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СОГЛАСОВАНО   СОГЛАСОВАНО
Заведующий кафедрой   Декан факультета
Рубанюк Э. В.   Иноземцева И. Е.

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06.12.2022 г.   06.12.2022 г.

КУЛЬТУРНЫЙ КОНТЕКСТ ПРОФЕССИОНАЛЬНОГО ОБЩЕНИЯ

*Электронный учебно-методический комплекс
для студентов специальности 1-23 01 02 Лингвистическое обеспечение
межкультурных коммуникаций (по направлениям)*

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Рассмотрено и утверждено
на заседании Совета Института
протокол № 6 от 31.01.2023 г.

Р е ц е н з е н т ы :

кафедра межкультурной экономической коммуникации учреждения образования «Белорусский государственный экономический университет» (протокол № 3 от 25.20.2022 г.);

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Рассмотрено и рекомендовано к утверждению
кафедрой межкультурной коммуникации
(протокол № 3 от 25.10.2022 г.)

Номер гос. регистрации в НИРУП «Институт прикладных программных систем» 1162331779 от 31.01.2023 г.

Учебно-методический комплекс представляет собой совокупность учебно-методических материалов, способствующих эффективному формированию компетенций в рамках изучения дисциплины «Культурный контекст профессионального общения».

Для студентов вузов.

Введение

В современных условиях важным направлением является эффективное использование информационных технологий в образовательном процессе. Разработка и внедрение электронных средств в высших учебных заведениях и распространение дистанционной формы обучения обеспечивают качественно новый уровень обучения, построенный на принципах интерактивности и информационной открытости.

Актуальность создания ЭУМК по учебной дисциплине «Культурный контекст профессионального общения» обусловлена его принципиальным отличием от традиционно применяемых печатных дидактических комплектов и его профессиональной направленностью.

Электронный учебно-методический комплекс по дисциплине «Культурный контекст профессионального общения» предназначен для организации процесса обучения на гуманитарном факультете, готовящего специалистов по межкультурной коммуникации по специальности 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций». Данный ЭУМК соответствует требованиям к содержанию и уровню подготовки специалистов, сформулированных в Государственном образовательном стандарте для высших учебных заведений и на основе учебного плана института.

Цель создания комплекса - формирование у студентов системы ориентирующих знаний об актуальных и дискуссионных вопросах теории норм современного английского языка, поскольку это является необходимым для эффективного иноязычного общения в различных сферах профессиональной деятельности специалиста по межкультурной коммуникации.

В процессе обучения также реализуется профессиональная цель, предполагающая умение использовать знания, полученные в курсе «Культурный контекст профессионального общения», а именно использование рациональных программ общения – владеть аргументированной продуктивной речью в форме монолога, диалога или полилога в следующих жанрах: лекция, доклад, беседа, круглый стол, дискуссия, дебаты, интервью, соблюдая правила риторики и вербального этикета.

Данный комплекс разработан в соответствии с рабочей программой по учебной дисциплине «Культурный контекст профессионального общения» для студентов 4-5 курсов дневной формы обучения – с учетом реальных возможностей и потребностей и рассчитан на активную аудиторную, так и самостоятельную внеаудиторную работу.

ЭУМК по учебной дисциплине «Культурный контекст профессионального общения» состоит из теоретического и практического разделов, раздела контроля знаний и вспомогательного раздела.

Теоретический и практический разделы содержат необходимые теоретические сведения, текстовые и послетекстовые задания, а также задания для аудирования. Практические устные и письменные задания способствуют приобретению знаний и навыков, необходимых для осуществления основных функций специалиста по межкультурным коммуникациям и менеджера в международном туризме. Учат уважительно, уверенно, адекватно и с удовольствием общаться с представителями других культур.

Раздел контроля знаний содержит задания для самостоятельной работы, ситуационные задачи по теме, перечень вопросов к экзамену.

Во вспомогательный раздел входит учебная программа по дисциплине и списки основной и дополнительной литературы.

1. ТЕОРЕТИЧЕСКИЙ РАЗДЕЛ

TOPIC 1 CULTURE AND BUSINESS COMMUNICATION IN TOURISM INDUSTRY

Text 1
Culture and Communication in Business
Read the text. Be ready to discuss it in class.

Responding effectively to different cultures when preparing for business communication is a key business survival strategy in a global economy, and **permeates** nearly all aspects of business afterward. Culture affects all areas of business communications, including negotiations, production operations, **product sourcing,** marketing campaigns and **human resources decisions**.

Culture is a set of attitudes, beliefs, behaviours and customs. Members of a community teach one another these learned cultural cues so that it becomes an **ingrained**, accepted part of their society. Common cultural elements include social structure, language, religion and communication. Beliefs about the role of business and how business activities should be carried out, fall into this understanding of culture, since business partners interact within their own cultural context. Examples of cultural preferences in business might include the **pacing of negotiations**, level of formality between business partners and **subtle versus direct conversation** about money.

Modern technology, including the Internet, telephones, fax machines and cell phones, has facilitated more rapid communication between businesses around the world. While this greatly expands a business's opportunity for growth and profitability, it does increase the chance that a communication **misstep** can result in an offended client or business partner. Such miscommunications can lead to the loss of partnerships and millions, if not billions, of dollars.

Culture affects the way people think about business in their own society. An awareness of cultural attitudes toward business will help you communicate efficiently and effectively when working with people from other cultures. For example, Asian cultures, including Japan and China, promote teamwork and cooperation in business environments while Western businesses promote individual action and responsibility. Understanding these values will help you to create an effective communication strategy with partners from these regions.

Culture directly affects business communication, both verbal and nonverbal. Some cultures, including Australia, the United Kingdom and Germany, place high signifi-

cance to the words actually spoken. Other cultures, including Japan and Arab cultures, still place significance on the spoken word, but also place great significance on the context of the conversation. Silence carries significance in all cultures, and this might be interpreted in different ways during cross-cultural business meetings.

Ignoring culture in business communication can lead to problems and **communication disruptions**. Internal business communication can be disrupted or misinterpreted if workers don't share the same understanding of goals, expectations and processes. Understanding a culture can help businesses anticipate potential challenges or barriers in the adoption of new policies or processes before efforts break down. For example, some business cultures may **thrive in** an exchange and dialogue-based communication system while other cultures (for example, Japanese and Arab cultures) rely more heavily on subtext.

Some businesses may choose to pursue professional training in business communication with an emphasis on cultural understanding.

In the business world, communication is imperative for the successful execution of daily operations. Understanding cultural differences and overcoming language barriers are some of the considerations people should have when dealing with business with people of various cultures. Often business deals are lost because the parties involved did not take the time to learn about each other's cultures prior to interacting.

When doing business with **an affiliate** from another country, consider the cultural differences that may be presented. This includes basic customs, **mannerisms** and gestures. For example, If a salesperson approaches a meeting with knowledge of a customer's cultural background, then his words, body language and actions can all be adapted to better suit those of the customers. This in turn may lead to being better liked by the customer, **ultimately** increasing the salesperson's opportunity to close the deal.

In some countries, like the United States and Germany, it is common for people to speak loudly and be more **assertive** or aggressive when sharing ideas or giving directions. In countries like Japan, people typically speak softly and are more passive about sharing ideas or making suggestions. When interacting with people from different cultures, speaking in a neutral tone and making **a conscious effort** to be considerate of others' input, even if it is given in a manner to which you are not accustomed, can help foster effective business communication.

When launching a marketing campaign or advertising to members of a different culture, always research the target market prior to beginning the campaign. Levels of conservatism, gender views and ideologies can vary greatly between cultures. Presenting a campaign that is not in line with specific cultural norms can insult the target audience and greatly **hinder the campaign**. Being aware of cultural norms can also help your company narrow down the target audience. For instance, in Japan

and Austria, men usually are in control of decision making, but women make the majority of purchasing decisions in Sweden.

Due to globalisation, people from various cultures and countries increasingly conduct business with each other. Technology enables people to easily connect with people around the world in a moment's notice, but there are a few rules to remember before doing so. If making an international phone or video conferencing call, be conscious of the time zone differences and make sure to set a reasonable time for all involved parties to interact. It is important to remember that cultural differences can also affect availability. For instance, just because you schedule a conference call for the middle of the business day does not mean that the time will be favourable for the people you are conducting business with. Many Spanish cultures have longer lunch breaks than Americans are accustomed to, which means there may be a two- to three-hour time period during the day in which the person you would like to meet with is unavailable. Asking for availability **prior to** making the call is the best way to avoid any confusion. Once you are able to connect, speak clearly and slowly.

Political influences, both past and present, can potentially affect the way a person or company does business. Some cultures have a very strong sense of nationalism and government pride, and therefore, are more comfortable and willing to purchase from companies with some sort of government backing. Conducting business with those of differing cultures can also impact negotiations if there are **on-going political disputes** between the involved parties' countries of origin. To avoid conflict, it is best to avoid discussing any political matter that does not directly **pertain** to the business at hand. This is also true for inter-office interactions.

Let's discuss

1. Do you think culture affects all areas of business communication? If the answer is "yes"-how does it work?

2. How big is the chance of miscommunication in business communication because of culture?

3. How do such values as collectivism or individualism affect the communication strategy?

4. How do verbal and non-verbal specificities of communication affect business communication?

5. Which business communication cultures rely heavily on context?

6. What is paralinguistics and how does it affect communication?

7. What aspects of culture should we have in mind before launching a marketing campaign or advertising?

8. What time-related aspect of business etiquette should we remember about making a telephone call to your business partner?

9. Does business etiquette allow involving political matters into business relations?

10. Summarise the content of the text.

Text2

Cultural Differences and Communication Problems in International Business
Read the text. Be ready to discuss it in class.

Both large and small businesses often **have a global reach**. If you have foreign clients, purchase raw materials abroad or lead tours internationally, cultural differences and communication problems can cause misunderstandings that **harm your company's bottom line**. Intercultural communication is a vast topic. Familiarise yourself with the local laws and customs of any country you visit. An awareness of potential problems can help you communicate better and grow your business internationally.

Communication problems often derive from basic differences in values between cultures. For example, Latin American, Asian and Mediterranean cultures often communicate as much through facial expression and tone of voice as through words. On the other hand, English-speaking and Germanic cultures normally state the intended meaning **explicitly**. Another difference among cultures is the importance of emotion. For example, Japan and the U.K. avoid the outward show of feelings, while the United States, France and Italy accept a stronger show of emotions, even in business.

Some cultures have strict dress codes for business. For example, in Muslim countries, women must avoid sleeveless tops, short skirts and low necklines. In Japan, conservative business suits in dark colours are essential to make the best impression. When new to a culture, observe what others wear for business. Start out with conservative outfits in neutral colours until you learn what's respectful and appropriate, she suggests.

You can unknowingly cause offence when meeting foreign clients one-on-one. In Japan, you should bow rather than shake hands unless the other party offers a hand first. The exchange of business cards is a requirement in many cultures. In Arab countries, you should accept the card with your right hand, while in China and Japan you should use both hands. In China, you can show respect by taking a Chinese name. In Brazil, business acquaintances stand close to build trust, so **backing away** may be **construed as a rebuff.**

Language differences present a common **stumbling block** in international business communication. Whenever one party is using a second language or a translator, the potential for misunderstandings increases. Even if you're bilingual, slang, jokes and figures of speech can cause problems. InterNations, an online resource for workers abroad, recommends speaking slowly and clearly in these circumstances. If you're

giving an oral presentation, a clear handout in simple language helps avoid misunderstandings.

Gift-giving etiquette is a complex subject that can be difficult to master. In China, gifts are the norm and expected, while in other countries, the wrong gifts are insulting. Avoid bringing bad luck in China -- don't give a clock or a gift with blue, white or black wrapping paper. Keep offering your gift, because Chinese recipients usually refuse three times before accepting. If you **comply with a request** for **a bribe** in any country, **corruption charges** are a likely complication. It's illegal for U.S. nationals to bribe foreign officials, although sometimes gifts legal in the host country are allowed. Following local customs builds better relationships at business meetings. For example, Canadians are clock-watchers and expect everyone to arrive on time. In Japanese meetings, often only the most senior person for each side talks, while others typically remain silent. In China, business dinners often include many toasts, so **pace your drinking** accordingly. **To maintain the respect of** Asian contacts, avoid etiquette mistakes that cause you to lose face.

While diversity often enriches the workplace, it can bring a host of complications as well. Various cultural differences can interfere with productivity or cause conflict among employees. Stereotypes and ignorance about different traditions and mannerisms can lead to disruptions and the inability of certain workers to work effectively as a team.

Different cultures have varying expectations about personal space and physical contact. Many Europeans and South Americans customarily kiss a business associate on both cheeks in greeting instead of shaking hands. While Americans are most comfortable at arms-length from business associates, other cultures have no problem standing shoulder-to-shoulder with their peers or placing themselves 12 or fewer inches away from the person to whom they are speaking. In Russia, according to the University of California, female colleagues often walk arm in arm, while the same behavior in other cultures may signify a more personal or sexual relationship.

Different cultures communicate through various levels of context. Low-context cultures such as Canada, the United States, Australia, New Zealand and most of Europe, require little or no explanation of orders and requests. High-context cultures, which include most other Eastern and South American populations, require and expect much more explanation about orders and directions. Businesses that operate with a low-context form of communication spell out the specifics in the message, while those from a high-context communication culture expect and supply more background with their messages.

Western and Eastern cues have substantially different meanings in business. The word "yes," for example, usually means agreement in Western cultures. In Eastern

and high-context cultures however, the word "yes," more often than not means that the party understands the message, not necessarily that he agrees with it. A handshake in some cultures is as **ironclad** as an American contract. A period of silence during negotiations with an Eastern business associate may signify displeasure with your proposal. While frank openness may be desirable in Western cultures, Eastern cultures often place more value on saving face and avoiding disrespectful responses.

While Western cultures proclaim to value relationship-based marketing and business practices, in Eastern and high-context cultures, a relationship involves long-time family ties or direct referrals from close friends. Judgments made in business often are made based on familial ties, class and status in relationship-oriented cultures, while rule-oriented cultures believe that everyone in business deserves an equal opportunity to make their case. Judgments are made on universal qualities of **fairness**, honesty and getting the best deal, rather on formal introductions and **background checks**.

Let's discuss:

1. What is the difference between Latin American and European styles of communication?
2. What do you know about dress codes for business?
3. What are the ways of greetings in different cultures?
4. What are the recommendations for verbal communication in cross-cultural dialogue?
5. What is the attitude for bribery in different cultures?
6. What should we know about international meetings?
7. What are the expectations about personal space and physical contact?
8. How to communicate with people who have different levels of context?
9. What do "yes" and "no" mean in different cultures?
10. What are the peculiarities in gift-giving?
11. Summarise the content of the text.

Text 3
FIVE TYPES OF COMMUNICATION

Read the text. Be ready to discuss it in class.

In *Communications for Professionals*, researchers have outlined five types of communication: verbal, non-verbal, written, listening, and visual.

VERBAL COMMUNICATION

Verbal communication occurs when we engage in speaking with others. It can be face-to-face, over the telephone, via Skype or Zoom, etc. Some verbal engagements are informal, such as chatting with a friend over coffee or in the office kitchen, while others are more formal, such as a scheduled meeting. Regardless of the type, it is not just about the words, it is also about the complexity of those words, how we **string those words together** to create **an overarching message**, as well as the intonation (pitch, tone, **cadence,** etc.) used while speaking. And when occurring face-to-face, while the words are important, they cannot be separated from non-verbal communication.

NON-VERBAL COMMUNICATION

What we do while we speak often says more than the actual words. Non-verbal communication includes facial expressions, posture, eye contact, hand movements, and touch. For example, if you're engaged in a conversation with your boss about your **cost-saving idea**, it is important to pay attention to both their words and their non-verbal communication. Your boss might be in agreement with your idea verbally, but their nonverbal cues: avoiding eye contact, sighing, **scrunched up face**, etc. indicate something different.

WRITTEN COMMUNICATION

Whether it is an email, a memo, a report, a Facebook post, a Tweet, a contract, etc. all forms of written communication have the same goal **to disseminate information** in a clear and concise manner – though that objective is often not achieved. In fact, poor writing skills often lead to confusion and embarrassment, and even potential legal **jeopardy**. One important thing to remember about written communication, especially in the digital age, is the message lives on, perhaps **in perpetuity**. Thus, there are two things to remember: first, write well – poorly constructed sentences and careless errors make you look bad; and second, ensure the content of the message is something you want to promote or be associated with **for the long haul.**

LISTENING

The act of listening does not often make its way onto the list of types of communication. Active listening, however, is perhaps one of the most important types of

communication because if we cannot listen to the person sitting across from us, we cannot effectively engage with them. Think about a negotiation – part of the process is to assess what the opposition wants and needs. Without listening, it is impossible **to assess** that, which makes it difficult to achieve a win/win outcome.

VISUAL COMMUNICATION

We are a visual society. Think about it, televisions are running 24/7, Facebook is visual with memes, videos, images, etc., Instagram is an image-only platform, and advertisers use **imagery** to sell products and ideas. Think about from a personal perspective – the images we post on social media are meant to convey meaning – to communicate a message. In some cases that message might be, look at me, I'm in Italy or I just won an award. Others are carefully **curated to tug** on our heart-strings – injured animals, crying children, etc.

We communicate continually throughout each and every day. We do it without thinking – we operate on communication autopilot. However, I encourage you to think about how you communicate. Understanding how you communicate is the first step to communicating more effectively.

Let's discuss:

1 How do you communicate verbally?

2 What nonverbal cues do you use when you are disinterested? Excited? Nervous?

3 Are you a good listener?

4 Can you write a concise, clearly articulated message?

5 Are there barriers to how you communicate effectively?

6 Summarise the content of the text.

https://drexel.edu/graduatecollege/professional-development/blog/2018/July/Five-types-of-communication/

Text 4

Methods of Communication Within a Business
ByLeigh RichardsUpdated March 08, 2019

Many methods of communication take place in both large and small business settings. Understanding the availability, benefits and drawbacks of the various options can help businesspeople choose the communication tools most likely to resonate with audiences. Today communication can occur in a variety of ways – in person, through print documents, through broadcast messages or, increasingly, online.

Face to Face Communication

While technology is rampant, face-to-face communication remains a key method for communicating in business environments. An in-person conversation can improve understanding, help solidify a team and build trust among co-workers. A

face to face meeting, when possible, also allows you to interpret body language and pick-up on non-verbal cues during a conversation, a particularly important skill when workers are involved in a group project that requires team effort and compromise.

Email Conversations and Communication

Email remains a popular way to communicate in many organisations and is used even when people may sit in offices or cubicles next to each other. Email can be used to communicate quickly with one or thousands of individuals in a variety of locations and offers flexibility, convenience and low-cost. It also provides an opportunity to hold a private conversation in a bustling or crowded office.

Communication in Business Meetings

Meetings are often the butt of jokes in many business settings, but they continue to serve as an important method of communication in many organisations. Successful meetings – those with a stated agenda, specific starting and ending time, skilled facilitation and minutes to indicate who will be responsible for what after the meeting – are important elements that can guarantee communication success.

Social Media Applications

Although social media is often considered a communication tool to be used with the general public, many organisations are also using social media internally to communicate among specific groups that have shared interests. Facebook and other tools can be used quite effectively to establish bonds between employees who may work in dispersed locations because it offers not only the opportunity for interaction but the use of photos that can help create a more personal connection between employees who may not otherwise have the opportunity to meet face to face.

Team Messaging Applications

Many workplaces now have a favoured team messaging service to keep communications secure while embracing a degree of informality. Services such as Skype allow for instant messaging, video conferences and business phone calls while tools like Slack let your teams create different chats for unique projects and collaborate within the system. Alternatives such as Google Hangouts and Workplace by Facebook allow employees to utilise existing accounts for both work projects and casual conversation.

https://smallbusiness.chron.com/methods-communication-within-business-2931.html

Text 5
Barriers to effective Communication in Tourism & Hospitality Sector

As discussed earlier, effective communication is one of the key success factors in the tourism and hospitality sector. When it comes to effective communication there are certain barriers which companies in this sector face on a daily basis. One of the main problems is that people consider communication as one of the easiest things in the organisation. The various barriers which organisations face in effective implementation of the communication process are as follows:

1 Language Barrier: Most of the management professionals working in the hospitality and tourism sector identify that language barrier as one of the most critical challenges. A 2013 survey of some hotels involving almost 85,730 workers working in different hotels are not fluent in English language thereby hampering customer service. Language barriers can occur even when the two persons are communicating in the same language. This is because the terminology and jargon used by the communicator may not be well understood by the receiver.

2 Physical Barriers: Physical barriers have been defined as the distance which is separating the sender and the receiver. With the advent of technological developments the face to face interactions between the employee's and the clients has reduced to some extent. Therefore, physical barriers have grown over the years. Researchers have classified interior workplace designs, noise, technological problems, time etc as the physical barriers for effective communication in organisations. These days technology has become one of the major barriers in communication. Therefore, managers advocate the barrier is less if the proximity between the sender and receiver is high because fewer technologies are used.

3 Psychological barriers: Psychological barriers are defined as the individual differences between the employees. These barriers can take many shapes like stress and sometimes unfamiliar accents. There are people in organisations who cannot manage any level of stress in the communication neither can they manage stress because they have no hold on their emotions. People will burst with anger and emotions which might prevent or distort the exchange of ideas.

4 Attitudinal Barriers: Personality conflicts, poor management and resistance to change or even poor motivation are some of the attitudinal barriers in the process of communication. Any nature of conflict in terms of attitude can make communication very difficult between the sender and the receiver. Managers should try to overcome the attitudinal barriers in communication so that the process of communication is clear.

Summary:

This chapter has highlighted how effective communication can make and break an organisation. Communication is one of the key pillars in tourism and hospitality management. Secondly this chapter focused on the various tools which can be used for measuring effectiveness in communication. Third, barriers like language, cultural, attitudinal and physical barriers can be cancerous for effective communication. Further over the years social media has become an effective and efficient marketing communication tool.

TOPIC 2 CORPORATE CULTURES

Task I

Choose one of the definitions/ descriptions of corporate culture from the list below and explain what is meant by it. Elicit key takeaways.

1 Corporate culture refers to the beliefs and behaviours that determine how a company's employees and management interact and handle outside business transactions. Often, corporate culture is implied, not expressly defined, and develops organically over time from the cumulative traits of the people the company hires.

2 Corporate culture, also known as company culture and organisational culture, reflects the company's values, behaviours, and habits. It's also evident from the interactions between the management, employees, and customers. Unlike a company's vision or mission, it isn't carved in stone. Instead, it develops naturally from the people who work there. You see and experience it every time you're at work— from minor details, such as dress codes, to the major ones, such as how people perform and make critical decisions.

3 "Corporate culture" is an umbrella term for the shared practices and values of a company's employees. The corporate culture guides how the employees of the company act, feel, and think. The corporate culture is also the social and psychological environment of an organisation. It symbolises the unique personality of a company and expresses the core values, ethics, behaviours, and beliefs of an organisation.

4 Company culture is how you do what you do in the workplace. It's the sum of your formal and informal systems and behaviours and values, all of which create an experience for your employees and customers.

5 Corporate culture, also known as company culture, refers to a set of beliefs and behaviours that guide how a company's management and employees interact and handle external business transactions. Corporate culture can have a huge impact on the fortune of a company and its employees. There are four distinct types of cul-

ture: clan culture, adhocracy culture, market culture, and hierarchy culture. Each of these cultures has its own unique goals.

Task II
Read the texts and point out the main ideas.

History of Corporate Culture

Awareness of corporate or organisational culture in businesses and other organisations such as universities emerged in the 1960s. The term corporate culture developed in the early 1980s and became widely known by the 1990s. Corporate culture was used during those periods by managers, sociologists, and other academics to describe the character of a company.

This included generalised beliefs and behaviours, company-wide value systems, management strategies, employee communication, and relations, work environment, and attitude. Corporate culture would go on to include company origin myths via charismatic chief executive officers (CEOs), as well as visual symbols such as logos and trademarks.

By 2015, corporate culture was not only created by the founders, management, and employees of a company, but was also influenced by national cultures and traditions, economic trends, international trade, company size, and products.

There are a variety of terms that relate to companies affected by multiple cultures, especially in the wake of globalisation and the increased international interaction of today's business environment. As such, the term cross-culture refers to "the interaction of people from different backgrounds in the business world"; culture shock refers to the confusion or anxiety people experience when conducting business in a society other than their own; and reverse culture shock is often experienced by people who spend lengthy times abroad for business and have difficulty readjusting(приспособиться) upon their return.

To create positive cross-culture experiences and facilitate a more cohesive and productive corporate culture, companies often devote in-depth resources, including specialised training, that improves cross-culture business interactions.

Why Is Corporate Culture Important?

Corporate culture is important because it can support important business objectives. Employees, for example, might be attracted to companies whose cultures they identify with, which in turn can drive employee retention and new talent acquisition. For companies focused on innovation, fostering a culture of innovation can be critical to maintaining a competitive edge with respect to patents or other forms of intellectual property. Similarly, corporate culture can also play a role in marketing the company to customers and to society at large, thereby doubling as a form of public relations.

What Are Some Examples of Corporate Culture?

There are many examples of companies with well-defined corporate cultures. Alphabet Inc. (GOOGL), for example, is known for its employee-centric culture and its emphasis on working in a creative and flexible environment, whereas Amazon (AMZN) is known for its relentless pursuit of customer service and operational efficiencies. Often, national cultures will play a role in determining the kind of corporate culture that is prevalent in society. For example, Japanese corporations are known for having markedly different corporate cultures as compared to those of American or European companies.

How do you keep your corporate culture if you expand internationally?

Corporate culture and globalisation, a mix with great potential…
and some risks

On the one hand, are **company values**, on the other, **collective culture**: from these two come **corporate culture**. "*Management has values*", explains **Amélie Fenzy**, "*an energy that it promotes to employees. The employees give back energy through their experiences together on a daily basis. It is the combination of the two that makes it work*".

This mix is sometimes fragile and, **during globalisation**, is put to a severe test… This is because, during its expansion, the company loses certain reference points(ориентир, контрольные точки) in order to take on others, relating to the local culture. On a solid foundation, such a change can enrich the company… without destabilising it. The danger? "*Misunderstandings, friction, loss of a lot of time, energy and performance*".

As for the action plan: on paper, it seems very simple. "*Firstly, ensure a stable foundation of essential values*", advises Amélie. "*Secondly, facilitate this culture regularly to create exchanges; thirdly, build a slightly different culture, but one that keeps the essential components of the original country!*".

Building a solid foundation is absolutely key

Although the recipe for success can easily be summed up, it is more complex to put into practice. "*Most companies never precisely define their corporate culture, even less what its implications(подтекст, смысл, значение) are*", notes Amélie. "*However, if one is incapable of expressing what is important about one's culture, it's not possible to open up to another*". Verbalising one's values allows the establishing of clear foundations for communication, and just as clearly, the related behaviours. What is the company saying in concrete terms? What dynamic does it imply in collaborative relationships? What must and must not be done?

A stage that is just as essential in the context of an **international expansion** programme, what makes sense in one country is not necessarily the same in another. "*Everyone is in agreement that politeness is an essential value*", says Amélie. "*But politeness, for some is a smile, for others it's hello, for others still it is passing by the boss' office to say hello with a smile! Most relationship difficulties are not based on performance, but on the sharing of values*".

Facilitating corporate culture, the right pace

Although perfectly defined and shared by employees, in the original location, **corporate culture** should be facilitated (поддерживать) regularly so that it plays the role it should. How? "*The first step is to integrate it into recruitment*", says Amélie. Candidates must understand which values the company will ask them to promote and share, without denying their individuality. The company must also accept that new employees **modify the existing culture in part**.

"*It's about being a support lever(опорный рычаг) in management strategy*", explains the founder of **Valeurs&Valeur**. Each employee should have reviews with his or her manager and receive constructive feedback, in order to understand their strong points and their scope for improvement in relation to the culture advocated by the company… as a minimum this should be twice a year, ideally every month during a **globalisation phase**.

Integrate the local culture to that of the company, a winning combination

"*Globalisation is similar to the dynamic of a couple*", explains Amélie. Two cultures, that of the original country and the target country, "*which must be independently solid in order to build together*".

From the first phases of an **international strategy**, new elements are added to the existing **corporate culture**, especially when the company uses local workers. The collective energy embeds(вставлять,встраивать) when new employees are added with new habits and new methods… "*If the fundamental values of the company are solid, it is capable of taking on(мириться с, мериться силами) these changes*", summarises Amélie. "*It can therefore construct a new culture, which respects the essential original elements, while allowing the culture of the new country to permeate as well*".

The last word? Adapting a **corporate culture internationally** cannot be improvised. "*The whole managerial strategy is impacted*"(влияет на управленческую стратегию), concludes Amélie Fenzy, "*and managing this relationship takes a lot of time. It is impossible to set up in a new market without taking it into account!*"
https://www.textmaster.com/blog/corporate-culture-international-expansion/

Task III

Four types of organizational culture

A clear understanding of the corporate culture definition can help managers to define the right values and culture for their organization.

As much as there are different types of corporate culture, they are all geared at helping to achieve set goals through a clear vision. Indeed, some of the functions of corporate cultures are to provide a sense of identity, define boundaries, and generate commitment from members of the organization.

- Clan culture – Clan cultures have a friendly, collaborative working environment. Similar to a large family, the leaders in the organization are regarded as mentors, and the organization comes together through tradition and loyalty. There is also more involvement and a greater focus on human resource development. Success has a lot to do with caring for people and addressing the needs of clients. The organization helps to achieve this by promoting participation, consensus, and teamwork.
- Adhocracy culture – This is a dynamic and creative working environment where both leaders and employees are innovators and risk-takers. Change and agility are core values, and success is defined by the creation of new products and services. The organization promotes individual freedom and initiative.
- Market culture – Market culture focuses on getting down to business, getting work done, and achieving results. The environment is competitive, people are focused on goals, and the organization is results-based. The culture emphasizes winning and considers market penetration and stock as the definitions of success.
- Hierarchy culture – This type of culture is based on process and procedure, with operations being done in a formalized and structured work environment. Leaders monitor and facilitate adherence to tried and known ways of doing business while keeping costs and mistakes low. Success is defined by low costs, smooth planning and execution, and trustful delivery.

https://seismic.com/enablement-explainers/what-is-the-corporate-culture-definition/

Task IV

Get to know different business cultures and their specificities.

Different types of business culture

Today, based on a study carried out by Christine Congdon and Catherine Gall for Steelcase and published in the Harvard Business Review, let's take a look at the **different types of business culture that exist across 11 countries**.

1. France and Spain: virtually identical business cultures

Not too authoritarian but without being totally participative; not too individualistic but without being totally collectivist. **French and Spanish business cultures** are both located in the middle ground on these points. However, as for the rest, these two neighbouring countries have more distinctive features in relation to business culture.

For example, they represent a **so-called "feminine" style of business culture**, that is one that encourages behaviours that are more usually attributed to women (even though behaviours do not have a gender!). Cooperation and harmony are strong values in **office life in France and Spain**.

In addition, both countries attach a great deal of importance to security: as highlighted in the Steelcase/HBR study *"staff in France and Spain tend to be careful about sharing information and make changes only after deliberation"*.

More focused on the short term than on the long term, both the French and Spanish **business cultures** favour indirect communication (non-verbal signals, visual clues, body language, etc.)

2. Morocco and India: very similar business cultures… with very little to choose between them

The **Moroccan and Indian business cultures** are very alike in many ways: both are rather authoritarian (communication and collaboration between different levels in the hierarchy are fairly limited), however they are quite collaborative. Thus, on an equal hierarchical level, priority is given to team cooperation and group cohesion.

Where the two countries differ considerably is on security and priorities: in Morocco, the emphasis is more on **procedures or organisation**, whereas in India an atmosphere of uncertainty reigns, with problems being solved as and when they arise without much advance planning. Additionally, whereas Moroccan companies are more likely to choose a short-term approach producing rapid results, Indian companies focus on their longevity through long-term investments.

3. The United Kingdom and the United States: business culture in English-speaking countries

Naturally, if any two countries are going to be alike in terms of **business culture**, it has to be two countries that are already very similar culturally speaking: the United Kingdom and the United States! As well as sharing a language, these two countries share common values when it comes to office life.

Firstly, the importance of the opinion of employees in the decision-making process is without doubt a key characteristic of **business culture in the UK and USA**: independence and autonomy are initiatives that are highly valued.

As stated in the HBR study *"in the United Kingdom [as in the USA] managers' offices are accessible which makes interactions between employees and the different*

hierarchical levels easier and accelerates decision-making". A layout of the working space in line with the vision of the commitment of both staff and management.

Secondly, both the British and Americans are shown to be somewhat competitive within the company (a characteristic that the study considers to be rather masculine). In addition, *"workers are at ease with unstructured, unpredictable situations. […] being fast, flexible and innovative is important"*.

4. Italy and Germany: masculine companies are more focused on the short term

The two European countries are as well-known as their British and American counterparts when it comes to employee participation in the decision-making process but also in relation to **competitiveness and the importance placed on success**: "*In Italy most firms have assertive, competitive corporate cultures. Visible symbols of hierarchy, like private offices are important*".

In spite of the relative importance placed on procedures and organisation, the short-term approach is at the centre of business culture in both Italy and Germany: minimal investments and rapid returns should be the order of the day in the life of the company.

However, there is one major difference: whereas the Italians (at work and in personal life!) place great importance on non-verbal signals and other indirect forms of communication, the Germans expect *"discussions to be straightforward. How a message is delivered is less important"*.

5. The Netherlands and China: cultures that are almost diametrically opposed

It would be hard to imagine two cultures more different than those in the Netherlands and China. And the same thing applies to **business culture**: Chinese business culture is as authoritarian and collectivist as the Dutch version is participative and individualistic.

In China, supervisors exercise definite control over staff. Dutch managers tend to promote the independence and autonomy of their staff… in addition to their well-being. This is also reflected in the layout of workspaces: *"in the Netherlands, organisations generally feature more fluid spaces that encourage equality and reflect a focus on well-being"*.

Two other points on which the two countries differ completely: while China is completely focused on the long term (company history and rituals are very important there), in the Netherlands, they take a rather short-term view of things. And while the Dutch, like the Germans, have a direct and forthright approach to communicating with their staff, the Chinese pay a great deal of attention to body language and facial expressions to reinforce their understanding.

6. Russia: a singular business culture

It's not really possible to compare **business culture** in Russia to that in the countries we've already looked at. Sometimes collectivist as in China, sometimes feminine as in the Netherlands, it may also resemble the corporate culture in France and Spain with regard to its major procedures and somewhat short-term approach.

Nevertheless, there is one very clear point highlighted by the Steelcase/HBR study: Russian business culture is authoritarian. *"In Russia, teamwork is valued within an individual group but the departments are often closed off and occupy distinct spaces. The staff have little access to managers"*.

Just like traditions, cultural references and even languages, **business cultures** vary from one country to another. Although it is possible to compare certain features of countries (often next door to one another or with similar cultures) **, even so, no two business cultures are the same**. No two businesses have the same culture or the same values and all accord it greater or lesser importance. One thing is clear: some fundamental matters must be considered when establishing a company in new markets!

https://www.textmaster.com/blog/business-cultures-office-life-around-the-world

TOPIC 3 INTERNATIONAL TOURISM MANAGEMENT

Task I

Read the text below and answer the following questions:

1) What does International Tourism Management involve?
2) What does International Tourism Management deal with?
3) What does a Tourism Manager do?
4) What are the marketing aspects of tourism jobs?
5) Which skills are vital for a tourism manager and why?

Tourism Management involves the management of a multitude of activities such as studying tour destinations, planning the tour, making travel arrangements and providing accommodation. It also involves marketing efforts to attract tourists to travel to particular destinations.

International Tourism Management deals with the maintenance and development of a multinational operation across national borders, whose manager has the knowledge and the skills to manage and handle cross-cultural processes, stakeholders and environments in the right way.

A tourism manager, also referred to as *a tourism marketing manager,* is in charge of procuring sales of tourist packages as well as arranging tour packages for clients. The role of a tourism manager is very fluid and capitalises on the talents of the individual professional. Tourism and hospitality tend to take a hit during economic recessions, so it is important that a tourism professional develops outstand-

ing sales skills to entice people to pay money for exciting vacations around the world.

The marketing aspect of tourism jobs involves creating innovative programs that attract visitors to a new locale. Marketing programs could include developing media content on a website which highlights the advantages of a specific tourist attraction. Bolstering local convention centres and marketing their benefits to prospective trade conventions, shows, and conferences could also be another development program for which a tourism manager is responsible.

One very important aspect of a tourism manager's job is to keep track of metrics and analytics which clearly show the state of a tourism agency's sales and marketing efforts. Monitoring how many tourists visited an attraction, how many used the tourism agency's services within a specific period of time, and how much money these clients spent are all part of the records that the tourism manager keeps. This analytical data can be used to make projections on future marketing programs and to direct changes on how best to approach prospective clients and tourists.

Advertising efforts may also be under the purview of the tourism manager. Writing search engine advertisements is often an effective way for a tourism management office to make tourists aware of its tourist packages and services. Other online advertising collateral may include banner ads, video ads which feature tourist attractions and activities, and attractive copy which hooks customers with descriptions of exotic locations and interesting excursions.

Communication skills are vital for a tourism manager. Tourism managers use the art of persuasion to secure tourists for various vacation packages. They must also know how to appeal to business leaders and owners who rely on tourism to increase their profits and keep their stores or services running. Communication between these different factions requires grace, openness, and a friendly disposition, no matter the circumstances.

Moreover, a tourism manager helps arrange and sell tour packages, like a trip to China to visit the Forbidden City. Tourism managers plan trips around popular destination spots, plan destination visits based on what travellers are interested in. Tourism managers help people find points of interest at their travel destinations. Tourism managers may plan outings at local night clubs for young tourists.

Sum up the ideas of the text.

Task II

Read the article by Babu George, Assistant Professor, College of Business, the University of Southern Mississippi, USA and do the tasks that follow it.

Communication Skills for Success: Tourism Industry Specific Guidelines

An Introduction to Tourism Communication

Tourism is an industry that sells intangible(нематериальный) experiences. Communication is vital to the success of tourism businesses since it is only through the effective use of communication that tourism marketers can offer to customers tangible cues about those in- tangible experiences. Also, while communication is an essential component in the conduct of any service business, it has got an overarching role(главная роль) in tourism.

Tourists are individuals who want to escape from the routines of the mundane world(обыденный мир). They want to experience 'the other' aspect of themselves not allowed to be expressed in the ordinary life settings. Such a conceptualization of the tourism phenomenon gives us clues about the type of communication that will be appreciated by tourists.

Leisure tourists, especially, would not want formalities of any sort. Hierarchically structured, grammatically proof, and elitist communication formats are known to engender aversion(вызвать отвращение) in the minds of them. While the aforesaid format may be somewhat acceptable among business tourists, even they want a pleasant air of informality in the treatment towards them.

So, the key to success in communication with tourists is to exhibit by means of verbal and non-verbal means a relaxed attitude while ensuring that the same is not misconstrued as carelessness, recklessness (безрассудство), or unruliness (непокорность). Traditionally accepted business communication formats reinforce hierarchy and structure, the demons modern people managers of networked knowledge organizations strive to overcome. The unique weapon in the hands of the crusaders of modern day organizations is social media: thanks to the revolutionary advances in the social media front and the popularity of mobile communication devices, business communication has acquired a social media friendly format.

In the context of tourism business communication, purportedly(якобы) objective third person narratives are increasingly giving way to patently subjective first person narratives: industry professionals consider it important to impress their persona to others rather than to keep the same insulated from their professional conduct.

Communication that Facilitates Understanding

It is age-old wisdom that communication is a means to facilitate understanding. But, the current views on how to use communication for facilitating understanding

are drastically different from what we used to believe. It is widely held now that the power of communication to facilitate understanding increases in direct proportion to the degree of live interaction in the communication. Based on this view, for instance, live chats can help you reach understanding much faster than emails. Likewise, communication styles that permit responses intermittently are considered more effective than those that permit responses only after the sender has completed transmitting his or her version in full. For instance, in a problem solving situation, a lengthy speech by the CEO of a firm highlighting the issues and his or her solutions do not do so much good as a semistructured round table interaction among the concerned executives. Constant and live interaction helps to speed up the development of yet another important objective of communication: the development of shared meanings.

1) How can communication facilitate understanding?

Communication that Knows the Audience

Tourism is often portrayed as a rite of passage(обряд посвящения). Tourists go through various stages, each with different communication needs. A potential tourist is an information seeker. That means, they expect communication to be full of relevant information, say, on attractions, accessibility, and amenities available as part of a vacation. It is crucial to offer all the relevant information but at the same time steer clear of (держаться подальше) information overload. Most tourists are busy individuals in their routine lives and do not have the time or resources to swim through an ocean of information. Given the international nature of the industry, especially if you are dealing with international tourists, it is imperative that you employ foreign languages for communication. However, mechanically translating words and phrases into a foreign language has its own dangers: such translations often turn out to be offensive and culturally unacceptable.

1)   Who is a potential tourist?
2)   What is crucial in dealing with international tourists?

Communication that Presents Information in Multiple Ways

Individuals are different and these differences are reflected in their preferences for media. Some are fans of the print media while some like visual presentations with interactive content. Some learn explicitly from information presented with bullet points while some others want to learn implicitly and experientially with information in realistic contexts. From a communication professional's viewpoint, certain information can be transmitted more efficiently and effectively as a blend of

audiovisual cues than either alone. In the initial stages of a negotiation, it is often better to have unstructured and informal communication styles for the liberal generation and quick dissemination of ideas. However, when such ideas are to be funneled down, when depth rather than breadth is needed, and when legal issues are to be tackled, more systematic and formal styles should gain in importance. In a firm's communication mix, it will be great to have communication products that endear (внушать любовь) different senses and sensibilities.

1) How individual differences are reflected in individuals?

The Importance of Listening

For service oriented businesses like tourism, the old adage (пословица) 'customer is the king' is particularly true. It is very important to listen to the customers for various reasons: one, it gives you a way to get feedback on what percentage of the information that you sent has been rightly received by them; two, it gives you a means to receive their complaints and complements, both important in managerial decision making; and, finally, it makes them feel important. Good listening skills are at least as important as good speaking skills: or, if you hold a broader definition for speaking, good speaking always has ingrained in it a good listening component.

1) Why are good listening skills as important as speaking skills?

Concluding Remarks: Communication Skills for Tourism Students

Since communication with different stakeholders (заинтересованные стороны) and for different purposes demand different skills, it is important for students to have mastery over a comprehensive set of commonly used media and formats. Teachers of tourism should demonstrate how communication skills such as conveying information clearly in speech and writing, and listening carefully, contribute to the successful operation of a tourism business. Inhouse faculty effort towards this should be supplemented by inputs from industry professionals. Communication skills gained outside of the classroom are significant. Also, many students gain a great deal of industry relevant communication skills during their internships, part-time jobs, or as volunteers for industrial events. Participation in extra- curricular activities such as speaking, writing and poster designing competitions can also boost and finetune the communication skills of tourism students. Never- theless, despite all these inputs, many human resource managers complain that a large number of fresh recruits considerably lack critical communication skills. On a positive note, most of these fresh recruits do gain what they missed during their student

lives within a few weeks of induction training, often given as part of campus recruitment programs.

1) What can considerably boost and finetune the communication skills?
2) What can contribute to the successful operation of a tourism business?
3) What are the ways to improve oral communication?

TOPIC 4 CROSS-CULTURAL MEETING MANAGEMENT

Task I

Read the text and point out the information dealing with the following notions and check the expressions on bold type:

1. a meeting
2. a category of a meeting
3. a daily meeting
4. a weekly or monthly meeting
5. a irregular, occasional, or "special project" meeting
6. meeting management
7. an agenda
8. meeting minutes

In the world of management, *a meeting* is very often the only occasion where the team or group actually exists and works as a group, and the only time when the supervisor, manager, or executive is actually perceived as the leader of the team, rather than as the official to whom individuals report.

Meetings can be graded by *size* into three broad *categories*: (1) the assembly—100 or more people who are expected to do little more than listen to the main speaker or speakers; (2) the council—40 or 50 people who are basically there to listen to the main speaker or speakers but who can come in with questions or comments and who may be asked to contribute something on their own account; and (3) the committee—up to 10 (or at the most 12) people, all of whom more or less speak on an equal footing under the guidance and control of a chairman.

The experienced meeting-goer will recognize that, although there seem to be five quite different methods of analyzing a meeting, in practice there is a tendency for certain kinds of meetings to sort themselves out into one of three categories. Consider:

The *daily meeting,* where people work together on the same project with a common objective and reach decisions informally by general agreement.

The *weekly* or *monthly meeting,* where members work on different but parallel projects and where there is a certain competitive element and a greater likelihood that the chairman will make the final decision himself.

The *irregular, occasional,* or *"special project" meeting,* composed of people whose normal work does not bring them into contact and whose work has little or no relationship to the others'. They are united only by the project the meeting exists to promote and motivated by the desire that the project should succeed. Though actual voting is uncommon, every member effectively has a veto.

Meeting Management is the process of managing the stages and components of the entire meeting process. The actions that make meetings successful before, during, and after the meeting are equally important. Neglecting any piece of the meeting management process can lead to poor results and additional meetings.

Meetings require preparation along with strong time management skills. In order for a meeting to be productive and efficient, the person managing the meeting should have a clear idea of how the meeting should go and what needs to be accomplished.

Effective meetings focus on topics that need to be communicated in person (or over video chat) in order to respect the time of each employee. Consider saving other information for a simple memo, email or Slack message. Ultimately, the most effective meetings occur when everyone focuses on a list of clear goals in a way that supports their work outside of the meeting.

Steps of Meeting management:

1Define the purpose and create the agenda

Start by asking yourself "what's the purpose of this meeting"? If you can't answer that, then you shouldn't have the meeting.

Meetings take time and should only be used when you need to get everyone together to talk. Think about what you need to accomplish, how many people are involved and the time investment you'll need. Before spending the time and effort scheduling and holding a meeting, check to see if the same effect can be achieved by circulating a memo, sending a quick email or Slack message or including the information in a future meeting that's already planned.

Set a clear agenda. One of the first steps you should do to prepare is **to have a clearly defined goal** for what you want to accomplish with the meeting, so ensure you plan out an agenda to keep the meeting focused. *An agenda* is a list that outlines the main topics that need to be discussed at a meeting and who will be handling each portion of the meeting.

Some agendas itemize how much time should be spent on each topic in order to encourage employees to remain focused. For those leading the meeting, an accurate agenda helps them plan how they'll share information and ask for feedback. If you

want people to show up with ideas beforehand, sending out your agenda before the meeting can serve as a good reminder.

Consider including the following elements in your meeting agenda:

- A short description of the primary objective
- Topics that will be covered
- The meeting's participants
- Individuals addressing specific topics
- Meeting time and location
- Meeting length
- Relevant background information about the topic

When everyone understands the general flow of the meeting, they'll be more likely to stay on track and you can get back on topic faster if the discussion **strays from the main goal.**

2 Invite only the people that need to be there

If the meeting requires the group to make an important decision, only invite the people that absolutely need to attend (or consider inviting everyone you think would be interested, but marking attendance as optional in the meeting invite). This includes **anyone with a major stake in the company or veto power** regarding the decision. If a colleague or supervisor just needs meeting details, send them a summary or recording of the meeting (if it's a video call) afterward. If you need questions answered by a specific department, invite just one person best suited to attend, instead of inviting the entire team.

3 Come up with the schedule

Setting a schedule for how long the meeting will take and communicating this schedule with employees is an important part of encouraging everyone involved to be efficient with their time. Not only that, but regularly starting and ending meetings on time sets an expectation for everyone to be punctual and shows that you respect your employees' time.

If someone brings up a topic that doesn't fit the agenda but you'll need to discuss it eventually, **acknowledge that it's a good idea** and that you'll schedule another meeting **to elaborate on it.** Try saying "Great idea! I'm happy to talk more about this offline, but let's get back to [*topic, project, idea, etc.*]" to steer the meeting in the right direction and ensure it ends on time.

4 Take notes and share minutes

Taking accurate notes about what was discussed and decided will avoid misunderstandings and keep everyone up-to-date. Agendas, objectives and *meeting minutes*

will ensure everyone is clear about responsibilities, deadlines and details regarding other important projects or company matters.

To take accurate meeting minutes it's best to use a template for structured notes. Make sure to include the date, meeting time, attendees and absentees. When describing each item on the agenda write a short statement of the actions taken, an explanation for the decision and any arguments made against it. All records should remain objective with clear language so anyone reading the minutes understands what was accomplished during the meeting.

If you're running remote meetings, you can also try recording your meetings and sending out the link so others can watch it later. This can be **a good option** when time zones and scheduling conflicts make it impossible for certain people to attend the live meeting.

5 End with a set of action items

At the end of your meeting, sum up what the action items are and who will be responsible for completing them. **Decide on deadlines** and how often you'll check in on the progress of action items to keep the momentum of the meeting going.

Task II

Points for discussion:

1. What are the characteristics of a productive and efficient meeting?
2. Comment on the steps of meeting management.

Task III

Read the text and sum up the ideas.

<div align="center">Conducting the Meeting</div>

Dealing with the subject: The chairman should make sure that all the members understand the issue and why they are discussing it. It is the chairman's responsibility to prevent misunderstanding and confusion. He may also have to clarify by asking people for facts or experience that perhaps influence their view but are not known to others in the meeting. At the end of the discussion of each agenda item, the chairman should give a brief and clear summary of what has been agreed on. This can act as the dictation of the actual minutes. It serves not merely to put the item on record, but also to help people realize that something worthwhile has been achieved.

Dealing with the people: There is only one way to ensure that a meeting starts on time, and that is to start it on time. Latecomers who find that the meeting has begun without them soon learn the lesson. The alternative is that the prompt and punctual members will soon realize that a meeting never starts until ten minutes after the advertised time, and they will also learn the lesson.

Punctuality at future meetings can be wonderfully reinforced by the practice of listing late arrivals (and early departures) in the minutes. Its ostensible and perfectly

proper purpose is to call the latecomer's attention to the fact that he was absent when a decision was reached. Its side effect, however, is to tell everyone on the circulation list that he was late, and people do not want that sort of information about themselves published too frequently.

There is a growing volume of work on the significance of seating positions and their effect on group behavior and relationships. Not all the findings are generally agreed on. What does seem true is that:

● Having members sit face to face across a table facilitates opposition, conflict, and disagreement, though of course it does not turn allies into enemies. But it does suggest that the chairman should think about whom he seats opposite himself.

● Sitting side by side makes disagreements and confrontation harder. This in turn suggests that the chairman can exploit the friendship-value of the seats next to him.

● There is a "dead man's corner" on the chairman's right, especially if a number of people are seated in line along from him (it does not apply if he is alone at the head of the table).

● As a general rule, proximity to the chairman is a sign of honor and favor. This is most marked when he is at the head of a long, narrow table. The greater the distance, the lower the rank—just as the lower-status positions were "below the salt" at medieval refectories.

Draw out the silent: In any properly run meeting, as simple arithmetic will show, most of the people will be silent most of the time. Silence can indicate general agreement, or no important contribution to make, or the need to wait and hear more before saying anything or too good a lunch, and none of these need worry you. But there are two kinds of silence you must break:

1. The silence of diffidence. Someone may have a valuable contribution to make but be sufficiently nervous about its possible reception to keep it to himself. It is important that when you draw out such a contribution, you should express interest and pleasure (though not necessarily agreement) to encourage further contributions of that sort.

2. The silence of hostility. This is not hostility to ideas, but to you as the chairman, to the meeting, and to the process by which decisions are being reached.

This sort of total detachment from the whole proceedings is usually the symptom of some feeling of affront. If you probe it, you will usually find that there is something bursting to come out, and that it is better out than in.

TOPIC 5 NEGOTIATING ACROSS CULTURES

Task 1 Generate a short discussion

1 What might be some of the challenges of negotiating across cultures?
2 What might be the stages in a negotiation process?

Language notes

1) If you *highlight something*, you draw other people's attention to it.
2) *Common ground* includes everything that both sides want to achieve. For example, both sides may agree that they want to keep costs as low as possible and to build a good long-term relationship. You can then show how your own negotiating position, e.g. the need for longer lead times, is based on those shared objectives.
3) If you *undermine something*, you weaken it by drawing attention to its problems.
4) *Outsourcing* involves paying another company to do something that you have previously done inside your own company. For example, you could outsource most of your accounting department to a specialist accounting company.
5) A *mismatch* is a situation when two things don't match or fit together. In this case, there was a mismatch of expectations: the two sides expected different things from the negotiation. Later in the recording, Chen describes the same situation as a clash.
6) If you *are held liable for something,* you are legally responsible for it, and may be forced to pay money or perform some other action if something goes wrong.
7) If you are *tolerant of risk*, you accept risk as a normal part of working life.

8) *A job rotation programme* involves employees working in different departments or locations, typically to gain experience, build relationships and share ideas across a large organisation.
9) *A financial incentive* is money that is intended to motivate somebody to do something that they otherwise might not want to do.
10) *A compensation package* includes a salary and other benefits such as a company car, pension scheme, private health insurance, etc.
11) If you *set aside time for something*, you allocate that part of your schedule and plan nothing else for that time.

Task I

Before reading answer the questions:

1 What is *advertising*?

2 What is the essence of successful advertising?

3 How is advertising related to the culture of a country?

4 How must language be analysed in advertising?

How Does Culture Impact the World of Advertising?

Culture affects everything we do.

When advertising professionals don't understand this, things can go very wrong.

We'll share a great example of a cultural blunder in advertising in just a little while, but first, let's explore the influences of culture in a little more detail.

When interacting within our native cultures, culture acts as a framework of shared understanding.

However, when interacting with different cultures, this shared framework no longer applies, which results in cross cultural differences.

Cultural Difference

Interculturally competent people minimise the negative impact of cross cultural differences by re-establishing common frameworks for people from different cultures to interact within.

In culturally savvy international businesses, cross cultural solutions are routinely applied across all business functions - whether HR, team building, foreign trade, negotiations or website design.

For obvious reasons, cross cultural solutions are critical to effective cross cultural advertising - particularly since materials are typically distributed within the public domain; risking company reputation.

Since services and products are usually designed and marketed for a domestic audience, when the same product is then marketed at an international audience, the domestic advertising campaign will, in most cases, be ineffective.

The essence of successful advertising is convincing people that a product is meant for them. By purchasing it, they will receive some benefit, whether lifestyle, status, convenience or financial.

However, when an advertising campaign is taken abroad, the target audience typically have different values and perceptions as to what enhances status or what constitutes convenience. As such, these differences make the original advertising campaign defunct.

It is therefore critical to any cross cultural advertising campaign that a thorough understanding of the target culture is acquired. Let's examine a few examples of cross cultural differences in advertising to see why.

Language in Advertising

It may seem somewhat obvious to state that language is key to effective cross cultural advertising. However, the fact that companies persistently fail to check linguistic implications of company or product names and slogans demonstrates that such issues are not being properly addressed.

The advertising world is littered with examples of linguistic advertising blunders.

Of the more comical was Ford's introduction of the 'Pinto' in Brazil. After seeing sales fail, they soon realised that this was due to the fact that Brazilians did not want to be seen driving a car meaning 'tiny male genitals'.

Language must also be analysed for its cultural suitability. For example, the slogan employed by the computer games manufacturer, EA Sports, "Challenge Everything" raises grumbles of disapproval in religious or hierarchical societies where harmonious relationships are maintained through the values of respect and non-confrontation. The idea of challenging everything goes against the grain of respecting others and protecting relationships. As such, it's frowned upon.

It is imperative therefore that language be examined carefully in any international or cross cultural advertising campaign.

Communication Style in Advertising

Understanding the way in which other cultures communicate allows the advertising campaign to speak to the potential customer in a way they understand and appreciate.
For example, communication styles can be explicit or implicit.

An explicit communicator (e.g. USA) assumes the listener is unaware of background information or related issues to the topic of discussion and therefore provides it themselves. Implicit communicators (e.g. Japan) assume the listener is well informed on the subject and minimises information relayed on the premise that the listener will understand from implication. An explicit communicator would find an

implicit communication style vague, whereas an implicit communicator would find an explicit communication style exaggerated.

Colours, Numbers and Images in Advertising

Even the simplest and most taken for granted aspects of advertising need to be inspected under a cross cultural microscope. Colours, numbers, symbols and images do not all translate well across cultures.

In some cultures there are lucky colours, such as red in China and unlucky colours, such as black in Japan.

Some colours have certain significance; green is considered a special colour in Islam and some colours have tribal associations in parts of Africa.

Many hotels in the USA or UK do not have a room 13 or a 13th floor. Similarly, Nippon Airways in Japan do not have seat numbers 4 or 9. If there are numbers with negative connotations abroad, presenting or packaging products in those numbers when advertising should be avoided.Images are also culturally sensitive. Whereas it is common to see pictures of women in bikinis on advertising posters on the streets of London, such images would cause outrage in the Middle East.
Cultural Values in Advertising
When advertising abroad, the cultural values underpinning the society must be analysed carefully.

Is there a religion that is practised by the majority of the people? Is the society collectivist or individualist? Is it family orientated? Is it hierarchical? Is there a dominant political or economic ideology? All of these will impact an advertising campaign if left unexamined.For example, advertising that focuses on individual success, independence and stressing the word "I" would be received negatively in countries where teamwork is considered a positive quality. Rebelliousness or lack of respect for authority should always be avoided in family orientated or hierarchical societies.By way of conclusion, we can see that the principles of advertising run through to cross cultural advertising too. That is - know your market, what is attractive to your target audience and what motivates them.

Task II

Read the text and do the tasks that follow it.

The Role Of Culture In Advertising

Cultural knowledge and understanding are very important in business as cultures influence every aspect of marketing. Advertising as a part of marketing communi-

cation is a worldwide business activity today. As marketers venture into countries they have previously not explored, and as media proliferates across countries, advertising continues to gain momentum world over. This means that marketers need to have a good understanding of the target country's cultural characteristics, like language, religion, values, etc. when developing their international advertising strategy. As organisations increasingly expand overseas, they are exposed to many new markets and thus cr6ss- cultural communication continues to play an essential role in their success 6n these new markets.

Advertising, which is based on language and communication, is the most culture-bound

element of the marketing mix. Since advertising is largely based on language and images, it is influenced by culture. Moreover language, be it through words or images, is the strongest link between advertisers and their potential audiences in marketing communications. It is important to have an understanding of the dimensions of a target country's cultural characteristics, namely language, religion, education, attitudes and values, social organisation, political life and aesthetics (design, music, colour and brand names). Marketing communications are the means by which firms attempt to inform, persuade, and remind consumers-directly or indirectly-about the products and brands that they sell. In a sense, marketing communications represent the "voice" of the brand and are a means by which it can establish a dialogue and build relationships with consumers. Marketing communications allow companies to link their brands to other people, places, events, brands, experiences, feelings, and things.

An advertising goal can be classified according to whether their aim is to inform, persuade, remind, or reinforce. Informative advertising aims to create brand awareness and knowledge of new products or new features of existing products. Persuasive advertising is meant to create liking, preference, conviction, and purchase of a product or service. Reminder advertising tries to stimulate repeat purchase of products and services whereas reinforcement advertising is aimed to convince current purchasers that they made the right choice.

This Hofstede's dimensions can be witnessed in advertising in the way people correlate and the kind of people depicted in ads. Like the use of older people is more common in the ads of high power distance societies since they are more important because of their old age. In societies like America that are below average on power distance tends to use more humour, innovativeness and creativity in advertising. The use of status in high power distance cultures is important to show power and success. Further, status symbols are more frequently used in large power distance cultures than in small **power distance** cultures.

The major distinction in advertising styles **of individualistic cultures and collectivist** cultures is the direct style in individualistic cultures and the indirect style of collectivist cultures. In advertising the direct style uses the personal pronoun (you, we), whereas the indirect style doesn't address people directly but uses indirect methods such as drama or metaphors. Direct style communication also tends to be more verbal, whereas indirect style is more visual. Also, ads from individualistic societies normally use just one person in the ad, since in this society is more private in nature whereas ads in collectivist cultures is more group oriented and the ads show more than one person. In individualistic cultures advertising should be persuasive, whereas in collectivist cultures, the purpose is to build relationships and trust between the seller and the buyer. In collectivistic cultures appeals focusing on in-group benefits, harmony, and family are more effective, whereas in individualistic cultures advertising is more effective that appeals to individual benefits and preferences, personal success, and independence. In collectivistic cultures, the acceptance of celebrities would be expected to be lower because being individually distinctive in the context of daily life is not advised. Members of collectivist cultures have a different perception of hospitality than members of individualistic cultures. In collectivist cultures, an unexpected guest will always be served food, so there is always enough food available. In individualistic culture, advertising must persuade whereas in collectivist cultures, the purpose is to build relationships and trust between seller and buyer. The desire of Japanese advertising is to focus on inducing positive feelings rather than on providing information. Winning, being a characteristic of **masculine cultures**, is frequently reflected in U.S. advertising examples such as "Being first," and "Be the best." Hyperbole, persuasiveness, and comparative advertising are reflections of masculinity. Aggressive typology and layout are another reflection of competitiveness. Dreams and great expectations are expressions of masculine cultures e.g. typical statements like "A dream come true," "A world without limits," reflect the value "mastery". This is opposed to feminine cultures where dreams are said to be delusions. In masculine cultures, status is important for demonstrating one's success. Appeals of masculine cultures are more task or success oriented, whereas appeals of feminine cultures are more affiliation and relationship oriented.

In relation to advertising the opposing values of **long-term orientation** are "save for tomorrow" versus "buy now, pay later." Short-term orientation is reflected in the sense of urgency so frequently encountered in the U.S., advertising. Examples are "Hurry," "Don't wait," or "Now 50% off, no money down, two full years' free credit, it's on now!" Symbols of long term orientation are thick trees or precise referral to future generations. Harmony, with nature and fellow humans, is a popular appeal in Asian advertising. It is part of an indirect approach that helps to build

trust in the company. Much advertising is pure entertainment, and visuals and objects are used that please the eye, many of which relate to nature: bamboo trees, flowers, autumn leaves, or other representations of the seasons, which often have a symbolic meaning. The combination of collectivism and long-term orientation demands harmony of man with nature and thus explains this advertising style, the objective of which is to please the customer, not to intrude.

In general high-context communication is economical, fast and efficient. Low context cultures are characterised by explicit verbal messages. Effective verbal communication is expected to be direct and unambiguous. Low-context cultures demonstrate high value and positive attitude toward words. The western world has a long tradition of rh**The role of culture in advertising.**

As companies increasingly expand overseas, they are exposed to many new markets and thus cross-cultural communication continues to play an essential role in their success in these new markets.

The most common usage of the term international advertising is in the context of advertising for brands being marketed in several countries. Such advertising is also referred to as global, multinational, or cross-national advertising.

Rhetoric, a tradition that places central importance on the delivery of verbal messages. In advertising, argumentation and rhetoric are found more in low context cultures, whereas advertising in high context cultures is characterised by symbolism or indirect verbal expression. An important consequence of context is that words and sentences as well as pictures have different meanings depending on the context in which they are embedded. Most Asian cultures are regarded as high context, whereas most Western cultures are low-context cultures. This classifies the United States as low context and Japan as a high context culture.

1) Explain what *the target country's cultural characteristics* mean.
2) Paraphrase *the most culture-bound element.*
3) What is *advertising* based on and influenced by?
4) Name and explain types of advertising according to advertising goals.
5) Single out the peculiar features of *direct/indirect advertising styles*.
6) Give examples of *different perceptions of hospitality* in different cultures.
7) Which specificities are opposed in masculine/feminine cultures in advertising?
8) What is a popular appeal in Asian advertising?
9) What is meant under the term *international advertising*?

TOPIC 7 MANAGING CROSS-CULTURAL CONFLICTS IN TOURISM

Note that *conflicts at work* could include conflicts that the trainees have witnessed, not just those they have been involved in directly. Note also that the term conflict covers a wide range of situations where different people feel strongly but differently about something, including business conflicts (e.g. They said they'd deliver on time, but they didn't) and personality clashes (e.g. She never treats me with any respect) and not just situations where these differences lead to major problems.

Language note. There is no important difference between *may, might* and *could* for speculating about the future (although different people may treat them differently). There is also no important difference between *should* and *ought to*, although *should* is more common. The word *to* is optional in negative sentences with *ought,* e.g. You *oughtn't (to)* send that email, but both versions are rare: it is easier and more natural to use *shouldn't* for negative recommendations, e.g. You shouldn't send that email.

Background notes.

Exercise 3, page 38

1) *A secondment* is a temporary placement in a different department or office within the same organisation, typically as a way of gaining experience and knowledge.

2) If you *chase invoices,* you contact customers to remind them that they need to pay.

3) If you *start the ball rolling,* you take the first steps in a process.

4) *Resentment* is a feeling of anger which is usually not expressed openly. If you resent something, you feel negative and frustrated about it.

5) If you *sign something off,* you make a final decision to approve something. By signing it, you take responsibility for it being correct.

Exercise 1, page 40

6) *Tatami mats* have played an important role in Japanese culture, and many homes still contain at least one tatami room, used for religious or cultural ceremonies, e.g. the tea ceremony. The mats must be kept as clean as a bed surface or dining table surface.

7) *Testosterone* is a hormone that is associated with things like risk taking and aggression. Men produce about ten times as much testosterone as women. Culturally, testosterone is often associated with men and negative aspects of maleness.

8) If you *confront* somebody with a problem, you speak to them directly about the problem, even if that makes the person feel uncomfortable.

9) Note that speaker 5 uses *surface* as a verb: to bring something to the surface. In this case, the speaker is talking about being open about issues (problems) and not staying quiet about them.

TOPIC 8 PRESENTING ACROSS CULTURES

Task I
Discuss: 1) How can we define *Public speaking* and *Conversation*?
2) Give reasons for learning how *to speak to a global audience* (*speak internationally, speak to a diverse audience*)?

Task II
Read the article and sum up the ideas.
Do's & Don'ts when presenting to cross-cultural audiences
Strategies for Native English Speakers
For native English speakers, making a presentation overseas or to an international audience presents some special cross-cultural challenges. Taking the dos and don'ts below into account will ensure that your message is communicated effectively, without embarrassing, insulting, or offending the diverse members of your audience.
WHAT TO DO
1. Speak Clearly
This means enunciating clearly so that people can hear and understand each word you are saying. Don't mumble, slur your speech, or speak super fast when addressing a crowd whose native language is not English.
2. Speak Slowly

Help your listeners by slowing down. Give them time to catch your words and digest the meaning. Use verbal and non-verbal clues to gauge whether you are being understood. If people ask you to repeat what you have said, look puzzled, or respond inappropriately, most likely they have not understood you. Repeat your idea slowly in the same or different words. If all else fails, write it down.

3. Triangulate your main ideas

This technique involves expressing the same idea three times in slightly different ways. It gives your listeners three chances to catch what you are saying.

E.g.:"I believe he's the right man for the job… "He has all the necessary qualifications… "He is the best candidate of all till now…

4. Use meaningful tempo and intonation

By changing the tone of your voice, varying the tempo, and placing stress on areas you would like to emphasise, you provide added clues to help your listener grasp your message.

5. Provide signposts along the way

Signposts prepare your listeners in advance by informing them about the planned direction of your discussion or presentation, as well as any changes along the way. For example:

"Today I'll be speaking about three areas: the market for our products in Canada, our new marketing strategy, and the timeline for implementation of this project."

"Now that we've completed this section, let's turn our attention to…"

6. Use verification loops

In intercultural communication, especially, it is valuable to keep checking whether your listeners are following along with your argument. This can be done by asking:

- "Do you have any questions?"
- "Is everything clear till now?"
- "Would you like me to elaborate?"

In this way, listeners have the opportunity to clarify confusion or misunderstanding at an earlier stage.

7. Say numbers and dates slowly

Numbers are often expressed in different ways in different parts of the world, so exercise special care when saying numbers, which are such a critical part of doing business. These include phone numbers, prices, quotations, dates, flight numbers, exchange rates, zip codes, addresses, and so on. For example:

- 16 can sound like sixty so you should repeat, "That's sixteen – one six." (The same is true for all "teen" numbers.)
- December 20th can sound like December 28th.

8. Write down unfamiliar names or technical terms

Unfamiliar or unknown names and terms are best shown written down on a slide or handout. Repeated use of a term that others don't know or cannot understand is annoying and thoughtless.

9. Double and triple check time arrangements

Confirm any arrangements related to time or dates. One possible approach is to pretend you've forgotten, flip through your papers and say, "So we're meeting at / on …" and see what the other person has to say.

10. Be careful using English words from other languages

Remember that English is a mongrel language and has adopted words from other languages. Beware that sometimes these adopted words have different meanings or shades of meaning in other languages.

11. Be sincere

By showing genuine sincerity and interest in building a good relationship, a positive atmosphere is created which makes it easier to do business. When both sides assume such goodwill, many potential hurdles can be overcome.

12. Keep a sense of humour

Even with the best of intentions, cultural mistakes may be made from both sides. The best advice is to be relaxed, keep a sense of humour and appreciate the cooperative efforts being made by all sides.

WHAT NOT TO DO

1. Avoid Slang

Unless the listeners have lived in your country for a long time, avoid slang. Also be aware that slang changes and the listener may not know the current meaning.

When a recently graduated Canadian student went to teach English in Japan, she learned this the hard way. During her class, one of the students told a particularly amusing anecdote, which the teacher enjoyed very much. Unfortunately, the teacher expressed her enthusiasm by laughing and exclaiming, "Shuuuut uuuuup!" in the lilting tone of voice, characteristic of some North Americans when they hear something they like. The student shifted in his chair, looked awkward and said no more. Later in the same lesson, when the student made another interesting observation, the teacher responded enthusiastically once again by saying, "Gettttt ouuuuut!", at which the poor young student, red-faced and confused, packed up his belongings, got up and walked out the door, never to return. Slang can be disastrous.

2. Avoid contractions

Contractions may blur the sound of words and make it more difficult to understand you. In some cases, they can lead to direct confusion – as when someone says 'can' or 'can't' too quickly. In this case it is better to use 'can' and 'cannot'.

3. Avoid idioms

Using idioms is one of the most common ways of crippling communication with non-native English speakers. These expressions and colloquialisms confuse and confound; avoid them in the interest of greater clarity.

4. Avoid double-negatives

This convoluted way of speaking, which may be followed by native speakers, is very hard on non-natives. Spare them the trouble by speaking more directly. For example, instead of saying "I'm not saying it's impossible…", just say " It's possible…"

5. Avoid understatement

This style of speaking is culturally sensitive and may be misunderstood in intercultural situations. For example, if you state that you're an okay graphic designer, when in fact you're very talented, you might be taken at your word.

6. Avoid sarcasm and irony

This is another area in which backstage cultural information is required to interpret the message. Don't make sarcastic comments about yourself or others. Get your message across in more direct terms.

7. Don't use curse words

Especially when used outside one's own culture, curse words often signal disrespect and may damage business relationships. The best policy is to avoid all language that could be offensive.

8. Be careful about humour

Humour is one of the most culturally sensitive forms of communication and doesn't usually work well in cross-cultural situations. The jokes that you consider funny may be viewed as crude or rude by others. In addition, humour is based on an in-depth understanding of a cultural mindset.

9. Don't speak loudly

Speak at normal volume. Your foreign listeners are not hard of hearing or deaf. This is not the issue.

10. Don't assume anything!

This includes: don't assume the person doesn't speak English well and don't assume the person doesn't know your native language. Many people have studied and travelled widely today and have lived in many different countries. Don't be caught in an embarrassing situation because of incorrect assumptions.

TASK III
Read the text and point out the main ideas.

Physical appearance

The physical appearance of the speaker can also affect speechmaking to a diverse audience. This is because people often draw inferences about a person's socioeconomic status, gender, age and cultural background based on physical appearance. These inferences in turn affect whether listeners are positively or negatively predisposed to the speaker.

In public speaking, the two main categories of physical appearance that could affect audience perceptions are beauty and clothing, both of which can feed ethnocentrism. For instance, in the United States, the cultural ideal of beauty tends to value the appearance of tall, slender women and men with muscular bodies. However, in many parts of Africa, plumpness is valued as a sign of beauty. Interculturally competent speakers guard against culturally ingrained notions that could im-

pede communication. In addition, competent speakers adapt their clothing for diverse audiences.

Two of the most important cultural issues regarding clothing are modesty and formality. Culturally acceptable levels of modesty vary from culture to culture. For example, in Muslim communities, women are often expected to wear loose fitting, flowing garments that do not reveal the contours of the body or expose parts of it (Samovar, Porter & McDaniel, 2010), and a woman may be expected to cover her head with a scarf or a hijab. While delivering speeches to a diverse audience, competent speakers consider culturally based sartorial preferences. For instance, Hillary Clinton's wearing of a headscarf while on a trip to Cairo was particularly appreciated in Cairo.

In terms of formality, the United States has an informal culture where professors on campuses and organisations in Silicon Valley often adopt casual dress codes. Some other cultures such as in Japan and Germany are more formal. Among corporate employees in Japan and in many Asian countries, there is a general proclivity for conservative dress styles that emphasise conforming to society's collectivistic nature. While addressing audiences that place high importance on formal attires, competent speakers dress appropriately.

As emphasised throughout this chapter, the most important thing that interculturally competent public speakers must keep in mind is to be sensitive to differences among cultures and to respect diversity. Successful public speakers will research their audience and adapt as far as they can. At the very least, public speakers must show respect for audience diversity while preparing and delivering speeches. This section has offered a few examples of how non-verbal communication can vary across cultures. Public speakers who need to address a diverse audience must be keenly aware of these variations among cultures and employ culturally appropriate kinesic behaviour, paralinguistic devices and dress appropriately.

Constructing visual aids

The more varied the listeners' cultural backgrounds, the more important it is for speakers to use visual materials to illustrate their ideas. Well-chosen visual aids are especially useful to help address language differences. However, interculturally competent public speakers are sensitive to the diverse sensibilities of their audience and choose visual aids that would likely be most effective with their audience. Low-context cultures prefer more text heavy materials that state ideas explicitly and directly and follow a more consistent colour scheme and structure. On the other hand, high-context cultures prefer visually heavy materials that state ideas intui-

tively and indirectly and follow a more diverse colour scheme and structure. Colour holds additional significance in different cultural contexts. Each culture has its favourite colour.

The ability to make effective speeches to a global audience is a skill of the utmost importance in the time when disparate cultures are brought together by globalisation, immigration and information and communication technologies. This knowledge will help you to address a diverse international audience.

Task IV

Presenting across cultures

Background notes.

1) In Finnish culture, important principles include egalitarianism (rights and fairness for everybody) and self-sufficiency (the ability to support yourself without help from others).

See www.kwintessential.co.uk/resources/global-etiquette/finland-country-profile.html.

2) The UAE (United Arab Emirates) has a reputation for being more liberal and cosmopolitan (international) than many of its Arab neighbours. The two largest Emirates, Dubai and Abu Dhabi, are centres of international business.

See www.kwintessential.co.uk/etiquette/ doing-business-middleeast.html; www.uaeinteract.com/.

Language note. Ex.1 If a presentation is *collaborative*, different people work together to create it.

If you do something *explicitly,* you do it openly and directly. It contrasts with doing something *implicitly*, where the other person has to work out your meaning. For example, if you would like someone to open the window, you could do this explicitly by asking them to open the window, or implicitly by pointing out that it's very warm in the room.

If you are *fainthearted* you are not very brave. The phrase not for the fainthearted means 'only for really brave people'.

If a group of people is *homogeneous*, they all share important characteristics, e.g. they come from roughly the same culture, or they have the same expectations. The

opposite is heterogeneous, which means there is a very wide range of different types of people in the group.

If you *greet* something *with silence*, you don't respond to it.

If you are *indifferent to something*, you don't have an opinion or care about it.

The phrase *a fellow human being* emphasises that we are all the same, and that we are members of the same group.

Ex.2   If you *tackle a problem*, you try to solve it.

If you *buffer in extra time,* you include the extra time for unexpected problems in your plans. This extra time then serves as a buffer (something that helps protect from harm).

If you *wrap up a meeting or presentation*, you bring it to a close.

Samira uses the phrase *down the road* to mean 'in the future'.

TOPIC 9 CULTURAL PECULIARITIES OF BUSINESS ETIQUETTE

Before reading the text define the word ***ETIQUETTE***; give its synonyms and examples.

What is the importance of etiquette?

TEXT 1 Worldwide etiquette as a segment of cross-cultural competence

The old saying, "When in Rome, do as the Romans do" offers a great deal of wisdom. Sometimes it is difficult for people to change their behaviours to match the cultural patterns that contradict to their own beliefs and values. "The reasonable person adapts himself to the world, while the unreasonable one persists in trying to adapt the world to himself" said George Bernard Shaw.
 Etiquette begins with some sensitivity to the perceptions and feelings of others and the intention not to offend. As expectations regarding good manners differ from person to person and vary according to each situation, no treatise on the rules of etiquette nor any list of potential faux pas can ever be complete. A faux pas (French for *false step*) is a violation of accepted, although unwritten, social rules. Faux pas vary widely from culture to culture and what is considered good manners in one culture can be considered a faux pas in another. For example, In Tibet there is what we would consider a bit funny way of greeting. It is considered to be very polite to

stick your tongue out at somebody, because in this way you show you have no evil thoughts towards that person. Of course such a way of greeting is inappropriate and very impolite in most countries. To avoid offense, it is best to use a conservative and observant approach in any social situation where one is unfamiliar with cultural expectations. As the perception of behaviors and actions vary, intercultural competence is essential.

Europe contains a wide variety of social traditions. It is relatively compact, well-travelled and urbanised compared to many other continents or cultural areas. As such many expectations regarding etiquette are shared across Europe. However, a lack of knowledge about the customs of people in Europe can make even the best intentioned person seem rude, foolish, or worse. As elsewhere, many people in Europe are proud of their distinct ethnic, national, religious, linguistic or cultural identity and may be insulted by those who fail to make the distinction. For example, a French-speaking Belgian may be offended if referred to as a French person, the same with the Scots being called English.

The amount of enthusiasm or restraint one displays in such situations as greeting people, saying thank you, and giving compliments can constitute a faux pas in certain situations. Some people say goodbye with hugs and kisses, others say it with a grunt and a nod of the head. Both the kissers and the grunters might be committing a faux pas depending upon the setting and the expectations of others.

Asking questions can be a way to express curiosity, concern and enthusiasm. However, questions about a person's age, employment status, marital status, place of residence and other personal matters can be a faux pas. Although this sort of information-sharing is somewhat dependent on cultural background, individual personality plays a great role as well.

Customs regarding giving or receiving gifts vary according to the culture and situation. Even if given with noble intentions, a poorly-chosen gift can be a faux pas. For example scissors and knives in China make poor presents, as anything sharp symbolizes the cutting of ties. In America never give a lily as a gift at any time other than Easter. In some places it is a faux pas to open a gift in front of the giver. Elsewhere it is a faux pas not to do so. In most places, it is inappropriate to indicate the value of your gifts by failing to remove the price tag. Certain gifts are taboo in certain situations. As noted below, certain gifts conflict with the belief system of many Chinese people regarding good luck and bad luck. In many areas of Europe, even numbers of flowers fewer than a dozen are appropriate only for funerals. This rule does not apply to larger arrangements. Also, certain flowers (such as chrysanthemums) are given only at funerals and most florists will advise against them. As red roses typically connote romantic feelings, they are inappropriate for other circumstances.

Humour is a delicate art. Attempts at humor in unfamiliar situations are always risky. Deprecating humor always involves a risk of offense. What is acceptably risqué not only varies from place to place, it varies from person to person.

It is good manners to hold the knife in the right hand and the fork in the other throughout the meal. This contrasts with the "zig zag method" that is a hallmark of good table manners in the USA. Crossing one's cutlery on the plate means one is taking a break but has not finished eating. Upon finishing a meal, the knife and fork should be left more or less parallel or else it hints that one hasn't eaten enough. We are also to be aware of different food taboo in different cultures and religions, for example Jewish kosher food and Muslim halal.

The notion of multiculturalism is widely accepted among the European population and there is a considerable understanding about how different rules apply to different peoples. Accordingly, expecting a Hasidic Jew to remove his hat when visiting a Church or to badger a Hindu to accept food that violates her dietary laws is a faux pas that would offend many Europeans regardless of their own denominational backgrounds.

Avoid hand gestures with which one is unfamiliar; many hand gestures are impolite. Also, some gestures have different meanings in different cultures. For example, a variation of the thumb-to-index finger "okay" sign is an obscene gesture in some European countries.

Some things formerly prohibited by superstitions surrounding bad luck remain as examples of bad manners. Opening an umbrella indoors or putting a pair of new shoes on the table are two examples.

So we can say that etiquette is a part and parcel of culture and the knowledge of it is crucial for cross-cultural communication.

2. ПРАКТИЧЕСКИЙ РАЗДЕЛ

TASKS

TOPIC 1 CULTURE AND BUSINESS COMMUNICATION IN TOURISM INDUSTRY

WRITING

TOPIC: "Cultural Differences and Communication Problems in International Business."

TASKS

TOPIC 2 CORPORATE CULTURES

Task I

Watch VIDEO I WHAT IS CORPORATE CULTURE? and answer the following questions:

1)What is a company's culture?

2) How can culture affect an organisation's employees?

3) What positively affects business performance?

Task II

Watch VIDEO II WHAT IS CORPORATE CULTURE? THE IMPORTANCE OF A POSITIVE CORPORATE CULTURE and answer the questions that follow:

1) What is corporate culture?

2) What is it shaped by?

3) What does corporate culture influence?

4) What types of corporate cultures are companies grouped into?

5) What can cause negative toxic cultures?

Task III

WRITING

TOPIC:"Corporate culture is the personality of your organization and includes everything from core values to your vision for employees."

TASKS

TOPIC 3 INTERNATIONAL TOURISM MANAGEMENT

WRITING

TOPIC:"Cross-cultural management in international tourism".

TASKS

TOPIC 4 CROSS-CULTURAL MEETING MANAGEMENT

VIDEO Ways to Make Your Meeting Better and More Efficient

TASK I

Watch the video, get the main idea and answer the question: What are the biggest meeting mistakes?

Mistake number one -

Mistake number two -

Mistake number three -

Mistake number four -

Mistake number five -

Mistake number six -

Mistake number seven -

TASK II

Complete the sentences:

1) Not having an … ahead of time has two problems:one - people can't prepare for it so the meeting is … …. and - two it's easier to … … track.

2) To make your meeting better : label the meeting … … … . Ask yourself what is the goal of the meeting: is it … …. or … or … or … … … . If you tell your … that you have a … meeting on the calendar they are more likely to … … in a … … .

3) Meeting should be … … making … … or problem solving or … … . Too often meetings are used for … basic … that could easily be … in an … . if you think something really needs to be explained verbally then pop on your video camera, … a … … and … it … with an … … .

4) There is a secret killer of meeting … and … . It's called … … . The more decisions that have to be made in a meeting the … … and … they become.The easiest thing that you can do for your meetings is to … the … of … . If needed make sure you have one person … … … … , assign next steps. One person … … … … and … .

5) Energy …destroy your meetings. A … leader can … a … .

6) Athletes … … before games, … warm up before … . Why don't you … … before a … ?!

7) I have a … of quick meeting …for you to make your meeting … . Try to … … . if your meeting has a goal … it on the … . It helps … people … and … .

TASK III

Topic: Speak on the biggest mistakes we make in meetings and how to fix them.

TASKS
TOPIC 5 NEGOTIATING ACROSS CULTURES

Report on:

1 Cultural peculiarities of an American negotiator.

2 Cultural peculiarities of a German negotiator.

3 Cultural peculiarities of an Italian negotiator.

4 Cultural peculiarities of a British negotiator.

WRITING

TOPIC : "Productive and efficient meetings."

TASKS

TOPIC 6 CROSS-CULTURAL ASPECTS OF ADVERTISING

VIDEO COLOUR SYMBOLISM

Task I

Watch this video and say in what cases can this information be helpful?

Which aspects of colours does this video expose?

Which colours are analysed and described?

Why is *red* used as a tactic by some food chains?

Why is *red* special?

Task II

Summarise the content of the video and point out the significance of some colours.

WRITING

TOPIC:"Cross-cultural aspects of advertising"."The role of culture in advertising".

TASKS

TOPIC 7 MANAGING CROSS-CULTURAL CONFLICTS IN TOURISM

Task I

Prepare reports on the following topics: "A cultural conflict in tourism", "Cultural differences and conflicts in tourism: a case study of Dubai".

Task II

Study Unit 9A and

9B Managing Conflict Cambridge University Press Communicating across cultures.

WRITING

TOPIC: "A variety of strategies to manage conflicts arising in tourism".

TASKS

TOPIC 8 PRESENTING ACROSS CULTURES

VIDEO Julian Treasure - How to speak so that others want to listen

Task I

https://www.youtube.com/watch?v=eIho2S0ZahI&ab_channel=TED

Watch the video and note down:

1) seven habits (seven deadly sins of speaking) to move away from;
2) four powerful foundations to stand on if we want our speech to be powerful and to make change in the world;
3) the occasions when you can apply this knowledge.

WRITING

Write the **Summary** of the content of the video.

DISCUSSION after listening

1. Why do you think Rana says making a presentation in front of international audiences is not for the fainthearted ?

2. What would be an example of a homogeneous local audience?

3. What would be an example of a challenging question?

4. How would you feel if your presentation was greeted with silence?

5. When might members of an audience show indifference to what you are saying?

6. Why might it be important to remember that every member in your international audience is a fellow human being?

7. What might the members of the audience get for being there?

8. How might they show that they appreciate your efforts?

WRITING

TOPIC:"Explain how to customise presentations to different international audiences."

TASKS

TOPIC 9 CULTURAL PECULIARITIES OF BUSINESS ETIQUETTE

Task I Watch the video Mr Baseball from the movie about cross-cultural etiquette. How would you react in this situation?

https://www.youtube.com/watch?v=bdeFdFEbuqk&ab_channel=JohnSmith

Task II Play the commercial ad "HSBC Funny Culture ads"

https://www.youtube.com/watch?v=GOHvMz7dl2A&ab_channel=tuoxie208

What problem is mentioned in the video and the reason why the conflict occurs.

Task III Business Culture Awareness Quiz

https://crossculturalbiz.com/business-culture-awareness-quiz/

Task IV Video THE CULTURE MAP: The Future Of Management

https://www.youtube.com/watch?v=qf1ZI-O_9tU&ab_channel=ErinMeyer

Discussion after watching:

1) How did he know that they had questions? How bright their eyes were?
2) How to detect and interpret bright eyes?
3) What does the expression "read the air" mean?
4) What does it mean to be an effective leader in one culture in one society?
5) Comment on a phone call etiquette in Germany.
6) Comment on a phone call etiquette in Saudi Arabia.

WRITING

Summarise the content of the video.

3. РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ

3.1. Методические рекомендации
по самостоятельной работе студентов

Студент в процессе обучения должен не только освоить учебную программу, но и приобрести навыки самостоятельной работы, которая способствует развитию ответственности и организованности, творческого подхода к решению проблем учебного и профессионального уровня, поскольку студент должен уметь планировать и выполнять свою работу.

Самостоятельная работа студентов является одной из основных форм аудиторной и внеаудиторной работы при реализации учебных планов и программ. Самостоятельная работа определяется как индивидуальная или коллективная учебная деятельность, осуществляемая без непосредственного участия педагога, но по его заданиям и под его контролем.

Для организации самостоятельной работы необходимы следующие условия:

– готовность студентов к самостоятельному труду;

– наличие и доступность необходимого учебно-методического и справочного материала;

– консультационная помощь.

Формы самостоятельной работы студентов определяются при разработке рабочих программ учебных дисциплин содержанием учебной дисциплины, учитывая степень подготовленности студентов.

Видами заданий для внеаудиторной самостоятельной работы являются:

для овладения знаниями:

– чтение текста (учебника, дополнительной литературы), составление плана текста, выписки из текста, работа со словарями и справочниками, ознакомление с нормативными документами, учебно-исследовательская работа, использование аудио- и видеозаписей, компьютерной техники и Интернета и др.

для закрепления и систематизации знаний:

– обработка текста, повторная работа над учебным материалом (учебника, дополнительной литературы, составление плана, ответ на контрольные вопросы, аналитическая обработка текста (аннотирование, рецензирование, реферирование, конспект-анализ и др.).

Таким образом, самостоятельная работа всегда завершается какими-либо результатами. Это выполненные задания, упражнения, переводы, аннотации.

Цели и задачи:

Целью самостоятельной работы студентов является овладение фундаментальными знаниями, профессиональными умениями и навыками деятельности по профилю, опытом творческой, исследовательской деятельности. Данный учебно-методический материал ориентирован на достижение главной цели: повышение результативности самостоятельной работы студентов, развитие способности к самостоятельному получению знаний, освоению коммуникативных компетенций по учебной дисциплине.

 В ходе выполнения самостоятельной работы студент научится активно, целенаправленно приобретать новые знания и развивать коммуникативные умения без прямого участия в этом процессе преподавателей; самостоятельно анализировать современные учебно-методические материалы; закреплять пройденный материал посредством анализа и обсуждения.

Указанная цель требует реализации ряда *задач,* таких как:

– приобретение конкретных знаний в соответствии с темами, заявленными в учебной программе дисциплины;

– систематизация и закрепление полученных теоретических знаний и практических умений обучающихся;

– развитие познавательных способностей и активности студентов: творческой инициативы, самостоятельности, ответственности и организованности;

– формирование самостоятельности мышления, способностей к саморазвитию,

– самосовершенствование и самореализация;

– развитие исследовательских умений;

– реализация универсальных учебных действий с использованием информационно-коммуникационных технологий.

Информация, полученная в результате самостоятельного изучения обозначенного материала, будет необходима для продуктивной работы на практических занятиях, а также успешного прохождения всех этапов контроля знаний. Помимо анализа библиографического списка литературы, поощряется самостоятельное нахождение и изучение дополнительной литературы и электронных источников.

При этом целями и задачами самостоятельной аудиторной работы_являются:

– методическая помощь студентам при изучении дисциплины «Культурный контекст профессионального общения» по темам, выносимым на самостоятельное изучение;

– применение сформированных навыков при работе с аутентичными материалами;

– развитие творческих способностей студентов, активизация мыслительной деятельности, повышение положительной мотивации к изучению английского языка;

Цели и задачи внеаудиторной самостоятельной работы студентов:

– закрепление, углубление, расширение и систематизация знаний, полученных во время занятий;

– самостоятельность овладения новым учебным материалом;

– формирование навыков самостоятельного умственного труда;

– овладение различными формами самоконтроля;

– развитие самостоятельности мышления;

– развитие коммуникативных умений в сфере профессионального общения;

– воспитание способности к самоорганизации, творчеству.

Самостоятельная работа может осуществляться индивидуально или группами студентов в зависимости от цели, объема, конкретной тематики самостоятельной работы, уровня сложности, степени развития умений студентов.

Контроль результатов внеаудиторной самостоятельной работы студентов может осуществляться в пределах времени, отведенного на обязательные учебные занятия по дисциплине и внеаудиторную самостоятельную работу студентов по дисциплине. Используется устная и письменная формы контроля.

По дисциплине «Культурный контекст профессионального общения» практикуются следующие виды и формы самостоятельной работы студентов:

– подготовка к практическим занятиям;

– подготовка к экзамену;

– отработка изучаемого материала по печатным и электронным источникам;

– выполнение самостоятельной работы;

– подготовка к участию в научно-практических конференциях.

3.2. Рекомендации по выполнению
самостоятельной работы

Изучение теоретического материала.

Изучение литературы и Интернет-ресурсов с целью расширения знаний по той или иной теме необходимо осуществлять с учетом следующих пунктов:

– прежде чем приступить к работе, требуется четко определить цели задания, что поможет осуществить самоконтроль в конце работы;

– ход работы проводить «пошагово» и не приступать к следующему пункту, не пройдя предыдущий;

– при работе с литературными источниками выделять главное, обращая особое внимание на классический немецкий язык,

– в конце работы проверить достигнута ли цель и сколько времени потребовалось для ее достижения.

В зависимости от цели просмотрового чтения и степени полноты извлечения информации выделяют четыре подвида просмотрового чтения:

Конспективное – для выделения основных мыслей. Оно заключается в восприятии только наиболее значимых смысловых единиц текста, составляющих логико-фактологическую цепочку.

Реферативное – для выделения основных мыслей. При этом читающего интересует только самое основное в содержании материала, все подробности опускаются как несущественные для понимания главного.

Обзорное – для определения существа сообщаемого. Оно направлено на выделение главной мысли текста, причем задачи сводятся в основном к ее обнаружению на основе структурно-смысловой организации текста. Понимание главной мысли, выраженной имплицитно, в данном случае практически невозможно. Интерпретация прочитанного ограничивается вынесением самой общей оценки содержанию и определением соответствия текста интересам студентов.

Ориентировочное – для установления наличия в тексте информации, представляющей для читающего интерес или относящееся к определенной проблеме. Основная задача читающего – установить, относится ли данный материал к интересующей его теме.

3.3. Задания для самостоятельной работы

1. Изучить теоретический материал дисциплины.
2. Ознакомиться с основными понятиями и терминами по темам.

3.4. Вопросы к экзамену

Перечень вопросов к экзамену по дисциплине
КУЛЬТУРНЫЙ КОНТЕКСТ ПРОФЕССИОНАЛЬНОГО ОБЩЕНИЯ
4 курс 8 семестр

1. Cultural Differences and Communication Problems in International Business.

2. Five types of communication.

3. Methods of communication within a business and benefits of each of them.

4. Barriers to effective communication in the tourism & hospitality sector.

5. Explain if you feel comfortable with flexible thinking communicating across different cultures.

6. Cultural sensitivity is core to business success.

7. The importance of a positive corporate culture. Four types of corporate cultures.

8. Corporate culture is the personality of your organisation and includes everything from core values to your vision of employees.

9. Cross-cultural management in international tourism.

10. Describe how to be flexible when building relationships and using a range of small talk styles.

11. The biggest mistakes we make in meetings and how to fix them.

12. Productive and efficient meetings.

13. Generate some general advice on how to communicate sensitively with others.

14. Generate some general advice on how to adapt your way of speaking in order to build effective dialogues.

15. Comment on the range of influencing strategies when you work internationally.

16. Cultural peculiarities of an American negotiator.

17. Cultural peculiarities of a German negotiator.

18. Cultural peculiarities of an Italian negotiator.

19. Cultural peculiarities of a British negotiator.

20. Different approaches to decision making across various organisational cultures.

21. Explain how to deal with difficult communicators.

Перечень вопросов экзамена по дисциплине
«Культурный контекст профессионального общения»
для студентов 5 курса

1. Cross-cultural aspects of advertising.

2. A variety of strategies to manage conflicts arising in tourism.

3. How to speak so that people want to listen .

4. Do's and Don'ts when presenting to cross-cultural audiences.

5. The role of culture in advertising.

6. Comment on how to customise presentations to different international audiences.

7. Describe how you can adapt the style and content of your presentations to meet the needs and expectations of different audiences.

8. Public speaking to international audiences.

9. Cultural peculiarities of business etiquette.

10. Cultural conflicts in tourism and the ways to avoid potential conflicts.

11. Culture and managing conflicts.

12. Culture and strategies to manage conflict situations.

13. How to be polite in different countries.

14. Worldwide etiquette as a segment of cross-cultural competence.

15. Presenting across cultures.

16. The rules of business etiquette in cross-cultural communication.

17. The importance of cross-cultural competence in international advertising.

ЧАСТНОЕ УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ
«ИНСТИТУТ СОВРЕМЕННЫХ ЗНАНИЙ ИМЕНИ А.М.ШИРОКОВА»

УТВЕРЖДАЮ
Ректор Института современных зна-
ний имени А.М.Широкова
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    .   .2022
Регистрационный № УД – 02 –   /уч.

4. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ

4.1. Учебная программа

КУЛЬТУРНЫЙ КОНТЕКСТ ПРОФЕССИОНАЛЬНОГО ОБЩЕНИЯ
Учебная программа учреждения высшего образования
по учебной дисциплине для специальности:
1-23 01 02   «Лингвистическое обеспечение межкультурных
коммуникаций (по направлениям)»

2022 г.

Учебная программа составлена на основе типовой учебной программы «Культурный контекст профессионального общения» от 29.04.2022 г., регистрационный номер № ТД-Е.893/тип. и учебного плана по специальности 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)»

СОСТАВИТЕЛЬ:
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РЕКОМЕНДОВАНА К УТВЕРЖДЕНИЮ:

Кафедрой межкультурной коммуникации Частного учреждения образования «Институт современных знаний имени А.М.Широкова».
 (протокол № 4 от 29.11. 2022 г.);

Научно-методическим советом Частного учреждения образования «Институт современных знаний имени А. М. Широкова» (протокол № 2 от 12.12.2022 г.)

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Учебная дисциплина «Культурный контекст профессионального общения» является составной частью лингвистической подготовки специалистов по межкультурной коммуникации. Она изучается на завершающем этапе обучения, носит интегративный характер и включает два раздела - «Профессиональное общение» и «Межкультурный дискурс».

Типовая учебная программа по учебной дисциплине «Культурный контекст профессионального общения» разработана в соответствии с образовательным стандартом высшего образования I ступени и типовыми учебными планами по направлениям специальности 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)».

Цель изучения учебной дисциплины состоит в формировании и развитии умений и навыков, необходимых для эффективного иноязычного общения в различных сферах профессиональной деятельности специалиста по межкультурной коммуникации.

Задачи изучения учебной дисциплины:

формирование навыков управления информацией, а также предотвращения и разрешения коммуникативных конфликтов в рамках избранного образовательного направления;

развитие умения выстраивать сообщение с учетом тематики, сферы общения, особенностей аудитории;

совершенствование навыков разработки документов и развитие умений планирования стратегий коммуникации, необходимых в профессиональной коммуникации с представителями различных культур и субкультур;

формирование культурной сенситивности, способности к корректной интерпретации проявлений культурной и субкультурной идентичности в профессиональной деятельности.

Освоение учебной дисциплины «Культурный контекст профессионального общения» базируется на компетенциях, полученных студентами ранее при изучении учебных дисциплин: «Теория межкультурной коммуникации», «Страноведение» (дисциплина компонента учреждения высшего образования), «Стратегии коммуникативного поведения», «Интерпретация коммуникативного поведения» (дисциплина компонента учреждения высшего образования).

Изучение учебной дисциплины направлено на формирование следующих компетенций:

универсальных:

УК – 3. Осуществлять коммуникации на иностранном языке для решения задач межличностного и межкультурного взаимодействия;

УК – 4. Толерантно воспринимать различия социальных и этнокультурных групп и общностей с учетом ценностно-смысловых ориентаций их представителей;

базовых профессиональных:

БПК – 2. Применять знания о вербальных и невербальных средствах коммуникации при выборе коммуникативного кода в соответствии с параметрами ситуаци;

БПК – 6. Анализировать и использовать базовые прагматические категории в процессе коммуникации;

БПК – 15. Осуществлять эффективное взаимодействие в мультикультурном профессиональном сообществе;

специализированных:

СК – 1. Интерпретировать коммуникативное поведение участников публичной коммуникации при осуществлении профессиональной деятельности;

СК – 14. Анализировать туристический потенциал стран и регионов для организации и развития туризма

В результате изучения учебной дисциплины студент должен:

знать:

типологию психотипов по К.Юнгу;

риторические признаки рекламного дискурса;

стратегии и тактики интенсификации и умалчивания в рамках модели анализа рекламных сообщений Хью Рэнка;

композицию информационной и персуазивной речей и используемых в них клише;

основы деловой этики;

типологию переговорщиков и способов убеждения противников;

уметь:

составлять психологические портреты других людей с целью определения их личностных деловых качеств;

проводить интервьюирование и самопрезентации;

составлять сценарии коммерческих роликов с учетом межкультурного аспекта;

составлять и презентовать информационные и персуазивные речи с учетом невербального фактора;

применять переговорные тактики и приемы в ходе проведения международных переговоров;

владеть:

этическими нормами коммуникативного поведения;

методами презентации и самопрезентации.

В результате изучения учебной дисциплины «Культурный контекст профессионального общения» студент должен уметь проявлять инициативу и адаптироваться к изменениям в профессиональной деятельности, а также осуществлять эффективное взаимодействие в межкультурном профессиональном сообществе.

В рамках образовательного процесса по данной учебной дисциплине студент должен приобрести не только теоретические и практические знания, умения и навыки по специальности, но и развить свой ценностно-личностный, духовный потенциал, сформировать качества патриота и гражданина, готового к активному участию в экономической, производственной, социально-культурной и общественной жизни страны.

Изучение учебной дисциплины «Культурный контекст профессионального общения» рассчитано на 176 часов, из них – 80 аудиторных (практические занятия), по 40 часов на каждый раздел («Профессиональное общение» и «Межкультурный дискурс»). На самостоятельную работу отведено 96 часов.

Форма получения высшего образования – очная (дневная).

Форма промежуточной аттестации по учебной дисциплине – экзамен.

СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

Раздел «Межкультурный дискурс»

Тема 1. Культура как отражение концептуальной картины времени

Определение культуры. Основные составляющие культуры. Ключевые характеристики культуры. Уровни культуры. Национальное и универсальное в культуре. Культурная идентичность. Соотношение понятий *культура – нация, культура – этнос, культура – раса*. Определение субкультуры. Субкультурный портрет нации. Модель «гибкого мышления» К. Сторти и навыки активного слушания. Теория управления беспокойством и неопределенностью в рамках межкультурного взаимодействия У. Гудикунста.

Тема 2. Типология культур: высокий и низкий культурный контекст

Социально-психологические измерения культур. Культуры высокого/низкого контекста. Монохронные/полихронные культуры. Маскулинные/еминные культуры. Коллективистские / индивидуалистские культуры. Категория избегания неопределенности. Временная ориентация. Дистанция власти. Критерии измерения деловых культур Ф. Тромпенаарса и Ч. Хэмпден-Тернера. Универсализм/партикуляризм. Индивидуализм/ оллективизм. Эмоционализм/нейтральность. Конкретность/диффузность. Достижение/аскрипция. Время. Окружающая среда. Стратегии установления контакта в различных типах культур. Интерпретация вербального/невербального поведения на основании различных культурных измерений.

Тема 3. Работа и менеджмент в транснациональных корпорациях

Проблемы коммуникации в многонациональных корпорациях. Культурный релятивизм. Теория «кокоса» и «персика». Стили конфронтации. Концепт «лицо» и его влияние на коммуникативное поведение китайцев. Повышение межличностной компетенции в межкультурном окружении. Культура, лидер-

ство и стили руководства. Лидерство в межкультурных условиях. Культура и процесс принятия решений. Принятие решений в японской культуре. Критика в различных культурах. Стили убеждения и модели мотивации сотрудников в разных культурах. Эффективная презентация для мультикультурной аудитории.

Тема 4. Профессиональная этика и деловой этикет
в различных культурах

Деловой этикет и социальные нормы. деловой этикет в межкультурном окружении. Приветствие. Обращение. Светская беседа. Вручение подарков. Дресс-код. Личное пространство. Взаимосвязь культуры и бизнес традиций. Культурные императивы, адиафоры и эксклюзивы. Этикет вручения визитных карточек. Как вести электронную переписку с зарубежными партнерами.

Тема 5. Переговоры и урегулирование конфликтов
в разных культурах

Культурные факторы, влияющие на переговорный процесс. переговорные практики и стили переговорного процесса. Американский стиль. Африканский стиль. Японский стиль. Европейский стиль. Латиноамериканский стиль. Урегулирование конфликтов. Межкультурные и внутригрупповые конфликты. Стратегия коммуникативного поведения в межкультурном конфликте. Теория «лица» (идентичности) в переговорах. Воздействие глобализационных процессов на кросс-культурную динамику. Язык соглашений и договоренностей.

Тема 6. Культурные ценности и верования

Типология ценностей в различных культурах. Типология ценностей американской культуры. Типология ценностей родной культуры. Пословицы и поговорки как отражение культурных ценностей и ценностных ориентиров. Проявление культурных ценностей в традициях и обычаях. Традиции, обряды, ритуалы белорусской культуры. Еда как культурное наследие. Гастрономическая культура. Гастрономическая идентичность. Апелляция к культурным ценно-

стям в рекламном дискурсе. Проявление культурных ценностей в литературных произведениях. Универсальные и национальные культурные мифы. Классификация американских культурных мифов. Апелляция к культурным мифам в политическом дискурсе (на примере инаугурационных речей и предвыборных кампаний американских политиков).

Тема 7. Культурные императивы и стереотипы: межкультурные, национальные, социальные

Национальные и социальные стереотипы. Стереотипы и обобщения. Исторические и культурные предпосылки возникновения стереотипов. Устойчивость стереотипов. Можно ли доверять стереотипам и руководствоваться ими в межкультурном общении. Влияние стереотипов на эффективность межкультурной коммуникации. Последствия социальных стереотипов. Причины возникновения и формы проявления предрассудков. использование стереотипов в СМИ и современном кинематографе.

Тема 8. Национально-культурная специфика юмора

Универсальное и национальное в юморе. Юмор как средство национальной идентификации. Шутки и розыгрыши в различных культурах. день Смеха в разных странах, его история и традиции праздника. «Путеводитель» по кросскультурным особенностям юмора. Юмор в комиксах и анимационном кинематографе.

Тема 9. Культурные метафоры

Итальянская опера. Американский футбол. немецкая симфония. Шведский домик. Традиционный британский дом. Японский сад. Индийский танец Шивы. Китайский семейный алтарь. турецкая кофейня. Испанская коррида. Французское вино. Ирландские беседы. Израильский кибуц. Использование культурных метафор в профессиональной коммуникации.

Раздел «Профессиональное общение»

Тема 1. Международный туризм. Современные тренды

Страны-лидеры в сфере международного туризма. Секреты успеха. Конкурентные преимущества. Необходимые условия для привлечения иностранных туристов. Подготовка специалистов для работы в международном сегменте. Типы туризма. Потребности современного туриста. Самые популярные направления в туризме. Будущее развитие, прогнозы специалистов.

Тема 2. Туризм в Италии. Бизнес-культура и особенности коммуникации

Информация о стране. Описание регионов Италии и их специфика. Юридические особенности пребывания. Итальянские курорты. Итальянская культура, ключевые понятия и ценности. Бизнес-этикет. Ведение переговоров. Формирование повестки. Отношение ко времени. Общение с итальянцами. Особенности вербальной и невербальной коммуникации.

Тема 3. Туризм в Китае. Анализ особенностей рынка

Информация о стране. Топонимы и их английские эквиваленты. Описание провинций Китая и их специфика. Национальные фестивали. Общение с китайцами. Формальная и неформальная коммуникация. Анализ туристических блогов как вид обратной связи. Работа с фокус-группой. Изучение опыта работы иностранных компаний на китайском рынке.

Тема 4. Туризм в Беларуси. SWOT анализ индустрии

Современное состояние индустрии. Основные туристско-краеведческие маршруты. Основные туристические зоны Беларуси. перспективы развития: экотуризм, спортивный, оздоровительный туризм. Деятельность туристических

фирм. Спектр предоставляемых услуг. Анализ туристических блогов как вид обратной связи. Работа с фокус-группой.

Тема 5. Участие в туристических выставках как способ продвижения брэнда

Международные и национальные туристические выставки и ярмарки. Социальные сети как средства распространения информации об участии. Текст и оформление туристических брошюр.

Тема 6. Коммуникация в экскурсионной деятельности

Экскурсовод и его роль в экскурсионном обслуживании. Знания и умения экскурсовода. Сущность, структура и содержание экскурсии.

Тема 7. Туристические ловушки и как их избежать

Время работы заведений. Особенности обслуживания. Транспорт и возможные проблемы. Условия проживания. Законодательство.

Тема 8. Пути решения конфликтов с клиентами

Работа с бизнес-партнерами. Решение спорных вопросов, реакция на жалобы и претензии.

УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА ПО УЧЕБНОЙ ДИСЦИПЛИНЕ
очная (дневная) форма получения высшего образования

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов СРС	Форма контроля
		Лекции	Практические занятия	Семинарские занятия	Лабораторные занятия		
1	2	3	4	5	6	7	8
1.	Культура как отражение концептуальной картины времени		4			2	Дискуссия, презентация
2.	Типология культур: высокий и низкий культурный контекст		6			2	Дискуссия, аудирование
3.	Работа и менеджмент в транснациональных корпорациях		6				Дискуссия, аудирование, сообщение по теме
4.	Профессиональная этика и деловой этикет в различных культурах		2			4	Презентация, сообщение по теме
5.	Переговоры и урегулирование конфликтов в разных культурах		4			4	Дискуссия, аудирование, сообщение по теме, участие в ролевой игре
6.	Культурные ценности и верования		4				Презентация, дискуссия, представление доклада по теме
7.	Культурные императивы и стереотипы: межкультурные, национальные, социальные		4				Анализ текстов по теме, участие в дискуссии
8.	Национально-культурная специфика юмора		4				Доклад по теме, дискуссия, презентация

№						
9.	Культурные метафоры	6				Презентация, выполнение тестовых заданий, дискуссия, устные выступления
10.	Промежуточная аттестация	**40**			**36**	экзамен
Итого за 8 семестр: 88		**40**			**48**	
1.	Международный туризм. Современные тренды	6				Презентация, выполнение тестовых заданий, дискуссия, устные выступления
2.	Туризм в Италии. Бизнес-культура и особенности коммуникации	6			2	Презентация, выполнение тестовых заданий, дискуссия, устные выступления
3.	Туризм в Китае. Анализ особенностей рынка	6			4	Презентация, выполнение тестовых заданий, дискуссия, устные выступления
4.	Туризм в Беларуси. SWOT анализ индустрии	6			4	Презентация, выполнение тестовых заданий, дискуссия, устные выступления
5.	Участие в туристических выставках как способ продвижения брэнда	4				Презентация, выполнение тестовых заданий, дискуссия, устные выступления
6.	Коммуникация в экскурсионной деятельности	4				Анализ текстов по теме, участие в дискуссии
7.	Туристические ловушки и как их избежать	4			2	Презентация, выполнение тестовых заданий, дискуссия, устные выступления
8.	Пути решения конфликтов с клиентами	4				Участие в ролевой игре, устные вы-

						ступления, анализ и обсуждение ситуаций
9.	Промежуточная аттестация					36	экзамен
	Итого за 9 семестр:		**40**			**48**	
	Итого: 176		**80**			**96**	

ИНФОРМАЦИОННО-МЕТОДИЧЕСКАЯ ЧАСТЬ

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ТРЕБОВАНИЯ К ВЫПОЛНЕНИЮ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ

№ п/п	Название раздела, темы	Кол-во часов на СРС	Задание	Форма выполнения	Цель и задача СРС
1.	Культура как отражение концептуальной картины времени	2	Выполнение практических заданий, самостоятельное ознакомление с дополнительными источниками	Выполнение тематических мини-тестов	Углубление и расширение профессиональных знаний по изучаемой дисциплине
2.	Типология культур	2	Изучение дополнительных источников, анализ статей	Подготовка и проведение дискуссии	Углубление и расширение профессиональных знаний по изучаемой дисциплине
3.	Профессиональная этика и деловой этикет в различных культурах	4	Самостоятельное ознакомление с дополнительными источниками по теме, выполнение практических заданий	Подготовка презентаций	Углубление и расширение профессиональных знаний по изучаемой дисциплине
4.	Переговоры и урегулирование конфликтов в разных культурах	4	Разработка рекомендаций, сценария мероприятия, Изучение эффективных стратегий и тактик	Подготовка презентации.	Углубление и расширение профессиональных знаний по изучаемой дисциплине
5.	Промежуточная аттестация	36			экзамен

6.	Туризм в Италии. Бизнес-культура и особенности коммуникации	2	Выполнение практических заданий, изучение дополнительных источников, подготовка к выступлению	Подготовка отчета/доклада на заданную тему	Углубление и расширение профессиональных знаний по изучаемой дисциплине
7.	Туризм в Китае. Анализ особенностей рынка	4	Выполнение практических заданий, изучение дополнительных источников, подготовка к выступлению	Подготовка презентации по теме	Углубление и расширение профессиональных знаний по изучаемой дисциплине
8.	Туризм в Беларуси. SWOT анализ индустрии	4	Выполнение практических заданий, изучение дополнительных источников, подготовка к выступлению	Подготовка к дискуссии по теме	Углубление и расширение профессиональных знаний по изучаемой дисциплине
9.	Туристические ловушки и как их избежать	2	Выполнение практических заданий, подготовка к выступлению	Подготовка доклада по теме	Углубление и расширение профессиональных знаний по изучаемой дисциплине
10.	Промежуточная аттестация	36			Экзамен

ПРОТОКОЛ СОГЛАСОВАНИЯ УЧЕБНОЙ ПРОГРАММЫ УВО

Название дисциплины, с которой требуется согласование	Название кафедры	Предложения об изменениях в содержании учебной программы учреждения высшего образования по учебной дисциплине	Решение, принятое кафедрой, разработавшей учебную программу (с указанием даты и номера протокола)

ДОПОЛНЕНИЯ И ИЗМЕНЕНИЯ К УЧЕБНОЙ ПРОГРАММЕ
ПО ИЗУЧАЕМОЙ УЧЕБНОЙ ДИСЦИПЛИНЕ
на 20__/20__ учебный год

№№ пп	Дополнения и изменения	Основание

Учебная программа пересмотрена и одобрена на заседании кафедры межкультурной коммуникации (протокол № ____ от _____ 20_ г.)

Заведующий кафедрой

_____ _____ _____
(степень, звание)   (подпись)   (И.О.Фамилия)

УТВЕРЖДАЮ
Декан факультета

_____ _____ _____
(степень, звание)   (подпись)   (И.О.Фамилия)

4.2. Литература

Перечень основной литературы

Раздел «Межкультурный дискурс»

1. Samovar, L. A. Communication Between Cultures/L. A. Samovar, R. E. Porter, E. R. McDaniel, C. S. Roy/9th Edition. – Boston : Cengage Learning, 2016. – 432 p.

2. Samovar, L.A. Intercultural Communication: A Reader / L. A. Samovar, R. E. Porter, E. R. McDaniel, C. R. Roy / 14th Edition. – Boston : Cengage Learning, 2015. – 528 p.   Арутюнова, Н. Д. Предложение и его смысл / Н. Д. Арутюнова – М. : Наука, 2004. – 315 с.

Перечень дополнительной литературы

1. Hall, E. T.   [Electronic   resource].   –   Mode   of   access: http://www.edwardthall.com

2. The   Hofstede   Center   [Electronic   resource].   –   Mode   of   access: http://www.hofstede.com

3. Wood, J. T. Gendered lives: Communication, Gender, and Culture / J. T. Wood. – 11th Ed. – Boston : Cengage learning, 2014. – 341 p.

Перечень основной литературы

Раздел «Профессиональное общение»

1. Amore, A. Tourism and Resilience. Individual, Organisational and destination Perspectives / A. Amore, C. M. Hall, G. Prayag. – Channel View Publication, 2017. – 192 p.

2. Jones, L. English for the Travel and Tourism Industry / L. Jones. – Cambridge University press, 2016. – 172 p.

3. Riley, D. Check Your Vocabulary Hotels, Tourism and Catering / D. Riley. – Peter Collin Publishing, 2016. – 52 p.

Перечень дополнительной литературы

1. Becken, S. Climate Change and Tourism: From Policy to Practice / S. Becken, J. Hay. – Routledge, 2016. – 115 p.

2. Becker, E. Overbooked: The Exploding Business of Travel and Tourism / E. Becker. – Simon & Schuster, 2017. – 245 p.

3. Higham, J. Sport Tourism Development / J. Higham, T. Hinch. – Channel View Publications, 2018. – 254 p.

4. Hongliang, Y. Heritage Tourism in China Modernity, Identity and Sustainability / Y. Hongliang. – Channel View Publications, 2017. – 215 p.

5. Maccannell, D. The Ethics of Sightseeing / D. Maccannell. – University of California Press, 2011. – 189 p.

6. Scott, J. Thinking through Tourism / J. Scott. – Berg,2015. – 210 p.

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Содержание

КУЛЬТУРНЫЙ КОНТЕКСТ ПРОФЕССИОНАЛЬНОГО ОБЩЕНИЯ

*Электронный учебно-методический комплекс
для студентов специальности 1-23 01 02 Лингвистическое обеспечение
межкультурных коммуникаций (по направлениям)*

[Электронный ресурс]