МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ ІМЕНІ СЕМЕНА КУЗНЕЦЯ

КОМУНІКАЦІЯ У ПРОФЕСІЙНІЙ ДІЯЛЬНОСТІ

**Методичні рекомендації
до практичних завдань та самостійної роботи**
для студентів усіх спеціальностей
другого (магістерського) рівня

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Самостійне електронне текстове мережеве видання

Подано загальні методичні рекомендації до самостійної роботи з на-
вчальної дисципліни за темами, питання для самостійного опрацювання
та самодіагностики. Вміщено типові практичні та тестові завдання, матеріали
для закріплення знань і вмінь для набуття міжкультурної комунікативної
компетентності, якою має володіти студент після вивчення дисципліни.

Рекомендовано для студентів усіх спеціальностей другого (магістер-
ського) рівня всіх форм навчання.

Вступ

Інтенсивність міжнародних інтеграційних процесів, спрямованість країни на підвищення конкурентоспроможності вітчизняної економіки в міжнародному середовищі висувають нові вимоги до професійної підготовки фахівців, які здатні до ефективної співпраці й розбудови стійких професійних взаємин з іноземними бізнес-партнерами, клієнтами, до роботи в міжкультурній команді. Тож невід'ємною ознакою професіоналізму фахівця є його здатність бути плідним учасником процесу комунікації в професійній діяльності. Таким чином, вивчення вибіркової дисципліни "Комунікація у професійній діяльності" сприяє підвищенню мобільності та конкурентоспроможності майбутнього фахівця на ринку праці.

Метою навчально-методичного видання є забезпечення дисципліни "Комунікація у професійній діяльності" матеріалами з методики самостійного вивчення для формування у студентів умінь і навичок відповідно до тем змістового модуля 1 "Комунікативна компетентність в системі професійної підготовки спеціаліста" в рамах робочої програми дисципліни, а саме: підрозділ 1 "What is communication?" та підрозділ 2 "Communication in intercultural professional interaction" відповідають темі 1 "Комунікація як основний фактор соціальної взаємодії"; підрозділ 3 "Interpersonal communication at workplace" − темі 3 "Міжособистісна комунікація"; підрозділ 4 "Non-verbal communication in business" − темі 2 "Види комунікації".

Навчальне-методичне видання містить зразки (алгоритми) індивідуальної та спільної діяльності у сфері міжкультурної професійної взаємодії; соціокультурологічний матеріал до змісту навчання іноземної (англійської) мови; матеріали для самоспостереження і перманентної самодіагностики за значущими для успішного оволодіння міжкультурною комунікативною компетентністю в професійній діяльності особистісними та професійними параметрами, що забезпечують студентові основу для рефлексії в майбутній професійній діяльності; список літератури, яка рекомендується студентам для самостійного опрацювання.

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Unit 1. What is Intercultural Communication?

Learning objective:
You will be able to define the concepts of culture, communication and intercultural communication as essential knowledge for your career in a multicultural society.

Opener:
Think privately for a minute about a situation where you were surrounded by members of another culture and you did not understand what was happening. List the key details of one such experience, and then describe it to a partner.

_____

Activity one: Jot down ideas and images that come to mind when you hear the word "culture" and "communication" in the box:

Activity two: Compare with a partner the words and images you each listed. Record the common and different items below.

Common items:	Different items:

Activity three: Comment on the following statement: "To effectively communicate, we must realize that we are all different in the way that we perceive the world and use this understanding as a guide to our communication with others." (A. Robbins)

Activity four: In the table below, list the recurring themes that you find in the definitions and quotations of the notions "culture" and "communication".

After discussing with your group, you will write your own definitions of "culture" and "communication" with your group based on everything you have read. Record your group definitions in the table.

Culture:

the sum total of the ways of life of a people; includes norms, learned behavior patterns, attitudes, and artifacts; also involves traditions, habits or customs; how people behave, feel and interact; the means by which they order and interpret the world; ways of perceiving, relating and interpreting events based on established social norms; a system of standards for perceiving, believing, evaluating, and acting;

the ever-changing values, traditions, social and political relationships, and world view shared by a group of people bound together by a combination of factors that can include a common history, geographic location, language, social class, and/or religion;

behaviour peculiar to Homo sapiens; includes languages, ideas, beliefs, customs, codes, institutions, tools, techniques, works of art, rituals, and ceremonies among other elements;

the culture of a workplace is an organization's values, norms and practices that have a huge impact on our happiness and success.

Communication:

"Communication leads to community, that is, to understanding, intimacy and mutual valuing." (Rollo May);

"The basic building block of good communications is the feeling that every human being is unique and of value." (Unknown);

"The art of communication is the language of leadership." (James Humes);

"What is the shortest word in the English language that contains the letters: a, b, c, d, e, f ? Answer : feedback. Don't forget that feedback is one of the essential elements of good communication." (Unknown);

"The two words "information" and "communication" are often used interchangeably, but they signify quite different things. Information is giving out; communication is getting through." (Sydney J. Harris);

"Communication − the human connection − is the key to personal and career success." (Paul J. Meyer);

"Communication must be HOT. That's Honest, Open, and Two-way." (Dan Oswald);

"Effective communication is an essential component of professional success whether it is at the interpersonal, inter-group, intra-group, organisational or external level. " (Mike Myatt);

"How, when, and where you say something can actually be more important than the message itself. " (Anne Bruce & James S. Pepitone).

Recurring themes	Group definitions
	Culture is … Communication is …

Activity five:

Part one. Read the definitions of intercultural communication below:

Intercultural communication is the verbal and nonverbal interaction between people from different cultural backgrounds.

"Intercultural communication can be defined as the interpersonal interaction between members of different groups, which differ from each other in respect of the knowledge shared by their members and in respect of their linguistic forms of symbolic behaviour." (K. Knapp*)*

Intercultural communication is the sending and receiving of messages across languages and cultures. It is also a negotiated understanding of meaning in human experiences across social systems and societies.

Part two. Are these definitions of intercultural communication complete? Are they clear enough? Using your group definitions of culture and communication, can you suggest any changes that would make them better? How would you define intercultural communication in the working environment? Make notes, and then be prepared to share your answers with a partner.

_____

_____

Activity six: Culture has been aptly compared to an iceberg. Just as an iceberg has a visible section above the waterline, and a larger, invisible section below the water line, so culture has some aspects that are observable and others that can only be suspected, imagined, or intuited. Also like an iceberg, that part of culture that is visible (observable behavior) is only a small part of a much bigger whole.

Part one. Study the drawing below and discuss the following with a partner:

1. What is the significance of the placement of items in the iceberg?

2. What is the relationship between the items above the water line to those below?

3. What items could be added to the top and bottom of the iceberg?

Iceberg Theory of Culture

Fine Arts

Classical Music   Literature

Drama   Cooking   Games   Dancing

Notions of Modesty   Conception of Beauty

Child Rearing Practices

Relationship to Animals

Ideals of Governing

Pace of Work   Patterns of Superior/Subordinate Behavior

Courtship Practices   Social Interaction Rate

Notions of Leadership   Incentives to Work

Eye Behavior   How People Greet Each Other

Conception of Justice

Body Language   Importance of Time

Conception of Cleanliness

Approaches to Problem Solving   Facial Expressions

Patterns of Group Decision-Making

Conception of Past and Future   Arrangements of Physical Space

Preference for Competition or Cooperation

Patterns in Conversation   Notions of Adolescence

Roles in Relation to Age, Gender, Class, Occupation, Kinship

Patterns of Handling Emotions

AND MUCH, MUCH MORE

Just as nine-tenths of the iceberg is out of sight and below the water line,
nine-tenths of culture is out of conscious awareness.
The out-of-awareness part of culture has been termed deep-culture.

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Part two. There is a relationship between those items that appear above the waterline and those that appear below it. Make notes of the components of culture:

a) which can be recognized quite easily:_____;

b) which take some time to recognize: _____;

c) which can be recognized only when one is very familiar with culture:_____.

Part three. Present your findings to everyone. Exemplify how components of culture influence or cause each other in an intercultural professional interaction. For instance, notions of leadership affect management styles at work and approaches to problem-solving.

Activity seven:

Part one. Study the model "Comparing a western culture (England) with an eastern one (Japan)" below. Add more features that are important in working environment but can be interpreted differently and cause problems in an intercultural professional interaction.

Comparing a western culture (England) with an eastern one (Japan)

Cultural feature	England	Japan
Greeting	Shake firmly with right hand	Bow from the waist – degree depends on relationship and context
Diet	Bread, potatoes, vegetables, meat, cheese, cooked fish, cereals, milk, cakes, biscuits	Rice, noodles, raw fish, cooked meat, bean curd
Religion	Christianity (likely)	Buddhism or Shintoism (likely)
Writing	Roman alphabet: 26 letters	Ideograms (Chinese) plus extra syllabic characters

Part two. Use the model to compare your cultural features with another colleague from a different background. Add more features if you can. Discuss issues arising from differences and similarities that you find.

Cultural feature	Your culture	Another culture
Greeting		
Diet		
Religion		
Writing		

Activity eight: Small talk "breaks the ice" between people. In an English-speaking working environment colleagues use small talk for various reasons:

a) to break an uncomfortable silence;

b) to fill time the first time you see or meet someone on a given day;

c) during a break in a meeting or presentation;

d) to show a polite interest in getting to know another person better;

e) when you are waiting for something at office, in elevators or lunchrooms.

Part one. Study small talk gambits and typical responses that can be handy in intercultural interactions in work-related situations:

Gambits and Typical Responses

Are you the first time here?

Hi, how are you doing?

Would you happen to know...

Have you been keeping busy?

How are you getting on? It's good to see you!

Long time no see!

What brings you here?

What you been up to lately?

What's new? / What's up?

You doing OK? / Is everything OK?

Hi, how are you doing?

Can you slow it down a bit, please?

Sorry, I didn't catch that.

Really? Tell me more about it!

Good for you!

Thanks for asking, I'm fine, how are you?

How do you know?

Thanks, I've been keeping busy.

You've got to be kidding me!

Well, to be honest with you, …

Can't complain.

Part two. Meet a new business partner from abroad. In each situation below, a host receives a visitor from abroad. Take turns to play host and visitor. Before you start, decide which country each of you is from and in which country you are meeting. You can use real personal information or invent new identities. Act out the small talk gambits and typical responses, and make some general conversation. You don't have to discuss any business matters.

Practice good manners:

• Do not ask: how much someone earns; how much something they bought costs; about a stranger's political stance (or reveal your own directly); personal questions, such as how old someone is or whether they are married; do not respond to "How are you?" by starting to talk about your headache or digestion problems;

• Silence is to be avoided; a question should be followed by answer without any delay; talking very little, not initiating topics, or giving very brief answers may imply unfriendliness or a lack of interest;

• Indicate that you are listening with frequent but not constant reactions, e.g., nodding, encouraging noises and phrases; make sure there is a regular eye contact with your communication partner;

• Smile a lot; it is considered polite behaviour.

Situation 1. The visitor is from an overseas subsidiary and is visiting head office to meet counterparts in the accounts department. You have not met before but have communicated by email and phone. Visitor: You arrive very late because your flight was delayed.

Situation 2. The host and visitor meet regularly once a month, usually for 1 − 2 hours. Visitor: You are from head office. You travel a lot visiting the different subsidiaries and coordinating joint projects. Host: You don't have the opportunity to travel much.

Situation 3. The host and visitor work for the same company. The last time you met was two years ago at a conference in Scotland. Since then, you have both been promoted to new positions in the company. You are going to start working together on a project.

Situation 4. The visitor and host are meeting to discuss an ongoing contract between your two companies. The visitor represents the supplier. You have not met before but the host knows some of the visitor's colleagues in the export sales department. Visitor: This is a new job for you, and it is your first time in the host's country.

Follow-up: Describe what happened in the different meetings:
1. What did the partners talk about?
2. Did the partners manage "to break the ice" between them?
3. Did the partners avoid cultural differences? Did they find cultural similarities?
4. Was your partner polite? If not, what should he/she say to be more polite?

Self-assessment: Think about your performance on the tasks. Were you able to:

• define the concepts of culture, communication and intercultural communication?	□ yes	□ need more practice
• group the components of culture?	□ yes	□ need more practice
• initiate small talk in an intercultural professional interaction?	□ yes	□ need more practice

Unit 2. Communication in Intercultural Professional Interaction

Learning objective:

You will identify factors of cultural diversity and learn conflict resolution intervention strategies at workplace.

Opener:

*"*To understand people from different cultures, you must first understand your culture." (Unknown)

What does this expression mean to you? Think about it and then share your thoughts with a partner.

Activity one: Jot down ideas and images that come to mind when you hear the word combinations "cultural diversity" and "forms of living in a multicultural society" in the box:

Cultural diversity	Forms of living in a multicultural society

Activity two: Compare with a partner the words and images you each listed. Record the common and different items below.

Common items	Different items

Activity three: Read carefully the text "A "United" Europe or an Open Europe?" and complete the table below.

Reasons for cultural diversity in Europe	Possible forms of living together in Europe

Text
A "United" Europe or an Open Europe?

Europe has always played an important role in global economy, politics and history. Today the so-called "old continent" has a very new face. That is a face of growing and changing cultural diversity as people from different cultural backgrounds often live together in one society. More information and mobility on the one hand, unjust political and economic circumstances on the other contribute to migration flows between many countries because many people move involuntarily between the continents as migrants, forced by unsupportable circumstances in their own countries. Today it is quite normal for North Africans to live next door to French, Indians with the English, etc. When we add a Chinese, Roma and a Black immigrant or a refugee from the Balkans the picture is nearly complete.

This diversity has made Europe throughout the centuries closely inter-related to other continents. Europe, as it is today, cannot be thought about without the richness caused by the variety of people and cultures dwelling together here. But still people do not know much about each other, about the neighbor in the next house or flat, about the colleague at work or about the person at the next cafe table. That is why it is easy to give labels to people from "other cultures" as it is a normal reaction of every human being to defend their own culture and the values of the group.

Still, migration into Europe is little in comparison to other continents. The more borders Europe tear down, the stronger Europe protect others (for example, some would claim this for the Schengen treaty). "No more foreigners" becomes a policy. Europe start dividing into "good" and "bad" foreigners, into "valid reasons" and "not valid reasons" to migrate. Many of European societies find new – or not so new – ways to deal with the facts: suburban ghettos, segregation, racism, exclusion. Possible forms of living together are debated.

Follow-up:

1. What is the concept of cultural diversity in Europe?

2. Is a "united" Europe still a diverse Europe, where difference is valued?

3. Can different cultures co-exist, based on curiosity, mutual acceptance and respect? Which processes will be necessary to reach this?

4. What are possible forms of living together for different cultures in Europe?

5. How can people from different cultures create spaces of interaction to get to know each other? What are they?

Activity four: Watch the film "Strangers" and answer the questions below [14]:

1. What are the indications of each character's identity?

2. How do the characters perceive each other?

3. How do these perceptions change as the story unfolds?

4. How did it feel to the Arab / the Jew / the skinhead?

5. How relevant are these issues in our country?

6. Should controversial topics, such as racism, be dealt at work? What methods can be used to do so?

7. Can people from different cultures live peacefully beside each other in Europe?

8. How does the encounter of cultural difference impact on us personally?

9. Will we be able to cope with the day-to-day cultural diversity around us?

Follow-up: Role-play: the group is divided into three groups. In each group one volunteer becomes the main "actor" and randomly receives a slip saying which role to play: the Arab man, the Jewish man, or one of the skinheads; the other participants in each group are the family of the protagonist.

The situation is: the Arab / Jew / skinhead arrives home after the incident shown in the film, has dinner with their family and they talk about the day.

The role-plays are done in "aquarium" style: while one group is performing, the other participants are sitting in a circle around them, observing.

Activity five: We think of ourselves as individuals, not members of culturally-based groups. It is important to remember that factors of diversity are core to our personal cultural identities. Study the factors of cultural diversity below and identify yourself for each factor. Write your personal description in each of the wedges. For example, in the wedge labelled "gender" you may write "male" or "female."
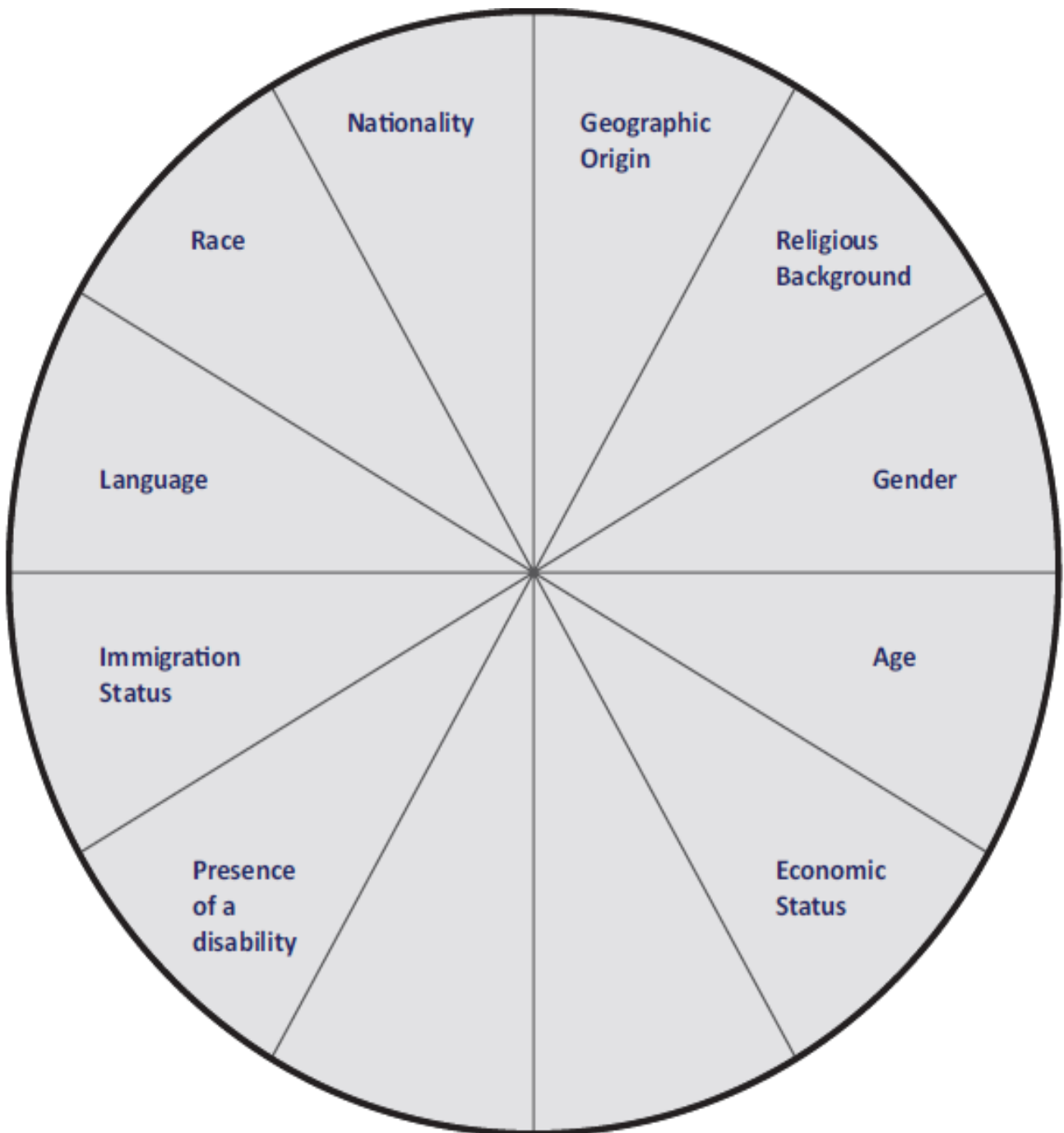
Activity six. Project yourself into the future and imagine you have become a centenarian radiant with happiness and health. Tell what happened to make this enviable result possible. What have your lifestyle been like? What have you achieved, professionally and privately? What factors of cultural diversity will you identify yourself with? Explain your choice. Give a self-presentation.

Activity seven: Technical, commercial and political developments over the last few years have affected society in general, and business in particular.

Part one: Look at the following statements which compare the state of business today with that of 25 years ago and put "True" or "False" in the table below. For those that you think are true, explain how they affect and change people's attitudes and behaviour.

Compared with 25 years ago ...

Statements	True	False
1. Manufacturing companies source their materials from a wider range of suppliers		
2. Branding of products is done more on a worldwide scale		
3. Educational exchanges give people more experience of living in other countries		
4. Small companies have less hope of surviving		
5. Improved telecommunications have made life easier for most companies		
6. Travel is easier and more accepted by business people		
7. Computers have led to higher standards of performance at work		
8. Company organisation has become simpler		
9. Customers expect to be treated more on their own terms		
10. Employees of large companies must expect to change their place of work more regularly		
11. Lifelong employment with one company is less likely		
12. Political barriers between east and west are less strong		
13. Projects require people to work more harmoniously together		
14. Large companies resemble each other more and more		
15. Business people understand other cultures better		

Part two: Explain briefly the four things that have changed most in your own national culture in the last 25 years or so.

Activity eight:

Part one: Comment on the statements using the following words and expressions: global competition; global demand; global view; globalization; glocalisation; global economy; global market; global corporation; global marketing; operate globally; global village; go global.

Statements:

1. One of the biggest challenges facing multinational companies in the 21st century is to "think global, act local" or "glocalization" (global activities

with local marketing presence). Comment on the implications of the above mentioned phenomenon and its effects on everyday life as if you were:

a) a global supplier of quality goods and services using a closely coordinated supply chain and organization;

b) a local company whose people speak the customer's language.

2. It is claimed that the first of these phenomena – the global organisation – is destroying local cultures by imposing one standard way of buying, thinking and acting. Or, at least, that cultures are becoming more similar to each other. What do you think about "globalphobia" (the idea that individual cultures are all being swallowed up by one global culture)?

Part two: Some companies like McDonalds, Nike, Nokia and Coca-Cola encourage local people through their branding to accept a product and therefore a lifestyle which will owe more to its origins (often, but not always, American) than to local preference.

a. Give examples of how national cultures are becoming more and more like each other, for example, through the effects of worldwide publicity, franchises and sponsorships on the way people dress, eat and behave.

b. Give examples of how national cultures are asserting their own identities, for example, in the way people speak, the traditional goods they produce and the local organisations they form. For example, the increase in local representation, growth of local craft work, the encouragement of minority languages and local dialects, and the popularity of local clubs and organisations for activities such as traditional dancing, local history and folklore.

Activity nine:

Part one: Comment on the following statement: "***DIVERSITY"*** *stands for **D**ifferent **I**ndividual **V**aluing **E**ach other **R**egardless of **S**kin, **I**deology, **T**alents or **Y**ears."*

Part two: Watch the video: "The Importance of Diversity at the Workplace" [13]:

Answer the questions:

1. What does diversity mean for executives and top management?
2. Why is diversity a core business strategy for some companies?
3. What are the biggest challenges in attracting a diverse workforce?
4. In your view, does cultural diversity really matter at workplace?

Activity ten: Read carefully the text "The Paradox of Cultural Diversity" and list four distinct types of intervention strategies for resolving cultural conflicts.

Text
The Paradox of Cultural Diversity

Globalization is widening, deepening, and speeding up worldwide interconnectedness in all aspects of contemporary social life. The changing face of the global workforce facilitates increasing contact among diverse cultural groups. Globalization and cultural diversity go hand in hand. Contemporary organizations need difference and alternative views to develop creative ideas, to be responsive to global demands and to succeed more. But this can give rise to a paradox of globalization – the paradox of cultural diversity. It implies that the very cultural differences that can help make organizations innovative are more likely to bring challenges and greater possibilities for conflict, often hampering organizational effectiveness.

Table 1 "Cultural Orientations Framework" provides brief descriptions of the most commonly studied categories of cultural diversity associated with conflict in the global workplace.

Table 1

Cultural Orientations Framework
(by Philippe Rosinski)

Categories	Dimensions and description
1	2
Sense of power and responsibility	*Control:* People have a determinant power and responsibility to forge the life they want. *Harmony:* Strive for balance and harmony with nature. *Humility:* Accept inevitable natural limitations
Time management approaches	*Scarce:* Time is a scarce resource. Manage it carefully! *Plentiful:* Time is abundant. Relax!
	Monochronic: Concentrate on one activity and/or relationship at a time. *Polychronic:* Concentrate simultaneously on multiple tasks and/or relationships
	Past: Learn from the past. The present is essentially a continuation or a repetition of past occurrences. *Present:* Focus on the "here and now" and short-term benefits. *Future:* Have a bias toward long-term benefits. Promote a far-reaching vision
Organizational arrangements	*Hierarchy:* Society and organizations must be socially stratified to function properly. *Equality:* People are equals who often happen to play different roles

Table 1 (continuation)

1	2
	Universalist: All cases should be treated in the same universal manner. Adopt common processes for consistency and economies of scale. *Particularist:* Emphasize particular circumstances. Favor decentralization and tailored solutions
	Stability: Value a static and orderly environment. Encourage efficiency through systematic and disciplined work. Minimize change and ambiguity, perceived as disruptive. *Change:* Value a dynamic and flexible environment. Promote effectiveness through adaptability and innovation. Avoid routine, perceived as boring
	Competitive: Promote success and progress through competitive stimulation. *Collaborative:* Promote success and progress through mutual support, sharing of best practices and solidarity
Notions of territory and boundaries	*Protective:* Protect yourself by keeping personal life and feelings private (mental boundaries), and by minimizing intrusions in your physical space (physical boundaries). *Sharing:* Build closer relationships by sharing your psychological and physical domains
Definitions of identity and purpose	*Being:* Stress living itself and the development of talents and relationships. *Doing:* Focus on accomplishments and visible achievements
	Individualistic: Emphasize individual attributes and projects. *Collectivistic*: Emphasize affiliation with a group
Communication patterns	*High context:* Rely on implicit communication. Appreciate the meaning of gestures, posture, voice and context. *Low context:* Rely on explicit communication. Favor clear and detailed instructions
	Direct: In a conflict or with a tough message to deliver, get your point across clearly at the risk of offending or hurting. *Indirect:* In a conflict or with a tough message to deliver, favor maintaining a cordial relationship at the risk of misunderstanding
	Affective: Display emotions and warmth when communicating. Establishing and maintaining personal and social connections is key. *Neutral:* Stress conciseness, precision and detachment when communicating
	Formal: Observe strict protocols and rituals. *Informal:* Favor familiarity and spontaneity

Table 1 (the end)

1	2
Modes of thinking	*Deductive:* Emphasize concepts, theories and general principles. Then, through logical reasoning, derive practical applications and solutions. *Inductive:* Start with experiences, concrete situations and cases. Then, using intuition, formulate general models and theories
	Analytical: Separate a whole into its constituent elements. Dissect a problem into smaller chunks. *Systemic:* Assemble the parts into a cohesive whole. Explore connections between elements and focus on the whole system

An example of cultural diversity and its relation to workplace conflict is a well-known and very costly 25-month unsuccessful Corning Inc. (U. S.) and Vitro S. A. (Mexico's giant glass manufacturer)'s merger that *The New York Times* described as a "marriage made in hell." The merger was hurt by constant cultural conflicts. Mexican managers were insulted by Americans' directness, and American managers were frustrated by the politeness of the Mexicans. Americans perceived the politeness and lack of confrontation as an evidence of Mexican managers' unwillingness to address problems and faults. Corning managers were sometimes left waiting for important decisions about marketing and sales because in Mexican culture only the top management could make them.

Cultural conflicts may also be developed by linguistic, interpretive, and semantic distances among participants from different countries. In the United States, for example, there have been a number of court cases that have addressed language issues in the workplace. A recent case before the California courts addresses Filipino nurses' right to speak Tagalog to one another during breaks and to patients who are from the Philippines. The hospital had initiated a no-exception English Only policy in the workplace, and those members of the health team (doctors and nurses) who only spoke English were accused of continually stopping Filipino nurses from speaking to one another and thereby creating a hostile work climate.

Cultural semantic incompatibility often produces conflicts between management and workers as some expect to actually have a greater say in workplace routines and decisions, whereas others are only interested in efficiency and effectiveness. For example, in the 1990s under the agreed on

"social contract" of the European Union, workplace conflict erupted as German workers saw the contract as a mandate for workplace participation while Spanish government interpreted it as a call for ending the minimum wage. Although all the European managers agreed that participation was a critical part of organizing, there were significant differences across regions. Meanings of participation ranged from legalistic, society-wide structures such as German codetermination to locating participation in the reorganization of work systems at the ground level.

Scholars identify four distinct types of intervention strategies for resolving cultural conflicts. These strategies include (1) adaption, (2) structural intervention, (3) managerial intervention, and (4) exit. Adaption is the least disruptive approach, where members make adjustments to accommodate one another. These types of interventions typically include developmental training in which intercultural competences are addressed. More intrusive structural interventions tend to change the shape and boundaries of the team, while managerial interventions include norm development and personal engagement to address norm violations. Finally, with "exit", a team member(s) is / are literally removed from the group.

The locus of conflict clearly influences which strategies are most effective. When conflict arises from communication differences, adaption (i.e. acknowledging and accommodating difference) is a preferred strategy to overcome differences. Team members may try to collaborate more, make verbal and/or nonverbal modifications to their communication (e.g. talk slower), and accommodate to others' needs. If conflict results from differences in time management approaches (e.g. polychronic members are perpetually late, and hence are perceived by others as lazy or uncaring; monochromic members are on time, and hence are perceived as being "compulsively on time"), accommodation to these differences is possible. For example, meetings may officially begin at 9:00 a.m. in the morning with coffee or tea, but the expectation is set that business begins promptly half an hour later, at 9:30 a.m.

Nevertheless organizations can facilitate the long-term gains associated with cultural diversity. These gains happen when there isn't any conflict but rather when it is constructive. In constructive conflict, diverse workforce develop a better awareness of themselves and others, learn about what differences make a difference between and among cultures and nation-states, and how often similar things are expressed differently. Constructive conflict can develop more positive working relationships. When people accomplish something

together, tensions are reduced and future interactions are positively anticipated. Morale is improved, satisfaction is increased, and productivity may improve based on greater motivation and knowledge about the other. In such cases, cultural differences are brought to the surface without hatred.

Follow-up:

1. What does the paradox of cultural diversity imply?

2. What are the most commonly studied categories of cultural diversity associated with conflict in the global workplace?

3. What types of intervention strategies for resolving cultural conflicts do scholars identify?

4. Can we find ourselves through meeting difference without hurting and threatening each other?

Activity eleven: Study table 1. "Cultural Orientations Framework" in the text "The Paradox of Cultural Diversity" (Activity ten). Find 3 examples of cultural diversity conflicts and conflict resolution strategy in the media (journal, newspaper, the Internet and so on). Fill in the table below and be prepared to present your results to the group.

Cultural diversity conflicts	Dimensions	Conflict resolution strategy

Activity twelve: Using the video "The Importance of Diversity at the Workplace" (Activity nine) and the text "The Paradox of Cultural Diversity" (Activity ten) list pros and cons of cultural diversity in the workplace. Rule a line down the centre of the page. Head the columns as in the example below.

List of pros of cultural diversity in the workplace	List of cons of cultural diversity in the workplace

Activity thirteen: Conversational topics at the workplace.

Complete a Public / Private Self-Assessment form: check which topics you would be willing to discuss publicly (with casual acquaintances or in the workplace) or only privately (with close friends or family). Discuss the following in groups of 3 – 5 people: what implications this particular personal style has for how we perceive one another at work; how those perceptions can affect our communication with one another in the workplace.

Public / Private Self-Assessment Form

Attitudes and options	Private	Public
My personal religious views		
My political views		
My views on racial integration or interracial relationships		
My views on sexual morality		
My views on controversial issues (e.g., abortion)		
Tastes and interest		
What Internet sites I like to visit regularly		
My music preferences, my favorite reading matter		
Hobbies or experiences I enjoy		
The kind of party or social gathering I like best		
Work or studies		
My skills, education, or training that will help me succeed in a career or will limit my career		
My goals and ambitions in my work or career		
How satisfied or dissatisfied I am with my work or career		
How I really feel about the people I work for or with		
Finances		
How much I earn: my salary and other sources of income		
My total financial worth: how much money I owe		
My immediate and long-term financial goals		
How good I am at managing my money		
Personal issues		
Things I dislike about myself		
Emotions I can/cannot share with others		
Information about my sex life		
Things I am glad I have learned		
Body		
How I feel about my physical abilities		
How I feel about my physical appearance		
My medical history		
Feelings about my sexual adequacy		

Activity fourteen: Managing an intercultural professional interaction.

Part one: Introducing topics.

Have a conversation with your partner. Choose two topics from Activity Thirteen and try to introduce each of your topics in a natural way.

Follow-up:

1. What topics did your partner introduce?
2. How did he/she introduce them?
3. Did your conversation feel comfortable and natural?

Part two: Keep it moving.

Choose a topic you and your partner would both like to talk about. One of you should introduce the topic. Keep the conversation going for as long as you can. If you can't continue the same topic, introduce a new one. Try: to encourage the partner to continue; to check his / her understanding; to express your feelings.

You may find the following phrases useful:

1. Fantastic! / How terrible! / That's interesting! / That's too bad!
2. So then what did you do? / Then what happened?
3. Sorry what did you say?

Follow-up:

1. Did you manage to talk continuously, or were there some silent movements?
2. Did your partner respond to what you said? How?
3. Did your partner give you further encouragements by asking questions or using short utterances like: "Wow", "OK", "Sure", etc.?

Part three: Ending politely.

Role-play these situations with your partners. Take about five minutes for each situation. You should only discuss general topics.

You may find the following phrases useful:

1. Well, it's been nice talking to you but I really have to go now.
2. Oh dear, look at the time! I didn't realize it was so late. I'd better be off.
3. I'm afraid I've got to rush – I've got a train to catch!

4. Nice talking to you. See you some time soon.

5. I don't want to keep you any longer.

6. Well, I guess I'd better be going. Take care.

Situation 1. It's 9:00. You are waiting for a meeting which can't start until the chairperson arrives. Make conversation until she comes.

Situation 2. You are in a restaurant having lunch together. You have ordered the food. Make conversation while you wait for it to be served.

Situation 3. It's the end of the day after a long meeting together. You are all a bit tired. Make conversation for a few minutes before making an excuse to leave.

Follow-up:

1. How did your conversations go?

2. Did you talk fluently and naturally?

3. How did you end each one?

Self-assessment: Think about your performance on the tasks. Were you able to:

• identify factors of cultural diversity?	□ yes	□ need more practice
• examine your personal cultural identity?	□ yes	□ need more practice
• manage an intercultural professional interaction?	□ yes	□ need more practice

Unit 3. Interpersonal Communication at Workplace

Learning objective:
You will identify some of your own work-related values and attitudes.

Opener:
"When we look at behavior, we interpret what is happening through the filter of what our culture tells us is happening." (Unknown)

What does this expression mean to you? Think about it and then share your thoughts with a partner.

Activity one: Jot down ideas and images that come to mind when you hear the word "value" in the box:

Activity two: Compare with a partner the words and images you each listed. Record the common and different items below.

Common items	Different items

Activity three: Divide all values you listed in Activity two into four groups and complete the table below.

Universal values	National values	Professional values	Individual values
beauty, truth, …	National security, …	accountability, responsibility, …	success, competence, …

Follow-up:
1. What are your value (universal, national, professional, individual) priorities?
2. What are your life goals?
3. Do you your professional value priorities influence your life goals?

Activity four:

Part one: "Value Fair". Life is not infinite. There are limited hours in the day. We all must choose, whenever possible, where to invest our energy. You receive an amount of money – 520 hours or any other currency – to spend on your value priorities. Each value has its price – the amount of hours or any other currency you spend on it every month.

Complete the table below. List your value priorities and their prices. Present the choices you have made, explaining the reasons for buying such values. Look at the example below.

Values	Prices/ hours
Future career/job	100
Favourite hobby/activity	…
…	…

Part two: "Value Triangle".

Draw a "Value Triangle". The most expensive value is at the top of the triangle, the cheapest value is at the foot of the triangle. Look at the example below.

Future
career (100)
…..

Physical appearance (32), sports (45), …
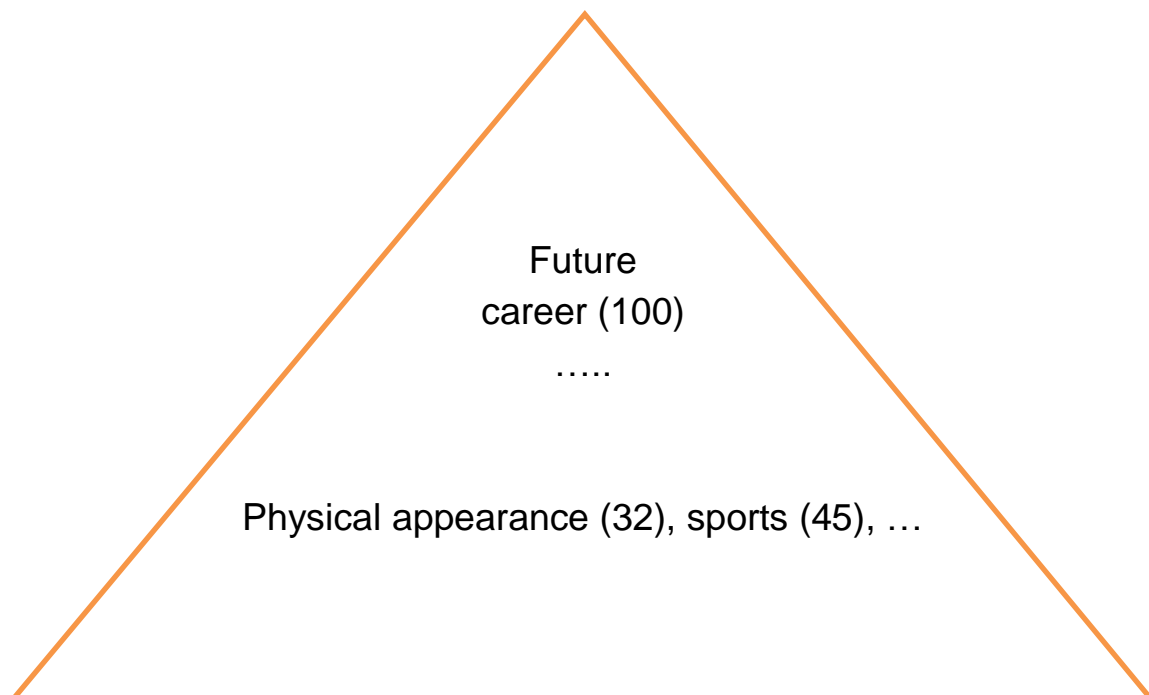
Follow-up:

1. Does the "Value Triangle" made by you reflect your life goals and in what way? What values give your life meaning?

2. What values will facilitate your future career or realization of life dreams?

3. Who is responsible for your dream or career realization?

Activity five: Behavior makes more sense when you understand the value or belief behind it. In the table below, match the value or belief in the column on the left to a behavior in the column on the right.

1. Directness	use of understatement
2. Centrality of family	asking people to call you by your first name
3. External control	taking off from work to attend the funeral of an aunt
4. Saving face (retaining respect; avoiding humiliation)	not helping the person next to you on an exam
5. Respect for age	disagreeing openly with someone at a meeting
6. Informality	not laying off an older worker whose performance is weak
7. Deference to authority (a polite and respectful attitude towards someone who has an important position)	at a meeting, agreeing with a suggestion you think is wrong
8. Indirectness	inviting the teaboy to eat lunch with you in your office
9. Self-reliance (the ability to do things and make decisions by yourself, without needing other people to help you)	asking the headmaster's opinion of something you're the expert on
10. Egalitarianism (the belief that all people are equal and should have the same rights and opportunities, and to actions that are based on this belief)	accepting, without question, that something cannot be changed

Activity six: When we come into contact with people from different cultural backgrounds we can sometimes encounter workplace behaviour that does not match our assumptions and expectations. We can sometimes even misinterpret other people's workplace behaviour and make incorrect assumptions based on our own cultural background. This can result in confusion, misunderstandings and even conflict.

The Values at Work checklist below introduces an extensive range of dimensions along which work-related values vary, and explores the contrasting values that reside at each pole of each dimension. The checklist has been designed to help you identify some of the ways in which your cultural background has had an impact on your workplace behaviour.

Instructions:

1. Read each description in order.

2. Decide which behaviour is closest to your own. If you identify with both statements, choose the one you identify with more often, or in more situations.

3. Mark a score indicating how strongly you tend to exhibit this behavior from 1 to 5.

4. When you have completed this activity, decide how you think people in a different culture of interest to you would probably respond to the statements.

5. Where you have identified important cultural differences between your approach and that of people in the culture or country of interest to you, consider...

Are these differences important? How might these differences become apparent in the working environment?

How might people from that country or culture perceive your approach? What challenge do these differences present?

In what ways might you adapt your behaviour to manage and overcome these cultural differences?

The Values at Work Checklist

Direct	Indirect
I prefer people to go directly to the point and not to spend time beating around the bush	I think it is important to avoid conflict even if it means only hinting at difficult issues
Being frank	**Saving face**
It is important to be frank, open and honest at all times, even at the risk of causing others to lose face and experience shame	It is important that nothing I do causes others to lose face, even if this means that I have to find other ways of transmitting important information
Theory	**Practise**
I prefer to learn by receiving and absorbing information from an expert source	I prefer to learn by exploring, practising and experimenting with new ideas
Deal	**Relationship**
When I have a job to do, I prefer to focus on the task: walking straight into the situation, sorting things out and moving on	When I have a job to do, I prefer to focus on the people: spending time getting to know those I will work with
Prompt	**Flexible**
I prefer people to stick strictly to measurable and structured deadlines. Being on time is the key to efficiency	I prefer people to take a flexible approach to timekeeping. Being flexible about deadlines is the key to efficiency
Informal	**Formal**
I prefer to talk with people in an informal way, regardless of who they are or what position they hold	I prefer to show the proper level of respect for position and status by using formal titles, surnames or polite forms of address
Logic	**Feeling**
I prefer to stick to logic and facts when I am arguing a case. In business, emotions should be controlled as much as possible	In business, I prefer to display emotions and warmth when I am arguing a case

Activity seven:

Part one: If you want to learn how to get the most out of your life, there isn't a much better teacher than Steve Jobs, who appeared to pack several lifetimes, never mind several careers, into his 56 years on our planet. Comment on Steve Jobs' quotation: "Being the richest man in the cemetry doesn't matter for me. Going to bed at night saying: "We've done something wonderful", that's what matters for me." What matters to you in your life?

Part two [10]:

Steve Jobs did not discuss his life or his unconventional choices in public often, one notable exception was his commencement speech to Stanford's 2005 graduating class, where he laid out his philosophy as 5 lessons anyone can follow. Watch the video "Steve Jobs' 2005 Standford Commencement address" and explain in your own words the important life lessons Steve Jobs wanted everyone to learn. Back up your explanations with the citations from Steve Jobs' speech to provide a warrant or reason why your thoughts are true.

Lesson 1. Follow your heart and trust that it knows where it's going and the dots will connect in the future.

Your explanation: _____

Steve Job's citation: _____

Lesson 2. Do work that you love and find your personal hedgehog.

Your explanation: _____

Steve Job's citation: _____

Lesson 3. The worst thing that could happen might turn out to be the best thing that could happen.

Your explanation: _____

Steve Job's citation: _____

Lesson 4. Don't let anything drown out your inner voice.

Your explanation: _____

Steve Job's citation: _____

Lesson 5. Remember that you are going to die.

Your explanation: _____

Steve Job's citation: _____

Follow-up:

1. Have you changed your thoughts about your career and personal life?

2. Do you shape your life and career? Do you live your life to your full potential?

3. How do you live your life? As an obligation or as an opportunity? Do you agree with Aristotle's citation "*The hardest victory is over self*"?

Activity eight: Debate.

Topic: Life is what you make of it.

Part one: Preparation.

1. Do research and find life stories of well-known top managers or famous people whose life example you would like to follow. Prepare cards for the debate. A card is a paragraph or several paragraphs taken from a credible scholarly or journalistic source that proves a specific argument true. It is a word-for-word quotation, without adds (unless bracketed), deletes, paraphrasing, or ellipses. This quotation, when put together with a summary tagline and a citation, makes a card.

2. Complete Debatable Issue Checklist.

Debatable Issue Checklist.

Name_____ Date_____

Debatable issue _____

Directions: Use the chart below to keep track of arguments about a controversial issue. First, write a statement of purpose or policy summing up the issue ("Life is what I do"), then use articles to list arguments for or against (pro or con) the statement.

Headline of article:_____

Date: _____

Statement of purpose:_____

pro or affirmative	con or negative
…	…
…	…

Part two: Debate.

Engage in a debate in one of the two groups: a proposition side and an opposition side. The proposition side argues for the adoption of a resolution or statement, and the opposition side must refute the statement. Both parties must find and compile evidence in support of their argument using their cards and debatable issue checklists and, then orally present it by making strong arguments, as well as listening to the other side and responding to their positions.

Part tree: Evaluation.

In pairs or small groups evaluate the performance of each of the debaters using the Debate Evaluation Checklist. List some qualities or traits that made these individuals effective debaters and some specific strategies they used. After a few minutes, share and compare your lists with the whole group and discuss any points of disagreement in the room about the debaters' performances.

Debate Evaluation Checklist

Name: _____ Date: _____

Directions: On a scale of 1 – 5, with one being "Poor"; two – "Fair", three – "Good" and five being "Excellent," evaluate a team's or individual's debate skills using the following guidelines.

1. Knows the rules of debate.
2. Demonstrated familiarity with the topic and with multiple viewpoints about the issue.
3. Put forth well-researched arguments, supported with statistical data.
4. Structured arguments clearly and rationally.
5. Showed the ability to think on their feet.
6. Demonstrated familiarity with opposition's positions.
7. Demonstrated the ability to consider the other team's point of view and was prepared to respond to it thoughtfully.
8. Conveyed technical or complex information in a logical and appealing way

Self-assessment: Think about your performance on the tasks. Were you able to:

- identify your professional value priorities and attitudes? □ yes □ need more practice
- identify your life goals values? □ yes □ need more practice
- present a structured argument? □ yes □ need more practice

Unit 4. Nonverbal Communication in Business

Learning objective:

You will be able to develop your knowledge, understanding and experience of nonverbal messages and practise interview participation.

Opener:

"The most important thing in communication is hearing what isn't said." (P. Drucker).

What does this expression mean to you? Think about it and then share your thoughts with a partner.

Activity one: According to scholars, nonverbal communication is the process of sending and receiving wordless messages. Jot down ideas and images that come to mind when you hear the word combination "nonverbal communication" in the box:

Activity two: Group the words and images you listed in categories and dimensions as in the examples below.

Categories	Dimensions
kinesics or "body language"	postural shifts, gestures, facial expressions, …
paralanguage	voice pitch, volume, frequency, filled pauses (for example, "ah"), silent pauses, …
physical contact	touching, …
proxemics	interpersonal spacing and norms of territoriality, ...
physical characteristics	dress code, perfume, …
environmental factors	an office, …

Activity three: One Talker / One Not.

Work in pairs**.** Create a one minute scene that takes place in the office and has a problem that needs to be solved. Person A is allowed to speak, but Person B can only use gestures, body language, and other nonverbal communication. Afterwards, switch roles so that Person A is the nonverbal

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communicator. Can the audience guess the content of the scene? What forms of non−verbal communication did Person B use?

Activity four: Watch the film "Nonverbal communication" and discuss an experience where you have had some kind of miscommunication or misunderstanding because of cultural differences in encoding and decoding nonverbal messages [12].

Answer the following questions:
1. Do you have your own experience with differences in Person B around the world?
2. How do you see nonverbal communication? How can body language be defined? Do you consider gestures as body language?
3. Is the development of emotions and attitudes linked with social contexts?
4. Do nonverbal communication and emotions play a social role?
5. Are emotions, psychologically and physiologically learnt?
6. Do you agree that there are universals in interpersonal interactions?
7. How is body language linked to world views (ideas about the meaning of life, sexes, body, religious hatred or homophobia)?

Activity five: Read the statements about gestures around the world and say whether you agree or disagree with them.
Statements:
1. There are some gestures that you used when you were a child but that you don't use anymore.
2. You don't use them because of your world knowledge.
3. You have never made a social mistake using wrong gestures in foreign countries or communicating with foreigners.
4. Gestures help you understand others and express yourself.
5. Gestures are confusing and distracting.
6. Some gestures are universal all over the world.
7. When you go abroad it is important to know these gestures to not use them in this country.
8. Foreigners who move to another country should give up their habits.
9. School curriculums should include studies on world views.
10. 60 % of all communication is nonverbal.

Activity six: Eight innocent gestures that can get you killed.
Part one: Guess the meanings of these gestures:

1.

2.

3.

4.

5.

6.

7.

8.

Part two: Read the text "Eight innocent gestures that can get you killed" and compare the right answers with your guesses.

Text
Eight Innocent Gestures that Can Get You Killed

1. Thumbs up. In America and in most of the countries, the thumbs-up sign has a similar connotation to the OK sign: All is good. But the thumbs up is especially problematic in certain parts of the Middle East, the Mediterranean, and Southeast Asia, where the thumbs up is a more aggressive gesture.

2. Fig sign. The "fig sign" is a gesture where the hand is in a fist with the thumb poking out between the index and middle fingers. It's either a wonderful good luck charm or the worst insult you could ever give someone, depending on where you happen to be at the time. In places like Indonesia, China, Russia, and some Mediterranean regions (particularly Turkey), the sign can have an insulting meaning.

3. V sign. Winston Churchill flung up a celebratory victory sign at the end of World War II, with his arm outstretched to reveal the index and middle finger in a V-shape. Hippies later used the same gesture as their calling card, meaning "Peace". Well, as anyone who has travelled in the English-speaking world (specifically the U.K., Ireland, Australia, and New Zealand) knows, by simply turning your hand around so that the palm faces the signer, and adding a few thrusts upward, you've instantly made overseas enemies.

4. Devil horns. The sign of the horns, or corna, was an ancient European guard against the evil eye. However, in Mediterranean countries (particularly Italy) and in Cuba, you'll see the devil's horns flash their ugly head often on the motorways, where irate drivers express to each other that their wife is, uh, not of the sexual moral standing that she should be. Lifting one's pinky and index fingers and thumb all at the same time may mean "I love you" in American sign language.

5. The moutza. The moutza is a famous Greek hand gesture to denote displeasure towards the recipient. In addition to Greece, where showing the palms of one or two hands is considered insulting, in parts of the Middle East and Africa, and in Mexico, a palm to the face, often with the thumb and forefinger creating the letter C, can mean to the receiver "you're gonna see!" or "there's more to come!" Or, basically, "shut the hell up".

6. Index finger. This is a warning sign ("watch out!") to a particular person (in western culture). When made in a group of people, it is an indication that one wants to speak. Making a motion side to side with the index finger indicates the equivalent of "no, no".

7. OK sign. OK hand sign, has a dizzying array of translations around the globe. In parts of Europe, it can mean "okay" or it can mean "zero." In other parts of Central and Mediterranean Europe, as well as in Brazil, it denotes an unmentionable orifice. In several countries in South America, it's a slur that means homosexual.

8. Raised middle finger. Raised middle finger is an obscene hand gesture used in much of Western culture.

Part three: Watch the video "Gestures around the world" [11] and answer the following questions:

1. What social and cultural significance do our facial expressions of emotions such as happiness, amusement or animosity have?

2. What could be behind the subtle gestures such as the different forms of greeting, the approach or the distance kept to the other?

3. Do you think that knowledge and interaction between different cultures can create new expressions? How do you feel about it?

4. How could the difference in body language be used in approaching "the other"?

5. Is it important to acknowledge someone's body language?

6. Is nonverbal communication important for understanding people from other countries? Why?

7. What did you learn in this film that could help you in future intercultural professional interactions?

Activity seven: Avatars are computer-generated images that represent users in online environments or are created to interact with users in online and offline situations. Describe an avatar that you have created for yourself. What led you to construct the avatar the way you did, and how do you think your choices reflect your typical nonverbal self-presentation? If you haven't ever constructed an avatar, what would you make your avatar look like and why?

Activity eight: Nonverbal Techniques for a Successful Business Interview.

Part one: Identify some nonverbal behaviors that would signal a positive interaction on a job interview. Then identify some nonverbal behaviors that would signal a negative interaction in each of those contexts. Read the text "Nonverbal Techniques for a Successful Business Interview" and compare your answers.

Text
Nonverbal Techniques for a Successful Business Interview

The employment interview is a genuine showcase for a body language and many interviewers are much more sensitive to nonverbal signals than people realize. That's why communication starts even before a single word is spoken. From the entrance to the conference room or office people show powerful statement about who they are or actually who they think they are. First impressions are the "love at first sight of the business world."

These are the golden keys to making great first impression:

The entry. How candidate walks in the office tells the employer how candidate wants to be treated. It's important to enter without hesitation and confidently.

Good posture. It's important to practice good posture and stand up straight.

Smile. Interview represents a stressful situation and smile may not come naturally but person should not wait for feelings to change and just smile. Smile is important because it makes a person approachable, positive and considerate. Most of the employers will reply with a smile and it will help to ease the tension.

Handshaking. Start with a strong handshake because first few critical seconds of the interview comes with the handshake. A firm, warm grip is essential for success. While holding the other's person hand, it's important to keep the eye contact.

Eye contact. During the conversation it's necessary to maintain the eye contact as often as possible, especially when the discussion is about important points.

Breathing. To avoid increased anxiety and keep relaxed situation it's important to measure breathing and consciously slow down and deepen the breathing.

The way the person sits. It should be relaxed position but not slumped.

Dress code. Dress appropriately for the position you seek, not for the position your currently have. Although it's totally wrong to think that certain dress code will get a person a desired job, it's also wrong to think that we can come to certain company dressed in "whatever". The good base for every dress code is to have sharp and clean clothes. Suits for both, man and woman should be dry-cleaned immediately before interview and blouses and shirt should be freshly laundered. Those are the things that are much more important than having brand new clothes. Perfumes and strong colognes should be avoided because the employee can be annoyed or allergic on that smell.

Organizational culture. It's important to make a little research and be familiar with rules and requests of company.

Office politics. Office arrangements are mostly made in the way to show the power and status of a boss. There exist three factors for raising status and power using chairs and those are: the size of the chair and accessories, the height and the location of the chair according to the other person. The height of the back chair can raise or lower person's status. The higher the back of the chair, the more power and status the person sitting in it is perceived to have.

Frank Bernieri analyzed the performances of job candidates of various ages and backgrounds. He concluded that observers count the most those first 15 seconds of interview even when interviews were for a 15 to 20 minutes long. That gives evidence that there is no second chance to make a first impression.

Part two [15]:

Watch the video "Body Language at Work by Peter Clayton" and make notes of the following points:

a) short-term body language signals are:

_____;

b) long-term body language signals are:

_____;

c) common elements of body language are:

_____;

d) three zones of initial greeting distance are:

_____;

e) the strength of shake hands should be:_____;

f) constricted eyes mean:

_____;

g) dilated eyes mean:

_____;

h) eyes up denote that the listener is

_____;

i) eyes down denote that the listener is

_____;

j) the friendly zone of interlocutors' stare is

_____;

k) sings showing that your interaction partner is telling lies are:

_____;

l) tips how to improve your body language:

_____;

m) it's important to talk about ordinary things at the beginning of the meeting because

_____;

n) reading the body language is a very useful tool at work because

_____.

Activity nine: Interview participation.

Part one: In each situation below, a job applicant is interviewed by an employer. Take turns to play the interviewer and interviewee.

Situation 1 – the applicant is applying for a position advertised in the newspaper.

Situation 2 – the applicant lost the last work position because of being consistently late.

Situation 3 – the interviewer knows that the applicant is being made redundant and does not like the company.

Situation 4 – the applicant did not perform well in his previous job.

Situation 5 – the interviewer has not been trained or prepared very well and the applicant wants to expand on responses to reveal his or her attributes to the best advantage.

Part two: As an observer, comment on ways in which the interview you have observed could have been improved and fill in the "Interview Feedback List" on the opposite page.

Interview Feedback List

Names of persons in role-play:
*Interviewer*_____
*Interviewee*_____
The entry: _____
Beginning the interview:_____
Body posture: _____
Smile:_____
Handshaking: _____
Eye contact: _____
Breathing: _____
Gestures: _____
The way the person sits: _____
Dress code: _____
Responses: _____
Questions asked:_____
Information provided:_____
Ending the interview:_____
General comments:_____

Self-assessment: Think about your performance on the tasks. Were you able to:

- code and decode nonverbal messages?   □ yes   □ need more practice
- overcome cultural misunderstanding?   □ yes   □ need more practice
- practice interview participation?   □ yes   □ need more practice

The Communication Quiz

How you communicate with co-workers and superiors can truly make or break your career. Upon completion of this course, take this quiz and find out whether you are able to communicate professionally now.

Instructions: For each statement, please give yourself a score from 1 to 5 that best describes you according to the scale below.

Not at all = 1;   rarely = 2;   sometimes = 3;   often = 4;   very often = 5.

Please answer questions as you actually are (rather than how you think you should be), and don't worry if some questions seem to score in the "wrong direction."

Questions:

1. I try to anticipate and predict possible causes of confusion, and I deal with them up front.

2. When I write a memo, email, or other document, I give all of the background information and detail I can to make sure that my message is understood.

3. If I don't understand something, I tend to keep this to myself and figure it out later.

4. I'm sometimes surprised to find that people haven't understood what I've said.

5. I can tend to say what I think, without worrying about how the other person perceives it. I assume that we'll be able to work it out later.

6. When people talk to me, I try to see their perspectives.

7. I use email to communicate complex issues with people. It's quick and efficient.

8. When I finish writing a report, memo, or email, I scan it quickly for typos and so forth, and then send it off right away.

9. When talking to people, I pay attention to their body language.

10. I use diagrams and charts to help express my ideas.

11. Before I communicate, I think about what the person needs to know, and how best to convey it.

12. When someone's talking to me, I think about what I'm going to say next to make sure I get my point across correctly.

13. Before I send a message, I think about the best way to communicate it (in person, over the phone, in a newsletter, via memo, and so on).

14. I try to help people understand the underlying concepts behind the point I am discussing. This reduces misconceptions and increases understanding.

15. I consider cultural barriers when planning my communications.

Total score: _____

Score comment.

56 − 75 Excellent! You understand your role as a communicator, both when you send messages, and when you receive them. You anticipate problems, and you choose the right ways of communicating. People respect you for your ability to communicate clearly, and they appreciate your listening skills.

36 − 55 You're a capable communicator, but you sometimes experience communication problems. Take the time to think about your approach to communication, and focus on receiving messages effectively, as much as sending them. This will help you improve.

15 − 35 You need to keep working on your communication skills. You are not expressing yourself clearly, and you may not be receiving messages correctly either. The good news is that, by paying attention to communication, you can be much more effective at work, and enjoy much better working relationships! You need more practice to improve your communication skills and communicate professionally in the working environment. Do this course again.

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