

Частное учреждение образования
«Институт современных знаний имени А. М. Широкова»

Факультет гуманитарный
Кафедра межкультурной коммуникации

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МОДУЛЬ 3. МЕЖКУЛЬТУРНЫЕ АСПЕКТЫ ПРОФЕССИОНАЛЬНОГО ОБЩЕНИЯ: ПРОФЕССИОНАЛЬНОЕ ОБЩЕНИЕ

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

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Р е ц е н з е н т ы:

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М74 **Колесник, Т. В.** Модуль 3. Межкультурные аспекты профессионального общения: профессиональное общение : учеб.-метод. комплекс для студентов специальности 1-23 01 02 Лингвистическое обеспечение межкультурных коммуникаций (по направлениям) [Электронный ресурс] / Сост. Т. В. Колесник. – Электрон. дан. (0,5 Мб). – Минск : Институт современных знаний имени А. М. Широкова, 2020. – 77 с. – 1 электрон. опт. диск (CD).

Систем. требования (миним.) : Intel Pentium (или аналогичный процессор других производителей) 1 ГГц ; 512 Мб оперативной памяти ; 500 Мб свободного дискового пространства ; привод DVD ; операционная система Microsoft Windows 2000 SP 4 / XP SP 2 / Vista (32 бит) или более поздние версии ; Adobe Reader 7.0 (или аналогичный продукт для чтения файлов формата pdf).

Номер гос. регистрации в НИРУП «Институт прикладных программных систем» 1162021166 от 22.01.2020 г.

Учебно-методический комплекс представляет собой совокупность учебно-методических материалов, способствующих эффективному формированию компетенций в рамках изучения дисциплины «Модуль 3. Межкультурные аспекты профессионального общения: профессиональное общение».

Для студентов вузов.

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Настоящий электронный учебно-методический комплекс составлен в соответствии с учебной программой по дисциплине «Модуль 3. Межкультурные аспекты профессионального общения: профессиональное общение» и требованиями образовательного стандарта высшего образования ОСВО 1-23 01 02 – 2013 по специальности 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)».

Дисциплина «Модуль 3. Межкультурные аспекты профессионального общения: профессиональное общение» входит в компонент учреждения высшего образования цикла специальных дисциплин.

Основной целью дисциплины «Модуль 3. Межкультурные аспекты профессионального общения: профессиональное общение» является развитие коммуникативной компетенции студентов, позволяющей им интегрироваться в международную профессиональную среду и использовать иностранный (английский) язык как средство профессионального и межкультурного общения.

В задачи дисциплины входит:

– усвоение лексических единиц, лексико-грамматических конструкций и речевых клише, необходимых для осуществления профессиональной коммуникации;

– формирование навыков и развитие всех видов речевых умений, необходимых для таких видов профессиональной деятельности, как деловые встречи, общение по телефону, подготовка презентаций, проведение переговоров и деловых совещаний.

Учебно-методический комплекс предназначен для преподавателей и студентов 4 курса гуманитарного факультета Частного учреждения образования «Институт современных знаний имени А. М. Широкова», обучающихся по специальности 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)».

Цель данного учебно-методического комплекса – создать условия для наиболее эффективной реализации требований образовательной программы по изучаемой дисциплине и образовательного стандарта высшего образования.

Учебно-методический комплекс включает:

- пояснительную записку;
- практический раздел;
- раздел контроля знаний;
- вспомогательный раздел.

Практический раздел ЭУМК содержит тематику практических занятий, список лексических единиц, лексико-грамматических конструкций и речевых клише по каждой теме, перечень профессиональных навыков и умений, необходимых для осуществления различных видов профессиональной деятельности, а также рекомендации по подготовке презентаций и проведению деловых встреч, совещаний и переговоров, включая переговоры по телефону.

Раздел контроля знаний включает задания для самостоятельной работы студентов, примерный перечень вопросов к зачету, тестовые задания для текущего контроля знаний студентов.

В состав вспомогательного раздела входят учебная программа дисциплины и перечень учебных изданий и информационно-аналитических материалов, рекомендуемых для изучения учебной дисциплины.

Учебно-методический комплекс может быть использован при подготовке и проведении практических занятий, при индивидуальном освоении изучаемого материала студентами, а также при организации самостоятельной работы студентов.

1. ПРАКТИЧЕСКИЙ РАЗДЕЛ

1.1. Содержание учебного материала

Тема 1. Деловое общение в мультикультурной среде

Проблемы межкультурной коммуникации. Факторы, влияющие на успешное деловое общение. Деловой этикет в английской культуре. Вежливость и такт. Деловые встречи. Установление дружеских взаимоотношений с деловыми партнерами. Поддержание беседы (small talk). Организация культурной программы для деловых партнеров. Культурные различия. Особенности приглашения в английской коммуникативной культуре. Деловой ужин.

Тема. 2 Телефонный формат общения

Подготовка к телефонному разговору. Как ответить на звонок, принять и передать сообщение? Как назначить и перенести встречу? Как завершить разговор? Запрос и предоставление информации. Выбор стиля в телефонном разговоре. Лексические и грамматические особенности общения по телефону, речевые клише. Межкультурный аспект делового общения по телефону. Ведение переговоров по телефону. Урегулирование претензий клиентов. Достижение соглашения.

Тема 3. Подготовка и проведение презентаций

Правила подготовки эффективной презентации. Структура презентации. Наглядность: рисунки, графики, схемы, диаграммы, слайды, аудио-, видеоматериалы. Приемы удержания внимания аудитории. Принципы композиционного построения текста. Средства обеспечения связности и целостности текста. Общение с аудиторией, ответы на вопросы.

Тема 4. Проведение собраний и совещаний

Эффективная организация совещания. Стадии проведения совещания. Регламент и протокол. Подведение итогов. Коммуникативные проблемы на встречах международного уровня.

Тема 5. Переговорный процесс

Стили ведения переговоров. Переговорные тактики и приемы. Подготовка к проведению переговоров. Типология переговорщиков. Способы убеждения противника. Технологии разрешения конфликтов.

1.2. Тематика практических занятий

MODULE 1 CULTURAL DIVERSITY AND SOCIALISING

Unit 1 Building a Relationship

1. Cross-cultural understanding
2. Welcoming visitors
3. Small talk: keeping the conversation going

Language Checklist

Cultural diversity and socialising (1)

Welcoming visitors

Welcome to ...

My name's ...

Arriving

Hello. My name's ... from ...

I've an appointment to see ...

Sorry - I'm a little late / early.

My plane was delayed ...

Introducing someone

This is ... He / She's my Personal Assistant.

Can I introduce you to ... He / She's our (Project Manager).

I'd like to introduce you to ...

Meeting someone and small talk

Pleased to meet you.

It's a pleasure.

How was your trip? Did you have a good flight / trip / journey?

How are things in (London)?

How long are you staying in (New York)?

I hope you like it.

Is your hotel comfortable?

Is this your first visit to (Berlin)?

Offering assistance

Can I get you anything?

Do you need anything?

Would you like a drink?

If you need to use a phone or fax, please say.

Can we do anything for you?

Do you need a hotel / a taxi / any travel information / etc.?

Asking for assistance

There is one thing I need ...

Could you get me ... ?

Could you book me a car / taxi / hotel / ... ?

Could you help me arrange a flight to ... ?

Can you recommend a good restaurant?

I'd like to book a room for tomorrow night. Can you recommend a hotel?

Skills Checklist

Socialising (1)

Before meeting business partners and fellow professionals from other countries, you could find out about their country:

- the actual political situation
- cultural and regional differences

- religion(s)
- the role of women in business and in society as a whole
- transport and telecommunications systems
- the economy
- the main companies
- the main exports and imports
- the market for the industrial sector which interests you
- competitors.

You might also want to find out:

- which topics are safe for small talk
- which topics are best avoided.

If you are going to visit another country, find out about:

- the conventions regarding socialising
- attitudes towards foreigners
- attitudes towards gifts
- the extent to which public, business and private lives are mixed or are kept separate
- conventions regarding food and drink.

You might also like to find out about:

- the weather at the relevant time of the year
- public holidays
- the conventions regarding working hours
- leisure interests
- tourism
- dress
- body language
- language.

Unit 2 Culture and Entertainment

1. Cross-cultural understanding
2. Inviting and accepting or declining
3. Eating out

Language Checklist

Socialising (2)

Saying what's on and what's available

There's a (good) film / play / concert / on at ...

We have a good theatre in the city ...

There are some ...

- interesting museums / public buildings ...
- good restaurants

Are you interested in ...

- eating out?
- visiting / seeing ... ?

Inviting

Would you be interested in going to see ... ?

I'd like to invite you to have dinner this evening. Is that a good idea?

Responding to an invitation

That would be very nice.

I'd like that.

Thank you. That would be a pleasure.

Declining an invitation

I'd like to, but I'm afraid ...

That would be nice, but unfortunately ...

- I'm rather tired ...
- I have an appointment this evening ...
- I'm rather busy ...
- I have some work to do ...

Stating preference

I like (Japanese) cuisine very much ...

I think I'd like to ...

I think I'd prefer ...

I particularly like (classical) music ...

Looking at a menu

The (fish) sounds nice ...

I think I'd like to try ...

I think I'll have ...

Shall we have a bottle of ... ?

Commenting on an evening out

It's been a lovely evening.

It's been very nice.

Thank you very much for your hospitality.

I enjoyed it very much.

Skills Checklist

Socialising (2)

Before receiving visitors to your company, be prepared to talk in English about your professional field and / or your company and business:

- the professional field you are involved in
- your professional activities
- current research and other projects
- future plans
- the history of your company
- company organisation
- who owns the company
- the number of employees
- the international involvement of your company
- products and services

- the market
- competition.

Be able to talk about:

- your country and your town
- history
- tourism
- museums and public buildings
- entertainment
- cultural and religious centres of interest.

You may wish to talk about:

- education
- transport systems
- the economy
- companies
- exports and imports.

MODULE 2 TELEPHONING

Unit 3 Making and Receiving Calls

1. Preparing to make a telephone call
2. Receiving calls
3. Taking and leaving messages
4. Asking for and giving repetition

Language Checklist

Telephoning (1)

Introducing yourself

Good morning, Aristo.

Hello, this is ... from ...

Hello, my name's ... calling from ...

Saying who you want

I'd like to speak to ... , please.

Could I have the ... Department, please?

Is ... there, please?

Saying someone is not available

I'm sorry he / she's not available ...

Sorry, he / she's away / not in / in a meeting / in Milan.

Leaving and taking messages

Could you give him / her a message?

Can I leave him / her a message?

Please tell him / her ...

Please ask him / her to ring me on ...

Can I take a message?

Would you like to leave a message?

If you give me your number I'll ask him / her to call you later.

Offering to help in other ways

Can anyone else help you?

Can I help you perhaps?

Would you like to speak to his assistant?

Shall I ask him to call you back?

Asking for repetition

Sorry, I didn't catch (your name / your number / your company name / etc.).

Sorry, could you repeat your (name, number, etc.)?

Sorry, I didn't hear that.

Sorry, I didn't understand that.

Could you spell (that / your name), please?

Acknowledging repetition

Okay, I've got that now.

I understand.

I see, thank you.

Skills Checklist

Telephoning: Preparation for a call

Reading – background information

Desk preparation

Have the following available:

- relevant documentation / notes
- correspondence or email received
- computer files on screen
- pen and paper
- diary.

Check time available

How much time do you need?

How much time do you have?

Objectives

Who do you want to speak to?

In case of non-availability, have an alternative strategy:

- call back / be called back – when?
- leave a message
- speak to someone else
- write or fax information
- use email.

Do you want to:

- find out information?
- give information?

Introduction

Do you need to refer to:

- a previous call?
- a letter, order, invoice or email?
- someone else (who?)
- an event (what? when?)

Prediction

What do you expect the other person to say / ask you? How will you respond?

Language

Key phrases (see Language Checklist)

Pronunciation

Spelling

Unit 4 Telephoning Technique

1. Setting up appointments
2. Changing arrangements
3. Ending a call

Language Checklist

Telephoning (2)

Stating reason for a call

I'm ringing to ...

I'd like to ...

I need some information about ...

Making arrangements

Could we meet some time next month?

When would be a good time?

Would Thursday at 5 o'clock suit you?

What about July 21st?

That would be fine.

No, sorry, I can't make it then.

Sorry, I'm too busy next week.

Changing arrangements

We've got an appointment for next month, but ...

I'm afraid I can't come on that day.

Could we fix an alternative?

Confirming information

So ...

Can I check that? You said ...

To confirm that ...

Can you / Can I confirm that by email?

Ending a call

Right. I think that's all.

Thanks very much for your help.

Do call if you need anything else.

I look forward to ... seeing you / your call / your letter / your email / our meeting.

Goodbye and thanks.

Bye for now.

Skills Checklist

Telephoning (2)

Voice

- speed
- clarity
- volume

Structure

- background information
- key information
- repetition, emphasis and confirmation
- possible confirmation by email

Style

- formal / informal
- cold call / new contact / established contact
- in-company vs customer
 - supplier
 - outside agent
- colleague / friend / business associate / public
- company image

Structure of a call

Beginning

introduce yourself
get who you want
small talk
state problem / reason for call

Middle

ask questions
get / give information
confirm information

End

signal end
thank other person
small talk
refer to next contact
close call
check that there's nothing else to say

Unit 5 Problem-Solving on the Telephone

1. Cross-cultural communication on the telephone
2. Handling customer enquiries
3. Complaining and dealing with complaints

Language Checklist

Telephoning (3)

Stating reason for the call

I'm ringing about ...

Unfortunately, there's a problem with ...

I'm ringing to complain about ...

Explaining the problem

There seems to be ...

We haven't received ...

The ... doesn't work.

The quality of the work is below standard.

The specifications are not in accordance with our order.

Referring to previous problems

It's not the first time we've had this problem.

This is the (third) time this has happened.

Three months ago ...

We had a meeting about this and you assured us that ...

Threatening

If the problem is not resolved ...

we'll have to reconsider our position,

we'll have to renegotiate the contract,

we'll contact other suppliers,

the consequences could be very serious.

Handling complaints and other problems

Asking for details

Could you tell me exactly what ... ?

Can you tell me ... ?

What's the ... ?

Apologising

I'm sorry to hear that.

I'm very sorry about the problem / delay / mistake ...

Denying an accusation

No, I don't think that can be right.

I'm sorry but I think you're mistaken.

I'm afraid that's not quite right.

I'm afraid that can't be true.

Skills Checklist

Telephoning (3)

If you receive a complaint:

- consider your company's reputation
- express surprise
- ask for details
- suggest action
- promise to investigate
- make reasonable suggestions, offers to help.

Consider your customer and:

- show polite understanding
- use active listening
- reassure customer.

If you make a complaint:

- prepare for the call
- be sure of the facts

- have documentation available
- decide what you require to resolve the problem – at least partially – or completely.

Who is to blame?

Who is responsible?

Are you talking to the right person?

Was your order or your specifications correct? Were you partly responsible for arrangements which went wrong, e.g. transport?

Does responsibility actually lie elsewhere, i.e. with a third party?

If you do not get what you want:

- keep control-state what you need calmly
- do you need to continue to do business with the other side?
- if you do, keep a good relationship
- express disappointment – not anger
- don't use threats – unless you have to!

MODULE 3 PRESENTATIONS

Unit 6 Planning and Getting Started

1. Presentation technique and preparation
2. The audience
3. Structure. The introduction

Language Checklist

The introduction to a presentation

Greeting

Good morning / afternoon ladies and gentlemen.

(Ladies and) Gentlemen ...

Hello, everyone.

Subject

I plan to say a few words about ...

I'm going to talk about ...

The subject of my talk is ...

The theme of my presentation is ...

I'd like to give you an overview of ...

Structure

I've divided my talk into (three) parts.

My talk will be in (three) parts.

I'm going to divide ...

First ...

Second ...

Third ...

In the first part ...

Then in the second part ...

Finally ...

Timing

My talk will take about ten minutes.

The presentation will take about two hours ... but there'll be a twenty-minute break in the middle.

We'll stop for lunch at 12 o'clock.

Policy on questions / discussion

Please interrupt if you have any questions.

After my talk there'll be time for a discussion and any questions.

Skills Checklist

Effective presentations – planning and preparation

Audience

- expectations
- technical knowledge

- size
- questions and / or discussion

Speaker's competence

- knowledge
- presentation technique

Content

- what to include
- length / depth (technical detail)
- number of key ideas

Structure

- sequence
- beginning, middle, end
- repetition, summarising

Delivery

- style
- formal / informal
- enthusiasm / confidence
- voice
- variety / speed
- pauses
- body language
- eye contact
- gesture / movement
- posture

Visual aids

- PowerPoint
- type / design / clarity
- relevance

Practice

- tape recorder
- script or notes

Room

- size / seating
- equipment (does it work?)
- sound quality

Language

- simple / clear
- spelling
- sentence length
- structure signals

Unit 7 Using Visual Supports

1. General principles on using visual aids
2. Talking about the content of visual aids
3. Describing change

Language Checklist

Using visuals

Types of visual support

visual

film / video

picture / diagram

pie chart

- segment

chart / table

- row / column

graph / bar graph / line graph

- x axis or horizontal axis

- y axis or vertical axis
- left-hand / right-hand axis

lines (in a line graph)

- solid line
- dotted line
- broken line

Comparisons

This compares x with y

Let's compare the ...

Here you see a comparison between ...

Describing trends

| | | | |
|--------------------|-----------------|----------------------|-----------------|
| to go up | | to go down | |
| to increase | an increase | to decrease | a decrease |
| to rise | a rise | to fall | a fall |
| to climb | a climb | to decline | a decline |
| to improve | an improvement | to deteriorate | a deterioration |
| to recover | a recovery | | |
| to get better | an upturn | to get worse | a downturn |
| to level off | a levelling off | | |
| to stabilise | | | |
| to stay the same | | | |
| to reach a peak | a peak | to reach a low point | |
| to reach a maximum | | to hit bottom | |
| to peak | | | |
| to undulate | an undulation | | |
| to fluctuate | a fluctuation | | |

Describing the speed of change

a dramatic

a marked increase / fall

a significant

a slight

dramatically

to increase / fall markedly

slightly

significantly

Equipment

(slide) projector

- slides (Br. Eng.)
- diapositives (Am. Eng.)

computer tools

- laptop
- data projector
- monitor
- PowerPoint
- modem
- Internet download

overhead projector (OHP)

- transparency (Br. Eng.)
- slide (Am. Eng.)

flip chart

whiteboard

metaplan board

Introducing a visual

I'd like to show you ...

Have a look at this ...

This (graph) shows / represents

Here we can see ...

Let's look at this ...

Here you see the trend in ...

Skills Checklist

Using visual supports

Visuals must be:

- well prepared
- well chosen
- clear

Available media

Use media which suit the room and audience size.

- overhead projector (OHP)
- transparencies / OHTs / slides (Am. Eng.)
- slide projector
- slides / diapositives (Am. Eng.)
- video / computer graphics / flip chart / whiteboard
- computer / PowerPoint
- Internet

Use of visual aids

Combination of OHP and flip chart with pens often good.

First visual should give the title of talk.

Second should show structure of talk - main headings.

Keep text to minimum - never just read text from visuals.

Do not use too many visuals - guide is one per minute.

Use pauses - give audience time to comprehend picture.

Never show a visual until you want to talk about it.

Remove visual once finished talking about it. Switch off equipment not in use.

Use of colour

For slides, white writing on blue / green is good.

Use different colours if colour improves clarity of message (e.g. pie charts).

Use appropriate colour combinations: yellow and pink are weak colours on white backgrounds.

Use of room and machinery

Check equipment in advance.

Check organisation of room, equipment, seating, microphones, etc.

Use a pointer on the screen (not your hand).

Have a good supply of pens.

Check order of your slides / OHTs, etc.

You in relation to your audience

Decide appropriate level of formality, and dress accordingly.

Keep eye contact at least 80% of the time.

Use available space.

Move around, unless restricted by a podium.

Use gesture.

Unit 8 The Middle of the Presentation

1. Holding the audience's attention
2. Structure. The main body
3. Listing information
4. Linking ideas
5. Sequencing

Language Checklist

Structure (2) The main body

Signalling different parts in a presentation:

Ending the introduction

So that concludes the introduction.

That's all for the introduction.

Beginning the main body

Now let's move to the first part of my talk, which is about ...

So, first ... To begin with ...

Listing

There are three things to consider. First ... Second ... Third ...

There are two kinds of ... The first is ... The second is ...

We can see four advantages and two disadvantages. First, advantages.

One is ... Another is ... A third advantage is ... Finally ...

On the other hand, the two disadvantages. First ... Second ...

Linking: Ending parts within the main body

That completes / concludes ...

That's all (I want to say for now) on ...

Linking: Beginning a new part

Let's move to (the next part which is) ...

So now we come to ...

Now I want to describe ...

Sequencing

There are (seven) different stages to the process

First / then / next / after that / then (x) / after x there's y, last ...

There are two steps involved.

The first step is ... The second step is ...

There are four stages to the project.

At the beginning, later, then, finally ...

I'll describe the development of the idea.

First the background, then the present situation, and then the prospects for the future.

Skills Checklist

Structure (2) The main body

Organisation of presentation

- logical progression of ideas and / or parts of presentation
- clear development

- sequential description of processes
- chronological order of events, i.e. background → present → future.

Topic

Main parts

Sections

Subsections

Signalling the structure

- use listing techniques
- link different parts
- use sequencing language

Signalling the structure ...

- makes the organisation of the talk clear
- helps the audience to follow
- helps you to follow the development of your talk

Unit 9 The End of the Presentation

1. Structure. The end
2. Summarising and concluding
3. Questions and discussion

Language Checklist

The end of the presentation

Ending the main body of the presentation

Right, that ends (the third part of) my talk.

That's all I want to say for now on ...

Beginning the summary and / or conclusion

I'd like to end by emphasising the main point(s).

I'd like to finish with ...

- a summary of the main points.

- some observations based on what I've said.
- some conclusions / recommendations.
- a brief conclusion.

Concluding

There are two conclusions / recommendations.

What we need is ...

I think we have to ...

I think we have seen that we should ...

Inviting questions and / or introducing discussion

That concludes (the formal part of) my talk. (Thanks for listening) ... Now I'd like to invite your comments.

Now we have (half an hour) for questions and discussion.

Right. Now, any questions or comments?

So, now I'd be very interested to hear your comments.

Handling questions

Understood but difficult or impossible to answer

That's a difficult question to answer in a few words.

It could be ...

In my experience ...

I would say ...

I don't think I'm the right person to answer that. Perhaps (Mr Holmes) can help ...

I don't have much experience in that field ...

Understood but irrelevant or impossible to answer in the time available

I'm afraid that's outside the scope of my talk / this session. If I were you I'd discuss that with ...

I'll have to come to that later, perhaps during the break as we're short of time.

Not understood

Sorry, I'm not sure I've understood. Could you repeat?

Are you asking if ... ?

Do you mean ... ?

I didn't catch (the last part of) your question.

If I have understood you correctly, you mean ... ? Is that right?

Checking that your answer is sufficient

Does that answer your question?

Is that okay?

Skills Checklist

Structure (3) Ending the presentation

A summary

- Restates main point(s).
- Restates what the audience must understand and remember.
- Contains no new information.
- Is short.

A conclusion

- States the logical consequences of what has been said.
- Often contains recommendations.
- May contain new and important information.
- Is short.

Questions

- Inviting questions implies that the audience are less expert than the speaker.
- Beware of the 'nightmare scenario' – total silence! Have one or two prepared questions to ask the audience.
- Keep control of the meeting.

Discussion

- Inviting discussion gives the impression that the audience have useful experience, so is often more 'diplomatic'.
- You still need to control the discussion.

Inviting discussion and questions

- Often the best solution.
- Keep control, limit long contributions, watch the time.

Handling questions

- Listen very carefully.
- Ask for repetition or clarification if necessary.
- Paraphrase the question to check you understand it.
- Give yourself time to think – perhaps by paraphrasing the question.
- Check that the question is relevant. If not, don't answer if you don't want to.
- Refer questioner to another person if you can't answer.
- Suggest you'll answer a question later if you prefer.
- Check that the questioner is happy with your answer: eye contact and a pause is often sufficient.
- Keep control.
- Don't allow one or two people to dominate.
- Be polite.
- Signal when time is running out – 'Time for one last question'.
- At the end, thank the audience.

MODULE 4 MEETINGS

Unit 10 Making Meetings Effective

1. What makes a good meeting?
2. Chairing a meeting
3. Establishing the purpose of a meeting

Language Checklist

Chairing and leading discussion

Opening the meeting

Thank you for coming ...
(It's five o'clock). Let's start ...
We've received apologies from ...
Any comments on our previous meeting?

Introducing the agenda

You've all seen the agenda ...
On the agenda, you'll see there are three items.
There is one main item to discuss ...

Stating objectives

We're here today to hear about plans for ...
Our objective is to discuss different ideas ...
What we want to do today is to reach a decision ...

Introducing discussion

The background to the problem is ...
This issue is about ...
The point we have to understand is ...

Calling on a speaker

I'd like to ask Mary to tell us about ...
Can we hear from Mr Passas on this?
I know that you've prepared a statement on your Department's views ...

Controlling the meeting

Sorry Hans, can we let Magda finish?
Er, Henry, we can't talk about that now.

Summarising

So, what you're saying is ...
Can I summarise that? You mean ...
So, the main point is ...

Moving the discussion on

Can we go on to think about ...

Let's move on to the next point.

Closing the meeting

I think we've covered everything.

So, we've decided ...

I think we can close the meeting now.

That's it. The next meeting will be ...

Skills Checklist

Preparation for meetings

Chair

- Decide objectives.
- What type of meeting (formal or informal, short or long, regular or a 'one-off', internal / external information-giving / discussion / decision-making)?
- Is a social element required?
- Prepare an agenda.
- Decide time / place / participants / who must attend and who can be notified of decisions.
- Study subjects for discussion.
- Anticipate different opinions.
- Speak to participants.

Secretary

- Obtain agenda and list of participants.
- Inform participants and check:
 - room, equipment, paper, materials.
 - refreshments, meals, accommodation, travel.

Participants

- Study subjects on agenda, work out preliminary options.

- If necessary, find out team or department views.
- Prepare own contribution, ideas, visual supports, etc.

The role of the Chair

- Start and end on time.
- Introduce objectives, agenda.
- Introduce speakers.
- Define time limits for contributions.
- Control discussion, hear all views.
- Summarise discussion at key points.
- Ensure that key decisions are written down by the secretary.
- Ensure that conclusions and decisions are clear and understood.
- Define actions to be taken and individual responsibilities.

Unit 11 Participating in Meetings

1. The structure of decision-making meetings
2. Stating and asking for opinion
3. Interrupting and handling interruptions

Language Checklist

Discussion in meetings

Stating opinion

It seems to me ...

I tend to think ...

In my view ...

We think / feel / believe ...

There's no alternative to ...

It's obvious that ...

Clearly / Obviously ...

Asking for opinion

I'd like to hear from ...

Could we hear from ... ?

What's your view?

What do you think about ... ?

Do you have any strong views on ... ?

Any comments?

Interrupting

Excuse me, may I ask for clarification on this?

If I may interrupt, could you say ...?

Sorry to interrupt, but ...

Do you think so? My impression is ...

What? That's impossible. We /I think ...

Handling interruptions

Yes, go ahead.

Sorry, please let me finish ...

If I may finish this point ...

Can I come to that later?

That's not really relevant at this stage ...

Can we leave that to another discussion?

Skills Checklist

Participating in meetings

Types of meeting

- Decision-making meeting
- Information-giving meeting
- Spontaneous / Emergency meeting
- Routine meeting
- Internal meeting
- Customer / Client / Supplier
 - first meeting
 - established relationship

Structure of decision-making meetings

- study / discuss / analyse the situation
- define the problem
- set an objective
- state imperatives and desirables
- generate alternatives
- establish evaluation criteria
- evaluate alternatives
- choose among alternatives

The DESC stages of a meeting

D Describe situation

E Express feelings

S Suggest solutions

C Conclude with decision

Goal of decision-making meetings

Objective: to get a consensus in a time- and cost- effective manner

Importance of communication

- Two-way process
- Participants must be aware of others' needs
- Full communication and understanding is essential
- Four elements in communication: awareness – understanding – empathy – perception

Reaching a consensus

- Discussion leads to consensus
- Consensus is recognised and verbalised by leader
- Decisions checked and confirmed

Unit 12 Ending Meetings

1. Asking for and giving clarification
2. Delaying decisions
3. Ending the meeting

Language Checklist

Ending the meeting

Asking for clarification

- Could you be more specific?
- Can you explain that (in more detail)?
- What do you mean by ... ?

Clarifying

- This means ...
- What I mean is ...
- What I want to say is ...
- To explain this in more detail ...

Checking that the clarification is sufficient

- Is that okay? / Is that clearer now?

Referring to other speakers

- As Peter has already told us ...
- I'm sure Mr Kowski knows about this ...
- Later we'll hear a report from Neil on ...
- Professor Gilberto is certainly aware of ...

Delaying decisions

- I think we need more time to consider this.
- I think we should postpone a decision ...
- Can we leave this until another date?
- It would be wrong to make a final decision ...

Ending the meeting

- *Summarising*

I think we should end there. Just to summarise ...

We've covered everything, so I'd like to go over the decisions we've taken ...

So, to conclude ... we've agreed ...

– *Confirming action*

We'll contact ...

John will ...

We've got to ...

We need to look at ...

– *Referring to next contact*

We'll meet again next month ...

We look forward to hearing from you ...

It's been a pleasure to see you today and I look forward to our next meeting ...

Skills Checklist

Ending meetings

Two general rules

Meeting should end on time!

Decision-making meetings should end with decisions!

The Chair should close the meeting with:

- a restatement of the objectives
- a summary of decisions taken
- a summary of the action now required
- reference to any individual responsibilities.

After the meeting

- A memorandum should be sent to all participants summarising the decisions taken and the action required.
- The memorandum should be sent to any interested individuals who were unable to attend.

- The Chair should seek feedback on the meetings to try to improve future meetings.

Improving meetings

- Motivation to change
- Gather information on present situation
- Identify specific areas needing improvement
- Identify alternative courses of action
- Practise new techniques
- Improvement model.

MODULE 5 NEGOTIATIONS

Unit 13 Effective Negotiating

1. Types of negotiation
2. Preparation for a negotiation
3. Making an opening statement

Language Checklist

Negotiations (1)

Making an opening statement

Welcoming

Welcome to

I'm sure we will have a useful and productive meeting ...

First meeting

We see this as a preparatory meeting ...

We would like to reach agreement on ...

One of a series of meetings

Following previous meetings we have agreed on some important issues. Today we have to think about ...

We have reached an important stage ...

Stating your aims and objectives

I'd like to begin with a few words about our general expectations ...

May I outline our principal aims and objectives today ...

We want to clarify our positions ...

We have a formal agenda ...

We don't have a formal agenda, but we hope to reach agreement on

There are three specific areas we would like to discuss. These are...

We have to decide

Stating shared aims and objectives

Together we want to develop a good relationship ...

We agree that ...

It is important for both of us that we agree on

Handing over

I'd like to finish there and give you the opportunity to reply to this.

I'd like to hand over to my colleague ... , who has something to say about ...

Skills Checklist

Negotiations (1)

Planning and preparation

Type of negotiation

– towards agreement

both teams try to suit joint interests

– independent advantage

each team aims to get best deal

– conflict

a team aims to win and make the other team lose

Purpose of negotiation

– exploratory (possible areas of interest)

– conciliatory (resolving differences)

– work towards a contract

Targets

- scale (e.g. 1-10)
- decide realistic maximum and minimum acceptable scores

Facts and figures

- prepare statistical data
- know facts
- prepare visuals

Strengths and weaknesses

- list your bargaining strengths
- know your possible weaknesses
- calculate your bargaining position

Possible concessions

- plan your bargaining strategy
- list essential conditions – impossible to concede
- list possible concessions

Opening statements

- state general objectives
- state priorities
- state independent (not joint) objectives
- be brief

Unit 14 Negotiating Technique

1. Bargaining and making concessions
2. Accepting and confirming
3. Summarising and looking ahead

Language Checklist

Negotiations (2)

Bargaining

We can agree to that if ...
... on condition that ...
... so long as ...
That's not acceptable unless ...
... without ...

Making concessions

If you could ... we could consider ...
So long as ... we could agree to ...
On condition that we agree on ... then we could ...
Let's think about the issue of ...
We could offer you ...
Would you be interested in ... ?
Could we tie this agreement to ... ?

Accepting

We agree.
That seems acceptable.
That's probably all right.

Confirming

Can we run through what we've agreed?
I'd like to check / confirm / what we've said.
I think this is a good moment to repeat what we've agreed so far.

Summarising

I'd like to run through the main points that we've talked about.
So, I'll summarise the important points of our offer.
Can we summarise the proposals in a few words?

Looking ahead

So, the next step is ...

We need to meet again soon.

In our next meeting we need to ...

So, can we ask you to ... ?

Before the next meeting we'll ...

We need to draw up a formal contract.

Skills Checklist

Negotiations (2) - Bargaining in negotiations

Concession rules

A key principle in negotiating is to give a little and get a little at the same time.

- Ask for concessions.
- *All* concessions are conditional.
- Conditions first: *'If... then ...*
- *'It's a package.'*
- Give what's cheap to you and valuable to them.

During the negotiation

Main speaker

- Create a joint, public and flexible agenda.
- Question needs and preferences.
- Don't talk too much.
- Listen.
- Don't fill silences.
- Build on common ground.
- Explore alternatives: *'What if... ?*
- Be clear, brief and firm.
- Follow concession rules.

Support speaker

- Wait till the Chair or your main speaker brings you in.

- Be clear, brief and firm.
- Follow the concession rules.
- Support your main speaker:
 - Agree (nod, ‘*That’s right ...*’)
 - Emphasise (‘*This point is very important.*’).
 - Add forgotten points (‘*And we must remember ...*’).
 - But don’t make concessions for your main speaker.
 - Listen.
 - Don’t fill silences.

Unit 15 Negotiating Style

1. Types of negotiator
2. Dealing with conflict
3. Rejecting
4. Ending the negotiation

Language Checklist

Negotiations (3)

Dealing with conflict

I think we should look at the points we agree on ...

We should focus on the positive aspects ...

We should look at the benefits for both sides ...

It is in our joint interests to resolve the issue ...

What do you think is a fair way to resolve this problem?

We hope you can see our point of view ...

Let us explain our position ...

Could you tell us why you feel like that?

I think we should look at the whole package, not so much at individual areas of difficulty.

Perhaps we could adjourn for a little while.

I think we need to consider some fresh ideas ...

Rejecting

I'm afraid we can't ...

Before agreeing to that we would need ...

Unfortunately ...

I don't think it would be sensible for us to ...

I think if you consider our position, you'll see that ...

Ending negotiations

So, can we summarise the progress we've made?

Can we go through the points we've agreed?

Perhaps if I can check the main points ...

So the next step is ...

What we need to do now is ...

It's been a very useful and productive meeting.

We look forward to a successful partnership.

Breaking off negotiations

I think we've gone as far as we can.

I'm sorry, but I don't think we're going to agree a deal.

It's a pity we couldn't reach agreement this time.

Unfortunately we appear unable to settle our differences.

It would be better if we looked for some independent arbitrator.

Skills Checklist

Negotiations (3)

Dealing with conflict

Show understanding of the other side's position.

Highlight advantages of agreement.

Don't...

- be sarcastic
- attack

- criticise
- threaten
- blame.

Do ...

- ask questions
- listen
- summarise
- build on common ground
- explain your feelings.

Types of negotiator

Hard

negotiates to win
makes demands

Principled

looks for common benefits
makes offers

Soft

looks for agreement
accepts what's on offer

Rejecting

- Ask for an adjournment.
- Discuss options.
- Remember your limits.
- Decide if your interests are being met: if not, reject the proposal on offer, or suggest alternatives.

After the negotiation

- Compare the result with your objectives, targets and limits.
- Examine the process of the negotiation:

Fighter

win - lose

Independent

advantage

win - win

Creative

negotiator

looks for agreement

- the planning – the strategy – team roles – the issues.
- Learn from failure:
 - what went wrong and why?
 - identify weaknesses and errors
 - discuss and plan ahead.
- Build on success:
 - recognise success
 - praise people
 - develop teamwork and partnership

2. РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ

2.1. Задания для самостоятельной работы студентов

Module 1

Task 1

Think of any professional or business contact you have with other countries. Think about any conventions that are different from those in your country and may affect your dealings with people from these countries. Consider for example:

- conventions of dress
- conventions regarding alcohol and food
- socialising
- shaking hands
- physical contact
- gestures
- eye contact
- humour
- the relationship between work and pleasure
- the relationship between family and work
- family matters.

Module 2

Task 2

Think about any of the following – whichever is most likely for you now or in the future. Prepare the call. Explain the details of the situation to a colleague, then practise the call.

- Ring a company to ask for product details or prices.
- Ring a travel agent to ask about flights to a city you need to visit.
- Ring a hotel to book a night's accommodation.

If possible record your conversation.

Task 3

Work in pairs, A and B, to devise and practise two role plays. First, each of you should think about your own work or real-life situation. Choose a situation where you need to call someone to arrange a meeting. Explain the situation to your partner. Then practise first one conversation, then the other. Remember to end the call appropriately.

Task 4

Think of examples of where you have needed to resolve a problem on the telephone, perhaps with a colleague (an internal problem) or with another company (an external problem).

Did the problem involve a complaint?

Say what the situation was and what problem occurred.

Explain any difficulty you had and say how the problem was resolved.

Task 5

Prepare a conversation typical of the sorts of problems or complaints you are faced with in your working life. Explain the situation and the roles involved to a colleague and then perform the conversation.

Module 3

Task 6

Prepare an introduction to a short talk on one of the following:

- your company and / or its products / services
- any company you know well
- an institution that you know well.

Decide who the audience is. Make notes. Look at the Skills Checklist and remember in particular to consider the points under the heading *Audience*. Look at the Language Checklist.

Do not write the whole text. When you are ready, practise your introduction. If you can, make a recording. When you have finished, answer the following questions:

- Did you make a recording? If you did, listen to it now.
- Does the recording sound well prepared and competent?
- Did you read everything you said from detailed notes?
- Did you talk using only brief notes?
- Did you speak clearly and not too fast?
- Did you outline the topic, structure and content of your talk?
- Did you refer to audience questions and to discussion?
- How could you improve your introduction?

Task 7

Think of your professional or study situation. Prepare any pictures or visuals for use in a presentation. Prepare a description for each one.

Record your description without reading directly from your notes, though you may of course look at the pictures.

If you can, video record your presentation of the pictures. Treat the video camera as 'one of the audience'.

Later, if you video recorded your presentation, watch it first with the sound off. Consider the following:

- the appearance and design of the visual
- your body position in relation to 'the audience'
- any gestures, use of hands, etc.
- your maintaining eye contact.

Now either watch your video recording with the sound on or listen to the audio recording. Consider the following:

- the clarity of your message
- the appropriacy of the words you used
- highlighting of the main facts
- the amount of detail – not too much.

Task 8

Prepare an informal presentation on a topic of your own choice.

- It does not have to concern your work or studies but should be a topic which interests you.
- Think about having a clear introduction and a clear structure.
- Include visual aids if you like.

Give the presentation to your teacher and / or colleagues.

Task 9

Give the end of a presentation on a topic of your choice. Include either a summary or a conclusion and move to questions and / or discussion.

Module 4

Task 10

Summarise your impressions of the meeting you have taken part in. Classify it according to one of the following types:

- decision-making meeting
- information-giving meeting
- discussion meeting.

How effective was the meeting?

How effective was the Chair?

How could the meeting have been better?

Task 11

If you have taken part in a decision-making meeting recently, can you identify any clear structure to the decision-making process, which was:

- similar to that described by Hurst
- similar to the DESC model in the Skills Checklist
- of a different kind? If so, what?

Module 5

Task 12

Either think of any kind of negotiation that you may be involved in at work with colleagues, with your boss, or with another company.

- How do you need to prepare for the negotiation?
- What is your objective in the negotiation?
- Assuming you will not get everything you want, what is your best realistic alternative?
- What is the level at which you could realistically settle?

Or consider a negotiating situation in your private life, for example in negotiating with your bank or with a company trying to sell you a major consumer item, such as a car, a holiday, a house, furniture, etc. Consider the same four questions as above.

Task 13

Think of a negotiation you were recently involved in. What kind of negotiation was it? How do you think it went?

Did you keep to the concession rules included in the Skills Checklist?

If you had the negotiation again, would you do things differently?

Task 14

Think of examples of conflict in negotiations that you have been involved in.

What kind of negotiation was it?

What caused the conflict?

How was the conflict resolved?

Were you happy with this solution?

Do you think the conflict should have been resolved in another way?

Task 15

Think of another negotiation you have been involved in. Was the negotiation a success or a failure? Why?

How would you assess the negotiation in terms of:

- your objectives, targets and limits
- your planning
- the strategy
- team roles and individuals
- the issues
- strengths and weaknesses

2.2. Примерный перечень вопросов к зачету

1. What cultural issues should one think about before meeting business partners from other countries or before visiting another country?
2. Welcoming visitors. What are the typical stages of the first meeting?
3. Entertaining visitors. What is likely to provide acceptable local entertainment for professionals visiting your home town?
4. Preparing to make a telephone call. Receiving calls.
5. Telephoning technique.
6. Problem-solving on the telephone.
7. Presentation technique and preparation.
8. The structure of the presentation.
9. Using visual supports.
10. Making meetings effective.
11. Participating in meetings.
12. Types of negotiation.
13. Negotiating technique.
14. Dealing with conflict.

2.3. Тестовые задания для текущего контроля знаний студентов

Test 1

1 Making arrangements

Complete the dialogue below.

A I'd like to (a) you some time next month, to meet Mr Lomas.

B That's (b) I could give you an (c) next week.

A No, unfortunately I'm (d) next week. The (e) week would be okay.

B Yes, well (f) Thursday morning at 10 o'clock?

A That's good. Please can you (g) by email?

B Yes, of course.

2 Changing arrangements

You have an appointment to see Ms Keppel at 11.30 today. Unfortunately your train is delayed. You will not arrive until 12.30. Telephone Ms Keppel's secretary, John Cousins, to explain the problem. Complete the conversation with suitable words or phrases.

A Hello, Mr Cousins. This is (your name). I (a)..... at 11.30, with Ms Keppel. But unfortunately the train (b) I'm going to be (c)

B I understand. What time do you think you'll arrive?

A About 12.30. Is that a (d) ?

B No, no problem at all.

A Thank you. I am (e) about the (f)

B It's okay. It's not your fault. See you soon. Thanks for (g)

A Thank you. Bye for now.

3 The structure of a call

Put these sentences in the correct order.

A I understand. That's very kind of you. Thank you very much.

B Can I confirm that? The date is 4 December and it's at the Clyde Hotel.

C Excellent. I look forward to seeing you there.

D I'm ringing to find out some information about the Direct Line Conference in December.

E Hello, my name is Patrick / Patricia Lefevre. I'm calling from Paris.

F Could you tell me the date and venue of the conference?

Test 2

1 Introducing a summary or a conclusion

Choose the correct word.

1. That *ends / brings / leaves* the main part. Now we *meet / come to / can do* the conclusion.
2. That's really all I *wanted / can / think* to say. I'd like to *recommend / summarise / conclude* the three things I have described.
3. Can I *finish / recommend / suggest* now with some recommendations?
4. To conclude, I'd like to *speak / tell / say* what I think is the most important thing.

2 Summarising, concluding and recommending

Complete the two paragraphs below with suitable words.

Okay, I think that is the (a) of the (b) part of my talk. I'd now (c) to say a few words in (d) What we have to remember is the importance of good research. In order to get good (e) we must provide enough (f) , so I would like to ask for more people and more money. It's as simple as that. Money and people are the vital resources we need. That's all.

That (g) what I want to say so can I (h) the main points? (i) I talked about the objectives of the Calypso project. (j) I (k) the problems, essentially the lack of resources and the time difficulties we had. We also had personnel problems. Finally I (l) that during this time, our competitors have introduced new products. In (m) , therefore, it is now extremely important to launch a new Calypso product during the current year. Thank you for listening.

3 Introducing questions and discussion

Make correct phrases by matching the verb on the left to the correct words on the right.

- | | |
|-------------|---------------------|
| 1 conclude | a) your views |
| 2 hear | b) my talk |
| 3 have time | c) some comments |
| 4 make | d) a question |
| 5 ask | e) for a discussion |

Test 3

1 Meetings vocabulary

Write the words which match the given definitions.

- 1 A written report of what was said in a meeting.
- 2 People who attend a meeting.
- 3 The purpose or intention of the meeting.
- 4 List of items to discuss in a meeting.
- 5 Person who controls a meeting.
- 6 Change the date of a meeting to a later date.
- 7 To have a break in a meeting.

2 Chairing a meeting

A Complete the following sentences with suitable words.

- 1 to the meeting.
- 2 We have three on the
- 3 The main of the meeting is to reach a decision on the Abacus Project.
- 4 I'd like to hear John's and then we can have a
- 5 I hope we can by 4 o'clock.
- 6 John, can you your main points?
- 7 Does anyone have any ?

8 Let's to the next point.

9 There is not enough time to discuss this. Can we this discussion to another meeting?

10 I think we should the meeting now, as it's after 4 o'clock.

B Choose the right ending to make the chair's remarks below.

- | | |
|--------------------------------------|--|
| 1 I'd like to welcome ... | a) who is going to present a short report. |
| 2 There are three things ... | b) comments on Marie's report? |
| 3 Can I introduce Marie Fischer, ... | c) all the items on the agenda. |
| 4 Does anyone have any ... | d) a date for our next meeting? |
| 5 Let's move ... | e) for coming. |
| 6 So, that's completed ... | f) to the next point. |
| 7 Can we fix ... | g) all for today. |
| 8 I think that's ... | h) on the agenda. |
| 9 Thanks ... | i) everyone to the meeting. |

3 Delaying decisions

Suggest answers to the following questions.

- 1 Can we reach a decision today?
- 2 Have we finished this discussion?
- 3 Can you give us the information we need?
- 4 Have we finished?
- 5 Can we move to the next item for discussion?

4 Ending a meeting

Finish the following sentences.

- 1 I'd like to
- 2 Can we fix ?
- 3 Does anyone ?
- 4 We'll contact
- 5 We'll produce a report

- 6 We look forward to hearing
- 7 Is everyone ?
- 8 So I think the meeting
- 9 That's

Test 4

1 Negotiations vocabulary

Match the word to the correct definition.

- 1 agenda a) a legal document that gives details of an agreement
- 2 compromise b) meeting between at least two parties that aims to reach an
- 3 proposal agreement
- 4 priorities c) plan for the meeting or negotiation
- 5 contract d) information used to help make your point in a negotiation or
- 6 evidence meeting
- 7 negotiation e) agreement that is between the starting positions of both sides in
- 8 agreement a negotiation
- f) most important needs or demands
- g) position (maybe a final one) that both sides accept
- h) offer

2 Preparing for a negotiation

Complete the sentences.

- 1 Not all negotiations (or meetings) have a formal a
- 2 You should know your s and w
- 3 Establish your o
- 4 Have all the i you need.
- 5 Prepare any v supports.
- 6 Prepare an o s

3 About the opening statement

Mark the following statements as True (T) or False (F).

- 1 Everyone present should make an opening statement.
- 2 The opening statement explains the purpose of the meeting.
- 3 It is a good idea to make positive comments about the other side in the negotiation.
- 4 In most situations it is best to try to work with and not against the other side.
- 5 Both sides usually make an opening statement.
- 6 It helps to try to understand the other side's point of view.
- 7 The opening statement explains your minimum requirement from the negotiation.

Test 5

1 Bargaining and making concessions

Choose the right alternative from the words in italics.

- 1 It's okay with us *so long as* / *whereas* you can supply the goods by January.
- 2 *If* / *Unless* the specifications are right, we'll be happy.
- 3 We won't pay that price *if* / *unless* you increase the quantity.
- 4 If you ask us to help you then *we'll* / *we do* send someone immediately.
- 5 If you pay in dollars we *had to* / *will have to* pay bank charges.
- 6 We can offer a discount *but only* / *however* if you pay at the time of the order.
- 7 We can reach agreement *unless* / *on condition* that the price is fixed for two years.

2 Accepting and confirming

Complete the exchanges below.

- Is that (a) ?
- Yes, fine. We (b)
- What do you (c) ?
- We (d) that.
- We're (e) with that.
- Let's (f) what we have agreed.

- Naturally all this will be in the (g)
- Can you (h) this in writing?
- We're glad we have been able to (i) agreement.

3 Ending the negotiation – without agreement

Complete the following sentences.

- 1 on this occasion we cannot agreement.
- 2 I'm sorry we cannot accept this
- 3 We that an agreement is not possible today.
- 4 Perhaps if we a decision we can agree in the near future.
- 5 It's been an interesting meeting we have not been able
- 6 We have tried to find a but it seems without

3. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ

3.1. Учебная программа

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

УТВЕРЖДАЮ

Ректор Института современных
знаний имени А.М.Широкова

_____ А.Л.Капилов

_____ /
Регистрационный № УД- _____/уч.

МОДУЛЬ 3. МЕЖКУЛЬТУРНЫЕ АСПЕКТЫ ПРОФЕССИОНАЛЬНОГО ОБЩЕНИЯ: ПРОФЕССИОНАЛЬНОЕ ОБЩЕНИЕ

Учебная программа учреждения высшего образования

по учебной дисциплине для специальности:

1-23 01 02 Лингвистическое обеспечение межкультурных коммуникаций
(по направлениям)

2019

Учебная программа составлена на основе образовательного стандарта высшего образования ОСВО 1-23 01 02 – 2013 «Высшее образование. Первая ступень» по специальности 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)» и учебного плана Частного учреждения образования «Институт современных знаний имени А.М.Широкова» по специальности 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)», регистрационный № 1-23 01 02-068-2015/д.

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Дисциплина «Модуль 3. Межкультурные аспекты профессионального общения: профессиональное общение» входит в компонент учреждения высшего образования цикла специальных дисциплин. Базовыми по отношению к данной дисциплине являются: «Модуль 3. Межкультурные аспекты профессионального общения: практикум по культуре речевого общения» (1-ый иностранный язык), «Модуль 3. Межкультурные аспекты профессионального общения: межкультурная компетенция», «Первый иностранный язык. Коммуникативная грамматика». Дисциплина «Модуль 3. Межкультурные аспекты профессионального общения: профессиональное общение» изучается в тесной взаимосвязи с дисциплиной «Стратегия коммуникативного поведения».

Основной **целью** дисциплины «Модуль 3. Межкультурные аспекты профессионального общения: профессиональное общение» является развитие коммуникативной компетенции студентов, позволяющей им интегрироваться в международную профессиональную среду и использовать иностранный (английский) язык как средство профессионального и межкультурного общения.

В задачи дисциплины входит:

- усвоение лексических единиц, лексико-грамматических конструкций и речевых клише, необходимых для осуществления профессиональной коммуникации;
- формирование навыков и развитие всех видов речевых умений, необходимых для таких видов профессиональной деятельности, как деловые встречи, общение по телефону, подготовка презентаций, проведение переговоров и деловых совещаний.

В результате изучения дисциплины студент должен:

знать:

- лексико-грамматические структуры и речевые клише, характерные для делового английского языка;

– специфику межличностных отношений и деловой этикет в стране изучаемого языка;

– факторы, влияющие на успешное деловое общение;

– речевой этикет в сфере делового общения;

– типологию переговорщиков и способы убеждения противника;

уметь:

– использовать иностранный язык в качестве инструмента профессиональной деятельности;

– осуществлять выбор речевых стратегий, тактик и языкового материала в соответствии с коммуникативной ситуацией;

– правильно композиционно составлять текст доклада, презентации;

– организовывать и проводить деловое совещание;

– применять переговорные тактики и приемы в ходе проведения переговоров;

владеть:

– фонетическими, грамматическими, лексическими, стилистическими нормами

языка профессионального общения;

– навыком публичных выступлений (доклады, презентации)

– приемами проведения эффективной презентации

Освоение дисциплины обеспечивает формирование **академических, социально-личностных и профессиональных компетенций** специалиста.

Требования к академическим компетенциям специалиста

Специалист должен:

– АК-1. Уметь применять базовые научно-теоретические знания для решения теоретических и практических задач;

– АК-4. Уметь работать самостоятельно;

– АК-6. Владеть междисциплинарным подходом при решении проблем;

- АК-7. Иметь навыки, связанные с использованием технических устройств, управлением информацией и работой с компьютером;
- АК-8. Овладеть навыками устной и письменной коммуникации;
- АК-9. Уметь учиться, повышать свою квалификацию в течение всей жизни.

Требования к социально-личностным компетенциям специалиста

Специалист должен:

- СЛК-2. Быть способным к социальному взаимодействию;
- СЛК-3. Обладать способностью к межличностным коммуникациям;
- СЛК-5. Быть способным к критике и самокритике;
- СЛК-6. Уметь работать в команде;
- СЛК-7. Обладать системой знаний о социальной действительности и о себе;
- СЛК-8. Уметь реализовывать сценарии поведения в типичных ситуациях;
- СЛК-11. Иметь опыт публичной коммуникации;
- СЛК-13. Быть способным к критическому мышлению.

Требования к профессиональным компетенциям специалиста

Специалист должен быть способен:

- ПК-1. Владеть сложными коммуникативными навыками и умениями: быть способным к формированию новых навыков и умений в иных социальных структурах и социокультурных ситуациях;
- ПК-4. Реализовывать требуемый ролевой репертуар в рамках профессии;
- ПК-5. Обладать способностью убеждать;
- ПК-6. Владеть навыками публичной речи на родном и на не менее чем двух иностранных языках;
- ПК-7. Уметь адекватно интерпретировать коммуникативное поведение представителей иной культуры;

- ПК-16. Готовить доклады, материалы к презентациям и пользоваться глобальными ресурсами;
- ПК- 21. Эффективно взаимодействовать в мультикультурном коллективе;
- ПК-22. Проводить консультации по вопросам обычаев, традиций, этикета, иерархической вариативности поведения, тематических ограничений в общении в различных этнокультурных сообществах;
- ПК-23. Вырабатывать и принимать профессиональные решения, корректировать собственную деятельность и деятельность других участников процесса межкультурной коммуникации;
- ПК-28. Обладать способностью поддерживать инновационные проекты в области организации труда, обслуживания, управления.

Форма получения высшего образования – очная.

На изучение учебной дисциплины отводится 160 академических часов, из них 80 аудиторных часов (практические занятия) в 7-м семестре, 80 часов – самостоятельная работа студентов.

Текущая аттестация: зачет –7 семестр.

СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

Тема 1. Деловое общение в мультикультурной среде

Проблемы межкультурной коммуникации. Факторы, влияющие на успешное деловое общение. Деловой этикет в английской культуре. Вежливость и такт. Деловые встречи. Установление дружеских взаимоотношений с деловыми партнерами. Поддержание беседы (small talk). Организация культурной программы для деловых партнеров. Культурные различия. Особенности приглашения в английской коммуникативной культуре. Деловой ужин.

Тема 2. Телефонный формат общения

Подготовка к телефонному разговору. Как ответить на звонок, принять и передать сообщение. Как назначить и перенести встречу. Как завершить разговор. Запрос и предоставление информации. Выбор стиля в телефонном разговоре. Лексические и грамматические особенности общения по телефону, речевые клише. Межкультурный аспект делового общения по телефону. Ведение переговоров по телефону. Урегулирование претензий клиентов. Достижение соглашения.

Тема 3. Подготовка и проведение презентаций

Правила подготовки эффективной презентации. Структура презентации. Наглядность: рисунки, графики, схемы, диаграммы, слайды, аудио-, видеоматериалы. Приемы удержания внимания аудитории. Принципы композиционного построения текста. Средства обеспечения связности и целостности текста. Общение с аудиторией, ответы на вопросы.

Тема 4. Проведение собраний и совещаний

Эффективная организация совещания. Стадии проведения совещания. Регламент и протокол. Подведение итогов. Коммуникативные проблемы на встречах международного уровня.

Тема 5. Переговорный процесс

Стили ведения переговоров. Переговорные тактики и приемы. Подготовка к проведению переговоров. Типология переговорщиков. Способы убеждения противника. Технологии разрешения конфликтов.

УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА ПО УЧЕБНОЙ ДИСЦИПЛИНЕ

| Номер раздела, темы | Название раздела, темы | Количество аудиторных часов | | | | самостоятельная работа студента | Формы Контроля знаний |
|---------------------|--|-----------------------------|---------------------|----------------------|----------------------|---------------------------------|-----------------------------------|
| | | лекции | семинарские занятия | практические занятия | лабораторные занятия | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 10 |
| 1. | Деловое общение в мультикультурной среде | | | 12 | | 16 | ролевая игра дискуссия тест |
| 2. | Телефонный формат общения | | | 16 | | 14 | ролевая игра тест |
| 3. | Подготовка и проведение презентаций | | | 20 | | 16 | дискуссия презентация тест |
| 4. | Проведение собраний и совещаний | | | 16 | | 16 | ролевая игра тест |
| 5. | Переговорный процесс | | | 16 | | 18 | дискуссия ролевая игра тест |
| Итого: 160 | | | | 80 | | 80 | |

ИНФОРМАЦИОННО-МЕТОДИЧЕСКАЯ ЧАСТЬ

ПЕРЕЧЕНЬ ОСНОВНОЙ ЛИТЕРАТУРЫ

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Вопросы к зачету по дисциплине «Модуль 3. Межкультурные аспекты профессионального общения: профессиональное общение»

1. What cultural issues should one think about before meeting business partners from other countries or before visiting another country?
2. Welcoming visitors. What are the typical stages of the first meeting?
3. Entertaining visitors. What is likely to provide acceptable local entertainment for professionals visiting your home town?
4. Preparing to make a telephone call. Receiving calls.
5. Telephoning technique.
6. Problem-solving on the telephone.
7. Presentation technique and preparation.
8. The structure of the presentation.
9. Using visual supports.
10. Making meetings effective.
11. Participating in meetings.
12. Types of negotiation.
13. Negotiating technique.
14. Dealing with conflict.

Образовательные технологии

Дисциплина «Модуль 3. Межкультурные аспекты профессионального общения: профессиональное общение» предусматривает использование следующих инновационных образовательных технологий: ролевые игры, презентации, дискуссии. В ходе обучения активно используется парная и групповая работа, аудиовизуальные средства.

Требования к выполнению самостоятельной работы студентов

| № п/п | Название раздела, темы | Кол-во часов на СРС | Задание | Форма выполнения | Цель или задача СРС |
|-------|--|---------------------|--|--|--|
| 1 | Деловое общение в мультикультурной среде | 16 | Подготовка к ролевой игре Презентация «Деловой этикет в английской культуре» Разработка культурной программы для деловых партнеров | Подготовка к практическим занятиям Работа с электронными образовательными ресурсами Изучение дополнительной учебной литературы | Формирование навыков и развитие умений |
| 2 | Телефонный формат общения | 14 | Составление диалога Подготовка к ролевой игре Изучение особенностей общения по телефону, разработка рекомендаций | Подготовка к практическим занятиям Работа с электронными образовательными ресурсами Изучение учебной литературы | Формирование навыков и развитие умений |
| 3 | Подготовка и проведение презентаций | 16 | Подготовка и презентация доклада Подготовка к дискуссии Подготовка презентации / рекламного ролика | Подготовка к практическим занятиям Работа с электронными ресурсами | Формирование навыков и развитие умений |

| | | | | | |
|---|---------------------------------|----|--|--|--|
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ПРОТОКОЛ СОГЛАСОВАНИЯ УЧЕБНОЙ ПРОГРАММЫ

| | | | |
|---|------------------|---|---|
| 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) |
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ДОПОЛНЕНИЯ И ИЗМЕНЕНИЯ К УЧЕБНОЙ ПРОГРАММЕ УВО на 201__/201__ учебный год

| №№ пп | Дополнения и изменения | Основание |
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