independence, patriocy but I also
824 teach them about how the cultures I'm going to. So like
825 here's all the things in Germany, here's all the things about
826 base. And I teach them about how these things have to
827 come together for me. And how you have to learn to blend
828 these things to be a whole person when you're a military
829 brat. And I tea-, I use that in example for how foster kids,
830 when they go from home to home sometimes and we train
831 them, to try to discourage them, from moving their foster
832 kids. Um, how they're taking many cultures and how
833 confusing it can be for them, especially when they're
834 older, when they're put into foster care and how they have
835 to learn how to blend these things. So I use it as an
836 analogy teaching foster parents about, um, all the
837 confusion and issues that foster kids are going through.
838 And I've given them examples as well from my childhood
839 about how one thing that healed me, um, and I don't mean
840 in a trauma sense, but I mean in a cultural sense was:
841 connection with other military brats has been huge in my
842 life, feel like there's people who understand me. Who
843 know when I'm speaking about Europe that I'm not
844 bragging because I've, I have gotten some negative flack
845 when I talk about living in Germany, and I'm not
846 bragging, I'm just speaking about my childhood. So that
847 can be very, very frustrating for a military brat. But I
848 talked to them about, um, how foster kids and it's helped
849 me learn that foster kids need to connect with other foster
850 kids. So they have someone who has shared their
851 experiences and no one else is going to understand their
852 life as a whole, like other foster kids. So I train, um, foster
853 parents to attend these events for foster kids, even if they
854 don't want to go. Go, so that the kids in your home can

855 connect with other foster kids because there's nothing
 856 more healing than someone who understands you and
 857 gets your language. I still use military phrases and when
 858 I am interviewing foster parents who have any kind of
 859 military experience, I hear those phrases. Like, I get up at
 860 0 dark 30 and I'm like, "I know that term. Yeah, okay."
 861 But I also know what to talk to them about, like their
 862 combat experiences and have they gotten help for that and
 863 that sort of thing. Um, so yeah, I get them to bring other
 864 foster kids together and I understand that as a military brat
 865 who needs other military brats in her life to feel whole.

866 Interviewer: 00:48:18 Mm-hmm. Was that something, um, when you were
 867 maybe after the col--, or in college after college, was there
 868 a time where it wasn't so important to you and then it sort
 869 of popped up again because there was just so much
 870 frustration adding up?

871 Interviewee 13: 00:48:31 Yeah.

872 Interviewer: 00:48:31 Or was that something that you've always been, uh,
 873 looking for throughout your younger--

874 Interviewee 13: 00:48:36 [Unclear due to overlap.] When I was in college, I had my
 875 daughter in college, so then I went back to college, um,
 876 later on. So I had my daughter in college and, and gotten
 877 married and everything. And in those years it wasn't so
 878 important and honestly it was um, moving to-- and so
 879 raising my daughter was my focus for a long time because
 880 I'd got married and then divorced quickly, and raised my
 881 daughter alone for a number of years before getting
 882 married again when she was about 12 or 13. So really it
 883 was in moving to Georgia my husband - and Georgia is
 884 very different from Nebraska - so the culture is very
 885 different. And one day I was speaking to him and um, this
 886 is before Facebook, but it was years ago. I was speaking

887 to him and I said--, I talked to him about the "gummi
888 man". Do they have the gummi man over there in
889 Germany?

890 Interviewer: 00:49:41 Mm-mnn.

891 Interviewee 13: 00:49:41 Okay. So the gummi man is the guy who would come to
892 the playground in Germany. And it wasn't anything dirty.
893 And he, usually-- apparently this went on at multiple
894 bases. It would be the baker, whoever owned a bakery in
895 the area would come. And ours drove a Volkswagen and
896 in the back of his trunk, he would open it up and he would
897 have all the sweets. And we, we would bring our money
898 to school and at recess time we'd go see the gummi man.

899 Interviewer: 00:50:12 Okay.

900 Interviewee 13: 00:50:13 And he would sell candies, hence the gummi man. He
901 would sell candies and the candy purses and he'd, he'd
902 sell gummi bears or the candy necklaces and the candy
903 lipstick. And he would sell the sweets that he made in his
904 bakery and we called him the gummi man. So I'm talking-
905 -

906 Interviewer: 00:50:29 This was a, this was a local German then? Coming on to
907 the base?

908 Interviewee 13: 00:50:32 Yeah.

909 Interviewer: 00:50:33 Okay, mm-hmm.

910 Interviewee 13: 00:50:33 This was a local German coming to,-- and they knew
911 about it. They were fine with it 'cause there was teachers
912 out there, it was supervised. And I found out later that this
913 was happening on all the bases.

914 Interviewer: 00:50:43 Okay.

915 Interviewee 13: 00:50:44 It's just, you know, a way that they made money was to
916 come sell the sweets to the kids.

917 Interviewer: 00:50:47 Okay.

918 Interviewee 13: 00:50:47 And so it was, it was a known regular all the time thing
919 that this happened a few times a week. Um, and it drove
920 him crazy because I do not pronounce it gummy like the
921 Americans do. I pronounce it "gummi",--

922 Interviewer: 00:51:01 Gummi.

923 Interviewee 13: 00:51:01 --because -- right, that's what I learned in Germany. So it
924 embarrasses him--

925 Interviewer: 00:51:06 Okay.

926 Interviewee 13: 00:51:07 --that I say "gummi bears" in public. He actually, well
927 like, "Would you stop?" And I will tell people around me,
928 it is not gummy. It is gummi. So he's tried to change that
929 in me. And I'm like, "No, excuse me." So I'm talking to
930 him about the gummi man one day, and this was shortly
931 after we married, and I moved to Georgia in, in early
932 2006, and I'm getting frustrated because he's never heard
933 of such a concept and he thought it was something dirty.
934 A dirty old man coming to see the kids. And, and I'm so
935 frustrated and I sit down at my computer and I remember
936 the moment I googled "gummi man", and I said,
937 somebody out there has to know what I'm talking about.
938 And I had no contact with other military brats at this
939 point. I, I googled "gummi man" and I hit enter and this
940 whole world opened up to me and I went like this [puts
941 both hands over mouth] Oh my gosh! Oh my gosh! And
942 I'm getting goose bumps just to talk about it. That was the
943 moment that I started to connect to other military brats
944 and we got on Facebook and I immediately started

945 looking for military brat communities and that was it. I
 946 felt like people understood me.

947 Interviewer: 00:52:24 So was this then in your, in your thirties?

948 Interviewee 13: 00:52:25 And I found people I could talk about the gummi man.
 949 And I had places online where I could order these foods
 950 from my childhood that I missed. And, so that, that was
 951 it.

952 Interviewer: 00:52:35 And this was in your early thirties or when would you say
 953 that it took place?

954 Interviewee 13: 00:52:39 This was back in 2006. So I would've been, I was born in
 955 1970. I would have been what, 36 back then?

956 Interviewer: 00:52:49 Okay, mid Thirties.

957 Interviewee 13: 00:52:50 Yeah. But I'd been frustrated for a while. But I think that
 958 was partly growing up, partly from being isolated as a
 959 single parent because when everybody else is going out,
 960 I'm, you know, going home with my daughter. Um--

961 Interviewer: 00:53:05 Was this something 'cause you said you had a brother too,
 962 right, something that you, uh, amongst siblings also
 963 shared, or?

964 Interviewee 13: 00:53:11 No, my brother and I are not real close. We're getting
 965 reconnected in the last years, but there were actually
 966 several years that we were estranged.

967 Interviewer: 00:53:20 Okay. Mm-hmm.

968 Interviewee 13: 00:53:21 Yeah.

969 Interviewer: 00:53:22 Um, in regards of meeting with other military brats, the
 970 term Third Culture Kid, was that something that you

971 encountered at some point and if so, how? Do you
 972 remember?

973 Interviewee 13: 00:53:33 Yes, I remember encountering it, probably in a military
 974 group online--

975 Interviewer: 00:53:39 Okay.

976 Interviewee 13: 00:53:40 --probably military brat group online was Third Culture
 977 Kid and um, I may have ordered a book on it. I don't
 978 remember now. It's been a while, but it's been years that
 979 I've been familiar with the term. Yes.

980 Interviewer: 00:53:53 Mm-hmm. Okay.

981 Interviewee 13: 00:53:54 But yeah, it definitely-- reconnecting, um, really healed
 982 some scars for me.

983 Interviewer: 00:54:02 Mm-hmm. Um, just for me to be clear, you, you did not
 984 continue the military lifestyle as an adult, right? With
 985 your first or second husband? In a--

986 Interviewee 13: 00:54:10 No, they were not military.

987 Interviewer: 00:54:13 Okay. And did you, um, in your training as a social
 988 worker, also have intercultural communication classes?
 989 Um, where again more theoretical knowledge was passed
 990 on along or was this, um, again, what, what you're talking
 991 about?

992 Interviewee 13: 00:54:27 [Unclear due to overlap.] --diversity training.

993 Interviewer: 00:54:28 Sorry?

994 Interviewee 13: 00:54:28 Yes. As social workers-- as social workers, you have
 995 required diversity training.

996 Interviewer: 00:54:32 Okay. So you've had that.

997 Interviewee 13: 00:54:34 But it's more, um, in the agency I'm in now, we have
998 yearly diversity training and it's your choice. So you can
999 go out and choose. Like this last year I, I read the book
1000 and watched the movie on Malala. Um, so it's our choice.
1001 And in, in school of course there's a required diversity
1002 training where you learn about various cultures.

1003 Interviewer: 00:54:59 Mm-hmm. Okay. Um, sort of coming to the end of my,
1004 uh, question, questioning. Um, what would you tell
1005 younger Adult Third Culture Kids, um, starting out in
1006 their careers, what you would've liked to know at the time
1007 when you were finished with, with college, basically?
1008 What to look out for as a--, in a mentoring role? Um, and
1009 in this sense, Third Culture Kids being, you know,
1010 perhaps more diverse than the, the military background in
1011 itself. I mean, military kids is a, a special set. If, you
1012 know, something that you wanted to share just with them,
1013 that's fine for me, too, but um Third Culture Kids could
1014 be, you know, anybody that's had these multiple moves
1015 through whatever reasoning of, um, parental work
1016 background, why they were, you know, moved around.

1017 Interviewee 13: 00:55:45 One thing that was taught to me, by a very smart
1018 supervisor-- so when I was in graduate school getting my
1019 master of social work degree, we had two practicums that
1020 were required. And my first one was like six months long
1021 and I worked in a community agency. The supervisor that
1022 I had, um, she was a Third Culture Kid, but her, I don't
1023 remember what her father did, but it was not military.

1024 Interviewer: 00:56:14 Okay.

1025 Interviewee 13: 00:56:15 And so there were things that she understood that I did
1026 not yet understand back then. This--

1027 Interviewer: 00:56:22 Okay.

1028	Interviewee 13:	00:56:23	--was years ago.
1029	Interviewer:	00:56:24	Okay.
1030	Interviewee 13:	00:56:24	And, I had not done all of this introspection on my
1031			childhood at that point. And she said, "You're a military
1032			brat." I said, "Yes." And she said, "Okay, there's
1033			something that you're going to need to know about your
1034			clients, that you're gonna need to work on, that is not
1035			going to be normal for you, but it's something that they
1036			need. And it is the concept of closure." And I said, "What
1037			are you talking about?" And she said, you know, I--that
1038			she had grown up a Third, Third Culture Kid and had
1039			lived in various countries and traveled in that sort of
1040			thing. And she said that clients need this thing called
1041			closure. "So before you, before you just end services you
1042			need to talk about and give them time to reflect and let
1043			them know ahead of time. You can't just cut people off."
1044			She said, "As military brats and Third Culture Kids, that's
1045			something that we do because that was part of our life and
1046			we're fine with it, but that's not healthy for civilians."
1047	Interviewer:	00:57:29	Okay.
1048	Interviewee 13:	00:57:30	So I really appreciated the training that she gave to me
1049			because I was like, yes, I can just cut people off and not
1050			look back and not think about it. And it's something that
1051			my husband has found about me. We went on a cruise
1052			with a group of fellow Christians and it was like a week
1053			long and at the end I was like, "Okay, bye." And he's like,
1054			"This doesn't bother you!" And he's all sad that we're not
1055			going to see these people again. I'm like, "No, why would
1056			it bother me?" And he's like, "You can really just cut
1057			people off, can't you?" I had no clue what he was talking
1058			about. But then I remembered what she had told me about
1059			closure, and some people need closure and that's what

1060 was going on. You know, my husband was hugging
 1061 people goodbye. And I was like, oh, okay, this is that
 1062 closure. That she told me about, that I felt nothing
 1063 because I was used to no closure and that was a normal
 1064 part of my life. So one thing I would teach people about
 1065 is: I would teach them about closure, but I would also
 1066 encourage them to hang on to people. Because I lost a lot
 1067 of people. And even reconnecting with a couple of people
 1068 I've reconnected with, I have learned that, wow, people
 1069 change. So people I was friends with then, I wouldn't be
 1070 friends with now. And that's been kind of difficult for me
 1071 to see as well. But in sometimes it's made me glad that I
 1072 moved. Um, but I would talk to them about hanging on to
 1073 connection and to learning about closure and, um, [pause]
 1074 yeah, holding on to relationships.

1075 Interviewer: 00:59:18 Okay. How would you propose people to do that
 1076 nowadays? Via social media? Via--

1077 Interviewee 13: 00:59:24 Nowadays it's much easier. Back then if you didn't write
 1078 letters, that was it. It was over. So definitely. And we
 1079 didn't have telephones in Germany. That shocks people
 1080 sometimes. But, um, nowadays I do think it's easier, but,
 1081 um, connecting is something that I have to work on and I
 1082 know that it's because of the way that I have grown up.
 1083 So it's something that I consciously work toward--

1084 Interviewer: 00:59:51 Okay.

1085 Interviewee 13: 00:59:52 --uh, these interpersonal relationships. Um, but I would
 1086 encourage them to be old fashioned and pick up the phone
 1087 and call people.

1088 Interviewer: 01:00:02 Okay.

1089 Interviewee 13: 01:00:03 So yeah.

1090	Interviewer:	01:00:05	Thanks for sharing that. I have, um, just a few minor
1091			statistical questions still.
1092	Interviewee 13:	01:00:11	Okay.
1093	Interviewer:	01:00:13	[Unclear due to technical connection.] --the end of the,
1094			the official part of the interview. Um, if you would share
1095			your current age with me, that would be helpful.
1096	Interviewee 13:	01:00:18	Yes. I am 48. I'm at the age where I have to think about
1097			it. Yeah.
1098	Interviewer:	01:00:25	Um, nationality was only U.S., if I remember correctly.
1099	Interviewee 13:	01:00:27	Yes.
1100	Interviewer:	01:00:28	Where are you currently living in Georgia?
1101	Interviewee 13:	01:00:31	I'm in Marietta, Georgia.
1102	Interviewer:	01:00:33	Marietta. Okay. Um, and your current job title?
1103	Interviewee 13:	01:00:37	My job title doesn't really describe what I do, but it's
1104			Resource Developer for Foster Care.
1105	Interviewer:	01:00:43	Okay.
1106	Interviewee 13:	01:00:44	I'm a licensed Master Social Worker.
1107	Interviewer:	01:00:46	Mm-hmm. And your total years of work experience, um,
1108			can also be work that you did throughout college times,
1109			um, but where the focus really was on work and not so
1110			much on studying. So from the age of 18, how many years
1111			of work experience would you count to-- till today?
1112	Interviewee 13:	01:01:04	I have been working since I was 15.
1113	Interviewer:	01:01:08	Okay.

1114	Interviewee 13:	01:01:09	So I don't know if you count working at Top Dog Hot
1115			Dog, serving hot dogs--
1116	Interviewer:	01:01:13	Yeah.
1117	Interviewee 13:	01:01:13	--as working? If you do, I have worked from a very young
1118			age.
1119	Interviewer:	01:01:19	Okay.
1120	Interviewee 13:	01:01:21	So from 15 to 48. I'll let you do the math.
1121	Interviewer:	01:01:25	Okay. I will. Good, good. Well thanks, uh, this is the--
1122			final end basically of my interview. Um, you poured out
1123			a lot, it's been a, a good hour. Like I said, um, if you like,
1124			um, I'd be happy to share a little bit on my end as well.
1125			Um--
1126	Interviewee 13:	01:01:42	I would love to hear it. Oh, do you, do you need this?
1127	Interviewer:	01:01:46	No! I don't. I have, actually I have a version here--
1128	Interviewee 13:	01:01:49	Oh, okay.
1129	Interviewer:	01:01:50	--that I, I didn't, you know, I didn't want to stress people.
1130			I just from a, um, scientific point of view, we had to, you
1131			know, setup a way to make sure that people know that
1132			we're taping it and that, um,--
1133	Interviewee 13:	01:02:01	Yeah.
1134	Interviewer:	01:02:01	--I, afterwards, I'm going to be using the tapes only for
1135			myself to actually transcribe it into, uh, the written word.
1136			Which makes it easier then of course to quote and, and
1137			use bits and pieces for the PhD then. Um, so this is
1138			considered one of my primary sources, then in the
1139			interview. But for that I needed the specific piece of paper
1140			to explain what I'm doing and where I'm storing my data

1141 and how I'm going to deal with it. But I'm not uploading
1142 it anywhere. You actually have access to, um, this video
1143 afterwards as well. It will be in, in the joint chat function
1144 of, um, Skype for 30 days. So if you were interested, you
1145 could download it for yourself. But that's all I'm doing is
1146 basically downloading it and then transcribing it and
1147 revisiting if I need to along-- in the next couple of weeks
1148 and months while I'm still writing my thesis. Yeah.

1149 Interviewee 13: 01:02:48 Yeah, yeah. Tell me a little about yourself. I'm fascinated.
1150 I think it's wonderful that they're doing--

1151 Interviewer: 01:02:54 Okay.

1152 Interviewee 13 01:02:54 -- research on Military Brat's. 'Cause we, we grew up in
1153 such a different, isolated way that I would love to hear
1154 about the research.

1155 Interviewer: 01:03:03 I'm, I'm just going to turn off the recording 'cause that'll
1156 make it easier to separate.

H Stages of Data Collection

(1) Quantitative Data Collection Stage: ATCK Questionnaire

Phase 1: Creation & Test-Runs

- First draft created 17.09.2018 – 05.10.2018
- First trial run with trial run participant no.1 on 07.10.2018
- Second draft created on 08. October 2018 and sent to supervising professor to discuss
- Discussion and change requests with supervising professor on 18.10.2018
- Reworking and third draft from 06.11.2018 – 23.11.2018
- Supervising professor gives “go ahead” to the Draft ATCK Questionnaire on 23.11.2018
- Draft ATCK Questionnaire was uploaded into LimeSurvey Version 5.2.6. online tool from 03.12.2018-07.12.2018
- 1st test run of Draft ATCK Questionnaire from 07.12.2018-11.12.2018 with 12 survey participants (9 responses)
- Feedback and change requests of 1st test run implemented to LimeSurvey Version 5.2.6. parallel from 10.12.2018-12.12.2018
- 2nd test run for Draft ATCK Questionnaire from 11.12.2018-12.12.2018 with 8 survey participants (6 responses)
- Feedback and change requests of 2nd test run implemented to LimeSurvey Version 5.2.6. parallel on 12.12.2018
- Phone-call with supervising professor on 13.12.2018. Gives “go ahead” to sending out the survey on a live LimeSurvey Version 5.2.6. link
- 3rd test run for Draft ATCK Questionnaire from 16.12.2018-18.12.2018 with 10 survey participants (9 responses), main reason of this final test run is to check timing of 10 minutes to complete the survey
- Feedback and change requests of 3rd test run implemented to LimeSurvey Version 5.2.6. on 08.01.2019

Phase 2: Online & Distribution

- **ATCK Questionnaire goes LIVE on 09.01.2019**
- All personal email contacts receive research request and survey link on 09.01.2019 and 10.01.2019
- All personal WhatsApp contacts receive research request and survey link on 10.01.2019 and 11.01.2019
- LinkedIn: search for terms TCKs, ATCKs, Global Nomads; connect individually and invite contacts to participate in the survey; started 11.01.2019 – ongoing until the end of phase two
- XING: search for term TCKs, ATCKs, Global Nomads; connect individually and invite contact to participate in the survey; started 14.01.2019 – ongoing until the end of phase two

- LinkedIn: connected with specific groups – posted research request and survey link in the groups. Started on 15.01.2019 – ongoing until the end of phase two. Research request and survey link are posted in the following groups:
 - Military Brats of the USA!
 - Frankfurt (Main)
 - International Citizens - Expatriates and Global Mobility
 - Johannes Gutenberg-Universität Mainz
 - Expats in Asia
 - Families in Global Transition (FIGT)
 - ICDC - Intercultural Competence Development Center
 - Third Culture Kid
 - Alumni Maastricht University
 - Bilingual / Multilingual Professionals
 - MULTILINGUAL PARENTING
 - Multi-linguists
 - Expats Worldwide
 - Expat Nest
 - Frankfurt International Connection

- XING: connected with specific groups – posted research request and survey link in the groups. Started on 17.01.2019 – ongoing until the end of phase two. Research request and survey link are posted in the following groups:
 - Gutenberg-Alumni – Absolventinnen und Absolventen der Johannes Gutenberg-Universität Mainz
 - Frankfurt - XING Ambassador Community

- Facebook: connected with specific groups – posted research request and survey link in the groups. Started on 17.01.2019 – ongoing until the end of phase two. research request and survey link are posted in the following groups:
 - FIGT Research Network
 - Hofheim/Kriftel English Speakers
 - London TCKS - Adult Third Culture Kids/ Global Nomads living in London, UK
 - Families of Third Culture Kids
 - European Third Culture Kids (and Adults)
 - TCK - Third Culture Kids Rock!!!!
 - ATCK - Adult Third Culture Kids
 - Ute's International Lounge
 - Third Culture Kids - TCKs Worldwide
 - Expat Women - A world of opportunities
 - Global Nomads and Expatriates Network
 - Weltfrauen
 - Living in Germany
 - Global Nomads Network
 - Expats in Germany
 - Military Brats
 - Third Culture Kid: Jay the TCK

- Third Culture Kids Greece
 - TCK Berlin - Third Culture Kids
 - Third Culture Kid
 - Adult Third Culture Kids
 - TCK TOWN
 - Global Digital Nomad Network
 - Expats On The Move
 - Expats On Facebook
 - ExpatBabies Frankfurt
 - European Expats
 - TCKid France (For Third Culture Kids / Adults)
 - Bilingual Education Research SIG AERA
 - Growing up as a Military Brat
 - Raising multilingual children
 - Bilingual Families – Familias Bilingües
 - University of Bristol Third Culture Kid Society
 - Multilingual (The Community)
 - Expats in Europe
 - Expat Moms Around the World
 - Multilingual Families
 - Multilingual Parenting
 - Raising Bilingual & Bicultural Children
 - Parents of Bilingual Children
 - Bilingual / Multilingual Kids & Families
 - TCK Network Club
 - Brats: Our Journey Home
 - Military Brats & Third Culture Kids – Our Virtual “Hometown”
 - Expatclic.com
- Email with research request and survey link to the Dozentenverteiler auf FB06 at University of Mainz on 15.01.2019
 - Email with research request and survey link to all the students of FB06 at University of Mainz on 16.01.2019
 - Email research request and survey link to TCK Seminar in Kaufering/Bavaria, where Jochen Schuppner was asked to spread it his personal network.
 - Alumni University of Mainz and Alumni University of Maastricht, contacted via Alumni coordinators and then the survey is posted on the respective LinkedIn and XING websites. These are:
 - Alumni Johannes Gutenberg Universität Linked-In:
<https://www.linkedin.com/groups/137810/>
 - Alumni Johannes Gutenberg Universität XING:
<https://www.xing.com/communities/groups/gutenberg-alumni-absolventinnen-und-absolventen-der-johannes-gutenberg-universitaet-mainz-3b3d-1057296>
 - Alumni Maastricht University Linked-In:
<https://www.linkedin.com/groups/37817/>

- Email research request and survey link to Ruth van Reken, co-author of the book “Third Culture Kids – Among Worlds”; she was asked to spread the research request and survey link to her personal network.
- Emailing via Mailingliste Gesprächsforschung (mailliste@gespraeche-forschung.de) on 25.01.2019; the research request and survey link were advertised on 30.01.2019
- Email research request and survey link to German Foreign Services / Auswärtiges Amt (AA) on 28.01.2019; received positive reaction by AA on 08.02.2019; research request and survey link are sent to “Familien- und Partnerorganisation im Auswärtigen Amt” and “Internationalen Club im Auswärtigen Amt”
- Positive response received that the „Familien- und Partnerorganisation im Auswärtigen Amt“ will circulate the research request and survey link within their member group on 12.02.2019
- Positive response received that the „International Club of the Auswärtige Amt“ will circulate the research request and survey link within their member group on 13.02.2019
- Positive response received that the „Akademie des Auswärtige Amt“ will circulate the research request and survey link within their member group on 14.02.2019
- Email with research request and survey link sent to the “Museum of American Military Families” on 08.02.2019, in hopes they might be able to promote the survey link
- Research request and survey link were promoted in MK-Care group in Germany by David Endl (a contact generated via Jochen Schuppner) on 02.02.2019
- Email research request and survey link via Mailingliste DaZ Portal (dazportal@listserv.uni-jena.de) on 08.02.2019
- Email with research request and survey link sent to the AAIE (Association for the Advancement of International Education) on 08.02.2019, in hopes they might be able to promote the survey link
- Direct messages sent to personal contacts on Pinterest with anyone interested in TCK/ATCK/Global Nomad topics, as listed in their name or focal point on 01.02.2019
- Research request and survey link published in the newsletter of “Africa Member Care Network” on 21.03.2019
- Research request and survey link published in the newsletter of “Global Members Care Network” on 25.02.2019
- Research request and survey link published on Reddit at the end of February 2019 https://www.reddit.com/r/TCK/comments/agtli/phd_survey_targeted_specifically_at_ticks_and/
- Email with research request and survey link sent via Linguist List on 25.01.2019; published on 25.01.2019 at <https://linguistlist.org/issues/30/30-457.html>
- Email with research request and survey link sent via TCK Research Website (with help of Brice Royer) to more than 2000 subscribers: <http://www.tckresearch.com/>; research request and link sent out on 24.03.2019

Phase 3: Offline & Evaluation

- **ATCK Questionnaire goes OFFLINE on 14.04.2019**
- Initial evaluation of data generated by the ATCK Questionnaire until end of April 2019
- Brief presentation of initial evaluation of data to supervising professor

(2) Qualitative Data Collection Stage: ATCK Interviews

Phase 4: Creation & Selection

- ATCK Interview Guide & Questions created 15.04.2019-18.04.2019
- ATCK Interview test run with 1st Test Run ATCK Interviewee on 22.04.2019 at 12:00-13:00 o'clock CEST
- ATCK Interview test run with 2nd Test Run ATCK Interviewee on 22.04.2019 at 20:00-21:00 o'clock CEST
- Reiteration of Interview Guide & Questions and creation of Agreement about Informed Consent and Data Protection in Scientific Interview on 24.04.2019-26.04.2019
- Selection of ATCK interview candidates for first round (5 ATCKs worldwide) between 29.04.2019-01.05.2019
- Discussion of selected ATCK interview candidates of first round with supervising professor on 02.05.2019
- Contact and set up of ATCK Interviews via email and the Linked-In chat function with candidates in the first two weeks of May 2019
- Selection of ATCK Interview candidates for second round (4 ATCKs worldwide) as well as contact and set up of interview dates via email and the Linked-In chat function with candidates in first two weeks of June 2019
- Selection of ATCK Interview candidates for third round (4 ATCKs worldwide) as well as contact and set up of interview dates via email and the Linked-In chat function with candidates in the last week of June and first week of July 2019

Phase 5: Interview Rounds

- The three ATCK Interview rounds took place in May, June, July and August 2019 as follows:
- Round 1:
 - o Interview with ATCK Interviewee 1 on Skype on 15.05.2019 from 15:30-16:30 o'clock CEST
 - o Interview with ATCK Interviewee 2 on Skype on 15.05.2019 from 20:00-21:00 o'clock CEST
 - o Interview with ATCK Interviewee 3 on Skype on 18.05.2019 from 15:00-16:00 o'clock CEST
 - o Interview with ATCK Interviewee 4 on Skype on 20.05.2019 from 17:00-18:00 o'clock CEST
 - o Interview with ATCK Interviewee 5 on Skype on 24.05.2019 from 13:00-14:00 o'clock CEST
- Round 2:
 - o Interview with ATCK Interviewee 6 on Skype on 17.06.2019 from 16:00-17:00 o'clock CEST
 - o Interview with ATCK Interviewee 7 on Skype on 18.06.2019 from 18:00-19:00 o'clock CEST

- Interview with ATCK Interviewee 8 on Skype on 22.06.2019 from 12:30-13:30 o'clock CEST
 - Interview with ATCK Interviewee 9 on Skype on 24.06.2019 from 15:00-16:00 o'clock CEST
- Round 3:
 - Interview with ATCK Interviewee 10 on Skype on 05.07.2019 from 17:15-18:00 o'clock CEST
 - Interview with ATCK Interviewee 11 on Skype on 06.07.2019 from 13:00-14:00 o'clock CEST
 - Interview with ATCK Interviewee 12 on Skype on 06.07.2019 from 18:30-19:30 o'clock CEST
 - Interview with ATCK Interviewee 13 on Skype on 03.08.2019 from 15:00-16:00 o'clock CEST

Phase 6: Transcription

- All 13 ATCK Interviews were conducted on the online tool Skype (www.skype.com) and were recorded. Immediately after the interviews were over, the recorded videos were copied and secured as separate video files on a separate storage device.
- All 13 ATCK Interviews were transcribed directly in the following days after each interview took place. Each interview went through a total of three rounds of transcribing until each transcription was considered completed.
 - First round: with the help of the of the advanced online speech recognition software Temi 2019 (www.temi.com) the video data underwent an electronic transcription process and was transcribed into the written word. By using the simple online editing function of the online tool, first mistakes were immediately corrected. Then the entire transcript was compared to the video data and mistakes cleaned up.
 - Second round: the transcriptions were edited to increase accuracy. Additionally they were streamlined in their presentation so they could all be presented in the same way.
 - Third round: the transcriptions ran through a final check to increase accuracy to a near 100% and omit any little mistakes that may have previously remained due to human error.
- Each approx. 60 minute ATCK interview usually took around 7-10 weeks to complete.
- Thus the transcription process for all 13 ATCK took approx. 15 weeks and was completed between mid-May and mid-August 2019.

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K Researcher's Curriculum Vitae
