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Unify Communication by International Projects
in Cambodia and Philippines

Communication Skills for Project Managers | 20, 27 September 2024



Strategic communication across cultures

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Crafting
clear
and
concise
messages
for
diverse
audiences

Mastering
conflict
resolution

Introduction: Who we are and what we expect from the course

International communication challenges - Communication stories

Evidence-based insights

- Presentation: The internationalization status of universities (Results from UNIFICATION research in Cambodia and the Philippines)
- Identify and discuss the main communication problems in participants' institutions related to the internationalization process

Goal setting

- Identify key communication goals for internationalization

Creating an implementation plan

- Craft a main message for diverse stakeholders
- Develop a detailed plan for implementing communication goals

Online communication specifications

- Explore the unique challenges and strategies for effective online communication
- Training exercises

Closing & reflection: What we learned and what we expect from the IRL course?



Strategic communication across cultures |

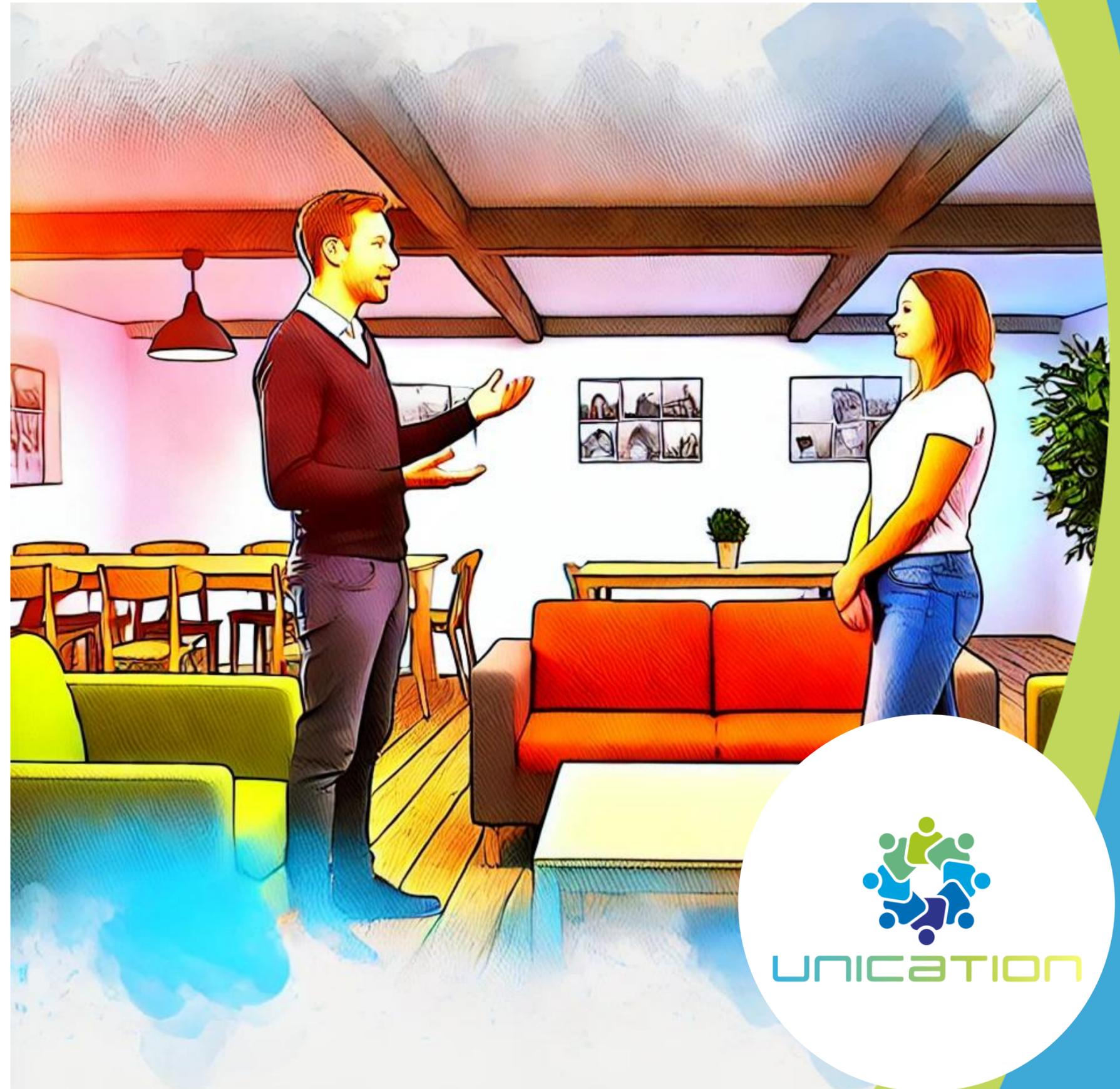
Introduction

Who are we?

**What are our backgrounds
and interests?**

**What do we hope to
achieve in this online
course?**

Round-robin sharing,
following the list of names.



Balanced engagement in a culturally diverse classroom

Context: Teaching “Strategic management” to an international group: students from Hungary, Mongolia, Russia, Azerbaijan, Taiwan, and Armenia.

Problem: Some students dominated discussions, while others hesitated to participate.

Solution: Group projects are formed with culturally diverse teams, structured debates and ice-breaker activities introduced to improve engagement.

TimeLine: Week 1: Unbalanced dynamic of work; Week 3: Culturally diverse teams; Week 4: Case studies; Week 5: Structured debates and icebreaker activities;

Takeaway Message: Structured group activities and fostering cultural understanding ensure every voice is heard

Problem: One student shares personal medical information and ask/get help, other requests frequent one-on-one mentorship for his research.

Solution: Students linked to competent specialists. Boundaries communicated clearly to the entire class in the beginning.

TimeLine: Week 2: Crossing the boundaries between professional and personal interactions. Week 5: Imbalance of support, teacher overload. Week 5: Students linked to competent specialists. New semester: Clear boundaries.

Takeaway Message: Setting common operating rules at the beginning is essential, especially in multicultural groups.



Our most interesting communication story

Storytelling template



Group work instructions:

Step 1: Individual sharing Each participant shares their most challenging international and professional communication story, highlighting both the challenge and the solution.

Step 2: Story selection Discuss and vote on the most interesting story to be presented to the entire class.

Step 3: One-slide summary Analyze the chosen story, create a compelling title, and develop a one-slide summary to help other group members understand it. Formulate a key takeaway message that the story conveys.

Step +: Presentation assignment Decide who will present the selected story to the class.



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Group I.

Dr. Ky Ravikun

Dr. Vanessah V. Castillo

Mr. Hin Sam Ath

Title: Cross cultural communication

- International group of students, Asia, Africa, Latin America

Body language

Behaviors

- For me as from Asia, I found it hard for the 1st time.

Solution: Seek assistance from the teachers

Context:

Problem: [Describe the key problem or challenge in your story]

Solution: [Explain how the problem was resolved]

TimeLine: [Outline the sequence of events that led to the resolution. Include key moments, decisions made, relevant timelines that highlight the progression of the story.]

Takeaway Message: Seek assistance from other



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Group II. CHHIN KONA, HONG PHEARIN, SHARON G. Angulo

Title: The language barrier in the class of international students and local students.

Context: Class with inbound students and local students

Problem: The majority of sophomore students is limited to English, and they request for Khmer explanation.

Solution:

1. Apply fully conduct in English
2. Motivate the local students to see themselves as an opportunity, and provide extra English program
3. Lecturer provide tutorial for key lecture after class
4. Improve self-study

TimeLine: [Week 1-2 [getting complaint], Week 3-5 [keep working with lecturer and students], week 6 [class runs smoothly]]

Takeaway Message: Lecturer plays important roles to coordinate and communicate between international and local students. Keep communicating is the key to succeed.



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Group III. Wena Sadorra & Sok Pheak

Title: **The Tale of the “Late Arrival”**



Context: An international collaborative research activity with field trip was organized with participants coming from USA, Thailand, Vietnam and Cambodia

Problem: Some participants from Cambodia came in late and missed the field trip part. This caused challenges in the research proper. They were limited in their participation in the whole group because they lack the knowledge and experience gained from the field trip. The other members of the group also needed to adjust.

Solution: Organizers helped the late participants catch up. A team was assigned to assist them so they can participate. For the next similar event, organizers must set rules about tardiness and also prepare for contingency plans.

TimeLine: Day 1- Field Trip; Day 2-10 (Research); Day 2 - Support team helped the participants who arrived late. Day 3 - The group collaborated better because those who arrived late were able to catch up.

Takeaway Message: Tardiness can be a cultural factor but in international collaboration, there has to be standard rules so that there will be basic expectations and better opportunities for efficient cooperation, better communication, better outputs. Schedules have to be set way ahead ahead of time and participants must understand the consequences of being late. Guidelines must be communicated clearly by the organizers. But, there should also be spaces for consideration and support in case of unexpected scenarios causing the tardiness or the need for adjustments.



Group IV. Ms. Tep Kolap, Mr. Rowell, Mr. Veasna

Title: Bridging cultures: Communication among Management Team

Context: The story is set at Phnom Penh International University, a growing institution with a diverse student body representing various cultural backgrounds. The university is striving to enhance its leadership team's communication skills to effectively engage with both local and international stakeholders. The leadership recognizes the need for a strategic communication approach to navigate cultural differences and foster inclusive decision-making.

Problem:As the university expands, cultural misunderstandings and communication gaps start to surface between management, faculty, and the diverse student body. The leadership team struggles to maintain a cohesive vision, with cultural diversities complicating team dynamics and decision-making processes. This threatens the institution's efforts to create a globally competitive learning environment.

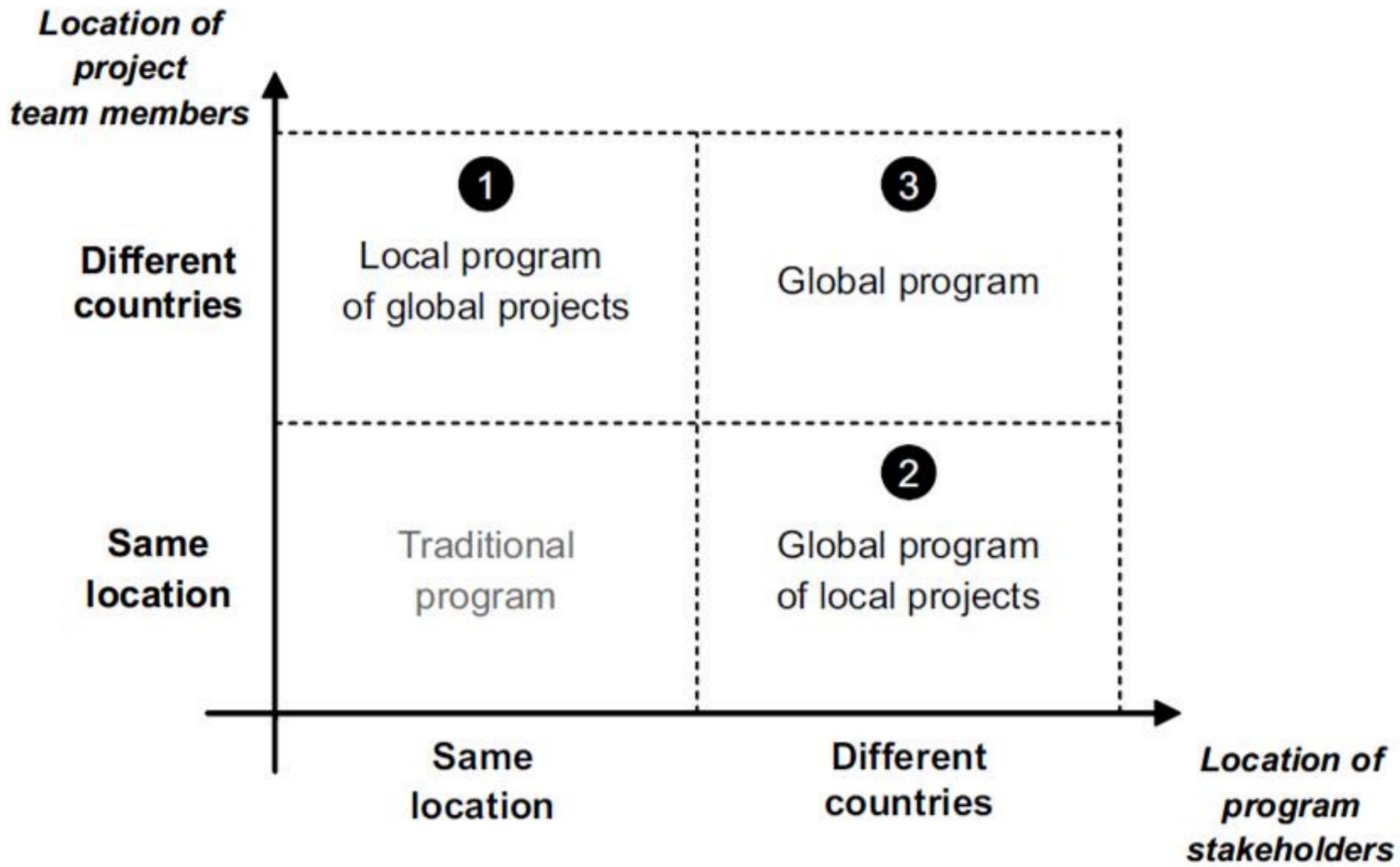
Solution: The management team organized meetings which they can open-heartedly discuss the differences and seek for solutions together. The management team attended several workshops which aimed to broaden cultural knowledge and effective communication. The university encourages the practice of empathy and continuous cooperation and support among different departments in order to maintain the same goals and objectives for the quality of education and positive work environment.

Takeaway Message: Effective communication across cultures is key to successful leadership in a diverse higher education environment. By embracing cultural empathy and strategic storytelling, leaders can unite diverse teams, overcome challenges, and create a more inclusive and globally competitive institution.



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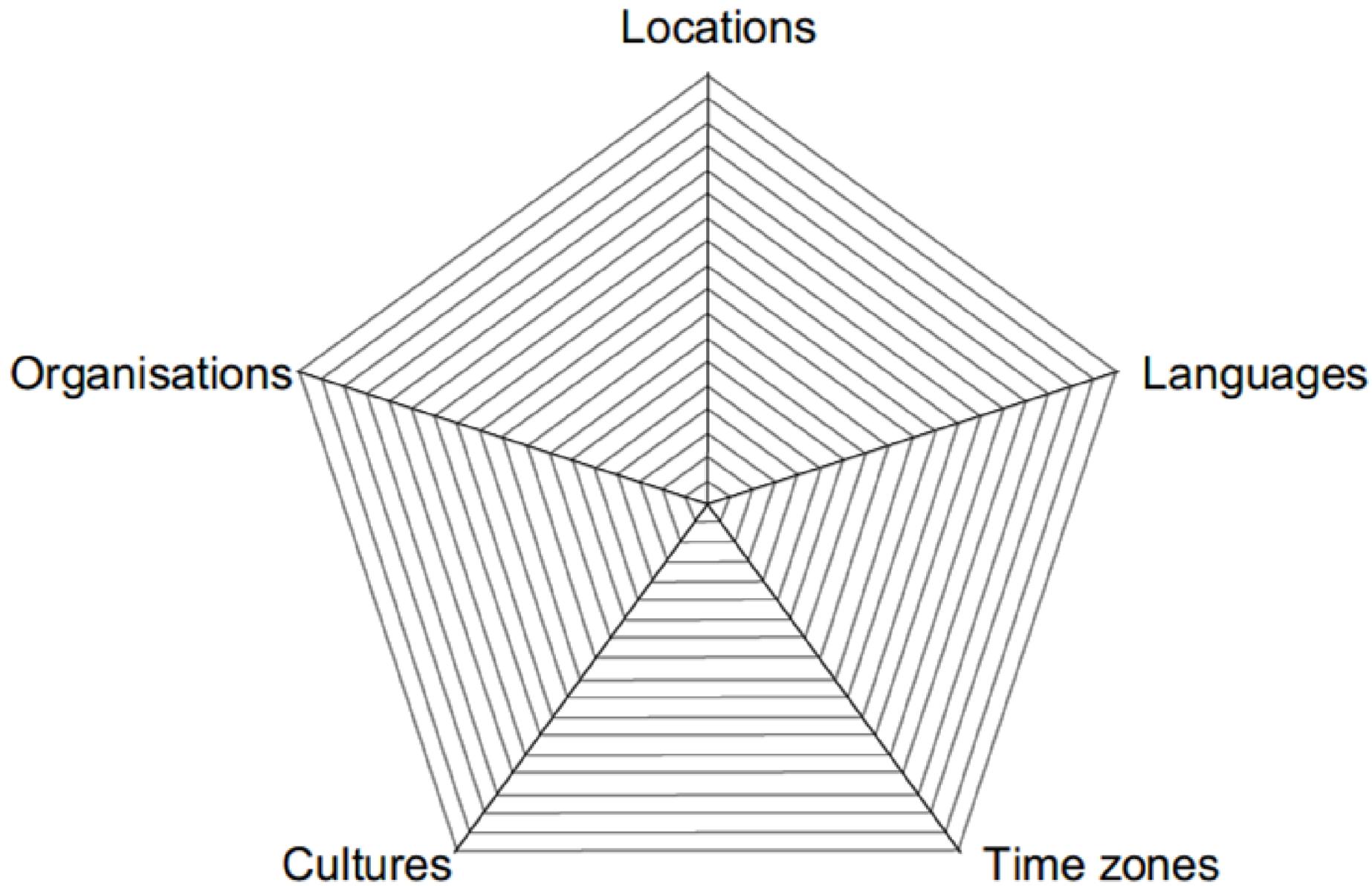
Strategic communication across cultures | Categories of international communication (project) contexts



Source: Binder, 2007



Strategic communication across cultures |
Dimensions of of international communication
(project) contexts



Some of the key principles

Effective communication practices Clarity and precision, Active listening, consistent communication channels, etc

Cultural and contextual awareness Cultural awareness, Time zone coordination, Sensitivity to local customs and norms

Adaptability and Flexibility Adapting to communication styles and technologies, Flexibility in meeting times and approaches

Structured documentation and feedback Documenting key decisions, Feedback loops
Reporting and transparency

Relationship and stakeholder management: Building trust and rapport across cultures, Managing expectations of international stakeholders

Technological proficiency Use of project management and communication tools, ensuring team members are comfortable with tech platforms

Strategic Communication Planning with Evidence-Based Approach Objective setting, Audience analysis, Message crafting, Channel selection, Timing and frequency, Monitoring and adjusting





Description of evidence-based goal setting

- Using data and research findings to inform and guide the development of strategic goals.
- Ensures that goals are realistic, achievable, and aligned with organizational objectives.

Why it matters

- Reduces guesswork and assumptions.
- Increases the likelihood of success by basing decisions on empirical evidence.
- Enhances transparency and accountability in the goal-setting process.

Process overview

- **Data Collection:** Gather relevant data from credible sources.
- **Analysis:** Interpret the data to identify trends, opportunities, and challenges.
- **Goal Formulation:** Set specific, measurable, achievable, relevant, and time-bound (SMART) goals based on the analysis.
- **Monitoring & Adjustment:** Continuously track progress and adjust goals as new data emerges.



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Research to map the internationalization processes of universities

The goal was to support future developments.

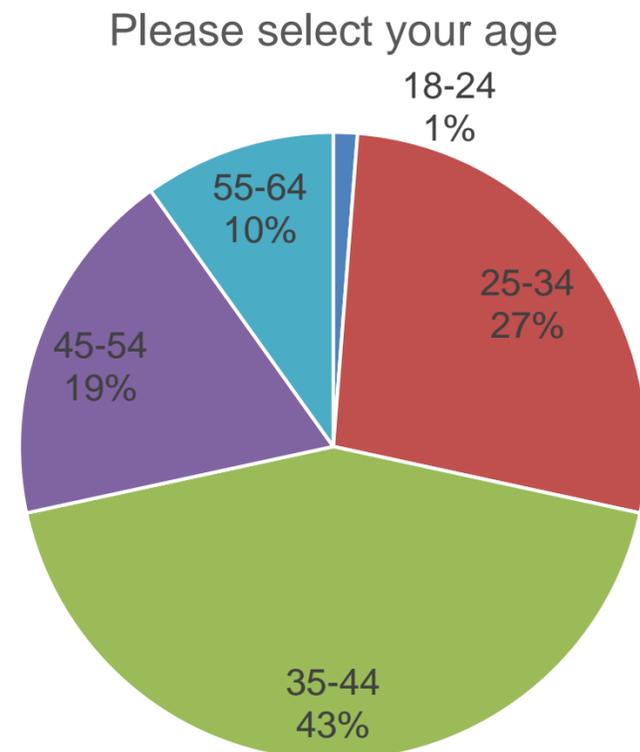
Research Team from Óbuda University

Data collection: Among staff members of higher education institutions in Cambodia and the Philippines; Online questionnaire, 31 questions; Conducted in the spring of 2024;

Covered areas: Institutional information and profile; Overall status and trends; Institutional commitment and policy; Teaching and learning for international students; Faculty and staff support; Partnership; Internationalization of research; Emerging issues: Future of internationalization;



Internalization status report | Demographic and institutional information

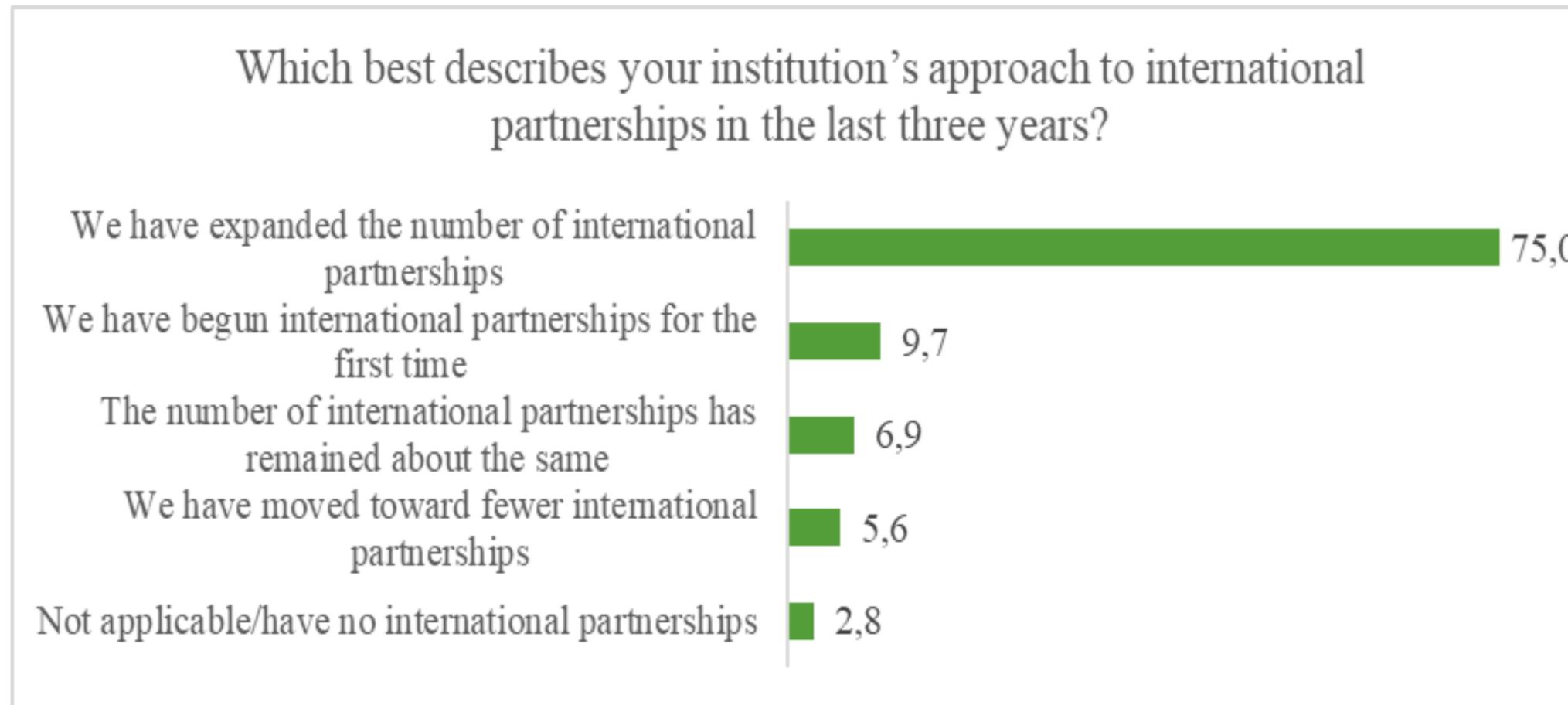


Name of Institution	N	%
University of the Philippines, Philippines	1	1,3%
Batangas State University, Philippines	31	38,8%
Phnom Penh International University, Cambodia	24	30,0%
University of Heng Samrin Thbongkhmum (UHST), Cambodia	16	20%
National University of Management, Cambodia	5	6,3%
Other	3	3,9%

Distribution of Respondents by Role	N	%
Senior leadership (e.g., President, Rector, Vice-Chancellor)	15	18,5%
Middle management (e.g., Department Head, Dean)	34	42%
Academic staff (e.g., Professor, Researcher, Phd students)	20	24,7%
Administrative staff (e.g., Registrar, Office Administrator)	5	6,2%
Head or staff member of International Office	7	8,6%



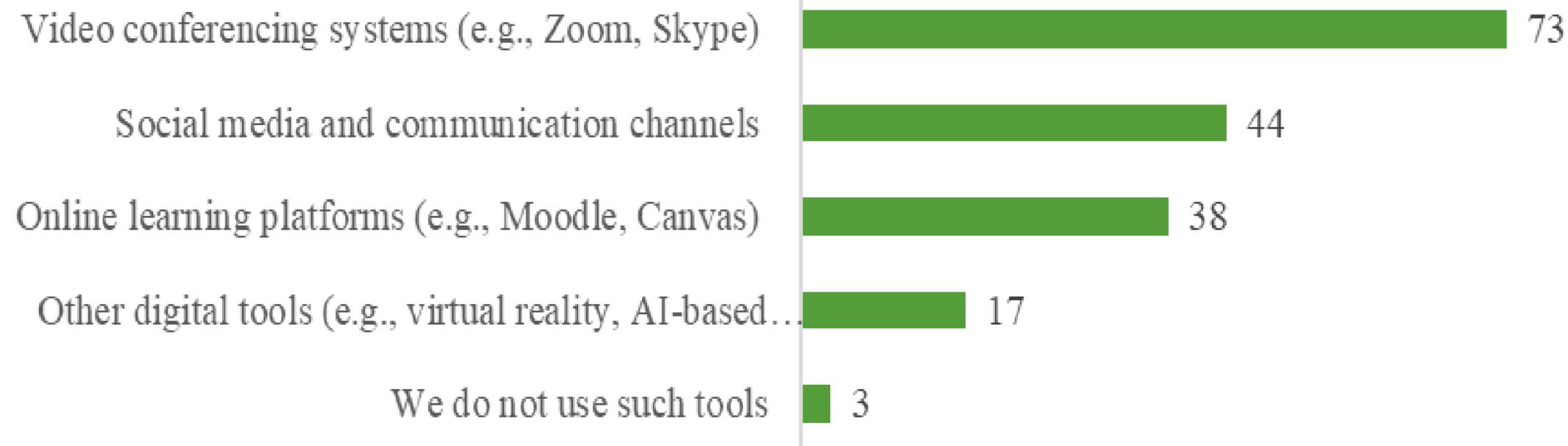
Internalization status report | Approaches to international relations by respondents' institutions over the past three years (% , N=72)



Internalization status report | ICT tools and platforms

to facilitate international cooperation (number of responses, N=77)

What ICT tools and platforms does your institution use to facilitate international collaborations?



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Internalization status report | Main reasons

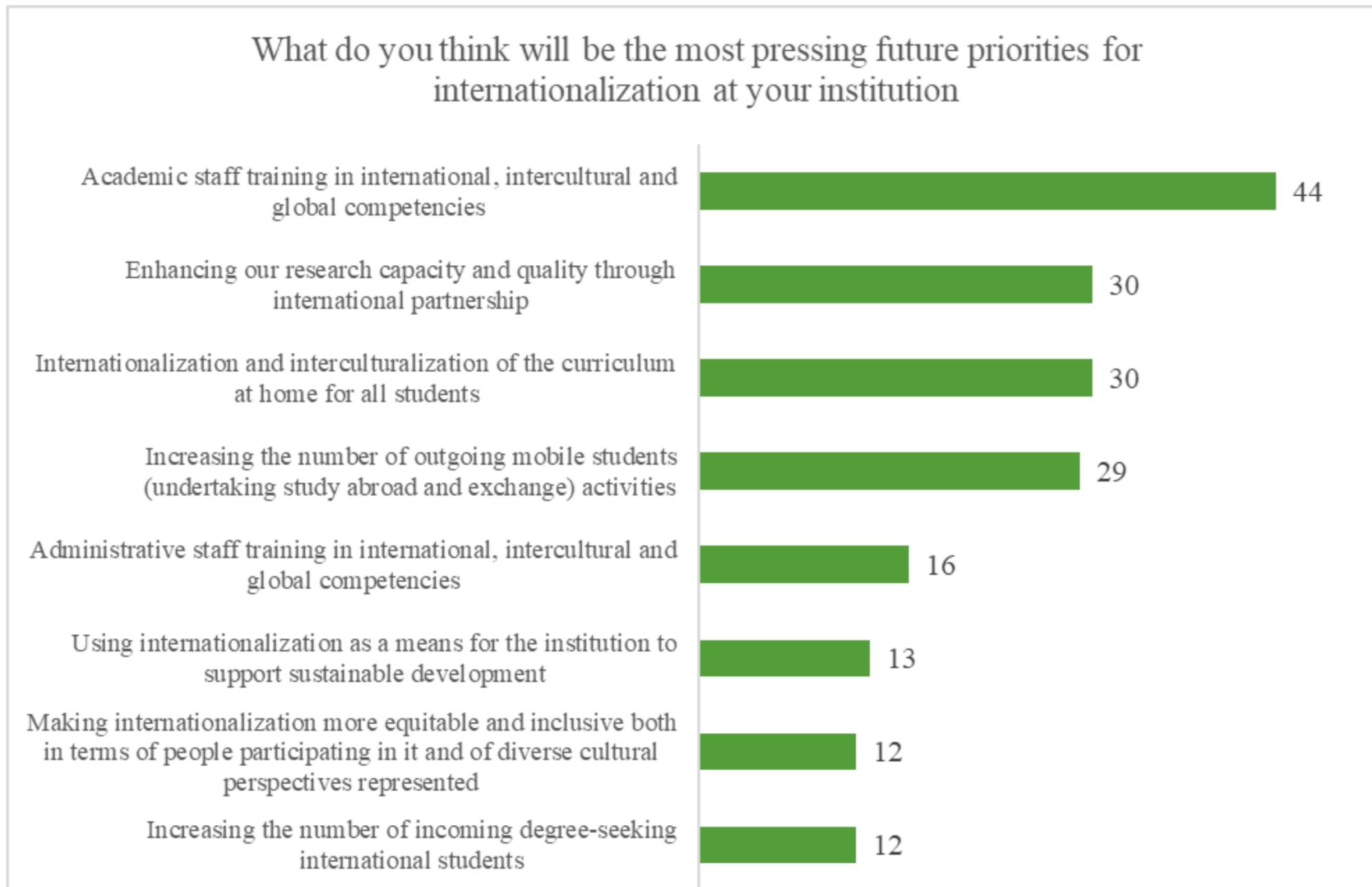
for the institution's internationalization (number of choices, N=79)

What are your institution's main reasons for internationalizing?



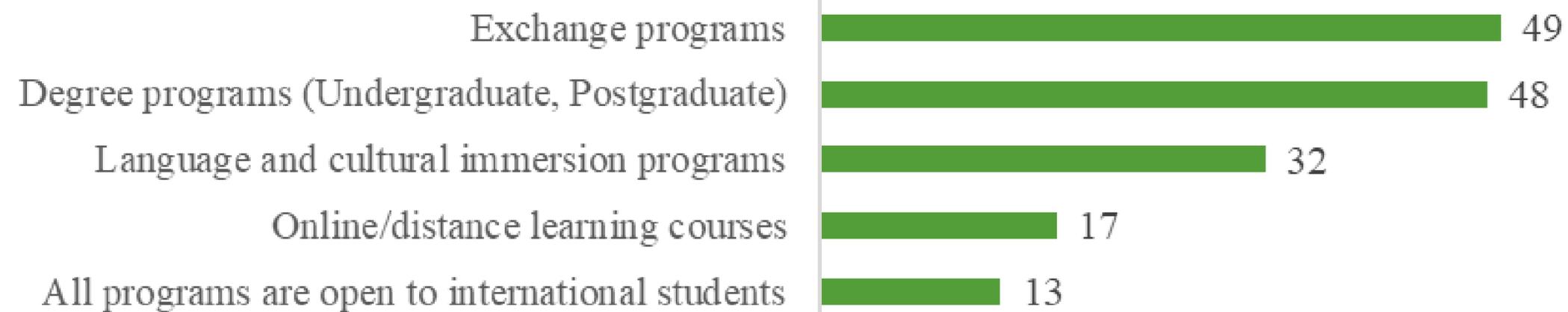
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Internalization status report | Most urgent future priorities for internationalisation in the institution (number of responses, N=73)



Internalization status report | Academic programmes for foreign students (number of responses, N=67)

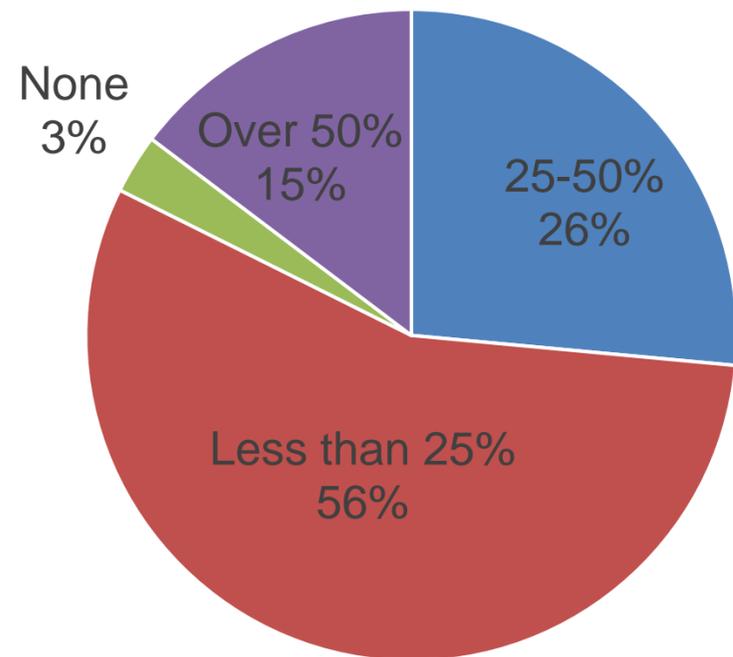
What types of academic programs does your institution offer to international students?



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Internalization status report | Percentage of teachers involved in international collaborative teaching or research (% , N=68)

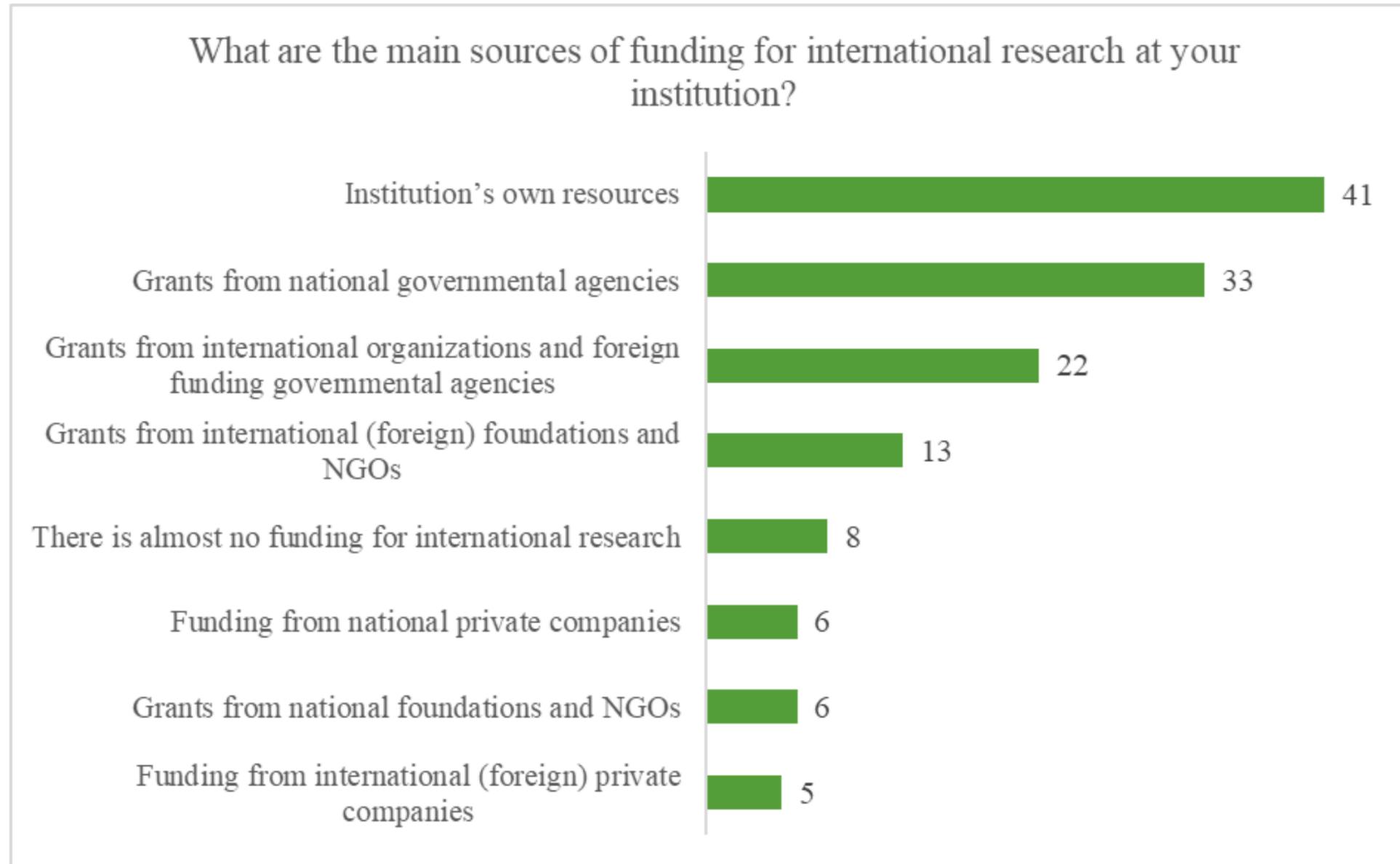
What percentage of your faculty members are involved in international collaborative teaching or research?



Internalization status report | Institutions' participation in international research (number of responses, N=65)



Internalization status report | Main sources of funding for international research (number of responses, N=66)



Conclusions

- Limited faculty involvement in international collaboration
- Growing role of ICT in international collaboration
- Institutional focus on student preparedness and global competitiveness
- Research and funding challenges
- Opportunities for growth



How do we assess the current state of internationalization at our institution?

Group work instructions:

Step 1: Discuss the challenges you face in the internationalization process at your institution.

Step 2: Identify 2-3 key issues that you consider the most important.

Step 3: Create a slide summarizing these issues and the reasons for their significance.

Step 4: Designate a group member to present and briefly share the selected issues with the rest of the participants after the group work.



Group I. - Batangas State University & University of the Philippines

Institution: [Batangas State University, University of the Philippines](#)

Challenges [List specific challenges related to internationalization]	Manifestations [Describe how these challenges manifest in your institution]		
Availability of dormitory for international visitors / students / visiting professors	Inbound students are limited	International / short programs can't be possible as it is a practice for host universities to provide free accommodation to international participants	it may affect the institution's ability to build strong, ongoing international partnerships
Staff members handling internationalization are also faculty members	Divided attention in achieving the targets	conflicting priorities which lead to delays in both academic responsibilities and internationalization projects	professional development may also be limited by the heavy load of these faculty members
Less funding for internationalization initiatives	Limited no. of staff are being sent to international training	may hinder the development of new internationalization initiatives, Limited collaboration opportunities	fewer faculty and students can participate in international conferences, exchange programs, or collaborative projects
Dealing with excessive paperwork and complex processes (lengthy approval processes)	slows down international collaborations	opportunities for global engagement may be lost or diminished	can cause frustration and discourage stakeholders from engaging more in global collaborations



Group II. - Phnom Penh International University

Challenges [List specific challenges related to internationalization]	Manifestations [Describe how these challenges manifest in your institution]		
1. Capacity of IRO supporting staff	Lack of communication skill	Lack of problem solving skills	Language barrier
2. IRO Application/Software	Limited database	Manual work	
3. Management guide for IRO	IRO manual - not yet		
4. Internationalisation (INZ) Strategy	No INZ focus area, program,		



Group III. - Heng Samrin Thbongkhmum University and National University of Management

Institution: [Your institution's name here] Challenges [List specific challenges related to internationalization]	Manifestations [Describe how these challenges manifest in your institution]		
No IRO	International projects are distributed to relevant offices; no specific office manages the international projects.	No expertise built in internationalization	Less collaboration, partnership and networking
Difficulty in engaging staff to participate in internationalization activities	They think it doesn't provide benefits to them.	They think it wastes their time.	They are busy with other commitments
Language barrier	Many staffs are not good at English, so it's hard for them to engage in internationalization	Students mostly involved in international activities are from international programme	
Little funding opportunities	Limited number of international mobility		



Strategic communication across cultures | Agenda

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Thank you for your participation!

See you on September 27th!

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Strategic communication across cultures

Part II

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Challenges

- Limited faculty involvement in international collaboration
- Growing role of ICT in international collaboration, but there is still a lack of access to more advanced technologies
- Ad hoc international partnerships, insufficient support systems
- Research and funding challenges

Goals

- Promote increased faculty engagement in international research and teaching
- Support the expansion of advanced ICT tools
- Strengthen funding opportunities - Increase the variety of funding options
- Encourage comprehensive internationalization strategies



Internalization status report |
Strategic communication planning

Related tasks:

- Goal setting
- Stakeholder analysis
- Selecting target groups
- Tailored messages for different target groups
- Implementation considerations



Strategic communication across cultures | Hungarian example - Goal setting

Strengthen funding

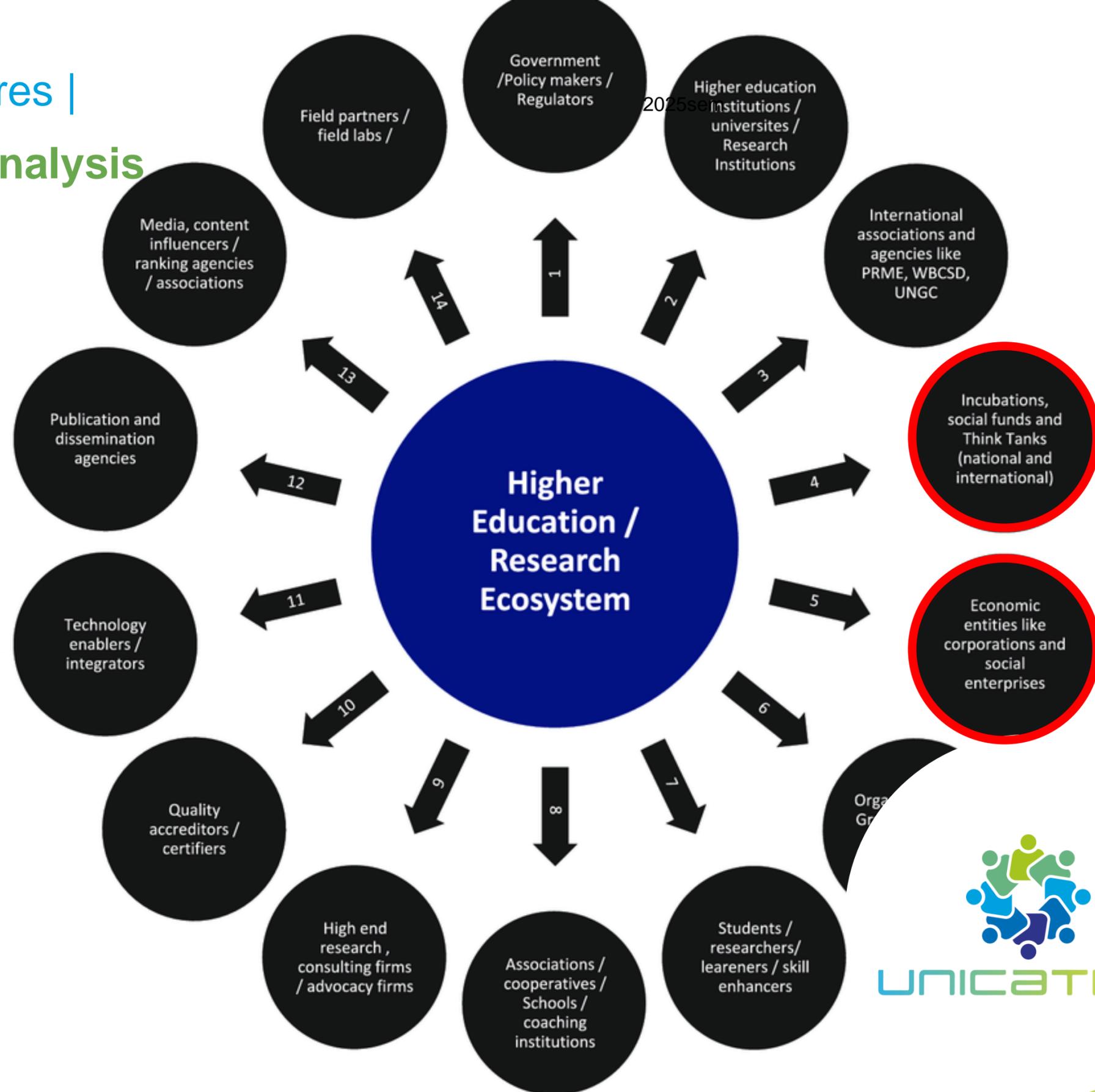
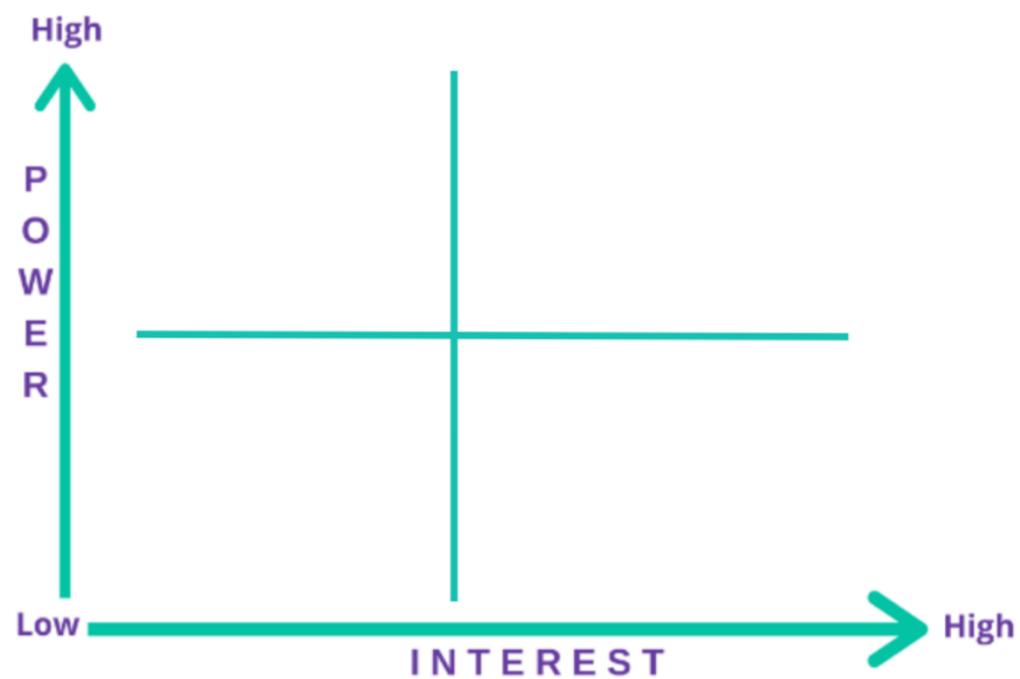
S Specific	M Measurable	A Attainable	R Realistic	T Time-bound
Do: Set real numbers with real deadlines. Don't: Say, "I want more visitors."	Do: Make sure your goal is trackable. Don't: Hide behind buzzwords like, "brand engagement," or, "social influence."	Do: Work towards a goal that is challenging, but possible. Don't: Try to take over the world in one night.	Do: Be honest with yourself- you know what you and your team are capable of. Don't: Forget any hurdles you may have to overcome.	Do: Give yourself a deadline. Don't: Keep pushing towards a goal you might hit, "some day."

'Securing at least one new funding source to ensure that the budget for the international research and development project focused on students' legal attitudes reaches €80,000 by June



Strategic communication across cultures | Hungarian example - Stakeholder analysis

Which groups hold the most power, and could be interested in?



Strategic communication across cultures |

Hungarian example - Tailored messages for different stakeholders

Target groups	Interests and values	Barriers to engagement	Communication preferences	Tailored messages
Stakeholders selected for tailored messages	What does this group value most (e.g., innovation, stability, profitability)? How can your project benefit them, and what value can it provide?	What obstacles might prevent this group from engaging with your project goals? How can you address their concerns, reduce these barriers?	How does this group usually communicate? How do they prefer to receive information? What communication tone do they prefer?	Messages that align with the target groups' characteristics and the overall internationalization communication goal
Corporations, social enterprises (like Bosh, E.ON, GE Hungary, Hungarian Telekom, OTP Bank, MOL Group)	Values: Corporate social responsibility, Innovation and sustainability, Collaboration; What the project provide: Positive public perception through involvement in educational initiatives. A better-prepared workforce;	Short-Term Focus, Limited time or resources to dedicate to external initiatives. How to address concerns: Quick wins; Clear plan to address potential risks and ensure transparency throughout the project; Offer recognition, branding opportunities, or CSR credits as incentives for participation.	Communication Style: Concise and action-oriented; Solution-focused Preferred information delivery: Executive summaries; Meetings and calls for quick decision-making; Visual presentations;	Drive success in human sciences and innovation! Partner with Hungary's leading university to support research, gain a competitive edge with new knowledge, and enhance your CSR efforts through impactful collaboration.
NGOs (like Hungarian Helsinki Committee, Hungarian Civil Liberties Union)	Values: Human rights protection, Social justice, Public awareness and education, Legal reform; What the project provide: Support for legal education; Increased advocacy potential; Collaboration opportunities; Long-term impact;	Resource limitations; project's goals may not align with their mission or focus areas; Doubts about the impact of collaboration How to address concerns: Clear communication, Offer various levels of engagement	Communication style: Direct and clear; Emphasizing partnership and mutual goals; Preferred information delivery: Written reports; Meetings and workshops; Email updates;	Promote human rights and social justice through legal education. Partner with Hungary's leading university to strengthen your advocacy and create a lasting impact in our communities.
Think tanks (like The RAND Corporation; Open Society Foundations; Education Policy Institute; American Institutes for Research)	Values: Global impact; Research quality; Innovation; What the project provide: Data and insights; Policy recommendations; Networking opportunities;	Bureaucratic Processes; High Expectations; Competition for Funding; How to address concerns: Proposals that highlight mutual benefits; well-defined research methodology;	Communication Style: Formal and professional; Evidence-based Preferred information delivery: Research papers and briefs; Presentations; Conferences and seminars;	Access valuable data, evidence-based policy recommendations, and networking opportunities in legal awareness education! Together, we can drive innovation and create meaningful change in educational practices on a global scale.

Strategic communication across cultures |

Hungarian example - Implementation considerations

Goal: Strengthen funding opportunities - Increase the variety of funding options

Targetgroup: Corporations, social enterprises

Message: Drive success in human sciences and innovation! Partner with Hungary's leading university to support research, gain a competitive edge with new knowledge, and enhance your CSR efforts through impactful collaboration.

Delivery method	Timing	Responsables	Monitor indicators	Unexpected effects
Partnerships and collaborations	Ongoing	Research group leader	Number of active partnerships formed; Joint events or initiatives launched; Feedback from partners on collaboration effectiveness	Over-reliance on a partner that may not deliver as expected, jeopardizing the project.
Workshops and events	Annual, semiannual	Project coordinator	Number of participants; Participant feedback and satisfaction ratings; Engagement levels during sessions	Conflicts arising from differing opinions among participants during discussions.
Social media	1-2 times per week	Demonstrator student	Follower growth and engagement rates; Reach and impressions of posts; Click-through rates to the website or events	Negative comments or backlash from certain groups or individuals.
Educational materials	Annual, semiannual	Project coordinator	Number of materials produced and distributed; Usage statistics; Feedback from users on content relevance and clarity	Materials that do not resonate with the audience, leading to disengagement.
Press releases	As needed, after significant events	Project coordinator	Number of press releases issued; Media coverage and mentions; Audience reach of published articles	Overpromising results that cannot be delivered, leading to credibility loss.
Newsletters	Monthly	Secretariat	Open rates and click-through rates; Subscriber growth over time; Feedback from readers on content value	Complaints from readers about the clarity or usefulness of the information
Website	Updated monthly	Secretariat	Website traffic and unique visitors; Bounce rate and average time spent on pages; Number of downloads or resources accessed	Technical issues leading to downtime, frustrating users and harming credibility.

Strategic communication across cultures |
Strategic communication planning - Group work

Q1: What would be the most effective development goal for us?

Q2: Who are our most useful target groups?

Q3: What can be the most engaging message for our target group?

Q+: How can we effectively deliver the tailored messages? (optional)

Each question has a task slide with instructions! The answers to all (four) questions will be presented at once.



Goal setting

What would be the most effective development goal for

S Specific	M Measurable	A Attainable	R Realistic	T Time-bound
Do: Set real numbers with real deadlines. Don't: Say, "I want more visitors."	Do: Make sure your goal is trackable. Don't: Hide behind buzzwords like, "brand engagement," or, "social influence."	Do: Work towards a goal that is challenging, but possible. Don't: Try to take over the world in one night.	Do: Be honest with yourself- you know what you and your team are capable of. Don't: Forget any hurdles you may have to overcome.	Do: Give yourself a deadline. Don't: Keep pushing towards a goal you might hit, "some day."

Group work instructions:

Step 1: Each group member suggests potential development goals related to internationalization.

Step 2: Discuss the proposed goals, focusing on their feasibility, relevance, and potential impact.

Step 3: Select one goal that the group believes is the most effective and achievable. Consider using SMART criteria.

**Suggested
minutes**

timeframe:



Stakeholder analysis

groups?

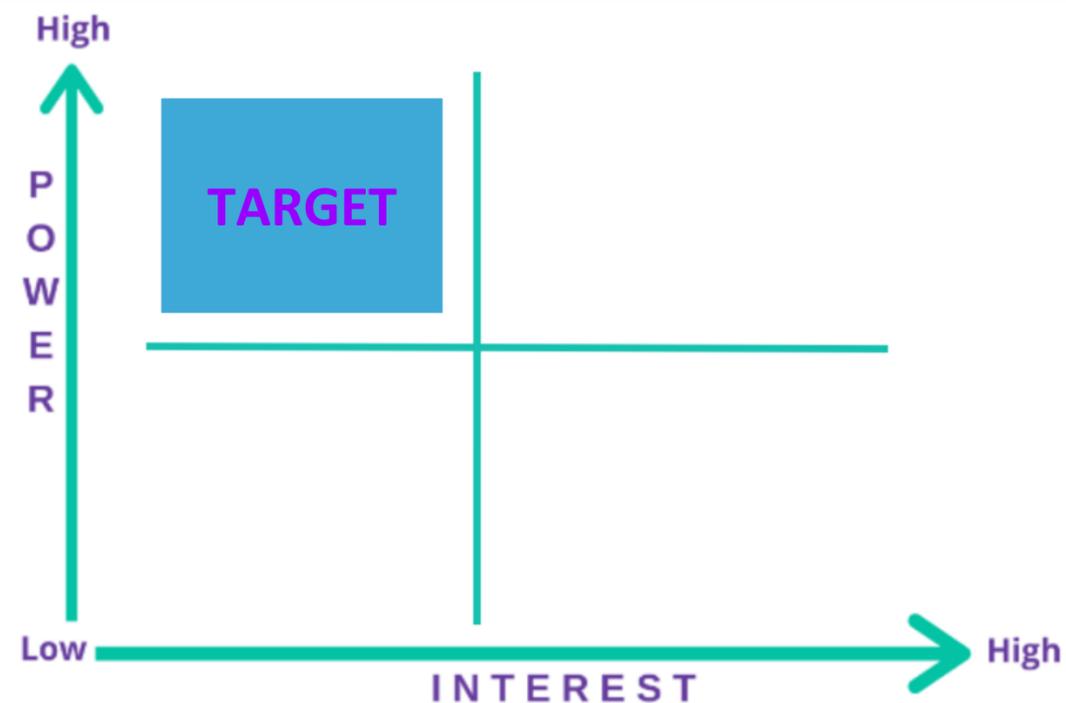
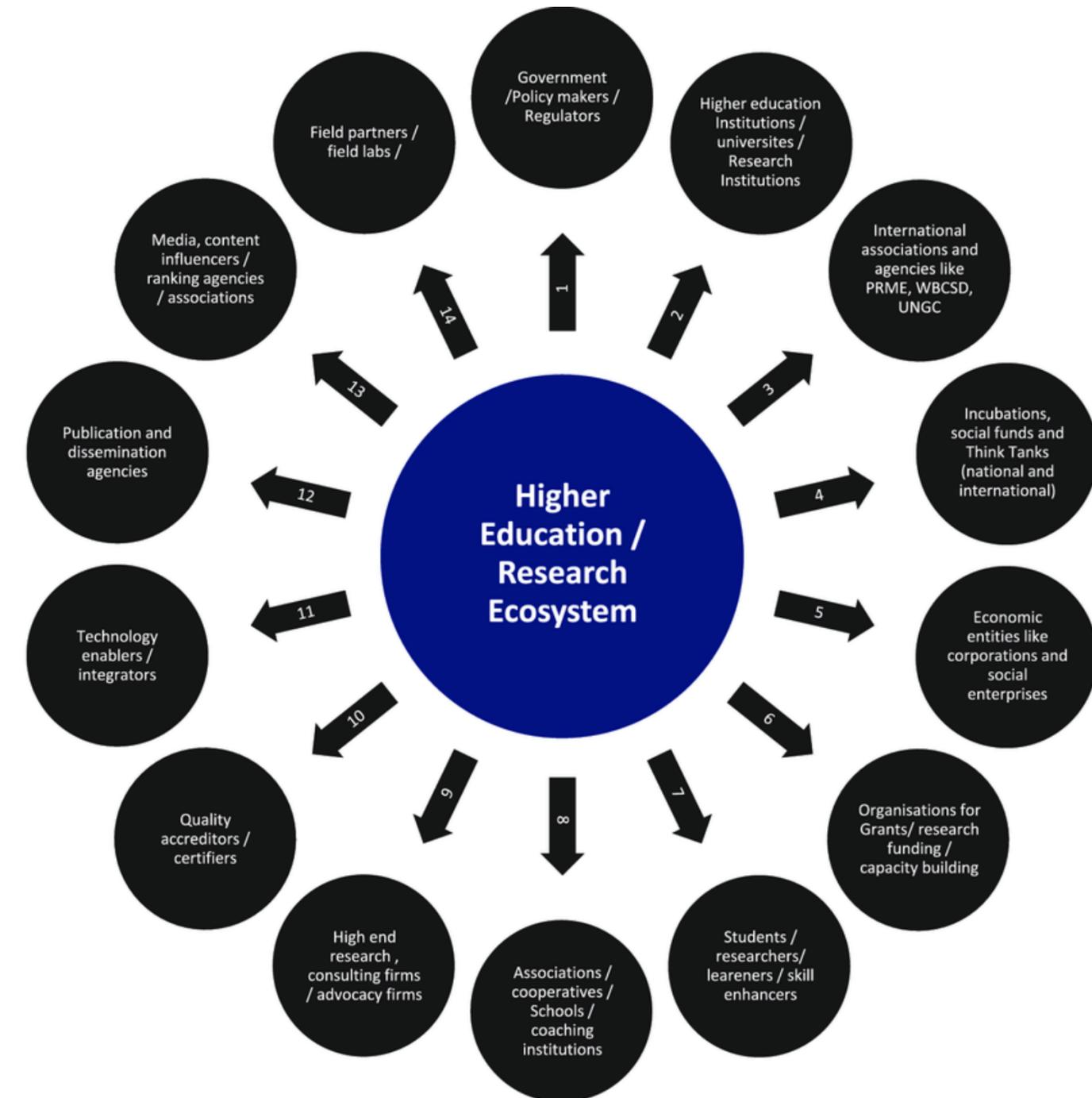
Group work instructions:

Step 1: Identify the most powerful stakeholder groups!

Step 2: Identify the powerful but currently less interested groups!

Step 3: Determine the one which of these you would like to focus on!

Suggested timeframe: 10 minutes



Strategic communication across cultures |
Tailored messages for challenging stakeholders

What can be the most engaging message
for our target group?

Group work instructions:

Step 1: Define the most important features of your group
(see template).

Step 3: Develop 1 tailored message for them that is
aligned with your overall objectives.

Suggested timeframe: 15 minutes



Strategic communication across cultures | Tailored messages for challenging stakeholders

Group I.

Institution: Phnom Penh International University (PPIU)

SMART goal: Faculty engagement in internationalization

	Interests and values	Barriers to engagement	Communication preferences	Tailored message
	What does this group value most (e.g., innovation, stability, profitability, risk-taking, etc)? What value can your project provide to them? What benefits can they gain from your project?	What obstacles might prevent this group from engaging with your project goals? How can you address their concerns, reduce these barriers?	How does this group usually communicate? How do they prefer to receive information? What communication tone do they prefer?	Message what fits on the target group features and your overall internationalization communication goal
Target group:	<p>Lecturer</p> <p>Value to lecturer:</p> <ul style="list-style-type: none"> - Professional development - international standard - Innovative idea - Creativity - Stability and profitability 	<ul style="list-style-type: none"> - language barrier - Culture shock - Personal & Overloaded work - Lack of interest - Lack of experience in international environment 	<ul style="list-style-type: none"> - Top down approach - Assign task - Face-to-face discussion 	<ul style="list-style-type: none"> - One on one discussion - Benefit oriented

Strategic communication across cultures | Tailored messages for challenging stakeholders

Group II.

Institution: Batangas State University

SMART goal: Capacitating the **Administrators** towards internationalization

	Interests and values	Barriers to engagement	Communication preferences	Tailored message
	What does this group value most (e.g., innovation, stability, profitability, risk-taking, etc)? What value can your project provide to them? What benefits can they gain from your project?	What obstacles might prevent this group from engaging with your project goals? How can you address their concerns, reduce these barriers?	How does this group usually communicate? How do they prefer to receive information? What communication tone do they prefer?	Message what fits on the target group features and your overall internationalization communication goal
Target group:	<p>Order and management</p> <p>Can provide a different level of perspective in management.</p> <p>Openness and more exposure</p> <p>Access to broader resources</p> <p>Enhancing reputation</p>	<p>Busy schedule of the administrators Priority</p> <p>Propose a meaning full and collaborative series of meeting towards our goals to internationalization</p>	<p>Emails , and tru memos</p> <p>Emails and direct messages</p> <p>direct to the point communication thru a consultative discussion and focus group discussion?</p>	<p>Everyone should be on board cooperate, direct and work hand in hand with everyone towards internationalization</p>

Group III

Institution:

SMART goal:

	Interests and values	Barriers to engagement	Communication preferences	Tailored message
	What does this group value most (e.g., innovation, stability, profitability, risk-taking, etc)? What value can your project provide to them? What benefits can they gain from your project?	What obstacles might prevent this group from engaging with your project goals? How can you address their concerns, reduce these barriers?	How does this group usually communicate? How do they prefer to receive information? What communication tone do they prefer?	Message what fits on the target group features and your overall internationalization communication goal
Target group:				

Group IV. LY Sokunthy & TAING

Sokuntheaneary

Institution: National University of Management

SMART goal: Engagement of lecturers in internationalization

	Interests and values	Barriers to engagement	Communication preferences	Tailored message
	What does this group value most (e.g., innovation, stability, profitability, risk-taking, etc)? What value can your project provide to them? What benefits can they gain from your project?	What obstacles might prevent this group from engaging with your project goals? How can you address their concerns, reduce these barriers?	How does this group usually communicate? How do they prefer to receive information? What communication tone do they prefer?	Message what fits on the target group features and your overall internationalization communication goal
Target group:	Lecturers value to lecturers: <ol style="list-style-type: none"> 1. Profitability 2. Innovation 3. Capacity building 	Obstacles <ol style="list-style-type: none"> 1. Time constraint 2. Old mindset 3. language barrier Address concern <ol style="list-style-type: none"> 1. Certification of participation 2. Staff cost 	<ol style="list-style-type: none"> 1. Communicate through Telegram and meeting 1. Professional communication 2. Nomination letter 	<p>Dear Everyone,</p> <p>Everyone should shift themselves to internationalization, ensuring the university quality is on the international standard.</p>

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Delivering messages

How can we effectively deliver the tailored messages?

Optional for groups that finish early!

Group work instructions:

Step 1: Choose the most effective methods to deliver your messages.

Step 2: Determine the timing of your methods.

Step 3: Assign roles and responsibilities.

Step 4: Identify indicators that will help you monitor the effectiveness of your activities.

Step 5: Consider any potential unintended effects that might arise from your messaging.



UNICATION

Group I.

Institution: Phnom Penh International University (PPIU)

Delivery method	Timing	Responsables	Monitor indicators	Unexpected effects
Face-to-face and one-on-one discussion/Meeting	On going - follow up	<ul style="list-style-type: none"> - Top management - Project Team 	<ul style="list-style-type: none"> - Work plan - Training - Level of participation 	<ul style="list-style-type: none"> - Over-reliance but not reach the expected target
Email - official communication	Early start	<ul style="list-style-type: none"> - Project team 	<ul style="list-style-type: none"> - Number of communication 	<ul style="list-style-type: none"> - Passive responses
Communication in faculty level	Any time	<ul style="list-style-type: none"> - Dean and faculty member 	<ul style="list-style-type: none"> - Monitor by faculty responsible person - Promotion & incentive 	<ul style="list-style-type: none"> - Over-reliance but not reach the expected target

Group II.

Institution: Batangas State University

Delivery method	Timing	Responsables	Monitor indicators	Unexpected effects
MEMOs	Weekly	Head of Offices	all staff concerns for an office	Resistance Complain on the vagueness of the Memo
Face to face meeting	If needed	Head of Offices	Concerned office personnel	less attendees
Online meetings	If needed	Head of Offices	Concerned Office personnel	No focus

Group III.

Institution:

Delivery method	Timing	Responsables	Monitor indicators	Unexpected effects

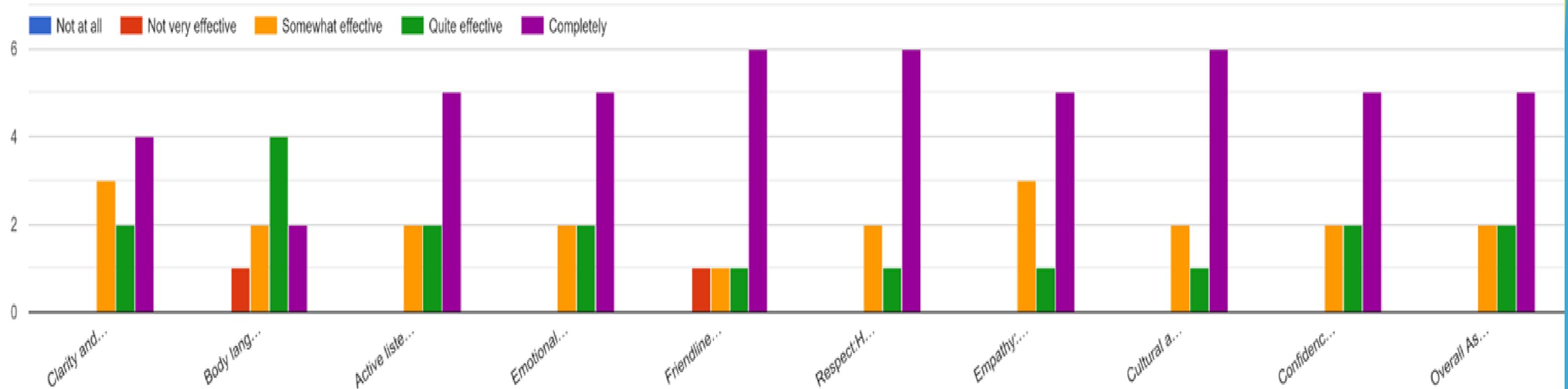
Group IV.

Institution: National University of Management

Delivery method	Timing	Responsables	Monitor indicators	Unexpected effects
Physical meeting	once in a while	project manager	number of participant	need time for decision making process
Online meeting	once in a while	project manager	number of participant	need time for decision making process
Telegram	when needed (training, new update)	project manager	number of messages	no reply
Nomination letter	one time	rector, director of CERI, and project manager	Nomination letter	over reliance but not reach the expected target

How effectively key communication skills were applied during

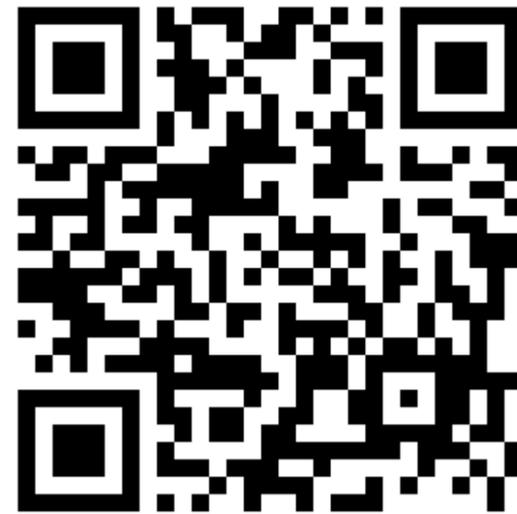
Please rate the effectiveness of each communication skill listed below:





How effectively key communication skills were applied during your group work?

Answer the questions based on your group work experience



<https://forms.gle/USjg4u2FwaexkFDKA>

Communication skills - Role-play

The Situation: You are the heads of the grant offices of different universities and have decided to submit a joint proposal for a call aimed at improving the internationalization of higher education. A total of €100,000 is available for support. Your goal is to ensure that the collaboration comes to fruition and that your own project receives the largest share of the funding. According to the call, 55% of the total amount can be allocated to one project, which is deemed the most important in terms of internationalization in higher education. The remaining projects will share 45% of the funds. The represented universities are all at the forefront of internationalization.

Task: Hold a project meeting where you agree on the distribution of the funds. Take into account the importance of the project goals. Every participant should choose a role for themselves, ensuring that within each group, roles are different and not repeated.

Objective: The aim is to find a solution that considers the goals of all participants and justifies the allocation of the funds.

Participants

- **Dr. Anna Kovács** – International Student Mobility Program
Position: Head of the International Relations Department
University: Corvinus University of Budapest
Anna's task is to manage and expand the Erasmus+ and other international student mobility programs.
Communication Strength: Active listening
- **Dr. Carlos Ramirez** – Joint International Research Project
Position: Research Coordinator
University: Complutense University of Madrid
Carlos organizes and leads international research collaborations with various European and Asian universities.
Communication Strength: Nonverbal cues
- **Prof. Elke Müller** – Development of Digital Educational Materials
Position: Associate Dean for Digital Education
University: Heidelberg University
Elke is responsible for developing online educational materials and increasing their international accessibility.
Communication Strength: Clarity and conciseness
- **Dr. Sarah Johnson** – International Teaching Mobility
Position: Manager of Teaching Mobility Programs
University: University of Edinburgh
Sarah's task is to organize teaching opportunities abroad for educators, promoting international knowledge exchange and experience sharing.
Communication Strength: Emotional intelligence

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Communication skills

Did the group successfully agree on how to allocate the €100,000?

Did each participant use their assigned communication strength effectively?



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Reflection and Future Focus

What are the 1-3 key takeaways from this course?

What are the 1-3 areas you would like to explore further during the in-person training?



**Thank you for your
participation!**

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