

**Рекомендовано Кафедрой межкультурной коммуникации ГИ НГУ**

**Учебно-методические материалы к курсу  
Межкультурное корпоративное общение**

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## **Содержание учебно-методических материалов**

1. Учебно-методическое пособие для развития навыков самостоятельной работы у студентов
2. Методические рекомендации по подготовке индивидуальной презентации
3. Психолого-педагогические основания проектирования иноязычных деловых ролевых игр в рамках курса «Межкультурное корпоративное общение»

Цель учебно-методических материалов состоит в совершенствовании профессионально-коммуникативных компетенций обучающихся, необходимых для эффективного общения в межкультурной среде.

Учебно-методическое пособие включает основные теоретические положения курса и дополнительный аутентичный материал по дисциплине “Межкультурное корпоративное общение”, развивающий профессиональные и общекультурные компетенции, а также навыки самостоятельной работы у студентов в процессе выполнения заданий в формате международных языковых экзаменов при подготовке к практическим занятиям.

Пособие состоит из трех глав, восьми разделов и трех тестов для самостоятельного контроля полученных знаний. Первая глава пособия углубляет знания обучающихся о специфике вербальной и невербальной форм деловой межкультурной коммуникации.

Вторая глава пособия содержит тексты и задания, совершенствующие социокультурную компетенцию студентов и их практические умения профессионального взаимодействия с собеседниками разных психологических типов и культур.

Третья глава пособия содержит задания, развивающие представления обучающихся о специфике ведения переговоров с представителями разных культур и их национальных стилях переговоров.

Методические рекомендации по подготовке индивидуальной презентации содержат пошаговые инструкции, позволяющие студентам совершенствовать навыки публичной речи на профессиональные темы.

Психолого-педагогические основания проектирования иноязычных деловых ролевых игр в рамках курса «Межкультурное корпоративное общение» обосновывают важность использования ролевых игр как инновационной формы организации образовательного процесса.

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# **Chapter 1 Essentials of Intercultural Business Communication**

## ***Unit 1 What is business communication?***

Effective communication is a process where a message is received and understood by the receiver in the manner that the sender intended it to be. Business communication takes place in the *context* of people and organizations transacting business.

### **Basic Principles of Business Communication**

1. use open ended and close ended questions appropriately
2. use eye contact, encouraging gestures
3. focus on the situation, issue, behavior, not the person
4. maintain the self-confidence and self-esteem of others
5. maintain constructive relationships with your partner
6. use active listening techniques
7. make sure you summarize

The leading feature of business communication is that it tends to use its own "language" (business jargon) and the "*actors*" (sender and receiver) tend to adopt and maintain their public "*identities*" while communicating.

### **Ex. I Read the article “Culture and Communication” and formulate its main points for discussion.**

Cultures differ in their attitudes toward the uses of speaking and writing in business transactions. Some cultures seem to prefer doing business orally; some rely more on writing. A Spanish businessman who had worked for Procter & Gamble reported that if he had bad news to deliver, he would deliver it in person, even if that meant a special trip, rather than send the bad news in writing. "Too impersonal, too much of a shock, no opportunity to know what effect the news was having—terrible for business relations," he said about conveying bad news in writing. Regarding conference telephone calls, a Colombian employed by the accounting firm Price Waterhouse commented, "How do you tell what people are thinking if you can only hear them but not see them?" For people from high-context cultures, face-to-face conversation is usually the preferred medium for business communication. This is not surprising, since face-to-face meetings are richest in contextual cues and provide immediate feedback.

Sometimes business is conducted almost entirely orally. Multimillion-dollar deals may be sealed with a handshake, without contracts being signed. To insist on a written document could be interpreted as insulting the other person's trustworthiness. An Arab, for example, considers a person's word of honor more binding than a written agreement. "Foreigners say Americans are bound by law, not by relationships, tradition, religion or culture," write international business experts Lennie Copeland and Lewis Griggs—and foreigners do not mean the statement as a compliment.

Cultures also differ in the level of formality appropriate for business conversation. Almost all other cultures are more formal than North Americans in the way they address one another in public. Many people find this informality disrespectful and offensive. Two colleagues working in a London office might still be addressing each other as Mrs. Fawcett and Miss MacDonald after a decade at adjoining desks. A German university teacher would expect to be addressed by all of his titles: Herr Professor Schmidt (Mr. Professor Schmidt). In fact, in public his wife might even refer to him that way. His first name is not important in a public setting, but his titles are because they contain the information that people need to address him appropriately. The more lengthy and elaborate the expected form of address, the more likely the individual is a member of a culture that emphasizes uncertainty avoidance or tolerates a high degree of power distance. Titles and other indications of status, rank, or position within a group leave no doubt as to where an individual fits in his or her company, profession, or society.

The flow of conversation also differs across cultures. North Americans typically want to dispense with small talk and "get down to business.". North Americans tend to be "linear" thinkers and, thus, talk through a subject in more or less a straight line, one-step or idea at a time. Speakers take turns in conversation: One person speaks or "has the floor" until he or she is finished and indicates either verbally (changing pitch and intonation of the voice, commenting, "that's all I have to say," inviting remarks from others) or nonverbally (by pausing, breaking eye contact, leaning back in the chair) that others may speak. Although there are some exceptions to this general rule, North Americans do not usually move into each other's conversational space unless they intend to be rude or are very excited.

Southern Europeans, in contrast, are much more likely to interrupt one another during conversation. The Spaniard employed by Procter & Gamble explained that interrupting with opinions and comments moves the conversation forward. It was also a way of showing interest in the subject being discussed. "If you don't jump in when I'm talking to you," he said, "I probably will think you're not very intelligent or else bored with the conversation. A good argument is stimulating!"

Instead of progressing in a straight line, conversations in Latin America or the Middle East are likely to loop, moving off periodically to seemingly unrelated topics, returning to the business subject for a while, and then looping off again. Pushing a looper to stick to the point will not necessarily lead to more productive conversation because coming at a subject from a number of different directions is part of a looper's thought process and is entirely logical in his or her culture.

Furthermore, one should pay attention to phasing in business conversations. At what phase of a conversation is it appropriate to introduce business topics? Although Anglo Americans dive right in after a little preliminary small talk, Hispanic norms require paying attention first to the individual as a human being and only after that turning to business subjects. In some cultures, discussing business at social gatherings may be considered bad manners. Among Danes, French, Mexicans, Russians, and many other nationalities, meals, particularly, are meant to be enjoyed for the pleasure of the food and the company. This difference can be noticed regionally within the United States. Northerners are more likely to talk business

throughout a meal; southerners are more likely to postpone business discussions until after the meal is finished.

Indirectness and ambiguity may actually be built into a culture's language. Some languages are inherently vague, with a word having many different possible meanings. Experts estimate that Japanese understand each other's precise verbal meaning only about 85 percent of the time. They rely on high-context cues to provide the rest. It is wise to remember the importance of context. For North Americans and Northern Europeans, the words of their language (the code) carry most of the meaning. In Africa, Asia, and the Middle East, the context of a conversation may carry more information than the words. Conversely, something may be so important in a culture that many different words exist to express its nuances. Or it may be nonexistent in a culture and, hence, have no corresponding vocabulary (such as the concept of privacy; in China the closest equivalent translates as reclusiveness, which carries quite different connotations for native English speakers).

Context, the total situation in which communication occurs, is a final dimension that can aid mindfulness in intercultural situations. A high-context culture is one in which the majority of a message may be communicated indirectly by the demeanor, body language, a speaker or writer's role, rank, or status, and even the physical surroundings of a speaker rather than directly by his or her words. In a low-context culture, communicators are encouraged to "stick to the point," and stop beating around the bush." The preferred business writing style is "simple and direct. Low- context cultures place the burden of communication on the words themselves rather than on other kinds of cues. Words tend to have relatively explicit and specific meanings. As the sign on a friend's bulletin board sarcastically asks, "Just what part of NO don't you understand?"

From a relatively low-context culture, North American businesspeople have difficulty interpreting "yes" and "no" messages from Japanese businesspeople, who are from a very high-context culture. Says Linda (Hiroyo) Hasegawa, director of Japan-L.S. Trans Associates, "When a Japanese says 'yes,' he may mean 'yes, I understand your English' or 'yes, I hear you,' rather than 'yes, I'll do it.' 'Yes, I understand probably does mean 'yes.'" The Japanese rarely say "no" directly. They are strongly conditioned to avoid confrontations; the elaborate rituals and stylized politeness of Japan's language and culture evolved to serve that objective. Americans sometimes think that because their Japanese counterparts have not explicitly said "no" there may still be hope of achieving their goals. "'Yes, but... or 'I understand, but... ' is 'no,'" explains Hasegawa. "'I'll have to ask someone ... 'means 'no.' 'It is difficult' means a strong 'no.'"

***If you are in the sending end of the phrases,*** be aware that people will take well to them. Bring the issues you want to discuss out in the open in a direct and clear way.

***If you are in the receiving end of the phrases,*** let the person know that you can both have a relevant discussion about the real issue at hand, and avoid being sidetracked with the verbal attack. Once people go into defensive communication mode, it is very difficult to get anywhere.

## ***Unit 2 Intercultural business small talk***

***Small talk*** is how we exchange information, ideas and opinions. Moreover, the beauty of small talk is that it can only last a few seconds but it is a powerful icebreaker! As Susan RoAne says, "small talk is what we do to build the big talk."

**Ex. II What do businesspeople talk about when they meet for the first time. Look through the following list of topics and organize them into two groups according to the level of etiquette.**

Politics, personal questions such as age, weight, marital status, health, the weather, gossip, fashion, shopping, gender differences, religion, literature, hobbies, food, cars, recent news, business topics, your city, family, off color jokes, citizenship, love.

**Ex. III Look through “Small Talk” lyrics and point out clichés that may be suitable for a small talk. Assess their level of formality. With your partner act out this song as a dialogue.**

Hello—it is good to see you again!  
What have you been doing lately tell me now.  
The same as always.  
I can't believe the way time flies!  
It must have been a million years ago!  
Really!

Tell me if life is treating you well?  
Could be worse I can't complain and how'bout you?  
When it rains, it pours.  
You have not changed at all!  
Small talk is all talk you ever need  
If to succeed today.  
Meeting means a lot of greetings.  
Greeting means a lot of talking.  
Talking does not always mean you are thinking,  
Still we love those empty words!

What a day so nice and warm, don't you think?  
I've been told we'll get some rain this afternoon.  
It's time for me to go.  
But have you heard the latest news that you know who?  
Did you know what with you know who  
You don't say!  
You look fine what's new, how is life?  
Pretty good and how's your car, your kids and wife?

Not too bad and you?  
I really have to go now.

**Ex. IV Read typical phrases used for paying someone a compliment and assess their level of formality.**

- You did a great job on the report!
- You picked the perfect shirt to match your trousers!
- You look terrific today!
- What well-mannered children you have!
- Your hairstyle is very attractive!
- I really admire your competence!
- I think you deserve the highest praise!

**Ex. V Discuss with your partner following discourse rules used in small talk and give examples. Are they similar for all cultures?**

- Opening or closing clichés in conversations;
- Taking turns during conversations;
- Interrupting;
- Using silence as a communicative device;
- Knowing appropriate topics of conversation;
- Interjecting humor at appropriate times;
- Using nonverbal behavior;
- Expressing laughter as a communicative device;
- Knowing the appropriate amount of speech to be used by participants

**Ex. VI Most businesspeople enjoy speaking about themselves. Notice communication mistakes they may commit and communication techniques that may improve their discourse. Order sentences (1 -5) into two groups.**

**Read five extracts (A--E) containing advice for interlocutors. Decide which extract and sentence (1—5) may go together. Write A, B, C, D or E.**

**Which effective techniques do you use to reduce barriers in the discourse?**

<i>Communication Breakdowns</i>	<i>Communication Tips</i>

1. “No news is bad news”!
2. Assume that simply because someone speaks your language, they understand what you say.

3. Being "economical" with the information.
  4. Always trying to be interesting.
  5. Believing that everyone thinks the same way as you.
- A. Staff should hear about new products or business developments from the company first, not from its advertising or a newspaper. By not communicating the information, the message that managers received was that they were not important enough to know about present and future developments.
- B. It is tempting to be selective about the information you give to staff, customers or suppliers. A “need to know” approach may cause frustration, and confusion in the longer term. If you tell the whole story, people then understand the problem and accept a decision, which may have a negative impact on individuals but a positive one on the business as a whole.
- C. Be aware that the message you are communicating is delivered in such a method that the audience understands it correctly.
- D. When people listen, they are limited to the words you choose.
- E. An effective communicator concentrates much more on being interested, than being interesting.

**Ex. VII Look through the given paragraphs and put them into logical order. Reflect upon the title for the article and formulate its main issues.**

- a. Since public criticism is the worst kind of dishonor in any culture but felt more acutely in high- context collectivistic cultures, the chemical company manager learned to offer suggestions to employees privately as well as respectfully.
- b. However, to treat an Indonesian’s business card this way is a rude affront to face, a signal that the person and his or her company are not considered important. Face-conscious people expect the cards to be presented formally and received gracefully, using both hands, preferably in descending order of rank, and read carefully when received. Even storage of business cards conveys messages in these high- context cultures; one should show respect by keeping them in an attractive card case.
- c. Saving face is important in all cultures. No one likes to feel embarrassed or humiliated. However, face saving is a matter of increased importance in high-context collectivistic. For example, most U.S. businesspeople casually hand out their business cards without fanfare or ceremony and treat the business cards of others the same way, receiving them with barely a glance and dropping them into pocket or briefcase for filing later.
- d. The high value placed on group welfare and harmony results in a high value being placed on maintaining everyone’s (not just one’s own) dignity, self-respect, and prestige.
- e. They are less likely to feel the degree of shame that loss of face carries in collectivistic societies; neither do members of individualistic cultures usually feel that their personal loss of face necessarily reaches beyond them to include relatives and associates. Matters of face are much more forceful in collectivistic cultures, broader than self-respect or personal humiliation.

f. Not only do people want to avoid losing face themselves, they want to "give face" to others, making sure that others are treated with the respect appropriate to their age, position, and, role in society.

g. Maintaining or giving face is essential to intercultural business relationships. What an American would view as constructive criticism on the job may be deeply- humiliating to others. A North American chemical company manager who had been stationed in North Africa, Europe, and South America explained that he learned to suggest "What would happen if we tried it this way?" rather than saying, "Since that didn't work, next time you should do thus-and-so."

h. Remember the speed skater whose whole family lost face when she failed to win a medal in the winter Olympics? Face "describes the proper relationship with one's social environment, which is as essential to a person (and that person's family) as the front part of his/her head. The importance of face is the consequence of living in a society that is very conscious of social contexts."

i. Although the concept of face has its origins in ancient China, "saving face" and "losing face" are familiar expressions. However, members of an individualistic culture are likely to have only a superficial notion of face, associating losing face with personal embarrassment and saving face with preserving self-esteem.

### ***Unit 3 What does business etiquette mean?***

In today's international and culturally diverse world economy, cultural differences can have an impact on business success. Both at an individual and organizational level understanding the values, etiquette and protocol of different cultures can positively influence your dealings in the worldwide marketplace. Understanding a particular country's business etiquette provides a framework in which you can work without fear of crossing boundaries in terms of agreements and contracts. Lack of cross-cultural awareness can result in misinterpretations, which may cause offense.

- It is an established order and public forms of behaviour. Etiquette is about being comfortable around people and making them comfortable around you.
  - (Botavina R.N.)
- Etiquette as an important component of business relations is based on centuries-old wisdom, includes such values as justice, honesty, loyalty, integrity.
- Etiquette – is an external expression of internal morality and culture of the person.
- Business etiquette locks the doors of poor communication and misunderstandings and opens doors to successful business relationships.

What do you think ?

However, there are some key pillars upon which good business etiquette is built.

#### ***1. Behaviour (social grooming)***

Your manners will speak volumes about you. They will point to your inner character. Business Etiquette teaches you how to present yourself and what to avoid.

### **2. Reputation (Personal Brand)**

*A reputation or integrity is slowly gained but quickly lost.*

### **3. Character (abilities + skills)**

Your character refers to what you as an individual bring to the business table. Proper business etiquette allows you to exhibit your positive qualities. Just through learning another's business etiquette you demonstrate an open-mindedness which will earn respect.

### **4. Sensitivity and Diplomacy(Emotional Intelligence)**

Sensitivity and consideration underlie all good business etiquette. By avoiding misunderstandings and misinterpretations through business etiquette, you lay foundations for a strong business relationship.

### **5. Appearance (business image)**

1. dressing appropriately,
2. standing and sitting in the right place at the right time,
3. good posture and looking physically presentable are elements in making a good impression.

**Ex. VIII Read the text about improving employability through personal branding. For each question 1 – 10 write one word. Example is given.**

#### **Personal branding**

Today's society (0) **IS** geared increasingly towards the individual, and that means you have to find ways to stand (1) ... from the crowd in order to compete. Developing your personal brand is one way. Branding has moved a long way (2) ... it meant simply building recognizable product names. Brands now represent whole worlds of meaning. Moreover, that's just (3) ... you need to do if you want to be visible among the masses.

We live in a competitive climate, not least in the world of work, says Helen Trevaskis, identity consultant for brand consultancy Smith and Milton. "Employers are (4) ... just looking for skills, but you'll find many other candidates with the (5) ... skills and qualifications as you."

Personal branding is a form of self – presentation, but it must be done naturally, making it more (6) ... just superficial. "You need to (7) .. a good look at yourself and ask fundamental questions, says Trevaskis, such (8) .. Who am I? What are my strengths and weaknesses? From the answers, decide where you want to be positioned in the world and precisely (9) ... you want others to see you."

Over time, you can learn to create your own brand identity to make (4) ... more memorable. It is a particularly useful exercise at times of change in your career.

## ***Unit 4 International dining business etiquette***

One area of importance in intercultural awareness is the difference in dining etiquettes. Understanding dining etiquette can help international business people polish their conduct and behaviour while dining or entertaining.

### **Dining etiquette – basic issues**

- **Seating** - is there a protocol as to who sits where?
- Should one wait to be seated? Is it acceptable etiquette for men/women to sit next to one another?
- **Eating** - what utensils, if any, are used?
- Is it a knife and fork, hands or chopsticks? Is there any etiquette around using them?
- **Body language** - how should one sit?
- Is it bad etiquette to rest elbows on the table? If seated on the floor what is the correct position?
- **Conversation** - is the meal the proper place to engage in conversation? If so, is discussing business appropriate?
- **The food** - what foods are common to eat? Is it good etiquette to compliment the cook and how? Does one finish everything on the plate? Is it polite to ask for more?
- **Home/restaurant** - what differences in etiquette or protocol would there be?

### **Ex. IX Warming Up -- Intercultural Business Entertaining**

<b>Dining Etiquette</b>	<b>Where? Why?</b>
Lavish restaurant lunches	
Short canteen lunches – rarely invite people home	
Early and lengthy dinners – men only	
Business lunches and dinners – pubs	

### **Ex. X Now arrange the basic rules of dining etiquette into the alphabetical order.**

)...riefcases and handbags should be placed out of the way and out of sight. Do not put them on the table or block the waiter's path.

)...ention any problems (if you drop your fork, for example) to your host. It is your host's job to call the waiter to the table, not yours.

)...nquiries will get you information. Ask your host what is good at the restaurant and use his or her suggestions to determine a safe price range. For example, "The prime rib here is wonderful," means you do not have to worry about ordering an expensive item off the menu.

)...on't pass the salt without the pepper.

)... rasp your wine glass with your thumb and first two fingers cupping the bowl and your last two fingers lightly touching the stem.

)...ood should be tasted first. Then, if you need to, use salt and pepper.

)...lace settings demystified: bread plates to the left, liquids to the right; use the utensils farthest from the plate first and work inwards with each course.

)...andle any cancellations yourself. Do not have a secretary or assistant call for you. Arrange for another meeting promptly.

)...nswer an invitation within twenty-four hours.

)...hew with your mouth closed and be careful not to make any distracting noises.

)...e...pect the host to pay the check. Do not argue when the check comes.

)...our mouth should not be full of food when you take a sip of wine or water. Chew, swallow, and then take a drink.

)...xcuse yourself if you must leave. Fold your napkin neatly and place it on your chair. Push your chair back into the table before you walk away.

)...ust in case, call the morning of your dinner engagement to confirm all details. Check the time, directions, dress code, etc.

)...ipper your mouth. Never complain when you are the guest. If the food is terrible, grin and bear it. If you spot a bug on the wall, look the other way.

)...eep pace with your companions. Skip a course if you are lagging behind. Slow down if you are bolting ahead.

)...ipstick should be blotted unobtrusively with a tissue before the meal. Do not leave marks on glasses or cups.

)...apkins belong on your lap, not tucked under your chin. When you are through with your meal, place your napkin to the left of your plate; never on a dirty dish.

)...rder last if you are the host. Help your guests feel comfortable, however. Tell them about a good appetizer so they know it's okay to order a first course. Say, "Order a cocktail if you like. I'm sticking with mineral water."

)...uench any desire to comb, smooth, or even touch your hair.

)...ait for your hosts or guests if they are late. Do not order a drink, unfold your napkin, or start eating the bread. The table should be clean when your companions arrive.

)...efrain from eating until the guest of honor (seated to the host's right) begins. If you are the guest of honor, do not begin eating until everyone has been served. However, if the food is hot and the gathering is large or the service is slow, use your judgment.

)...oothpicks are not to be used in front of your companions.

)...ensils should not be placed on the table between bites. Instead, balance them on the edge of your plate.

)...it when the host gestures you toward a seat. Do not just walk up and grab a place at the table. Likewise, if you are the host, plan where you will seat your guest beforehand.

)...ent about poor service, poor quality food, etc., in a letter to the manager of the restaurant the next day. During dinner, however, do not make a scene that could

make your guests feel uncomfortable. Simply say, "This restaurant isn't up to its usual high quality tonight," and leave it at that.

**Ex. XI Are these statements true or false? Read the article and give your explanations.**

- Lunch is a more serious problem than jet lag for business travelers.
- People in Spain have a short sleep before lunch.
- If you're dining with Greek people, they will talk about business all the time.
- Scandinavians eat very substantial lunches.
- Americans smoke and drink a lot at lunch.
- French business menus are not suitable for people who have to do business.

Every country has different customs and you can't afford to get it wrong. Down in the south of Europe, lunch breaks last a long time. In Italy, they can last three hours. In Spain, they can be followed by a siesta. Some Greek people actually have a siesta instead of lunch, so they can prepare for a very substantial late dinner. In addition, when dinner comes, everyone's attention is on the food. So don't worry if the business discussion is slow starting. The goal is to eat well, demonstrate hospitality and develop relationships. Business can wait.

Some lunches are lighter than others. If you're in Scandinavia, a business lunch is sometimes just a plate of sandwiches. In addition, don't be surprised if your hosts refuse alcohol and drink milk instead - and skimmed milk at that. Not all places are so health conscious. As one Russian businessperson remarked "The Americans are always complaining about smoking and drinking. In Russia, we have no problem. We do both."

The French like to take a long time over their lunch. One traveler can recall a French lunch that lasted seven hours. French restaurants sometimes have a special 'business menu'. This is a trick. It's a reasonably quick three-course meal designed for people who have no business to do. If you want to do business, choose from the real menu and take your time. Anything under about two hours is classed as a coffee break.

***Unit 5 What is international business non-verbal communication?***

**Ex. XII Read the article Nonverbal Communication in International Business** written by Brenda Townsend Hall, who is a communications consultant, trainer and course designer by Brenda Townsend Hall, PhD

Communications in international business are considered more often at the verbal level than in terms of body language and the signs and symbols that cultures use instinctively to convey messages and attitudes. Yet some claim that more than 90% of the social content of a message is contained in non-verbal cues. Clearly, if this is so, we neglect this aspect of communication at our peril.

Interpersonal non-verbal messages are present in our posture, our dress, our facial expression, our gesture, the tone and loudness of our voice, the way we use personal space, even our body odor! These aspects of our behavior are largely unconscious so we give out messages in spite of ourselves. Sometimes a verbal message takes on the non-verbal meaning. By this, I mean that some polite phrases are used as formulae and have no real meaning. When we meet somebody and say, "How are you?" the non-verbal message displays our lack of interest even though the words appear to be a question. The question is now indistinguishable from other non-linguistic ways of greeting, like hand shaking, so we are very surprised if the respondent launches into a detailed description of his or her state of health. Conversely, if we really do want to know how somebody feels, we have to exaggerate the non-verbal cues to give meaning to the question: that may involve laying a hand on the other person's shoulder, using a more emotional tone of voice and giving constant eye contact.

Non-verbal communication is also a feature of the way we present information using multiple modalities: the colors and shapes chosen for a logo, the meaning inherent in certain types of gifts, such as flowers, the soundscapes we use to reinforce advertising messages. These signs and symbols have culture-specific significance, so in localizing materials for the international marketplace we have to be sure not make cultural errors. The color orange, has overtones in Northern Ireland; green is considered unlucky in some cultures; lilies, carnations, chrysanthemums may be inappropriate gifts in certain places.

The sending and receipt of non-verbal messages takes place on a subliminal level and this makes it a much more difficult aspect of international communications to master. It is very easy, for example, to misinterpret a message because we do not understand its meaning outside our culture. Eye contact in western cultures is associated with openness, engagement, sincerity. However, in some cultures it is considered disrespectful. On the other hand, we might assume that a behavior from our own culture has the same meaning elsewhere. People from more tactile cultures who use a lot of touch could inadvertently appear inappropriately friendly in more reserved cultures. Having lived in France for some years and so being accustomed to greeting people with at least two kisses on the cheek, I saw a look of amazement on the face of a cousin in England, when I greeted her similarly.

Non-verbal behavior can be governed by situation. Thus, people who are very formal in the office can be quite unreserved in a social situation. Nevertheless, they would not wish to loosen up in the workplace. Another danger area is the use of irony or humor: subtle meanings might be conveyed by tone of voice but these

signals could easily be missed in intercultural situations. Similarly, words might be used to preserve certain forms of politeness but the situation as a whole governs the meaning behind the words. When we seek agreement, for example. Some cultures see overt disagreement as impolite and may say they agree to preserve dignity.

**EX. XIII Discuss elements of nonverbal effectiveness presented by Brenda Townsend Hall with partners.**

*So how can we deal with the non-verbal aspects of communication?*

1. The first stage is ..... Remember that we ....
2. Next, we have to become aware of ..... To become fully aware of ..... we may .....
3. Then we have to become .... Note especially if people have .....
4. The ..... of other people's body language is .....

**EX. XIII Study the list of “Worldwide Handshaking Customs” and be ready to talk over them.**

*A handshake is the only truly appropriate physical contact for both men and women in the business world.*

Russia – firm grip

Belgium – quick, light pressure

Sweden – firm grip, eyes meet

Asia – delicate grip and brief shaking

Middle East – gentle and limp, light shaking

Latin America – light to moderate grip, repeated frequently.

**Ex. XIV Look through the list of “Tips on effective social handshaking” and correct social mistakes. Provide your explanations.**

1. Always shake from a standing position (with men and women), do not smile and make immediate eye contact.
2. Recognize that some cultures (and some individuals) are less comfortable with physical touch and/or eye contact.
3. Offer your right hand first and firmly grasp the other person's palm. Do not avoid clasping the other person's fingers, as this may appear condescending
4. Clasp the other person's hand long enough to identify the color of their eyes.
5. Wear your nametag on your right side. The other person can read it more easily as you shake hands.
6. A man no longer has to wait for a woman to extend her hand first. Women should not shake hands with each other as well as with male associates.
7. Volunteer your name first just in case the other person has missed yours. It also forces them to give you their name.

8. Do not repeat the name of the person you are meeting, like this; "It's a pleasure, Elaine." This is not courteous.
9. If you are drinking a cold beverage, hold the glass in your left hand to avoid shaking with a clammy right hand.

***Summing Up -- Intercultural Business Practice***  
**Are you an effective interlocutor?**

**1. What do you say if?**

1. You want to end a conversation in a diplomatic way.
2. You are offered food, which you hate.
3. You have to propose a toast.
4. A visitor wants to buy some local souvenirs.
5. In which country is it common to go out to eat after 10pm?
6. a) UK b) Sweden c) Japan d) Spain

**2. Relate typical practices to national cultures. Complete the table and specify national business features.**

	France	Germany	Japan	UK
<b>Greeting</b>				
<b>Appointments</b>				
<b>Business cards</b>				
<b>Working hours</b>				
<b>Entertaining</b>				

- a) Shake hands on arrival and departure;
- b) On time; a few minutes delay is tolerated;
- c) Cards not always exchanged;
- d) Lavish restaurant lunches;
- e) In a meeting the card is placed in front of the owner;
- f) Business lunches and dinners – pubs;
- h) Known to work the longest hours in Europe;
- i) Important gift – never write on it;
- g) Arrive 5 minutes early;
- k) Shake hands – exchange business cards;
- l) Contract: 9.00 – 17.00 reality: much longer;
- m) Don't usually start before 8.30 – quite long lunch;
- n) On time – phone, fax, email to confirm;
- o) Exchange and put into wallet;
- p) Shake hands on arrival and departure and announce your name;
- q) ) Shake hands only if offered – not too much eye contact – Short head nod;
- r) Early and lengthy dinners – men only;
- s) Mostly on time;

- t) Short canteen lunches – rarely invite people home;
- u) 7.00 – 16.00 Middle and senior management often work later.

### **3. Are you familiar with national dinning etiquettes?**

The timing of business meals in (1) ... can often come as a surprise to first time visitors. Firstly, it is not uncommon to be invited to a breakfast meeting which might start as early as 7:00 am and secondly, if invited for dinner, this may be scheduled for as early as 5:30 – 6:00pm. You can also, of course, be invited for lunch and this is probably the favored time for business entertaining.

(2) ... business people have few doubts about discussing concrete commercial issues over a meal. The idea that the mealtime is set apart from business and that it is unmannerly to raise the subject of commerce over food is an alien concept in ..... Therefore, it is acceptable to view a business meal as an extension of the business meeting. (This does not mean that other, non-business issues, cannot be discussed at these events.)

(3) ... tend to only use the knife to cut food items. After the food has been cut, the knife is usually laid down and only the fork is then used. Some foods may be eaten by hand, with both the knife and fork laid to rest. Most restaurant staff rely heavily on tips to supplement their basic salary and tipping is therefore virtually mandatory. It is not uncommon for tips of between 10 % – 20 % to be left for good service provision – and the service is usually very good.

## **Chapter 2 Managing people effectively**

### ***Unit 1 Chairing a business meeting successfully***

Cultural differences in multicultural teams can create misunderstandings between team members before they have had a chance to establish any credibility with each other. Thus, building trust is a critical step in creation and development of such teams. A manager of a multicultural team need to recognize that building trust between different people is a complex process, since each culture has its own way of building trust and its own interpretation of what trust is.

#### **Ex. I Get ready – test your knowledge of cultural differences in management. Are these statements true or false?**

**1)** Germans will pay much attention to the underlying ideas and intensions of a presentation than to the details of what is being shown.

**2)** In Germany even if a boss is wrong on an issue, people will hesitate to speak up because Germans tend to be obedient.

**3)** Decision-making in Ireland is often very quick, assuming you are dealing with the right person.

**4)** In the United Kingdom final decisions usually require top management approval. That authority rarely is delegated to others.

**5)** When presenting in Spain be prepared that people's attention may span only 20-30 minutes.

**6)** One should use lots of humor when presenting in India, because people there are very friendly and like to laugh.

**7)** When starting a presentation in China, it is helpful to spend significant time discussing the history of the company.

**8)** When presenting to a Japanese audience expect several interruptions because they will want to discuss all the details.

**9)** It is easy to pick out the decision maker when meeting with a group of employees of a Japanese company.

**10)** In Malaysia, written contracts are usually kept since personal honor is a strong value in the country.

**11)** Using English-language presentation material is right everywhere in Canada, though Franco-Canadians may prefer to see some of it in French.

**12)** When making decisions, Brazilians usually look at the specifics of a situation rather than following universal rules.

**Ex. II Read the text below and discuss the following questions with your partner.**

1 How would you explain the concept of 'glocalization'?

2 Why might a 50-year-old Japanese manager be offended if he had to negotiate with or report to a well-educated but inexperienced 30-year-old American?

3 Why was the American concept of pay-for-performance unpopular in Italy, and in Asia, in Trompenaars' example?

4 Why do universalists disapprove of particularists, and vice versa?

### **CROSS-CULTURAL MANAGEMENT**

Managing a truly global multinational company would obviously be much simpler if it required only one set of corporate objectives, goals, policies, practices, products and services. But local differences often make this impossible. The conflict between globalization and localization has led to the invention of the word 'glocalization'. Companies that want to be successful in foreign markets have to be aware of the local cultural characteristics that affect the way business is done.

A fairly obvious cultural divide that has been much studied is the one between, on the one hand, the countries of North America and north-west Europe, where management is largely based on analysis, rationality, logic and systems, and, on the other, the Latin cultures of southern Europe and South America, where personal relations, intuition, emotion and sensitivity are of much greater importance.

The largely Protestant cultures on both sides of the North Atlantic (Canada, the USA, Britain, the Netherlands, Germany, Scandinavia) are essentially individualist. In such cultures, status has to be achieved. You don't automatically respect people just because they've been in a company for 30 years. A young,

dynamic, aggressive manager with an MBA (a Master in Business Administration degree) can quickly rise in the hierarchy. In most Latin and Asian cultures, on the contrary, status is automatically accorded to the boss, who is more likely to be in his fifties or sixties than in his thirties. This is particularly true in Japan, where companies traditionally have a policy of promotion by seniority. A 50-year-old Japanese manager, or a Greek or Italian or Chilean one, would quite simply be offended by having to negotiate with an aggressive, well-educated, but inexperienced American or German 20 years his junior. A Japanese would also want to take the time to get to know the person with whom he was negotiating, and would not appreciate an assertive American who wanted to sign a deal immediately and take the next plane home.

In northern cultures, the principle of pay-for-performance often successfully motivates sales people. The more you sell, the more you get paid. But the principle might well be resisted in more collectivist cultures, and in countries where rewards and promotion are expected to come with age and experience. Trompenaars gives the example of a sales rep in an Italian subsidiary of a US multinational company who was given a huge quarterly bonus under a new policy imposed by head office. His sales - which had been high for years - declined dramatically during the following three months. It was later discovered that he was deliberately trying not to sell more than any of his colleagues, so as not to reveal their inadequacies. He was also desperate not to earn more than his boss, which he thought would be an unthinkable humiliation that would force the boss to resign immediately.

Trompenaars also reports that Singaporean and Indonesian managers objected that pay-for-performance caused salesmen to pressure customers into buying products they didn't really need, which was not only bad for long term business relations, but quite simply unfair and ethically wrong.

Another example of an American idea that doesn't work well in Latin countries is matrix management. The task-oriented logic of matrix management conflicts with the principle of loyalty to the all-important line superior, the functional boss. You can't have two bosses any more than you can have two fathers. Andry Laurent a French researcher, has said that in his experience, French managers would rather see an organization die than tolerate a system in which a few subordinates have to report to two bosses.

In discussing people's relationships with their boss and their colleagues and friends, Trompenaars distinguishes between universalists and particularists. The former believe that rules are extremely important; the latter believe that personal relationships and friendships should take precedence. Consequently, each group thinks that the other is corrupt. Universalists say that particularists 'cannot be trusted because they will always help their friends', while the second group says of the first 'you cannot trust them; they would not even help a friend'. According to Trompenaars' data, there are many more particularists in Latin and Asian countries than in Australia, the USA, Canada, or north-west Europe.

### **Ex. III Intercultural Warming Up**

*A) Functions of a chairperson*

1. In difficult situations, the chairperson may focus on compromise and mediation. The chairperson may define their role as that of helping to achieve agreement or consensus. **? -oriented**
2. In difficult situations, the chairperson may attempt to control the meeting and use formal rules to keep order. The chairperson may define their role as that of helping to achieve objectives or decide on a series of action points.  
**?- oriented**

*B) Functions of a presenter at the meeting*

1. Presenters plan each stage of their presentation carefully. Audiences may be critical of presentations that overrun. **? -oriented**
2. Presenters prepare a plan but they may change it to adapt to the situation or the needs of the audience. **? -oriented**
3. Introductions are usually short and to the point. **? -oriented**
4. Presenters often take more time to build a relationship with the audience.  
**? -oriented**

**Ex. IV Complete these tips on an effective business meeting**

Monitor, ensure, involve, establish, choose, keep, assign, create, plan, ask

- 1 ... a suitable location
2. .... the agenda carefully
3. .... clear ground rules
4. ....a relaxed, open atmosphere
- 5..... progress regularly during the meeting
6. ....everyone focused
7. .... someone to take the minutes.
- 8 . .... there are plenty of breaks
9. .... all relevant staff in the decision –making process
10. .... clear tasks for people at the end.

**Ex. V Are you good at chairing a meeting? Relate these functions to suitable descriptions. Which tactics should an effective chairperson use?**

- A. Open the meeting  
B. Encourage, but don't force, participation  
C. Discourage individuals from dominating the proceedings  
D. Deal with negative tactics quickly, before they create tense atmosphere  
E. Keep the discussion relevant
- 1)  
a) Discourage private discussions, focus participants on the point.

- b) Be firm about time and the agenda points being discussed.
- 2) a) Take one person's ideas and open it up for general discussion.
  - b) Explain that it is important for all participants to have an equal chance to share opinions.
- 3) a) If participants seem aggressive or negative, ask them to explain why.
  - b) Keep calm. Highlight the importance of working together to achieve it.
- 4) a) Ask general questions to stimulate debate.
  - b) Ask individuals direct questions to find out their views.
- 5) a) Summarize the objectives.
  - b) Refer participants to the agenda.

### ***Unit 2 How to deal with difficult people?***

**The most important ingredient in the formula of success is to know how to get along with people.**

**Theodore Roosevelt**

**Ex. VI Read the following extract taken from the book “Working with Emotional Intelligence” by Daniel Goleman. Insert the basic terms agreeing to suitable definitions.**

Our Emotional Competence determines our potential for learning the practical skills that are based on its five elements:

*self-awareness, self-regulation, motivation,  
empathy and adeptness in relationships.*

Our Emotional Competence shows how much of the potential we have translated into on-the-job capabilities. Emotional competencies cluster into groups, each based on a common underlying emotional competence capacity. Research shows the relationship between the five dimensions of emotional intelligence and twenty five emotional competencies.

**A) Self-awareness** -- is knowing one's internal states, preferences, resources and intuitions. It is the vital foundation skill for three emotional competencies

*Self-confidence, Emotional awareness, Accurate self-assessment*

1. The recognition of how our emotions affect our performance, and the ability to use our values to guide decision making is ----
2. A candid sense of our personal strengths and limits, a clear vision of where we need to improve and the ability to learn from experience is ----
3. A strong sense of one's self-worth and capabilities. Our courage that comes from certainty about our capabilities, values and goals is ---

**B) Self-regulation** includes not only restraining distress or stifling impulses; it implies a choice as to *how* we express emotions. These two skills – handling impulses and dealing with upsets – are at the core of five emotional competences:

*Self-control, Innovation, Adaptability, Trustworthiness, Conscientiousness*

1. Managing disruptive emotions and impulses effectively. People think clearly and stay focused under pressure is –
2. Displaying honesty and integrity. Admit their own mistakes and confront unethical actions in others is ---
3. Dependability and responsibility in fulfilling obligations. Meet commitments and keep promises, careful in work is --
4. Flexibility in handling change and challenges is --
5. Being open to novel ideas, approaches and new information. Take fresh perspectives and risk in their thinking is --

**C) Our motives** shape how we see the world. When a pickpocket meets a saint, all he sees are the pockets. Three motivational competencies typify outstanding performers:

*Initiative and optimism, Achievement drive, Commitment*

1. Striving to improve or to meet a standard of excellence. Result-oriented, set challenging goals is --
2. Embracing the organization's vision and goals, use group's core values in making decisions, ready to make sacrifices to meet organizational goals is ---
3. Twin competencies that mobilize people to seize opportunities and allow them to take setbacks and obstacles in stride. Operate from hope to success rather than fear of failure. Mistakes are treasures! --

**D) Empathy** – awareness of others' feelings, needs and concerns, represents the foundation skill for all the social competencies important for work.

People with this competence:

- a. Attentive to emotional cues and listen well.
- b. Show sensitivity and understand others' perspectives.
- c. Respect and relate well to people from varied backgrounds.
- d. Understand the forces that shape views and actions of clients.
- e. Accurately read organizational and key power relationships or realities to be a “political animal”.

**E) Social skills** mean handling another person's emotions artfully. Being an **adept communicator** is the keystone of all social skills. People with these competencies have the following skills and abilities:

*Communication, Conflict management, Are skilled at influence,  
Leadership, Catalyst change*

1. Win people over, develop fine-tune presentations to appeal to the listener.  
Use complex strategies like indirect influence to build consensus and support --
2. Listen openly and send convincing messages, seek mutual understanding --
3. Handle difficult people and tense situations with diplomacy and tact, orchestrate win-win situations --
4. Can lead by example , think strategically, apply strong emotional charisma, being an emotional sender rather than a receiver ---
5. Can model the change expected of others --

### ***Summing Up -- Intercultural Business Practice***

#### **Are you an adept communicator?**

#### **1. Read the text and identify a national style of carrying out a business meeting**

When asked to describe meetings in (1...), a word which Americans often use is 'aggressive'. This 'confrontational' approach, where openly and directly debating all the relevant issues even at the expense of personal relationships is valued) is very alien to those cultures who always put diplomacy and harmony at the heart of their approach to meetings.

Of course, many cultures mistakenly see this direct approach between colleagues as a sign of bitter, personal animosity – which it always invariably is not. It is endemic in the (2...) approach to communication in meetings and is seen as a positive step towards addressing whatever the vital and pressing issues might be. Time pressured, ambitious (3....) business executives do not have time for the vagueness, diplomacy.

Meetings often include formal presentations by one or more of the participants and these presentations are a vital element in the demonstration of professional competence. Thus, presentations should not only be relevant and well researched but also delivered in a positive, enthusiastic and committed manner. The meeting and especially one in which a presentation has to be made, is seen as an opportunity to impress – important if personal success is to be achieved.

Meetings are increasingly virtual with one or more participants join from a completely separate location by either conference call all video link. These meetings can often prove less successful than face-to-face meetings due to communication difficulties especially if some participants are non-native English speakers and it is possible that the right skill-sets are not always in place to make the most of these difficult meeting types.

## **Chapter 3 Intercultural Business Negotiations**

### **Unit 1 Negotiation styles and strategies**

#### **Ex. I Read the text and insert the words given below into the sentences.**

*Winner and a loser; common ground; short-term; a satisfactory solution; form of conflict*

Negotiation plays an important part in the lives of many business people.

In the past, negotiation was often regarded as (1) .... a kind of battle in which one side "opposes" the other. Attitudes have changed because negotiators began to realize that successful negotiation is dependent on both parties working together to reach (2) a.... ... Instead of concentrating solely on your interests, you should consider the interests of the other party in order to find (3) ... .... The old type of negotiation (win/lose) is still sometimes used when the relationship between the parties is likely to be (4) .... ... rather than long-term. However, if your negotiation is part of a long-term relationship both parties should feel satisfied at the end of a negotiation. There should not be a (5) ... .... but two winners.

#### **Ex. II Intercultural Warming Up**

**Cultural differences may have an impact on a negotiation in the following ways**

- The amount of .... spent on a small talk before and after the negotiations
- The directness of the ....used in forwarding, accepting or declining proposals
- The quality of ..... you expect to have
- Expected ..... ( confrontation / compromise )

#### **Ex. III Are you good at negotiating styles?**

*Part A)*

- Negotiators are about finding a good solution that everyone can be happy with. Make concessions to support relationships.
- Try to avoid a contest of will.
- Yield to pressure. Be soft on people and the problem.
- Trust others and make offers.

*Part B)*

- Focus on the ....., not positions.
- Generate a variety of ..... before deciding what to do.
- Insist that results be based on some ... ....
- Never yield to ...., only to ....!
- Always separate the .... from the problem.

**Ex. IV Look through the table and match clichés with corresponding stages in negotiations**

<i>Stage in negotiations</i>	<i>Negotiating Clichés</i>
asking for clarification	<ul style="list-style-type: none"> <li>• We just can't agree to...</li> <li>• It is out of the question</li> <li>• No, I don't really think so</li> <li>• I would rather not...</li> </ul>
Rejecting	<ul style="list-style-type: none"> <li>• Let's agree...., shall we?</li> <li>• How about...?</li> <li>• We could...</li> <li>• Do you want me to...</li> <li>• I would like to suggest...</li> </ul>
Interrupting	<ul style="list-style-type: none"> <li>• How is that then?</li> <li>• It depends what you mean when you say...</li> <li>• Could you run through that again?</li> <li>• What do you have in mind?</li> </ul>
bargaining	<ul style="list-style-type: none"> <li>• How does that sound...?</li> <li>• How do you feel about ...?</li> <li>• What do you say...?</li> </ul>
making a suggestion	<ul style="list-style-type: none"> <li>• Why not?</li> <li>• I agree to...</li> <li>• That is a deal!</li> </ul>
stating your point	<ul style="list-style-type: none"> <li>• We'll..., if you...</li> <li>• We might be able to make an exception, if you....</li> <li>• We are prepared to..., providing....</li> <li>• If you ...? I could...</li> </ul>
agreeing	<ul style="list-style-type: none"> <li>• What we're looking for...</li> <li>• We think...</li> <li>• We would like to...</li> <li>• There's no way to ...</li> <li>• I guarantee..</li> <li>• I was hoping for...</li> </ul>
asking for reaction	<ul style="list-style-type: none"> <li>• I've got to stop you</li> </ul>

## *Summing up --- Intercultural Business Practice*

### **Are you an effective business negotiator?**

**1. Think about the best way to negotiate with someone who has a stronger bargaining position than you do. Look through the following strategies and be ready to explain your point of view.**

- 1. Threaten them.**
- 2. Let them see that you are in a weak position.**
- 3. Refer to fair standards and fair procedures.**
- 4. Have a good alternative plan in case you cannot get them to agree.**
- 5. Offer them something that they want or need.**
- 6. Find examples of similar cases where people in your position have won.**
- 7. Get support from another party such as a mediator or consultant.**

**2. Your manager has decided to run a one-day training course on basic negotiating skills for staff in your department. He has asked you to plan the course.**

Work with your partner and decide the following:

- Which skills staff should be taught
- What activities are most useful for learning negotiating skills
- What opportunities staff should be given to put their new skills into practice.

**3. This is a checklist of points to consider when preparing for international negotiations. Name these countries**

#### **A) Relationship building**

Some cultures view the opening of relationship building as extremely important.

Some cultures have strict rules regarding the use of names and titles.  
Some cultures see the exchange of business cards as an important ritual.  
Some cultures value formality over informality. Dress and react accordingly.  
Some cultures expect to receive business gifts. Get briefed!  
Some cultures compare status and authority. Know whom you are talking to.  
Some cultures have very specific ways to entertain and socialize. You may have to adapt.

#### **B) Negotiating strategy**

Some cultures favour consensus, collaboration and win-win over aggressive competition.

Some cultures appreciate flexibility over excessive planning.  
Some cultures prioritize specific selling propositions: is it technology, needs, price?

Some cultures employ indirect communication style in preference to straight speaking.

Some cultures use silence to indicate agreement, not hostility.

Some cultures disapprove of pressuring tactics.

Some cultures see the negotiation as a place for discussion, not decision.

Some cultures dislike open displays of emotion and feeling.

Some cultures will see the negotiation of contract documentation as central.

### ***C) The individual***

Some cultures conduct negotiations with teams, not with individuals (Give examples!)

Some cultures are changing slowly to recognize women as negotiators.

Some cultures view the company as more important than the individual does.

Some cultures value personal connections and contracts in business and society.

### ***D) Time***

Some cultures value reflection and consensus over speed. Negotiations can take time.

Some cultures look more for longer-term partnerships than others do.

Some cultures like to set and respect deadlines.

Методические рекомендации  
по подготовке к выступлению с индивидуальной презентацией

## ***Stage 1***

### ***Developing Public Speaking Skills: Preparation***

Most presentations are organised in three parts and followed by questions. In presentations, one should remember a golden rule concerning repetition:

- ***Say what you are going to say,***
- ***say it,***
- ***then say what you have just said.***

In the introduction, you tell your audience what your message is going to be. In the body, you tell your audience your real message. In the conclusion, you summarize what your message was.

Now consider each of these parts in details.

<b>Beginning</b>	<b><i>Short introduction</i></b>	welcome your audience introduce your subject explain the structure of your presentation set rules for questions
<b>Middle</b>	<b><i>Body of presentation</i></b>	present the subject itself
<b>End</b>	<b><i>Short conclusion</i></b>	summarise your presentation thank your audience invite questions
<b>Questions and Answers</b>		

### ***Stage 2 Developing Public Speaking Skills: Introduction***

The introduction is very important to the success of your speech. It gives your audience the first impression of you. The introduction of your speech has two parts: *attention material*, to get your audience attention and interest, and *orienting material*, which prepares your audience intellectually and psychologically for the body of the speech. You should use the introduction to:

- *welcome your audience*
- *introduce your subject*
- *outline the structure of your presentation*
- *give instructions about asking questions*

<b>Function</b>	<b>Possible language</b>

<b>1. Welcoming your audience</b>	Good morning, ladies and gentlemen  Good afternoon, everybody
<b>2. Introducing your subject</b>	Today I am going to talk about...  The purpose of my presentation is to introduce...
<b>3. Outlining your structure</b>	To start with, I'll describe...  Then I'll mention some of the...  After that I'll consider the possibilities for...  Finally, I'll summarize my talk...
<b>4. Giving instructions about questions</b>	Do feel free to interrupt me if you have any questions.  I'll try to answer all of your questions after the presentation.  I plan to keep some time for questions after my talk.

### ***Stage 3 Developing Public Speaking Skills: Language***

To be an effective speaker you should know how to communicate your message to your listeners. In order to make your speech exact, vivid and suitable for the purpose of your presentation and your audience follow the ideas from the section “Language”, <http://www.englishclub.com/index.htmBusinessEnglish>.

To achieve clarity in your language bear in mind these rules that can help you make your speech effective and clear.

- Use precise words and short sentences.
- Avoid jargon and clichés, your audience may misunderstand it.
- Talk about concrete facts rather than abstract ideas.
- Use active verbs instead of passive verbs. Active verbs are much more powerful and easier to understand.
- Use masculine and feminine pronouns in tandem.
- Use plural pronouns and the pronoun “you”.

The site <http://www.englishchannel.com/> will help you to get information on the language of a good presentation. The table below lists useful expressions that you can use to signpost parts of your presentation.

<b>Function</b>	<b>Language</b>

Introducing the subject	<ul style="list-style-type: none"> <li>– I'd like to start by...</li> <li>– Let's begin by...</li> <li>– First of all, I'll...</li> <li>– Starting with...</li> <li>– I'll begin by...</li> </ul>
Finishing one subject...	<ul style="list-style-type: none"> <li>– Well, I've told you about...</li> <li>– That's all I have to say about...</li> <li>– We've looked at...</li> </ul>
...and starting another	<ul style="list-style-type: none"> <li>– Now we'll move on to...</li> <li>– Let me turn now to...</li> <li>– I'd like now to discuss...</li> <li>– Let's look now at</li> </ul>
Analysing a point and giving recommendations	<ul style="list-style-type: none"> <li>– Where does that lead us?</li> <li>– Let's consider this in more detail...</li> <li>– What does this mean for ... ?</li> </ul>
Giving an example	<ul style="list-style-type: none"> <li>– For example,...</li> <li>– A good example of this is...</li> <li>– As an illustration,...</li> <li>– To give you an example,...</li> <li>– To illustrate this point...</li> </ul>
Summarising and concluding	<ul style="list-style-type: none"> <li>– In conclusion,...</li> <li>– Right, let's sum up, shall we?</li> <li>– Let's summarise briefly what we've looked at...</li> <li>– Finally, let me remind you of some of the issues we've covered...</li> <li>– If I can just sum up the main points</li> </ul>
Ordering	<ul style="list-style-type: none"> <li>– Firstly...secondly...thirdly...lastly...</li> <li>– First of all,...then...next...after that...finally...</li> <li>– To start with...later...to finish up...</li> </ul>

#### ***Stage 4 Developing Public Speaking Skills: Strategies for Handling Difficult Questions***

No one can know the answer to every question. However, admitting, “I don’t know”, in response to a direct question from an audience member can be disastrous. The solution is to be honest and maintain credibility at the same time. You should be prepared to meet the toughest questions with confidence.

To learn about essential strategies of handling difficult questions use the site <http://www.ProEdgeSkills.com> developed by Mary Sandro.

## ***1. Reflection***

Repeat the question and toss it back to your audience, “Does anyone here have any experience with that?” When you allow the audience to help you, they will save you without ever realizing it. After you have fielded all of the contributions, be sure to summarize and add your own ideas if any have been sparked by the interaction. Summarizing helps you to maintain control and authority. Always repeat questions before answering for the same reasons.

## ***2. I'll Get Back to You***

This is an old standard and it works well if you do three things. First, write the question down. Second, tell the questioner exactly when you get back to them. Be honest. Then do it. Third, be sure to get the questioner’s contact information if you don’t have it. All of these things make this strategy very powerful. It is an opportunity to expand your knowledge, and impress your audience.

## ***3. Compliment the Questioner***

For this to be effective, the compliment must be sincere. It never fails though, because of audience’s love to be complimented.

## ***4. Answer a Question with a Question***

Sometimes questions are too narrow or too general to answer. Reserve the right to open a question up or close it down by asking a question in response.

## ***5. Set the Rules***

You can avoid many difficult questions simply by setting rules for questions in the beginning. You are the leader so don’t lose credibility.

Dealing with questions	<ul style="list-style-type: none"><li>– We’ll be examining this point in more detail later on...</li><li>– I’d like to deal with this question later, if I may...</li><li>– I’ll come back to this question later in my talk...</li><li>– Perhaps you’d like to raise this point at the end...</li><li>– I won’t comment on this now...</li></ul>
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## ***Stage 5 Developing Public Speaking Skills: Delivery***

“Delivery” refers to the way in which you actually deliver or give your presentation. Delivery is a vital aspect of all presentations. The key to good delivery is a strong desire to communicate with the audience. In delivering a speech your voice should be expressive so that you sound interesting and lively.

Effective eye contact is an important part of delivery. You should look at your listeners during 95 percent of your speech to maintain a bond of communication and rapport with them and to monitor their feedback.

Practice the entire presentation in front of a mirror or a video camera, using all the facial gestures that support the content repeatedly until you can deliver it with power and confidence.

## **Tips on Body Positioning, Gesturing and Eye Contact**

### **Posturing**

- Approach the audience head up with a calm, confident stride.
- Balance weight equally, feet slightly spread apart, and lean slightly forward.
- Face the audience and smile.
- Relax arms and fingers, arms down by your side until ready to speak.
- Pause for a moment before beginning the introduction.
- Avoid weight shifting, hunching over, body swaying, finger fidgeting, clothing adjustments, and "fig leaf" positioning.

### **Gesturing**

- Use gestures sparingly and always from above the waist to symbolize positive communication.
- Start gestures from the shoulder, reaching out to the audience with open palms, as if to invite the audience in.
- Start the upstroke of a gesture well in advance of the word selected for emphasis.
- Avoid excessive, startling, abrupt, or boring repetitive gestures and downward strokes.

### **Eye Contact**

- Is especially important at the two most critical parts of an introduction: in the beginning and the conclusion.
- Initially focus on a friendly face to feel more comfortable.
- Avoid staring, darting, or focusing on a few friendly faces.

### **Visual aids**

80% of what your audience learn during your presentation is learned visually (what they see) and only 20% is learned aurally (what they hear). Visual aids should be used to:

- show the outline of the presentation (the main points)
- visualise numbers (in graphs and charts)
- emphasise information
- add interest to the presentation

When you design your visual aids, keep the following points in mind:

- one visual aid should contain one idea
- use key words
- use simple, clear words
- use numbers sparingly; use a graph or chart if possible
- round off numbers if possible
- use no more than 6 lines of text on one visual
- do not use too many visuals
- be aware of implicit meaning of colours
- check the spelling

**Piecharts** are circular in shape (like a pie).    **Graphs** can rise and fall

**Barcharts** can be vertical or horizontal.

To get information on rehearsing the presentation use websites:

<http://www.englishclub.com/index.htm> **Business English**

<http://www.englishchannel.com/Delivery>

### ***Stage 6 Developing Public Speaking Skills: Evaluation and Assessment Tools***

Do you know how to prepare and deliver a presentation? Use ***Self-Assessment Test*** to test your presentation skills. Are the following statements true or false? Answer the questions and make your score.

1. A document distributed to an audience is called a ‘handout.

True                          False

2. There are only two ways in which we can modulate our voice.

True                          False

3. Eighty percent of the information that we absorb is absorbed visually.

True                          False

4. A bar chart can be horizontal or vertical.

True                          False

5. Active verbs are more powerful than passive verbs.

True                          False

6. Signposting is a technique used only during the introduction of a presentation.

True                          False

7.’To rehearse’ means ‘to write’.

True                          False

8. It is important to give as much information on a graphic as possible.

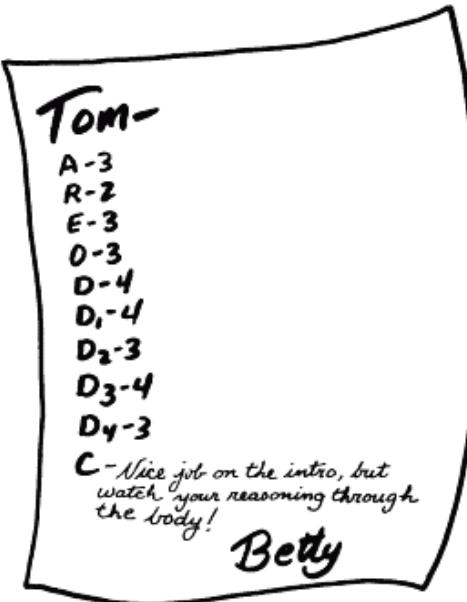
True                          False

9. Indelible markers are intended for use with flipcharts, not whiteboards.

True                          False

Use the site <http://www.englishclub.com/index.htm> **Business English** to make you score. Did you score 100%?

For formal performance assessment you should learn how to use simple paper-and-pen evaluation such as this one.



Each of these letters stands for an area of the speech evaluation, each being a critical part of a person's speech. After each letter, you will award a written number on a 1 to 5 scale.

“1” is very poor.

“2” is okay.

“3” is average.

“4” is very good.

“5” is excellent.

“D/A” means does not apply to the speech.

**What do all of these letters stand for?**

**A = Analysis** – how well does the speaker understand the topic?

**R = Reasoning** – is the speech reasonable? Do you believe it?

**E = Evidence** – what was the quality of the support material offered? Did it justify the claim made?

**O = Organization** – did the speech have a clear beginning, body, and ending. Did it "flow?"

**D = Delivery** – overall, how was the delivery?

**D1 = Relaxed** – did the speaker seem relaxed?

**D2 = Eye contact** – was there sufficient eye contact?

**D3 = Physical Relationship** What was the physical relationship with the audience? Did you feel comfortable with the speaker, or did he or she make you nervous?

**D4 = Vocal quality** – was the rate, tone, pitch and volume appropriate to the subject material?

**C = Comment** – just write down a one or two-sentence comment on anything that struck you as being important.

**Психолого-педагогические основания  
проектирования  
иноязычных деловых ролевых игр в рамках курса  
«Межкультурное корпоративное общение»**

Целью иноязычной деловой ролевой игры как психологическо-педагогической технологии является направленность на раскрытие личностных качеств, активизацию коммуникативного, интеллектуального и эмоционального потенциала обучающихся, оптимизацию взаимоотношений членов группы. Социально-психологический коммуникативный тренинг в ходе ролевой игры представляет участникам возможность сделать шаг в направлении рефлексирования собственного опыта в общении и верификации определенных социально-перцептивных образований.

Обучение деловому общению в контексте межкультурного взаимодействия выступает средством языковой социализации, предполагающей «владение языком как коммуникативным средством, обуславливающим социальное взаимодействие в обществе; приобретение языковой и коммуникативной компетенций; усвоение языка, используемого в данном обществе, и правил его применения в соответствии с исполнением тех или иных социальных ролей».

Как технология личностно ориентированного профессионального образования, иноязычная деловая ролевая игра имеет следующие характеристики:

- целевая установка на развитие личности, предполагающая возможность внутренней самотрансформации личности обучающегося;
- конгруэнтность содержания образования будущей профессиональной деятельности;
- опора на субъективный опыт обучаемых;
- интегративное единство форм, методов и средств обучения;
- взаимодействие обучаемых и педагогов;
- индивидуальный стиль деятельности участников;
- как подвижный феномен включает новые социально-профессиональные роли, что позволяет студентам овладеть репертуаром профессионального коммуникативного поведения;
- содержит «образ возможного», предполагающего выход за рамки однозначных решений поставленных задач, что усиливает проблемный характер и индивидуализацию обучения;
- вмещает множество символических практик, позволяющих в устной и письменной, вербальной и невербальной формах приобретать навыки социального и профессионального поведения и деятельности в условиях различного социокультурного контекста.

Сочетание индивидуальных и коллективных форм общения в процессе иноязычной ролевой игры дает студентам опыт коммуникативного взаимодействия с партнерами различных психологических типов, раскрывает их деловые и личностные качества:

- *информационно - профессиональные* умения и навыки межличностного общения, обеспечивающие результативное выполнение профессиональных задач (Acting Skills);
- *когнитивные* умения, обеспечивающие основные мыслительные операции, способность ориентации в ситуации (Thinking Skills);
- *социальные* или личностно-эмоциональные умения, необходимые специалисту для эффективного взаимодействия с другими людьми, группой, способность к эмпатии и самооценке (Valuing Skills);
- *личностные коммуникативные* умения, диалогичность, креативность и автономность в общении, представленная системой ценностных установок в сфере общения (Social skills).

Овладение социальной моделью профессионального общения на основе психолого-педагогического и лингводидактического компонентов тренингов совершенствует межкультурную коммуникативную компетентность студентов:

- роль эмоций ассоциируется одновременно с коммуникативными целями и средствами взаимодействия с партнером другой культуры.
- подчеркивается принципиальная важность умений тонко чувствовать эмоциональное состояние партнера по общению.
- акцентируется важность обращенности к другому как предпосылка воздействия на самого себя.
- особое значение придается эмоциональной атмосфере доверия, готовности открыть себя партнеру.
- эмоциональный климат воздействия оказывается отражением и порождением субъект-субъектного межкультурного диалога.

Пример ролевой игры «Деловое собрание в компании»

**Situation (карточка с описанием проблемной ситуации дается «председателю», который знакомит с «проблемой» всех собравшихся членов компании).**

Your company has invested a lot of money creating a brand identity for a new toothpaste. An employee has just discovered that the product name sounds like the toothache in the language of the country where plan to market the toothpaste.

**Student A Chairperson (председатель) Цель – достигнуть решения важного вопроса**

When you are a chairperson, start the meeting by outlining the objectives. During the meeting, try to make sure that everyone has a chance to participate and deal with negative tactics that participants use.

**Objectives** Discuss possible ways to approach the problem

***Студенты «Участники» получают индивидуальные карточки с описанием психологического типа и инструкцией поведения во время собрания.***

***Student B (участник)*** You are a participant. Respond positively and give your own opinions.

***Student C (участник)*** You are a participant. You are bored and do not want to participate.

***Student D (участник)*** You are a participant. You feel negative and do not want to be at the meeting because you have a lot of work to do.

***Student E ( участник)*** You are a participant. Try to start a whispered conversation with someone on another topic.

***Student F ( участник)*** You are a participant. Try to introduce irrelevant topics.

***Student G ( участник)*** You are a participant. Be negative about other people's suggestion.

### **Self-assessment**

Саморефлексия проводится в конце занятия.

Студенты обмениваются впечатлениями о ходе «собрания», анализируют собственные роли и определяют «психологические типы» остальных участников игры. Цель и содержание саморефлексии состоит в том, что образовательный профессионально-ориентированный иноязычный контекст ролевой игры дает возможность студентам сопоставить образ «Я» и образ профессионала, выработать собственные стратегии приближения к эталонной модели, позволяет почувствовать себя членами профессиональной группы. Развивая в процессе ролевых игр коммуникативную компетенцию, студенты знакомятся с существующими в современном бизнесе основными стилями, тактиками и моделями национальными деловых культур.