



ŠKODA AUTO Vysoká škola

Multi-disciplinary Use of Critical Incidents: a Pedagogical Model

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Research Open Day – Jan 12, 2023

Critical Incidents in Intercultural Communication and Promoting Diversity



Intellectual outputs:

- **IO1 – Articles** in professional journals (GE)
- **IO2 – Book** on Critical Incidents (CZ)
- **IO3 – Syllabi**, curricula development (IT)
- **IO4 – Pedagogical models**, methodology and training materials (AT)
- **IO5 – Bachelor and Master Theses** (FI)

Dissemination: Summer school 2021 (CZ), Summer school 2022 (AT), Final conference 2023 (CZ)

Beyond Horizons – Intersections between academia and business on the way diversity

Final conference 2023 in cooperation with ŠKODA AUTO (May 31 – June 2, Mladá Boleslav, CZ)

Critical Incidents



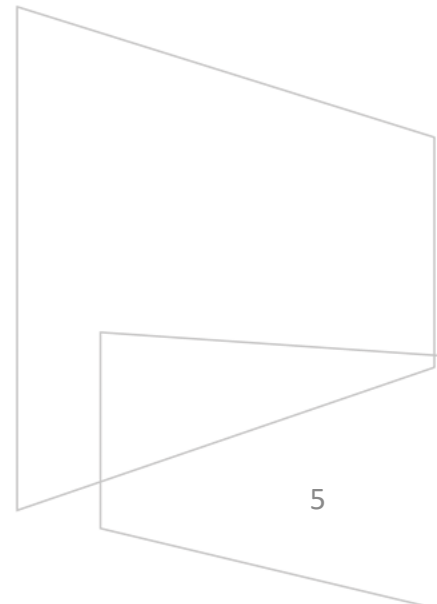
- Life situations that exceed the borders of normality
- Positive or negative emotional force
- Leads to interpretations based on previous experience
- Memorable
- Significant impact on future behaviors and actions

Critical Incident technique



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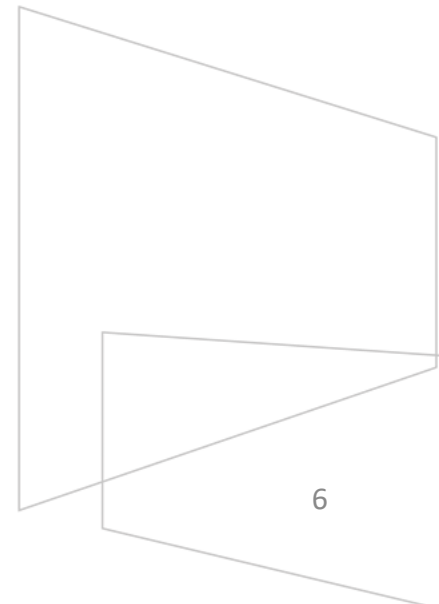
- Qualitative research method
- First used in 1954 by Flanagan **in psychology** and **counselling** to solve practical problems related to job success and failure
- Applied in fields such as **health sciences** (nursing, medicine, dentistry), **education**, **intercultural field** to understand people experiences, decisions and actions in varied life situations (FitzGerald, 2007)
- **Task analysis tool** helping researchers to measure, predict, and control existing realities
- **Investigative and exploratory tool** from the participant retrospect with an emphasis on practical applicability



Methodology



- **More than 300 critical incidents** collected between 2017-2022 in Master's degree business English lessons – management
- **Written narratives** using **3RA TOOL** as a structure:
 - **Report**
 - **Reflect**
 - **Reevaluate**
 - **Act**
- **Pedagogical model – Critical Incident Cycle**



Critical incident 1: Job internship abroad



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PART 1: When I worked as an intern in Bentley, there was a moment when my supervisor told me he was taking a three-week vacation. The two of us were kind of an independent team, because while the other team was doing sales, we were dealing with the change management. We asked the sales people how much it would cost from the supplier, then we went to a meeting where there were representatives from finance, quality, logistics, but also engineers, and there we discussed whether the change and investment were fine. So his position was quite high, and suddenly he said he was going on vacation and that I can make it on my own, that I didn't have to worry. I saw it as a big responsibility and I was very stressed about it.

Critical incident 1: Job internship abroad



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Critical incident 1: Job internship abroad



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- **REPORT:** Providing context
- Identifying the critical moment
- **REFLECT:** Sharing feelings
- Making interpretations
- Reacting



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- **REEVALUTATE:** Seeking more understanding
- Making new realizations
- Exploring wider context
- Explicit interpretation

*PART 2: **They all are really very free**, they believe that everyone can handle everything, and I really like that. We **in the Czech Republic are too hierarchical**, concerned about who is the manager, who is not, but this is not the case in England. So, I was very nervous about it. For example, when you change the light on that car for another light and you have to agree to it. **I was only an intern there**. It is also a difference when you work as an intern here in the Czech Republic and there, you have completely different competencies.*

Critical incident 1: Job internship abroad

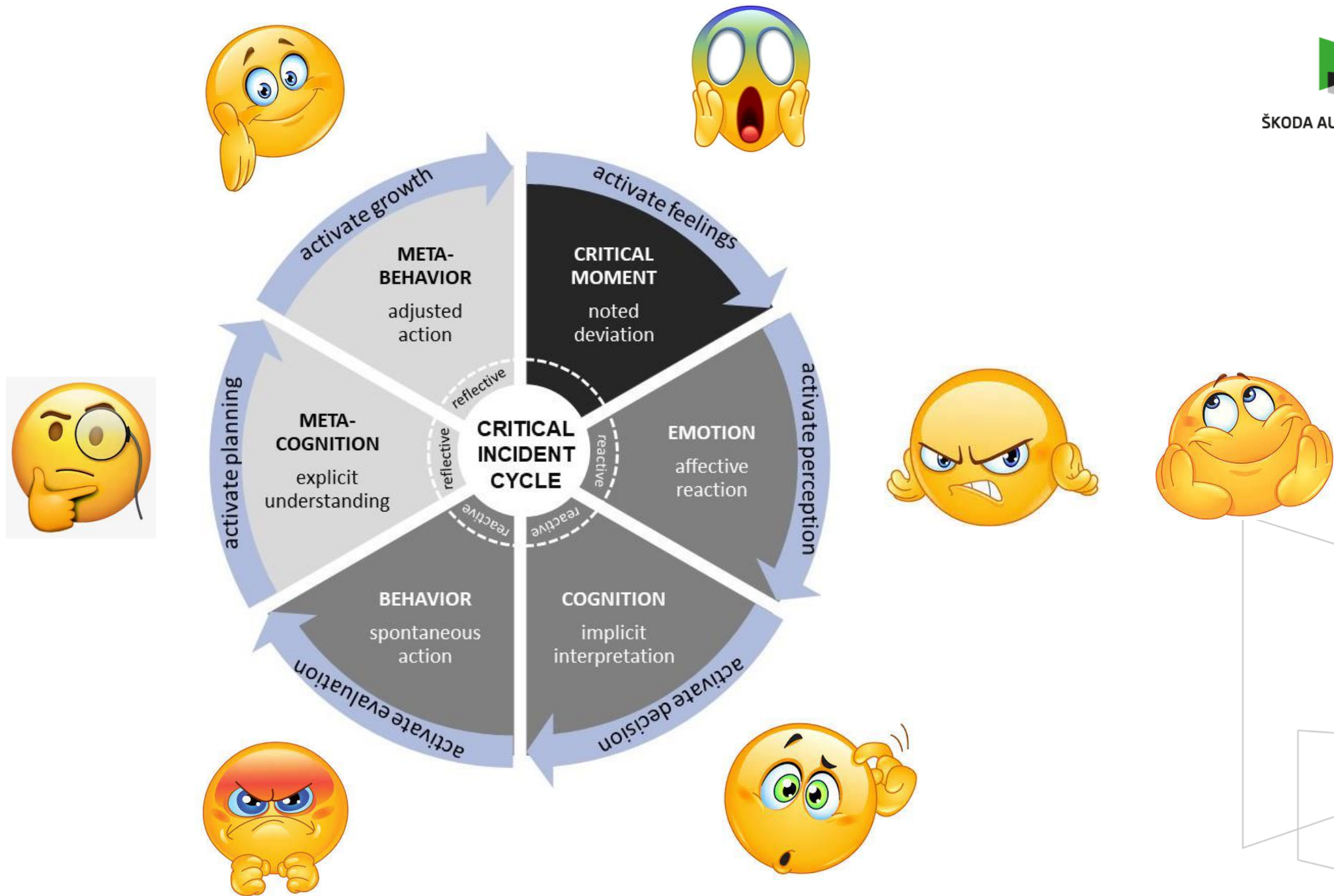


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- **ACT:** Making decisions
- Defining plans
- Changed behaviors and actions

*Part 3: Anyway, the turning point came about a week later, when my boss was on his vacation, when I finally started to know what I was doing and what it was good for. I must say that at that moment I felt **I made a bit progress** - not only **in terms of experience**, but also **in terms of ego**. I realized that if I want something, I can do it, and **if someone believes in you, you can do it even faster**. So that was the biggest turning point.*



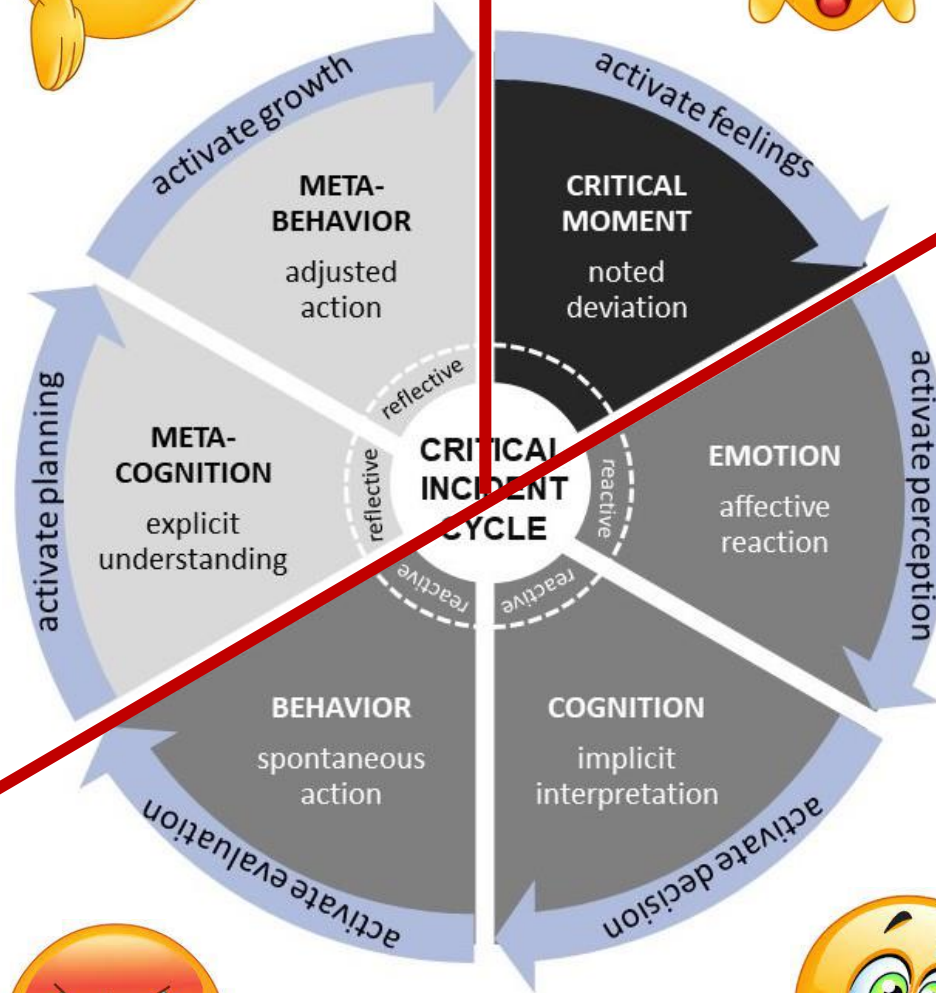
PEDAGOGICAL MODEL

Discuss the following:



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Skills learned
Behavioral
changes



Potential **emotions**



Knowledge needed
or learned



Diversity of **interpretations**



Variety of **behavioral**
reactions



Critical incident 1: Application



- Personal development
- Conflict-resolution
- Crisis management
- As **case studies** for varied subjects
 - Business and management
 - Intercultural studies
 - Project leadership
 - Management
 - Human resource management
 - Language education
 - Etc...

Critical incident 2: Shopping in England



“Last year I spent few weeks of July in Manchester with my boyfriend. We visited my boyfriend’s father who works and lives there. One afternoon we went to the nearest shopping mall, where I found a nice handbag. The owner of the little shop with handbags was quite nice and he started to explain to me what are the positives of this handbag and so on. He was also trying to persuade me to buy another product. I wanted to explain him something, but I used a wrong expression and I could not find the right words at that moment, so my boyfriend told that instead of me.”

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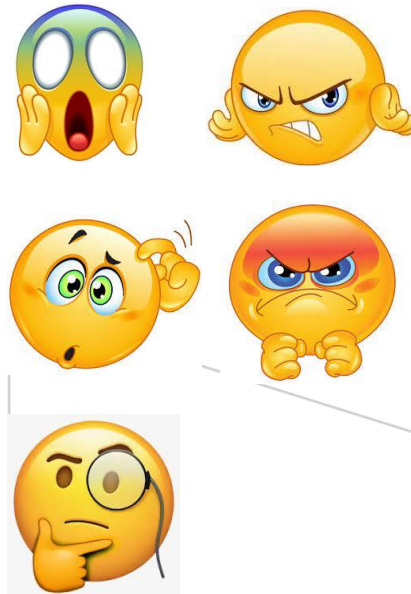


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This situation was different, because my boyfriend can speak fluently quite well, so he wanted to help me. Although my boyfriend was trying to help me, in this situation he made it even worse. I was quite mad, that I could not finish it on my own.



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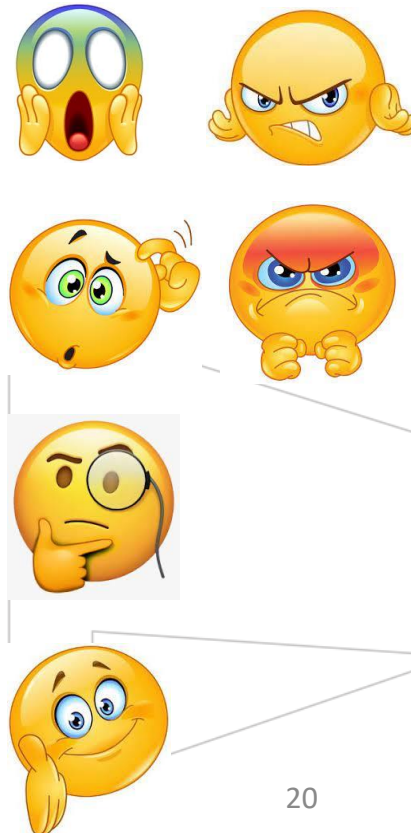
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I asked my boyfriend not to help me in these situations. I would not allow him to speak instead of me next time. Even if I can’t find the right words, I am trying to manage it alone and I don’t allow anyone to speak instead of me.”



Critical incident 2: Shopping in England



- **Themes** and **skills** development:
 - Language education
 - Intercultural studies
 - Diversity management
 - Travel industry
 - Management and motivation
 - Personal development

Conclusions – CRITICAL INCIDENTS:



- ...help understand ambiguity.
- ...help make important realizations.
- ...help understand our behavior.
- ...help control and regulate our behavior.
- ...have a vast potential for pedagogical use
- ...**contribute to personal growth** in educational, professional and personal contexts.
- ...**foster language learning.**
- ...can be used as case studies across disciplines.
- ...**are ideal tools for life-long learning.**

CRITICAL INCIDENTS - Publications



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Gaisch M., D. Sieglova, V. Soukupova, L. Stejskalova, A. Vuokila, A. S. Riikka, C. Melacarne, M. Slavutzky & V. Rammer (2021). Critical Incidents Revisited: A Cross-Cultural Analysis of Potential Societal Answers. In *Cross-Cultural Business Conference 2021. Proceedings 2021*. Düren, Germany: Shaker Verlag. Pp. 14-25. ISBN 978-3-8440-8032-2.

Sieglová, D. & P. Příbramská. (2021). Work Internship Abroad as an Accelerator of Social Mobility and Life-Long Learning. In T. Löster & T. Pavelka (Eds.). *The 15th International Days of Statistics and Economics. Conference Proceedings*. Praha: Melandrium, 913-924.

Sieglova, Dagmar, Victoria Rammer, Anne Vuokila, Vladimira Soukupova, Martina Gaisch, Riikka Ala-Sankila, Lenka Stejskalova, Doris Fetscher, Mario de Martino, Susanne Klein & Maurizio Pompella. (2022). The Potential of Critical Incidents: A Cross-Cultural Comparison. In *Proceedings CCBC 2022*. Düren, Germany: Shaker Verlag. 235–246.

Sieglová, D. & M. Gaisch (2022). Cross-border tandem cooperation at the tertiary level: Its outputs and their educational potential. *Studies in Applied Linguistics 1/2022*, pp. 65-88.

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CRITICAL INCIDENTS - Publications



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Sieglová, D. (2023). Sports as socialization agents increasing future changes for higher education students: Reflexive analyses of critical incidents. *CASAJC Review*. [accepted – May 2023]

Sieglová, D. (2022). A multi-disciplinary use of critical incidents: a pedagogical model for personal growth. *Studies in Applied Linguistics 1/2023*. [accepted – May 2023]

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Dagmar Sieglová, Jan Kotík, Miluše Löffelmannová, Vladimíra Soukupová, Lenka Stejskalová. (2023). Critical incidents in corporate leadership: A model event toward diversity, inclusion and equity. In D. Sieglova (Ed.). *Critical Incidents in Varied Contexts*. [rw&w Publishing House, May 2023]

Sieglová, D. (2022). Multidisciplinary use of critical incidents: Language education in wider contexts. [CASALC Review – submitted for review – fall 2023]



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Thank you for attention

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