

АНГЛИЙСКИЙ ЯЗЫК: МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ

Учебная программа дисциплины

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➤ Практикум

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The people of the world are bigoted and unenlightened: invariably they regard what is like them as right, and what is different from them as wrong.

They do not realize that the types of humanity are not uniform, that it is not only impossible to force people to become different but also impossible to force them to become alike. (Yung Cheng 1727)

INTRODUCTION

“Intercultural communication” has become one of the “hottest” labels of our times, but more and more people are becoming aware of the fact that “soft skills” are no substitute for technical know-how, and that without that knowledge they have little chance of succeeding in the global village.

All international business activity involves communication. Within the international and global business environment, activities such as exchanging information and ideas, decision making, negotiating, motivating, and leading are all based on the ability of managers from one culture to communicate successfully with managers and employees from other cultures.

Communication does not necessarily result in understanding. Cross-cultural communication continually involves misunderstanding caused by misperception, misinterpretation, and misevaluation. When the sender of a message comes from one culture and the receiver from another, the chances of accurately transmitting a message are low. Foreigners see, interpret, and evaluate things differently, and consequently act upon them differently. In approaching cross-cultural situations, one should therefore assume difference until similarity is proven. It is also important to recognise that all behavior makes sense through the eyes of the person behaving and that logic and rationale are culturally relative. In cross-cultural situations, labeling behavior as odd usually reflects culturally based misperception, misinterpretation, and misevaluation; rarely does it reflect intentional malice or pathologically motivated behavior. Unwritten rules reflect a culture's interpretation of its surroundings.

This book aims to provide those involved with business communication with an introduction to this fascinating interdisciplinary field. Unit 1 looks at different business cultures and cultural differences, Unit 2 provides a survey of some key cultural dimensions, while Unit 3 focuses on the intercultural aspect of communication skills that business people need to function effectively. Units 4 and 5 include examples from a selection of cultures of special interest to the business community. The final section, Unit 6, provides hints on ways of training people to develop intercultural skills, as well as a bibliography and tests.

The approach is interactive, with exercises that encourage readers to reflect on their own attitudes and experience, before comparing richer answers to those suggested in the book. The aim is to introduce students to the subject, to supplement rather than replace their own experience, reflection, and training. Comments can be regarded as mere suggestions: there are often no black and white answers.

UNIT 1

The aim of the unit is to teach you to see what culture is; to invite everybody to think about business from cross-cultural perspective; and to help explore issues of intercultural communication in the business context.

Lesson 1. Culture and cultural differences

Insight into the topic

Suppose you are an efficient businessman/business lady, you've mostly worked in Europe. Now your firm is expanding to Asian market. You are European languages fluent, persistent and ambitious. To start with you need to win a tender. Are you sure you'll get where you want? Why?

Vocabulary

1.1. Define the underlined words, getting advantage of the helpful phrases given (development; cultivate; refined; to be distinguished from one another; a system of values; intellectual development; image; to bring to; stress; state; diversity; confusion)

1. Physical culture is important but we must not neglect the culture of the mind. 2. Universities should be centres of culture. 3. The culture of Eskimos is studied by anthropologists. 4. He is a man of considerable culture. 5. The European invaders used to think that their mission was to disseminate culture among aborigines. 6. A cultured person would never criticize other nation's traditions. 7. Corporate culture is especially important for companies operating on the international arena. 8. While speculating on world issues, we mustn't leave behind cultural differences. 9. John found life in London a bit of a culture shock at first. 10. Culturally, the city has a lot to offer.

1.2. Study the dictionary entry below and try to define "culture" in the business context:

cul-tural *adj* [usually before noun] **1** connected with the culture of a particular society or group, its customs, beliefs, etc: *cultural differences between the two communities* ◇ *economic, social and cultural factors* **2** connected with art, literature, music, etc: *a cultural event* ◇ *Europe's cultural heritage* ◇ *The orchestra is very important for the cultural life of the city.*
cul-tur-al-ly /-rəli/ *adv*

cul-ture *n, v*

- *n*
WAY OF LIFE 1 [U] the customs and beliefs, art, way of life and social organisation of a particular country or group: *European /Islamic /American culture* ◇ *working-class culture* **2** [C] a country, group, etc. with its own beliefs, etc: *The children are taught to respect different cultures.* ◇ *the effect of technology on traditional cultures*

ART/MUSIC/LITERATURE 3 [U]
art, music, literature, etc., thought of as a group: *Venice is a beautiful city full of culture and history.* ◇ **popular culture** (= that is enjoyed by a lot of people) ◇ *the Minister for Culture*

BELIEFS/ATTITUDES 4 [C, U]
the beliefs and attitudes about sth that people in a particular group or organisation share: *The political cultures of the United States and the United Kingdom are very different.* ◇ *A culture of failure exists in some schools.* ◇ *company culture* ◇ *We are living in a consumer culture.*

GROWING/BREEDING 5 [U]
(*technical*) the growing of plants or breeding of particular animals in order to get a particular substance or crop from them: *the culture of silkworms* (= for silk)

CELLS/BACTERIA 6 [C] (*biology, medical*) a group of cells or bacteria,

especially one taken from a person or an animal and grown for medical or scientific study; the process of obtaining and growing these cells: *a culture of cells from the tumour* ◇ *Yogurt is made from active cultures.* ◇ *to do/take a throat culture*

• v
[VN] (*biology, medical*) to grow a group of cells or bacteria for medical or scientific study

cul-tured adj 1 (*of people*) well educated and able to understand and enjoy art, literature, etc. **2** (*of cell or bacteria*) grown for medical or scientific study **3** (*of pearls*) grown artificially

culture shock n [C,U] a feeling of confusion and anxiety that sb may feel when they live in or visit another country

Information

What is culture?

Culture can be defined as all the elements which come together to form the way of thinking and acting which allows one group of people to be distinguished from another and it includes, among other things, a system of values.

In this course, culture is not used in the sense of literature, music, and art, but rather in the sense of a shared system of attitudes, beliefs, values, and behaviour.

Various models have been used to illustrate the concept. It can be seen as an iceberg, for instance, with the tangible expressions of culture and behaviour above the surface of the water, and the underlying attitudes, beliefs, values, and meanings below the surface. Depending on the individual's perspective, those involved in in-

tercultural interactions could be on a cruise liner approaching the iceberg, or the Titanic about to crash into it.

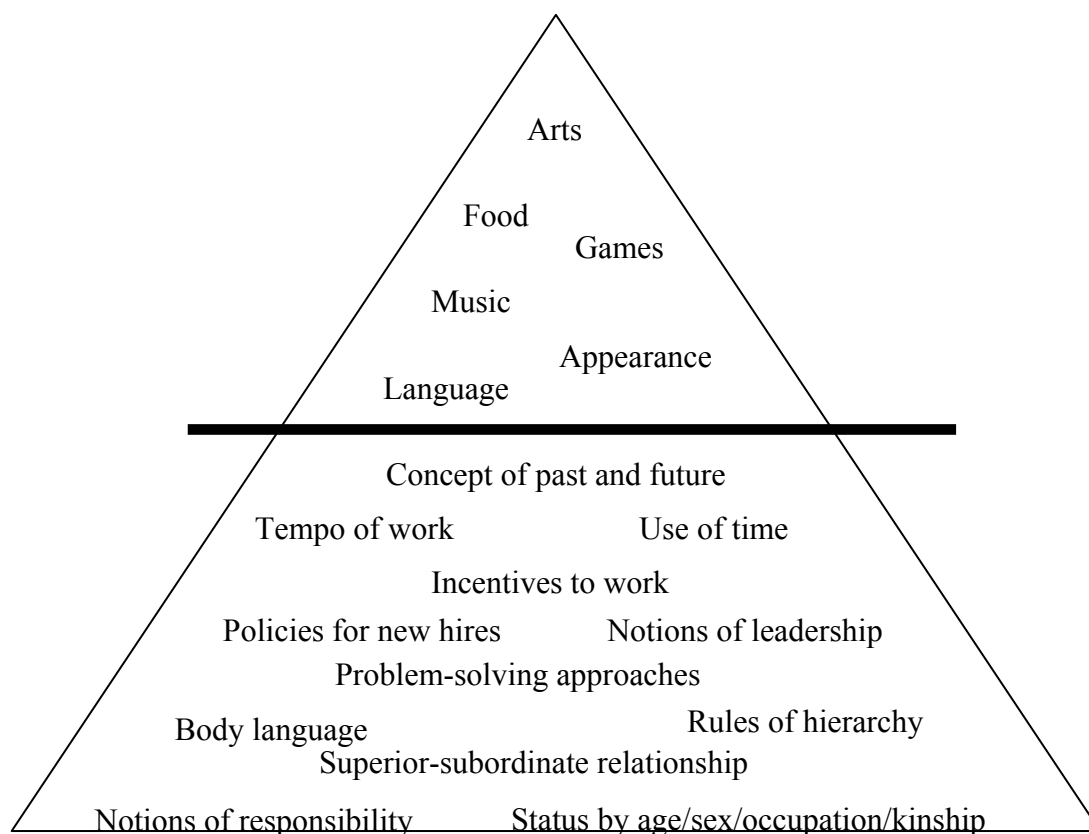


Fig. 1.1. Cultural iceberg

Types of culture

When interculturalists use the word *culture* they do not just mean national culture, but the whole range of different types of culture. These include:

- corporate culture (for example, the culture of Microsoft);
- professional culture (for example, the culture of lawyers or doctors);
- gender culture (the different cultures of men and women);
- age culture (the different cultures of young, middle-aged, and old people);
- religious culture (for example, Catholicism, Protestantism, Islam);
- regional culture (for example, Northern and Southern Italy);
- class culture (working class, middle class, and upper class).

In business environment, understanding cultural differences is essential; different attitudes, different behaviour, different values must all be understood and accepted if successful business dealings are to take place.

Language expansion

1.3. Paraphrase the statements below, getting advantage of the vocabulary:

1. Culture means the acquainting of ourselves with the best that has been known and thought in the world. 2. Australia has its own cultural identity, which is

very different from that of Britain. 3. Britain is known to be a culturally diverse society. 4. This country has a rich cultural heritage. 5. They are studying the Greek culture. 6. This course is a good opportunity for students to learn about other cultures. 7. The USA is often accused of cultural imperialism. 8. A cultural person knows a lot about music, art, theatre, etc. 9. You won't find much culture in this sleepy little town, I am afraid. 10. They enjoy cultural activities like going to the theatre and the opera. 11. The French are culturally sophisticated people. 12. Working late hours for very little money seems part of the company culture.

1.4. Express your point of view. Give your reasons:

It goes without saying, that...	1. There is a single European market but it doesn't mean that managers behave the same in Greece as they do in Denmark.	
It's often taken for granted, that...	2. Cultural awareness can make or break the deal...	in order to (not
It's doubtful, whether...	3. It's always nice to be exposed to different cultures...	to)...
It's natural, that...	4. An Egyptian will experience a culture shock in Siberia.	since...
It's a widely spread misconception, that...	5. Norms of behaviour are the same in different countries.	for...
It's a mere hypothesis, that...	6. Europeans bring culture to people of Africa.	because...
It still remains to be proved, whether...	7. Cultural diversity is fully understood by people in business environment.	as...

Discussion

1.5. To sum up the information answer the questions below:

- a) Is it vital for you personally to study culture?
- b) Have you ever been abroad?
 - ✓ If "yes" - have you got a culture shock?
 - ✓ If "no" - are you going to?
- c) When asked to describe yourself, do you think of yourself as belonging to

a particular nationality, religious, or ethnic group? If so, which ones, and why?

d) What experiences have you had that increased your sense of belonging to a particular group?

e) How has your own background influenced:

- ✓ the way you spend your holidays?
- ✓ the way you express yourself, verbally and non-verbally?
- ✓ the way you think about and relate to other groups?
- ✓ the way you choose your friends?

f) What experiences have you had with people from cultural backgrounds different from your own concerning:

- ✓ friendships?
- ✓ social relationships?
- ✓ working relationships?
- ✓ travel contacts?
- ✓ media exposure (films, TV, etc.)?

g) Have you ever experienced any communication problem because of differences between your own and another person's cultural background?

h) What can individuals do to make communication between themselves and people of other cultural backgrounds more effective?

1.6. Comment on these statements:

1. Globalisation means that there is now one business culture everywhere in the world.

2. If they want to do business with me, then they'll have to adapt to my culture.

3. "When in Rome, do as the Romans do."

4. It's impossible to generalise about cultures – there are so many differences.

5. Intercultural training just confirms stereotypes.

6. Today I'm dealing with the Americans, tomorrow with a group from Japan. I can't possibly learn all I need to know about all the cultures I have to deal with.

7. What I need when I go abroad is a list of dos and don'ts.

Comments

These statements reflect some of the attitudes which can create barriers to successful intercultural communication.

1. Business people do share certain beliefs and values, but it is highly misleading to believe that they are always stronger than other types of cultural influence (for example, national culture). Even McDonalds, which tries to standardise its products, has to adapt them to local taste, for instance, by serving lamb rather than beefburgers in India. The pressure of globalisation can also lead to the strengthening of local identities; in Europe, for instance, the growth of the European Union is arguably leading to the strengthening of regional identity (as in the case of Scotland). The idea that people from different cultures can be fused together is at the heart of the concept of the "melting pot", which was widely believed in the USA until the mid-20th century. It was succeeded by concepts of cultural plural-

ism, or the “salad bowl”, where individual elements retain their own identity.

2. This is an ethnocentric approach, and is unlikely to lead to success in business. Many opportunities will be missed if this is taken into account. The example of the use of the English language in Daimler Chrysler illustrates this.

3. This is a commonly used phrase, and is useful in that it stresses the importance of considering the culture of the host. In practice, culture is so deeply rooted that it is not possible to change one's original culture and take on a new one.

4. Clearly, care should always be taken with generalisations, but at times they are necessary, and they can be useful as long as allowance is made for individual differences.

5. Bad intercultural training can do this. Good training avoids stereotyping, and encourages trainees to change their view in the light of what they observe.

6. Although this is true, intercultural training can sensitise you to the sorts of factors that may be influencing communication.

7. Simple lists of dos and don'ts are of rather limited help in making communication successful. While they are appealing to the busy business person, really effective intercultural interaction requires more than a knowledge of a few basic facts.

1.7. Complete the utterances, choose the most accurate and justify your choice:

How necessary to learning a language is the learner's cultural integration?

Cultural integration is vital to language learners in order to ...

1) ... acquire the language while immersing themselves into the whole culture of the language, and to identify themselves with and become part of that society;

2) ... acquire the language to serve some utilitarian purpose, such as securing a job, or a place at a university. Language learners are neither concerned with the culture, nor interested in developing any feeling of affinity with the native speakers of that languages.

Reading

Text 1. Cultural Differences

Is the sun red or yellow? Should you crack a joke in a business presentation? Are such questions important? Is it only language you need to learn?

International business people often invest time and money in improving their knowledge of foreign languages in order to be able to communicate with colleagues from around the world. Language, of course, is vital, but it is only half the problem.

There are hidden rules for playing the game of doing business with people of other cultures. It is all too easy to "put your foot in it" by making mistakes which can upset your foreign counterparts.

An American, greeting a mid-European businessman by saying "Hi Dieter, great to meet you!" may not be favorably regarded in a country where more formal modes of address are usual.

In the West, business cards are given a cursory glance and pocketed. In Japan, they are highly regarded, looked at closely and left on the table during a business meeting.

In Britain, most business presentations would include a joke. In many other countries, this would be unheard of.

Will you cause offence if you refuse to eat something generally regarded as inedible in your country? Your counterpart may be watching your reaction when he offers you this local delicacy.

Small talk and relationship building are considered highly important in some parts of the world; talking about the weather, the wine and the local area come before business. In other places, people get down to business immediately.

It is important to know the way things are usually dealt with in your host country. Problems arise because we see things differently. It helps to be aware of how other nationalities perceive certain things.

The Japanese see the sun as red. It is an important national symbol which appears on their flag. When Japanese children paint pictures, they paint a red sun. European and American children paint the sun yellow. When children travel and see the sun painted in a different colour, they are surprised and find it very strange.

Adults find these differences harder to accept. Both sides may feel uneasy because they are unsure of the rules of the game in the opposite culture.

It is, however, very dangerous to have stereotyped views of what the other culture is like. Such views are often narrow and can cause criticism and intolerance. "A little knowledge is a dangerous thing" and can encourage you to make predictions about what will happen in your business transactions. If your ideas are too narrow, you may be surprised at all the people you meet who do not fit into your pattern and who behave differently from the way you predicted they would.

Our ideas then, have to be flexible and constructed from thorough research and observation. We should also recognise that it is not only people's national background that influences their behaviour and personality, but also their particular regional background, their personal background and their company culture.

Comprehension

1. When you read an article, you can often guess the words you do not know from the context. Find words or expressions in the above article which have the following meanings:

- a) say or do something wrong or inappropriate, usually as a result of thoughtlessness, and so cause an awkward situation;
- b) quick and not thorough;
- c) something to eat which is considered rare or expensive;
- d) say or do something wrong or stupid;
- e) something done without attention to details; quick, hurried;

- f) deal seriously with something; tackle;
- g) become aware of something esp. through the eyes or demand.

2. Write a short summary of the text.

3. Polite speech. In business dealings with English speakers, it is important not to offend other people by being rude or too direct. You can make a negative statement sound more positive by your choice of words. The sentences on the left below are rather too blunt. Match them with the more tactful sentences on the right.

- | | |
|---------------------------------|--------------------------------------------------------|
| 1. It's too expensive to do it. | a. Is that really very sensible this way? |
| 2. You're telling lies. | b. I'm afraid Wednesday is not very convenient for me. |
| 3. The room is filthy. | c. I find that rather difficult to believe. |
| 4. That is stupid. | d. The room isn't very clean. |
| 5. Wednesday is impossible. | e. Wouldn't it be cheaper to do it another way. |

4. Contact across cultures. Problems in international business relationships are not always caused by language difficulties. Fill each of the blanks in the following text. Use one word only in each space.

Doing business with people of other nationalities involves more than learning foreign languages. There are often cultural differences _____ people of different national backgrounds. These differences sometimes complicate business relationships _____ negotiations. It _____ important to be aware _____ your own cultural tendencies as _____ as those of your business partners. The areas which we need to be aware _____ include body language, gesture, socialising, customs, attitudes _____ punctuality and dress _____ business practice. It is useful to know, _____ example, that the British _____ hands less often than other European people, that Americans _____ first names _____ often than many other nationalities and that the Japanese _____ that harmony and consensus _____ very important. We _____ find out about other cultures _____ reading and talking to _____ with experience. When we _____ other countries, it is important to _____ good observers and listeners. We _____ avoid criticising other cultures and realise that we all have similar problems but different ways of dealing with them.

5. Study the following extract

In Europe, broadly speaking, cultural variations differentiate the citizens of Northern countries from those of Southern Europe, and experts have identified some of the areas in which these variations come into play.

How the citizen relates to the State. Northern countries see liberty as substantive: the individual may do anything as long as it is not expressly forbidden by the state. In France or Spain, it is additive: you may do it only if the government

says you may.

The conception of what should be organized. In the north, management is a set of tasks to be achieved, and the structure is built for that purpose. In the south, the people involved are central, and the organization is created to manage the relationships.

The role of authority. Northerners vest power in the office and southerners ascribe it to the person. In the north, it may be difficult to find out who is in charge, whereas in the south, the signs of status are immediately perceptible.

Meetings. In the north, meetings invariably begin on time, tend to be rather formal and rarely overrun the allotted schedule. In the south, they are full of interruptions, spontaneous changes and disregard for agenda and time. The two systems do not mesh.

Attitudes to work. One of the greatest fallacies is that northerners are hard-workers and southerners are lazy. Nevertheless, attitudes to work differ immensely. People from northern, protestant traditions "live to work", while southern catholics "work to live".

Self expression. One of the most obvious, and frequent causes of north-south misunderstanding is the extent to which people express themselves. The stereotype is well-known: southerners tend to be spontaneous, colourful, and physical; northerners are more organized, regulated, and distant.

6. Reflect on any experiences of culture clash you have had, and how you dealt with them

1. Where did the incident occur?
2. Who was involved?
3. What exactly happened?
4. What did you feel at the time?
5. How far do you think the incident was caused by cultural factors?
6. How has your behaviour changed since?

Text 2. When in Tokyo...

Businessman Freddie Marsh knows how to behave abroad. In Ethiopia, he arrives an hour late for meetings; in Egypt he holds hands with his business colleagues. After doing business for 24 years in more than 80 countries, Marsh has become an expert in foreign etiquette. Once a consultant on exports for The United Nations and foreign governments, he lectures all over the world on the dos and don'ts of business travel.

"I teach the sort of things that businessmen should avoid in order not to give offense in a country," says Britisher Marsh, "and what they should do to give a better impression". While his guidelines do not guarantee the *clinching of a deal*, they certainly put the businessman one step ahead of his competitors. Here, in his words, is Marsh's quick round-the-world guide:

JAPAN

Never go to Japan without an enormous *wad* of business cards. And make sure the cards are translated into Japanese, because in Japan the business or visiting card is studied very carefully. At a convention or meeting with a managing director, it is no use just *flipping* your card across the table. You should take more care and present your card before the meeting. This gives your contact more time to study the details and to see what position you occupy in the business hierarchy. And then when you are introduced, you must *bow*. The amount of bowing you do is determined by your position. But whether you are a typist or a manager, the golden rule is: if someone bows, you bow back.

When it comes to negotiating, the Japanese never say no. They will find 101 different ways to say yes, but this does not mean "Yes, we agree to your terms"; it means "Yes, we hear what you are saying."

There is a strong feeling of *saving face* in Japan; they just do not like to upset people by saying no. So don't put all of your cards on the table, or you might find you haven't got the deal after all.

Advertising can also confuse the Japanese. A food company had little success promoting its spaghetti sauce with a promise that its flavor was genuinely Italian. This promise was meaningless to most Japanese people, who could not even find Italy on a map of the world.

Finally, avoid doing business on the fourth of the month. In Japan the number four is very unlucky, because the word for four also means death.

CHINA

You may be relieved to hear that there are no *lingering* after-dinner speeches in China. Lots of little toasts are given throughout the meal, but once the meal is over, people leave. And be careful where you sit. The host and chief guest are always seated at the *spot* farthest away from the door.

And once again, be careful with your advertising campaigns. The slogan "Come Alive with the Coca-Cola Generation" must have caused a few *giggles*, because when translated into Chinese it meant, "Coca-Cola brings your ancestors back to life."

THE MIDEAST

Body language is vital in all Arab countries. People sit much closer together there, because being able to feel and smell other people's breath is considered desirable. No matter what your business contact ate the night before, if you back away you are giving the *wrong signals* and will appear unfriendly. And never arrive at your business meeting on time. This is very rude. And once seated, never show the *soles* of your feet. This is regarded as unclean, and you will offend your host.

Doing business during the festival of Ramadan, when everyone *fasts from dawn to dusk*, can also cause problems: most people are not in the mood for negotiating on an empty stomach.

I once went into an office in Egypt and saw a man's head bobbing up and

down behind a *settee*. I went up and tapped him on the shoulder and asked whether he was okay, but this did not go down very well because he was in the middle of saying his prayers. So remember: in the Middle East, business hours are very different. Sometimes you will be expected to take the hand of your business associate. If this happens, *either adhere* to the custom or politely explain that in your country men never hold hands, so you would like to please be excused.

AFRICA

Entertaining in Africa can be very frustrating at first. If you invite people for dinner at 8 p.m., they may arrive at 9 or even 9:30. The same goes for business. No one ever arrives at a meeting on time. But how late you arrive depends on your *status*, so check this first before you *roll up* two hours late.

In Malaysia if you are a man, your hair should be short: if you are a woman, *avoid* wearing trousers. But there is nothing wrong with turning up for meetings in a magnificent native robe.

Active vocabulary

To save face	to behave in such a way that one does not appear ridiculous
body language	a form of non-verbal communication which often gives an indication of one's inner feelings/attitudes
wrong signals	in the context, body language which sends out disapproval
status	one's position in society, a firm, a given community

Synonyms

to clinch a deal	To conduct successful business negotiation
lingering	lasting a long time
spot	place
giggle	silly laugh
to fast	to stop eating
to roll up	to arrive

Comprehension**1. Answer the questions:**

- ✓ Why is Freddie Marsh well-suited to advising businessman wishing to make deals abroad?
- ✓ What does he try to teach them?
- ✓ What is the golden rule about bowing in Japan?
- ✓ Why do the Japanese never say "no" and what do their 101 ways saying "yes" mean?
- ✓ Why is it not a good idea to do business on the fourth of the month in Japan?
- ✓ Why did the Coco Cola slogan cause giggles in China?
- ✓ What behaviour is considered rude and/or unfriendly in the Middle East?
- ✓ And which custom is sometimes expected to be adhered to?
- ✓ What is the African attitude to time-keeping?

2. How much vocabulary have you learnt? Find the words and/or expressions in the text that mean:

- ✓ the customs governing behaviour regarded as correct in social life;
- ✓ to give a discourse on a particular subject to an audience;
- ✓ the conditions of an agreement;
- ✓ authentic;
- ✓ insulting or uncivil;
- ✓ daybreak;
- ✓ the darker part of twilight;
- ✓ to move up and down repeatedly;
- ✓ a comfortable seat with a back and arms for two or more people;
- ✓ to strike lightly and usually repeatedly.

Written reflection

1. Write a summary of the text in approximately 200 words. Start like this: "This article, which was published by the Indian Express is about foreign etiquette..."

2. Essay (200 words): "Why is it becoming increasingly crucial not only to speak foreign languages but also to be knowledgeable about the culture of the country involved?"

Speaking

1. Here are some quotations about culture. Do you agree with them? Give your reasons.

"There are no foreign lands, only the traveller is foreign." *Robert Louis Stevenson*

"Culture: the way we do things round here". "There are truths this side of the

Pyrenees that are falsehoods on the other”. *Pascal*

“France: a land with a thousand sauces and only one religion. England: a land with a thousand varieties of religion and only one sauce.” *Italian traveller*

“A plan for a Russian = an aspiration, a plan for a German = a regulation, a plan for an Englishman = a hypothesis”.

“Reasonable men adapt to the world. Unreasonable men adapt the world to themselves. That's why all progress depends on unreasonable men.”

2. Role-play. Cultural differences

Language mistakes can cause problems when we're doing business with people from other countries. But communication can also break down when we misunderstand the way another culture works. In this task you will be considering how behaviour can vary between cultures.

- A. You are all attending an international conference and meeting people who come from many different cultures. Stand up, walk around the room, and talk to the other conference participants. You can talk about anything you like: whether they are enjoying the conference, what talks they have been to, their work, their family, hobbies, holidays, sports – anything at all. However, you need to follow some rules. Everyone's rules are different and different people should turn to the following files:
- ✓ file 1 (culture A),
 - ✓ file 2 (culture B),
 - ✓ file 3 (culture C),
 - ✓ file 4 (culture D),
 - ✓ file 5 (culture E),
 - ✓ file 6 (culture F).
- B. Describe any unusual behaviour you noticed at the conference. What sort of culture did you think the other people came from? Ask them if you were right. How did their behaviour make you feel when you were speaking to them? How did they feel about your behaviour?
- C. Discuss some of the cultural differences you have experienced in your working life. For example, differences in:
- ✓ social distances and touching,
 - ✓ gestures,
 - ✓ how loudly people speak,
 - ✓ eye contact.

File 1 (culture A). You come from a culture where people pause for a long time before they speak, taking time to think about what they are going to say. And when they do speak, they speak very slowly. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING. Observe the other people at the conference closely. Do you notice anything unusual about their behaviour? What sort of culture do you think they come from?

File 2 (culture B). You come from a culture where people use their hands a lot when they are speaking. They also speak very loudly to show they are interested. You must behave in this way at the conference, BUT DONT TELL ANYONE

WHAT YOU ARE DOING. Observe the other people at the conference closely. Do you notice anything unusual about their behaviour? What sort of culture do you think they come from?

File 3 (culture C). You come from a culture where it is rude to look people in the eye when you are listening or speaking, so you try to avoid eye contact as much as possible. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING. Observe the other people at the conference closely. Do you notice anything unusual about their behaviour? What sort of culture do you think they come from?

File 4 (culture D). You come from a culture where people like to stand very close to one another. They also like to touch each other a lot. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING. Observe the other people at the conference closely. Do you notice anything unusual about their behaviour? What sort of culture do you think they come from?

File 5 (culture E). You come from a culture where people don't move their hands, faces, or bodies when they are speaking. They also speak very quietly. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING. Observe the other people at the conference closely. Do you notice anything unusual about their behaviour? What sort of culture do you think they come from?

File 6 (culture F). You come from a culture where people speak very fast. They also like to stand a long way away from the person they are talking to. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING. Observe the other people at the conference closely. Do you notice anything unusual about their behaviour? What sort of culture do you think they come from?

Lesson 2. Stereotypes across cultures

Insight into the topic

An American man attending an international relations banquet was sitting across from a man who looked Asian. He wanted to start a conversation so he asked the man loudly and in very simple English, "Like food?" The man politely nodded yes, but said nothing.

During the dinner program, the master of ceremony introduced the Asian-looking man as an award winning professor of economics at an important university. The professor was invited to give a short talk about world trade issues. After a short discussion in perfect English the professor sat down. He then looked across to his neighbour and asked loudly and in very simple English, "Like talk?"

- 1) What stereotype did the American have about the Asian-looking man?
- 2) Where do stereotypes come from?
- 3) What is the stereotype?

Vocabulary

2.1. Read the following joke. Do you find it amusing? What does the intended humour rely on? Which qualities are implicitly attributed for each nation?

Heaven is where the police are British, the cooks are French, the mechanics German, the lovers Italian and it is all organised by the Swiss. Hell is where the chefs are British, the mechanics French, the lovers Swiss, the police German, and it is all organised by the Italians.

2.2. Nationality words

Three different words are required to talk about people and things from a particular country:

- an adjective that is used to refer to the country, its culture etc.,
- the word used to speak about a person from the country,
- the word (used with the definite article) that refers to the entire population of a nation.

With the help of a dictionary complete the following table:

NAME OF COUNTRY	ADJECTIVE	PERSON	NATION
America	American	an American	the Americans
Egypt			
	Dutch		
Sweden			
	Chilean		
			the Europeans
Japan			
Russia			
	English		
	British		
		a Mexican	
China			
Spain			
	French		
	Danish		
			the Scots
Germany			
		an Indian	
Portugal			
		Greek	
Poland			
Wales			
Kuwait			

2.3. In 1984, just before the elections for the European Parliament, a French magazine published a cartoon. The member states at that time were: Denmark, Belgium, Germany, Luxembourg, Greece, the UK, France, Holland, Republic of Ireland and Italy. Below are the ten stereotypes attributed by the cartoonist to these various members. Working with a partner, try to decide which stereotype he put with which nationality: *discreet, prolific, serious, elegant, calm funny, gallant, disciplined, hospitable, virile*. Answer according to the model below. Is there any truth in national stereotypes? Do cultural habits have an effect on business practices? Do stereotypes help or hinder business relationships? Are they unfair?

The French are considered ..., for ...; ... are thought of as ..., because ...; ... are supposed to be ..., since...

Language expansion

2.4. You can suppose how we are seen by other nationalities. For this, complete the following text:

Russia is a country People, who live there The foreigners are often when they first come here. Perhaps, the general opinion of Russians is that..... It's certainly for us!

2.5. The stereotypes can be positive, negative or neutral. Does this tell us anything about stereotypes? What are the stereotypes of Russians based on? Can they harm the reputation of our country on the world arena? What is the best way to respond to stereotypes:

- with anger?
- with a joke?
- with an explanation why the stereotype is wrong?
- with silence?
- other?

2.6. Role-play the talk between a foreigner and a Russian on stereotypes he has of Russians – different reactions.

Discussion

Stereotypes vs. Cultural Generalisations

A stereotype is a belief that all people from a culture behave a certain way. It is an opinion based on one's own cultural values and prejudices and on little information about the other culture. For example, a woman from a culture that values hard work looks at people from a fictional land called Zibi. In Zibi, people work at their jobs about five hours a day. So, the woman says, "People from Zibi are lazy." This is a stereotype because she states that every person from Zibi is the same and

it is an opinion based more on the woman's own values than on any thoughtful observation of Zibian values or lifestyle.

In this book, we talk about different ways of doing business. We make cultural generalizations about different styles of business. This does not mean that every person who lives in a particular culture will do business in a way that fits the generalization. Within each culture there are many choices. There is, however, in every culture a standard way of doing things. The cultural generalizations describe those standards and the values that guide those standards. For example, one could make a generalization about Zibians and say, "People in Zibi usually work about five hours a day. They spend the rest of the day taking care of family and farming. Family life is highly valued." A generalization is based on observation, not prejudice. It explains the standard practices of a culture but does not determine how every person in that culture behaves.

2.7. With a partner, discuss the difference between a stereotype and a cultural generalization. Then read the following statements about the fictional country called Zibi. Decide which are stereotypes (S) and which are cultural generalizations (G). Circle the language that makes some of the statements stereotypes.

1. Zibians are selfish.
2. In Zibi gifts are often presented at the end of a negotiation.
3. It may take two or three days to get an appointment with a Zibian.
4. Zibians never let you know what they are thinking about. They always try to confuse you.
5. In Zibi, many businesspeople invite their colleagues to their homes for dinner to talk about work.
6. Arriving on time in Zibi usually means arriving ten minutes after the agreed time.
7. In Zibi nothing runs on time.
8. It is common in Zibi to discuss every detail of an agreement before signing a contract.
9. In Zibi, all the power in a corporation stays at the top. You can never get a middle manager to make an independent decision.
10. Zibians spend too much time eating.

2.8. Which countries or parts of the world do you think the following descriptions might apply to?

1. They believe that personal relationships and friendships are more important than rules and formal procedures.
2. They believe that rules are very important, and exceptions shouldn't be made for friends.
3. They're collectivists so they dislike the idea of one person in a group earning much more than his or her colleagues.

4. They're efficient, punctual, and highly organized.
5. They're great believers in analysis, rationality, logic and systems.
6. They're individualistic, so paying people according to their performance is highly successful.
7. They like to spend time getting to know people before doing business with them.
8. They place great stress on personal relations, intuition, emotion, feeling and sensitivity.
9. They seem to be very disorganized, but on the other hand, they get their business done.
10. They accord status and respect to older people, and promotion comes with age.
11. They're very keen to find a consensus and to avoid confrontations.

2.9. Comment on these statements:

I agree
I'm not sure
I disagree

1. National stereotypes are dangerous because they provide racial prejudice.
2. Stereotypes contain a certain amount of truth.
3. There is no such thing as 'national character' and therefore the idea of national stereotypes is rubbish.
4. The reason stereotypes exist is because people are afraid of diversity, change, and what is unknown. They prefer to cling to simple classifications which maintain an old, familiar and established order.
5. Stereotypes are simply harmless sorts of jokes we tell about other nationalities or groups of people.
6. Stereotypes can be helpful in doing business.
7. A businessman shouldn't be prejudiced against a certain nation when going international.
8. Stereotypes are insulting.
9. Stereotypes are based on prejudices.

Reading

Text 1. More Friend than Foe?

In the U.S., a strange anti-Japanese mood appears to be growing rapidly. People are rejecting the idea of a strategic partnership with Japan or a major role for Japanese finance or investment in rehabilitating the *rundown* U.S. economy. Many Americans, especially politicians from areas with *declining industries*, see Japan as a danger to America's culture, its trade, and its invisible empire. They ignore the fact that Japan remained under U.S. occupation until 1952 and has been a major trading partner and pillar of strategic interests for the U.S. ever since. A recent New York Times – CBS poll found that 67 per cent of Americans say they feel "generally friendly" towards Japan, compared with 87 per cent in 1985. But

the number saying that they felt unfriendly had risen from 19 per cent last June to 25 per cent.

The source of this growing anti-Japan feeling *stems* not so much from the *depredateions* of Japan as from the unmistakable signs of decline in the power and influence of the U.S. today, compared with the postwar period up to about 1960. America's post-World-War II empire of financial and industrial power, backed by immense military might, is eroding and unsure. But it is easy for the American voter to see the growing financial *clout* of Japan, to see that more and more Americans work for Japanese companies and that more and more buildings and pieces of *choice land* are bought by Japanese companies seeking somewhere to park their *overseas earnings* rather than repatriate them to Japan and pay its *stiff corporate taxes*.

In the immediate postwar years, the U.S. stationed hundreds of thousands of troops around the world. Its companies dominated the ruined world economy and bought large *chunks* of foreign manufacturing and service industries at *bargain-basement prices*. Now, the American assumption of the right to control the world economy, and much of its politics, is meeting with opposition. And the U.S. no longer has the resources *to run* such a mix of visible force and invisible economic power.

SOME CURRENT PROBLEM AREAS:

Trade. Japan and the U.S. have been *embroiled* in a dispute over ways to reduce drastically the American trade imbalance with Japan. The Americans have demanded that Japan change its laws controlling the expansion of large department stores and supermarkets (an attempt to maintain the traditional streets of small shops); that the propensity of Japanese companies to buy from other companies of their group be curbed; that Japan reduce its high savings rate; that the government *loosen* controls on land sales; and that the retail system with its many middlemen and high prices be *overhauled*. The Japanese in return urge the Americans to save more and invest more, increase the quality of U.S. education and job training, and promote exports. They also urge management to adopt long-term goals rather than seek only short-term profits.

Culture. The purchase of CBS Records and Columbia Pictures by the Japanese electronics giant Sony sent shock waves through U.S. *media watchers*. Some declared translation that for the Japanese to take over such companies was an attempt to "*buy the soul*" of America. The reports usually did not mention that the Japanese lagged behind the Canadians and British in buying the *heartland* of America. They also failed to mention the incredible *grip* on the Japanese market of firms such as IBM (Japan's No. 2 computer company) and Coca-Cola (whose profits from its Japanese arm in recent years have exceeded those from its sales in the U.S.).

The idea of a Japanese *blade at the jugular* of U.S. pop culture may seem extreme. But the Japanese government is concerned by the anti-Japan wave in the U.S. It is not that Tokyo expects this wave to sweep away Japanese investments and trade—after all, the telephone book that lists Japanese businesses in Southern

C is the size of the directory of quite a large city.

But image is tremendously important to the Japanese. Sensing that Japan's image is deteriorating in the U.S., Foreign Minister Taro Nakayama proposed to the Tokyo Finance Ministry that it give Japanese companies operating abroad *tax credits* for donations to foreign hospitals, schools, and similar institutions. Nakayama's aim is that Japanese companies should be seen as good for citizens of the U.S. and of other foreign countries.

Active vocabulary

choice land	prime locations
overseas earnings	profits made abroad which would be subject to heavy taxes
stuff corporate taxes	taxation in Japan
bargain-baseman prices	very cheap deals
media watchers	not television viewers, but financial analysts specialized in market trends
heartland	the core, central, crucial sectors of the economy

Comprehension

1. How much vocabulary have you learnt? Find the words and/or expressions in the text that mean:

- 1) a state of mind,
- 2) dilapidated,
- 3) power, force,
- 4) a thick solid piece, a considerable amount,
- 5) to restrain,
- 6) to examine thoroughly, to make repairs or adjustments,
- 7) to fall behind in movement or development,
- 8) a firm hold,
- 9) near the throat or neck,
- 10) to clean, to clear (with a brush).

2. Change the following sentences into the passive form.

1. The Japanese buy buildings and pieces of choice land.
2. We use this room on special occasions only.
3. Someone had told the security police to report for duty at 5 am.

4. Does this idea interest you at all?
5. They used to send their messages by fax.
6. The manufacturer is handing out samples to all the potential Japanese customers.
7. Someone has already told the manager that the company has a bad image.
8. They are dispatching the order F.O.B. this afternoon.
9. He is going to teach them how to clinch a deal in Japan.
10. Actually, Americans are doing a lot of the work in this Japanese company.

3. Rewrite the following sentences in an alternative passive form.

1. It is believed that the Japanese are thinking of pulling out of the business.
2. It is expected that the management will increase our salaries next month.
3. It is reported that another Japanese company is planning to set up business in the area before the end of the year.
4. It is considered that dumping is counter productive.
5. It is now thought that an economic recession is inevitable.
6. It is presumed that the assembly line was inspected by the experts after the accident.

4. Test your knowledge.

1. What does MITI stand for?
2. What is the basic difference between the American and Japanese economies?
3. Does Japan export more capital and goods than the U.S or vice-versa?
4. Why has the U.S. become uncompetitive in many industrial sectors?
5. In which sector is Japan one of the Americans' biggest customers?
6. Which country invested most in the U.S. in 1989?
7. Give some examples of Japanese protectionism.
8. How has trade between the two countries benefited their respective economies.

Text 2. The Language of Europe

At the height of the cold war, it was said that optimists were learning Russian and pessimists Chinese. Nowadays opportunists in Brussels are said to be studying German. Even if they are, it still leaves German a very poor third language after English and French among the EC's 14,000 Eurocrats.

In a Community of 27 nations and nine official languages, it is inevitable that some are more equal than others. Formally, the European Commission has three working languages: English, French and German. In fact, only English and French really count. And over the past 15 years there has been an inexorable rise of English in EC institutions at the expense of once dominant French.

French is not giving up easily. Call a Eurocrat on the telephone and he will probably reply in French, although many will willingly lapse into English. This is hardly surprising. Senior officials who joined the Community as bright-eyed

youngsters in the 1960s, when there was no English-speaking member, were steeped in French. All but one of the presidents of the European Commission over the past 20 years have been native French-Speakers. Brussels itself is a predominantly French-speaking city.

The rise of English started after Britain, Ireland and Denmark joined the Community in 1973 (although in the early days British Eurocrats were hand-picked for their knowledge of French). Within ten years English had reached parity with French. Middle-ranking commission staff members can send working papers to their bosses in either English or French. A draft in German never gets beyond a superior's in-tray unless translated into English or French.

At its top level, the commission is a tower of Babel. The 17 commissioners themselves may speak any of the nine official languages at their weekly meetings. Simultaneous translation is provided for all with small limitations. Translation for "minority" languages is one-way. This means that Mrs Vasso Papandreou from Greece and Mr Antonio Cardoso E Cunha from Portugal can speak in their own languages but have to listen to their colleagues in, say, French.

It is among the lower orders in the commission that English is now beginning to elbow French aside. Younger Eurocrats, with the exception of some Spaniards and Portuguese, tend to have English as their first foreign language rather than French. English is becoming the main working language in up-and-coming commission departments: those responsible for financial services, information technology and telecommunications, sciences & technology, and the environment. French remains relatively well entrenched in less dynamic departments such as agriculture.

French has clung on as the working language in the commission's press room. There the commission's spokesman, Mr Claus-Dieter Ehlermann (no prize for guessing his nationality), gives a daily briefing in French to 250 journalists from all around the globe, only a handful of whom are native French-speakers. French-speaking journalists have led an anti-English coalition with the support of colleagues from other EC countries. The Germans, Italians and Spaniards do not mind their languages playing second fiddle to French – provided English has to as well.

German journalists and German Eurocrats are sensitive about what they consider the low status of German. Their country is the biggest in the Community and by far the largest contributor to the EC budget. The West German economy is powering ahead and East Germany could be coming into the Community before long. Many Germans feel their language will soon come into its own.

Evidence of non-German Eurocrats brushing up on their Goethe and Schiller is so far mainly anecdotal. The people who run the commission's language courses say they will have firm evidence only once the new cycle of courses—the first since the tumultuous events in Eastern Europe – gets under way next month. But there are other signs. The commission will start publishing its press releases in German — as well as in English and French – from next April.

Active vocabulary

Eurocrat	(from European and bureaucrat) an EC official or administrator
middle-ranking	someone in the middle range of the hierarchy
bright-eyed youngsters	ambitious new recruits
native French speaker	someone whose mother tongue is French
draft	project or proposition which has been drawn up but not adopted or enacted
to play second fiddle	"fiddle" is another word for violin; the first violin is the most important member of an orchestra, so if you play second fiddle, you are in second place
to come into one's own	to take up one's rightful position

Synonyms

to lapse into English	to fall back into English
to hand-pick	to choose carefully
to elbow (someone side)	to push away to make room for oneself

Comprehension

1. How much vocabulary have you learnt? Find the words and/or expressions in the text that mean:

- 1) to saturate,
- 2) to choose something carefully,
- 3) a preliminary outline of report, a letter, a speech etc.,
- 4) a tray on a secretary's desk for papers requiring attention,
- 5) to knock or shove (aside),
- 6) enterprising, promising future success,
- 7) to be firmly established,

- 8) to hold fast, to stick,
- 9) second to best,
- 10) to refresh one's knowledge (of a subject).

2. Answer the questions:

- Which languages were optimists studying at the height of the cold war, and which ones are the studying now?
- How many languages does the Community have and which are the three working languages?
- Why will Eurocrat probably answer the phone in French? When did English start its rise at the expense of the once dominant French?
- What happens to drafts in German?
- Translation for "minority" languages is one-way, what does this imply?
- In which areas is English becoming the main working language?
- And where is French clinging on?
- Why are German journalists and Eurocrats upset?
- What signs are there that German is making headway?

3. Test your knowledge:

- 1) Name the countries that belong to EC.
- 2) What is the difference between a community decision and recommendation?
- 3) What is the primary purpose of the EC?
- 4) What are the nine official languages of the EC?
- 5) How often does the European Council meet and where is it based?
- 6) What is the purpose of the ECU?
- 7) How many members are there in the European parliament?
- 8) Give some examples of technological cooperation between EC countries.
- 9) What do the COMET and ESPRIT programs encourage?

Written reflection

1. Comment in approximately 100 words: “English is becoming the main working language in up-and-coming commission departments...”.
2. Culture is becoming increasingly global. What are the implications for the future? Write a small paragraph (100 words) giving your views on this topic.

Speaking

With the help of what you have learnt from the text, prepare an oral presentation on the dos and don'ts that a business traveller must remember in various countries.

- 1) What cultural differences can you see in E. C.?
- 2) Foreign etiquette is obviously important when you wish to do business in Africa or India, but what about within the E.C.?

3) Compare the attitudes of people who "live to work" with those who "work to live". Which group do you think you belong to?

Lesson 3. Cultural values at work

Insight into the topic

How do you feel when someone makes the following statement: "People in my country are much friendlier than people in your country"? The sentence is an example of an ethnocentric attitude. It suggests that one country or culture is superior to others.

1. Identify the ethnocentric attitudes in the following sentences. Give your comments.

1. Mentonia has produced the finest works of art in the world.
2. Mentonia is a superior country because it has produced the greatest technology in the world.
3. Non-Mentonians do everything the wrong way round.
4. The Mentonian language is the best language for poetry.
5. The Mentonian people have been very generous in teaching people in other countries how to do things the right way
6. If everyone did things the Mentonian way, the world would be a better place

2. Practice rewording statements to make them less ethnocentric: with your partners choose one or two of the statements above and change the wording so that they are no longer ethnocentric. For example:

Ethnocentric statement: *Mentonia has produced the world's greatest literature.*

Revised statement: *Mentonia has many writers who have produced well-known works of literature.*

Vocabulary

3.1. When we talk about people from other cultures we often express our understanding or lack of understanding. Here are some of the more common idioms that express understanding or inability to understand. Match the idioms with their definitions, translate them into Russian.

- | | |
|------------------------------------------------------|-----------------------------------------------|
| 1. to catch on | a. to be too difficult to understand |
| 2. to be beyond someone | b. to understand |
| 3. to see | c. to begin to understand |
| 4. to read between the lines despite one's own anger | d. to listen to someone and try to understand |
| 5. to hear someone out and left unsaid | e. to listen carefully and hear what is said |

3.2. Complete the following sentences with the correct idioms.

1. Most training programs give the trainees a few months to _____ to how the business works.
2. That new computer program _____ him. He just doesn't understand the most basic applications.
3. It is important to _____ even when you are angry. Many communication problems develop because people just don't try to listen to one another.
4. That is a very well-market product. I can _____ why it is so successful.
5. When negotiating with people from other cultures, it is important to consider everything carefully and to _____. What someone does not say is often as important as what one says.

3.3. Often the same word base can be used in verb, noun, and adjective forms. Complete the following chart with the missing forms.

Verb	Noun	Adjective
behave		
	collaboration	collaborative
consider		considered
	frustration	frustrated
generalize		generalized
prejudge		prejudiced
respond		responsive
tense		tense

3.4. Complete the following sentences with the correct verb, noun or adjective form of the words in the chart above. Use one form of each word base, and do not repeat any words.

1. They fired her after she yelled at the client. Her _____ was rude and inappropriate.
2. She stopped smoking last week. It is now impossible to work with her. She is too _____ to do anything.
3. He listened to her ideas and then said he would _____ using some of them.
4. Learning how to speak a new language can _____ even the most patient student!
5. They are quite a team! He has great creativity, she has lots of technical knowledge, and they _____ well together.
6. She was confused by his question, so she didn't _____.
7. Some people see a couple of American movies and then _____ that all Americans are violent.
8. _____ prevents people from seeing one another with open minds.

Language expansion

A value is the belief that a certain part of life is especially important. Every culture places different emphasis on family, work, religion, and love. Some cultures value family loyalty and romantic love. Other cultures emphasize independence from family and hard work. Still others emphasize religion and honor in the community.

3.5. Individually, think of four values that are important in your culture and four values you think are important in the United States¹.

My list	
My Culture	American Culture

3.6. Form small groups of students from your country. Share your lists and decide which four values are most important in your culture and in American culture.

Group list	
Our Culture	American Culture

Discussion

3.7. Cultural values in society

1. You are going to compare your country with another country. You can use your own experience, or interview someone who knows about the culture of another country. The interview could be with:

- ✓ a colleague/friend/classmate who has worked in another country.
- ✓ a colleague/friend/classmate who comes from another country.

2. Study the list of values and ways of thinking below.

3. Use your experience, or do the interview, to compare the two countries.

Write the first letter of the country in the appropriate place on the scales below.

4.

Control over events

People believe they make their own destiny and can control events.

People are fatalistic and believe events are controlled by chance or luck.

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Approach to tasks and time	
People work one task at a time with a single focus. Tasks are completed punctually by following plans.	People work on many tasks at the same time. Tasks have flexible completion times.
Communication: directness	
Communication is direct. Information exchange is simple, clear and verbal. Indirectness is frustrating and suspicious.	Communication is indirect. A lot of information is unspoken but clear from the situation. Directness is seen as aggressive.
Communication: relationships	
Communication is impersonal. Facts and figures are important. A high degree of objectivity.	Communication is personal. Relationships are important. An emphasis on subjectivity.
Structure and conflict	
People are comfortable with flexible structures and unpredictable situations. Disagreement with authority is acceptable.	There is a high need for order and rules. Conflict is threatening. Disagreement with authority is rare.
Individualism and competition	
The culture is competitive and individualistic. Independence is valued. Achievement and material success are important.	The culture is cooperative and collectivist. Loyalty to the group is valued. The quality of life and relationship are important.
Thinking style	
Thinking style is analytical. Problems are broken down and each piece is treated separately.	Thinking style is holistic. A focus on the whole picture and the way the parts are related.

Reading

Text 1¹

The following are two letters, both written by employees of a British-based international public relations firm. The two employees work together as editors. Read the letters and express your points of view and answer the following questions regarding the situation.

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To the Editor-in-Chief:

I am writing you to tell you of some problems I have been having with the other editor in the office, Sakiko Fujita. We don't work well together. She seems to depend on me for most all the ideas and decisions. I seem to carry the responsibility all the time.

To give you an example of our tension, I will describe what happened between us today. This morning we were working on an article. I found that I was doing all the work. She didn't contribute to the discussion. When I finally asked her what she thought of my decisions, she hesitated. Then she only said that she thought my work was interesting and she would think about it more. I am very frustrated. She doesn't give me her opinion or ideas. How can I work with someone who doesn't communicate or give feedback? I want to move forward with our work but I can't with her. How can I get her to take on more responsibility?

I know that part of the problem is communication. She doesn't seem to listen to what I am saying. She rarely looks at me when we speak. And she sits so far away. She is a very reserved person. I can't figure out what is going on in her head.

I hope that you can talk to her and get her to be more involved in our work. As things are now, our collaboration is not at all productive.

Sincerely,

Edmundo Montaya Reyes

My Dear Friend Noriko,

Hello. How are you? I hope everything is going well.

I am not doing so well. Life at GTP International has been difficult lately. One of my colleagues is very difficult to work with. He seems only to consider himself. He doesn't know to share work space or work responsibilities.

Part of the problem is that he has difficulty listening carefully to people. When we work together, he rarely asks me for my opinion. He just talks all the time! When I try to offer my opinion, he interrupts me. For example, today we had to make some important changes in an article. He told me what he wanted, and when I tried to say it wasn't the best idea, he just didn't want to listen to me.

I feel a bit uncomfortable with him. He sits very close and looks at me all the time. I try to get some distance between us but he just pushes closer. He doesn't give me room to talk or think. I think his behavior is a little aggressive.

I don't know what to do. Maybe I should ask for a transfer to a different office. It is too hard for us to work together. I don't think we can resolve our differences. Tomorrow I will mention my problem to the editor in chief. I think she will understand.

Thanks for listening to me and my troubles.

With love,

Sakiko

Questions:

1. Why does misunderstanding happen?
2. What should a person do or say?

Active vocabulary¹

Match the following words (taken from the two letters) to their definitions, Translate them into Russian:

- | | |
|-----------------------|------------------------------------------|
| 1. Tensions | a. Think about |
| 2. Hesitate | b. A person you work with |
| 3. Frustrated | c. Working together |
| 4. Feedback | d. Way of acting |
| 5. Figure someone out | e. Opinion in response to someone or sth |
| 6. Collaboration | f. Understand someone |
| 7. Colleague | g. To clear up a problem |
| 8. To consider | h. Feeling of worry, pressure or anger |
| 9. Behaviour | i. To pause |
| 10. To resolve | j. Annoyed and disappointed |

Comprehension²

1. Underline all the complaints Sakiko had about Edmundo in her letter and all the complaints Edmundo had about Sakiko in his letter. Put the complaints in the correct categories in the chart.

	Sakiko says	Edmundo says
Eye contact	He looks at me all the time.	She doesn't look at me when we speak.
Physical distance		
Cooperation		
Giving opinions		
Listening		

2. In the situation described above, there are two people from different countries working together. They each have their individual style, personality, and experiences, but they also have cultural expectations. They expect other people to behave according to their own cultural ways. Read the following list of expectations. Decide which are Edmundo's (E) and which are Sakiko's (S). The first one is done for you.

1. When people are working together they usually sit close to each other. Closeness indicates interest and cooperation. (E)

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2. A man should give a woman some physical distance. Physical distance shows respect for a person's space.

3. People should invite each other to say something in conversation. One should ask questions or remain silent so that the other person has a chance to say something.

4. One should begin speaking even if the other person is speaking. If one doesn't interrupt, one will never speak.

5. Silence expresses disinterest or boredom.

6. People often disagree with each other. It is normal to have different opinions.

7. People should give their opinions and not wait to be asked. It is the individual's responsibility to say what he or she feels.

8. One should express disagreement carefully. An open disagreement could offend or embarrass someone.

9. It is not polite to speak while someone else is speaking.

10. People may be silent for a few seconds if they are thinking about something. One should respect the silence and not interrupt it.

11. If there is a conflict, one should try to resolve it indirectly so that no one is embarrassed.

12. It is impossible to resolve a conflict without facing it directly.

3. You are the editor-in-chief. You want to keep both Sakiko and Edmundo because they are both excellent editors. How can you help them resolve their conflict? With a partner, talk about a possible solution. Write out a plan of action that will help the two employees resolve their differences. Think about the following questions:

1) Why are Sakiko and Edmundo having problems with each other? What specific behaviors are causing the misunderstandings?

2) What small things can they do to work together better on a daily basis?

3) What is the best way for you, the editor-in-chief, to communicate with them? Should you write them each a letter? Or should you call a meeting with both of them?

4) How much should you, the editor-in-chief, be involved in their cultural misunderstandings?

4. Read your action plan to the class. As a class, discuss the advantages and disadvantages of each solution. Consider the following questions:

1) Does the solution consider each employee's cultural style?

2) Is the solution feasible for the two employees?

3) How will the solution effect their future relationship?

4) How will the solution affect the work environment and other employees?

Text 2. Cross-cultural Differences**Read the text and summarise its main ideas.**

Cross-cultural issues exist everywhere; they exist in every aspect of our lives.

A culture clash of some sort occurs as soon as two people get together, since no two people, even family members, have the same internal world or the same view of the external world. In the broadest sense, you “cross” cultures with every person you come into contact with, whether they are the “same” as you nor not.

Most of the time, people accommodate, sublimate or ignore these different “cultures” because of common ground, shared goals, like interests. When people concentrate on similarities, the differences are less noticeable, or at any rate, less important. Once we get a certain amount of common ground, we can get along.

Difficulties usually arise when the differences appear to be all there, or you experience or imagine the differences as stumbling blocks. Indeed, differences appear like rocks at low tide! Obvious ones are language, ethnic or racial background, religious beliefs, gender, age, education.

In the workplace all these may be the cause of culture clashes, but you can then add differences in working practices and communication styles between departments, with clients, with other companies and between senior management and other people in the workforce.

When cultures clash, no matter what the cause, things inevitably evolve into a “them” and “us” environment; and then people go around collecting “evidence” to prove that they are right and the other guys are wrong.

There are many avenues to take that will help cultures “get along” better: identifying and concentrating on improved communication, fostering mutual respect, engendering cooperation and shared visions. Then, all kinds of cultures can work side by side to everyone's benefit.

Written reflection

Write out a plan of action that will help the two employees resolve their differences. Think about the following question: What small things can they do to work together better on a daily basis?

Speaking**1. Intercultural communication**

Communication can be defined as the exchange of meaning. This involves the sending and receiving of information between a sender and a receiver. This happens not only through the use of words, but also through non-verbal factors,

such as gestures and facial expression. The message received can be very different from the message that was sent. A common model for communication is shown in [Figure 1.2](#).

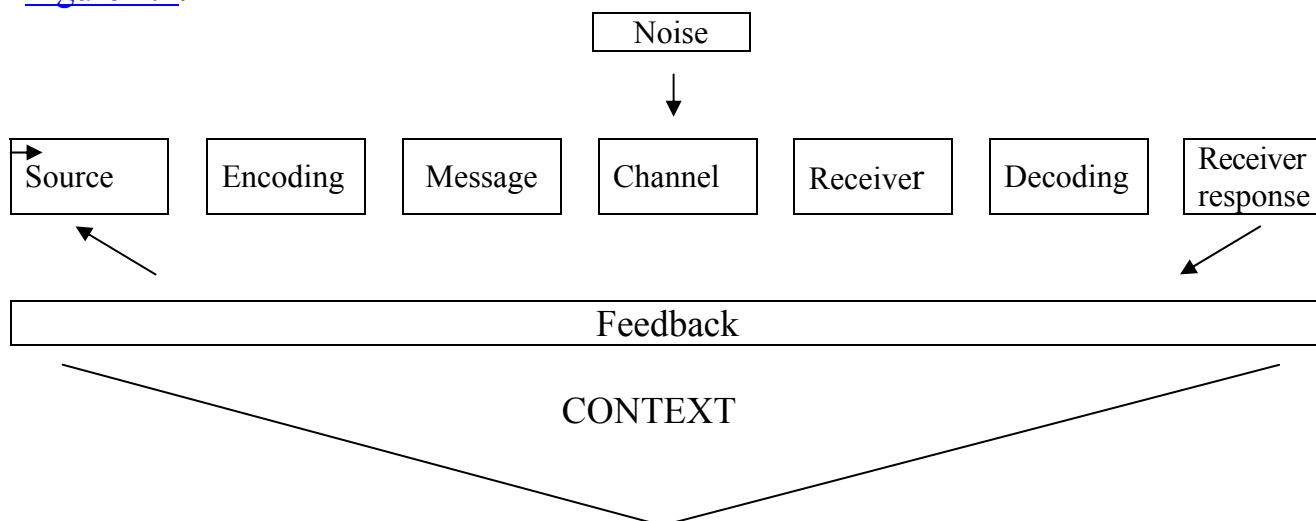


Fig. 1.2. A common model for communication

The idea or feeling comes from the source. This is put into symbols (encoded) to produce a message which is transmitted through a channel. The channel is the medium used for communication (for example, writing). The message is interpreted by the receiver (decoded), who responds. The context is the environment in which the communication takes place, “noise” here means anything which distorts the message.

Intercultural communication takes place when the sender and the receiver are from different cultures. Communication can be very difficult if there is a big difference between the two cultures; if there is too much “cultural noise”, it can break down completely.

Comments

In what way could intercultural communication be important for the following people:

- 1) A doctor?
- 2) An internet website designer?
- 3) A university lecturer?

Suggested answers:

- 1) *A doctor*

Attitudes to illness, kinds of treatment, the role of the doctor and his/her relationship towards the patient vary widely across cultures. What is considered an illness in one culture may not be seen as such in another. Some cultures favour treatment of the whole person, others concentrate on dealing with specific symptoms. In some cultures the doctor will put more emphasis on the patient as a person, while in others the focus is on analysing the illness.

- 2) *An internet website designer*

Although the internet has its origins in the USA, different cultures are now using it in different ways that suit their own environment and needs. Research

comparing how the same company presents itself on the internet in different countries has revealed considerable cultural differences. One example is that some cultures prefer to use visual material and icons, while others favour more text. A designer has to take these sorts of factors into account if the communication is to be effective.

3) *A university lecturer*

A university lecturer working abroad, or with foreign students or a multicultural group at home, will have to be aware of a number of cultural issues. In the UK or USA, for instance, students may well call their professors by their first name, which in other cultures would be a sign of disrespect. The role of the teacher is different in different cultures. Western teachers working in Thailand, for example, complained that the students rarely asked questions in their classes, not realising that it would be considered rude to ask questions, because this would imply that the teacher had not explained things satisfactorily in the first place. Forms of assessment vary—in some cultures, oral tests predominate, in others there are more written tests.

2. Culture shock

Culture shock is precipitated by the anxiety that results from losing all our familiar signs and symbols of social intercourse. These signs or cues include the thousand and one ways in which we orient ourselves to the situations of daily life: when to shake hands and what to say when we meet people, when and how to give tips, how to give orders to servants, how to make purchases, when to accept and when to refuse invitations, when to take statements seriously, and when not. Now these cues, which may be words, gestures, facial expressions, customs, or norms, are acquired by all of us in the course of growing up, and are as much a part of our culture as the language we speak, or the beliefs we accept. All of us depend for our peace of mind and our efficiency on hundreds of these cues, even though we are often not consciously aware of them.

Some of the symptoms of culture shock are: excessive washing of the hands; excessive concern over drinking water, food, dishes, and bedding; fear of physical contact with attendants or servants; the absent, far-away stare (sometimes called “the tropical stare”); a feeling of helplessness and a desire for dependence on long-term residents of one's own nationality; fits of anger over delays, and other minor frustrations; delay and outright refusal to learn the language of the host country; excessive fear of being cheated, robbed, and injured; excessive concern over minor pains and eruptions of the skin; and, finally, that terrible longing to be back home, to be able to have a good cup of coffee and a piece of apple pie, to walk into that corner drugstore, to visit one's relatives, and in general, to talk to people who really make sense.

Comments

1. The following case is set in the UK. What would you advise Sally to do?

Over a period of about five years Sally, who is a manager within a private sector organization, has seen her team change in cultural composition. From what was once a white team, staffed predominantly by white staff, the team now includes four black staff, out of a total of 15 people.

The black staff participate in team meetings, but they are not heard equally. For example, on a number of occasions their suggestions have been ignored.

A few incidents have occurred. Some “lighthearted” jokes have been directed at one of the black staff about what they have brought in for their lunch, and comments made about the smell of the food; some of the language used by white colleagues has been subtly, and sometimes not so subtly, objected to by black staff. The use of the term “coloured” about clients raised the black staff’s objection that the term “coloured” had been imposed on them in the past, defining them in a subordinate and oppressive relationship. They also pointed out that black people have now adopted the term “black”, thereby asserting the element of choice born of independent status. The white staff’s view was that the black staff were being “oversensitive”, and that the objections which have been made to the use of language should not be taken seriously. The behaviour of the white staff remained unchanged.

Two black members of the staff approached the manager and asked if a black workers' group could be set up.

Suggested answer:

The manager needs to take some action. The formation of the group would provide the black workers with a forum where they could meet, and her support for it would send a signal to the white workers. The danger of forming the group is that the communication between the groups might polarize, and get even worse. Further action might include:

- ✓ getting feedback from the white workers to find out why they are behaving as they are;
- ✓ making sure that all the staff understand the reasons for the formation of the group;
- ✓ encouraging staff to challenge discriminatory remarks or actions;
- ✓ offering training to all staff.

2. Many companies now have a diversity policy. One example is Procter and Gamble. The text below is taken from their statement on diversity. Compare the Procter and Gamble policy with that of other companies that you are familiar with.

Our intent is to develop all employees to their full potential. To achieve this goal, we have human resource systems in place that support individual development, and we regularly review those systems to make sure they work well for everyone, including women and the various population groups that make up our minority workforce.

Ongoing support systems we have in place include:

- ✓ career discussions, performance appraisals, assignment plans, transfer and promotion plans;
- ✓ grass roots/informal network support groups which have existed at different sites for a number of years;
- ✓ mentoring to provide informal support and guidance, in addition to the coaching and training provided by each employee's direct manager.

Case study. Just a cultural minute: what is the communication problem here?

Read the following case studies and try to guess the possible solutions of the communication problems. Write down your hypotheses, then working collaboratively with your groupmates investigate the problems using additional materials and Internet resources to see if your ideas were correct. Present the results of your investigation to the group.

Case Study 1. What do you think is happening here?

Senior British bankers whose businesses were taken over by German banks were interviewed about how they felt. One said, "There is actually nothing wrong with any of my new German colleagues. They are perfectly pleasant, they work hard, they take you out for enormous meals in restaurants... It's just that they are incredibly rigid. You can't deviate in any way from the corporate rules, or cut corners, even when it makes sense to do so."

Another banker said, "They clearly want their acquisition to be a success—you can tell that they are trying to make their British colleagues feel part of the greater company. It's just that they consistently get it wrong. We receive corporate e-mails which begin Liebe Mitarbeiter ("Greetings, fellow workers"), which cause a lot of amusement on the desk. And they have a different attitude to information, too. Where the British are accustomed to sharing information openly within a business, the Germans seem to believe that knowledge is power, so they can't share the knowledge, because that implies sharing power. As a result, those of us working in London are often wrong-footed by decisions taken in Germany that they haven't bothered to tell us about.

Another thing is that you can never tell them anything. German business culture doesn't allow them to say "I didn't know that, how interesting". So when any development happens – something unexpected – they always say "I knew that thing already." It becomes highly irritating.

There are other national characteristics which exasperate British executives, and which they talk about all the time, such as ...the Germans' preoccupation with 10- and 20-year business plans, which they constantly update on their laptops.

Comments

Sometimes the British staff want to “cut corners”, or ignore the rules, whereas the German managers put more emphasis on implementing company policy. The Germans rather assume that they should know the answers to every question. They also show a longer-term orientation. The communication style of the two nationalities is different, with the British requiring to be informed about everything that is happening, and not just what is strictly relevant for them. Another source of friction to the British, who are used to more informal exchanges, is the German way of greeting fellow workers, which can be seen as unnecessarily formal, and even condescending.

Case study 2. What do you think is happening here?

J = Japanese; F = Foreigner

F: Therefore, our products meet your requirements 100%. How soon do you think you can place an order?

J: Did you see the sumo wrestling last night?

F: Well... Yes, I did. But back to our discussion, when would it be convenient?

J: What do you think of Jessie Takamiyama (a Hawaiian sumo wrestler)? Wasn't he terrific?

Comments

This passage reflects the indirectness of much communication in high-context Japan. Changing the subject is one way of telling the foreign businessman or woman that he doesn't want to place an order. For the Japanese partner, a direct statement would not be acceptable, since it would lead to loss of face. Other ways of saying 'no' include:

- | | |
|------------------------------------|------------------------------------|
| ✓ giving a vague 'yes' or 'no'; | ✓ using silence; |
| ✓ asking a question; | ✓ refusing to answer the question; |
| ✓ delaying answering the question; | ✓ saying 'yes'; |
| ✓ stating regret; | ✓ apologising. |

Information. Sources of Misinterpretation

Misinterpretation can be caused by inaccurate perceptions of a person or situation that arise when what actually exists is not seen. Culture strongly influences, and in many cases determines, our interpretations. Both the categories and the meanings we attach to them are based on our cultural background. Sources of cross-cultural misinterpretation include subconscious cultural "blindness," a lack of cultural self-awareness, projected similarity, and parochialism. There are many ways to increase the chances for accurately understanding foreigners. The passage that follows suggests what to do when business colleagues are not native speakers of your language.

Verbal behavior

- ✓ Clear, slow speech. Enunciate each word. Do not use colloquial expressions.
- ✓ Repetition. Repeat each important idea using different words to explain the same concept.
- ✓ Simple sentences. Avoid compound, long sentences.
- ✓ Active verbs. Avoid passive verbs.

Non-verbal behavior

- ✓ Visual restatements. Use as many visual restatements as possible, such as pictures, graphs, tables, and slides.
- ✓ Gestures. Use more facial and hand gestures to emphasize the meaning of words.
- ✓ Demonstration. Act out as many themes as possible.
- ✓ Pauses. Pause more frequently.
- ✓ Summaries. Hand out written summaries of your verbal presentation

Attribution

- ✓ Silence. When there is a silence, wait. Do not jump in to fill the silence. The other person is probably just thinking more slowly in the non-native language or translating.
- ✓ Intelligence. Do not equate poor grammar and mispronunciation with lack of intelligence; it is usually a sign of second language use.
- ✓ Differences. If unsure, assume difference, not similarity.

Comprehension

- ✓ Understanding. Do not just assume that they understand; assume that they do not understand.
- ✓ Checking comprehension. Have colleagues repeat their understanding of the material back to you. Do not simply ask if they understand or not. Let them explain what they understand to you.

Design

- ✓ Breaks. Take more frequent breaks. Second language comprehension is exhausting.
- ✓ Small modules. Divide the material into smaller modules.
- ✓ Longer time frame. Allocate more time for each module than usual in a monolingual program.

Motivation

- ✓ Encouragement. Verbally and nonverbally encourage and reinforce speaking by nonnative language participants.
- ✓ Drawing out. Explicitly draw out marginal and passive participants.
- ✓ Reinforcement. Do not embarrass novice speakers.

Tasks of the Unit

1. Collaborative Web Project “Different Business Cultures and Cultural Differences”

For this long term project you will be working collaboratively with other students (a group consists of 3 – 4 students) for almost one semester to create a hypertext Website. This cultural site will focus on three or four business cultures that we've studied and may include any information on doing business in different countries from cross-cultural perspective.

This project should be interesting and fun, but you will need: 1) to consider the purpose of your site and who it will be useful for; 2) to conduct whatever research is needed in relation to your topic; 3) to organize your content, including text and links and 4) to create an effective design. This project will involve a great deal of planning, researching and writing. Some useful Internet links and browsers mentioned below will be of help.

The project should include:

- 1) your own interpretation of the theme (possible to include your papers and presentations);
- 2) presentation of socio-cultural information (your interpretation + links);
- 3) presentations of Web sites relating to your theme (they might be hyperlinks or a list of useful links with their description);
- 4) useful links;
- 5) at least one picture.

The introductory page of your site is crucial, it should introduce the theme of your project; a mechanism for contacting you; a site map (table of contents). For section 2 – 4 do not simply provide a list of links. After the title of each Web site and its URL, describe the site in a few sentences. You must include at least five links for each category.

Web sites for creating and publishing your Web page:

- ✓ Templates for creating your pages:
 - <http://home.netscape.com/websites/index.html> - Netscape's free service for creating web pages;
 - <http://geocities.yahoo.com/home> - Build- your-own-Web-site tools and space for beginners;
 - <http://www.lclark.edu/~krauss/tesol98/assigns.html> - M.Krauss page how to create and publish your own Web pages.
- ✓ Graphics and other goodies:
 - <http://www.thefreesite.com/> - this site providing links free services, software, graphics, sounds, etc. on the Web;
 - <http://www.freegraphics.com/> - a great source: provides many links to pages that supply graphics, wallpaper, etc.;
 - <http://www.gisammlung.de/> - offers many graphics, primarily animated gifs (e.g., cartoon characters);
 - <http://www.fonts-kostenlos.de/> - offers a wide variety of free fonts;

- <http://www.freedback.com/> - this program will create a form that visitors to your site can complete;
- <http://www.newspapers.com/> - provides a list of links to most online newspapers, both US and international.
- ✓ Language help:
 - <http://www.yourdictionary.com/> - an index of some available Internet bilingual dictionaries across a wide range of languages;
 - <http://www.yourdictionary.com/> - links to list of dictionaries available on line for over 200 languages;
 - <http://www.bartleby.com/61> - American Heritage Dictionary online.
 - ✓ Useful Internet Links:
 - http://www.georgetown.edu/crossroads/as_syllabi.html - “American Studies on the Web”;
 - <http://www.xiangtan.co.uk> - the culture of English Speaking Countries;
 - <http://www.britainexpress.com/History/english-culture.html> - “English Hall.com”;
 - <http://www.woodlands-junior.kent.sch.uk/customs/index.html> - Customs and Traditions;
 - <http://usinfo.org/usia/usinfo.state.gov/usa/infousa/media/culture.htm> - American Culture Magazines;
 - <http://cnn.com/WORLD/> - CNN World News;
 - ✓ Examples of student-created web pages:
 - <http://www.esl-lab.com/courses/project.html> - Culture Web Site Project;
 - <http://www.kyoto-su.ac.jp/information/famous> - Famous Personages in Japan;
 - <http://www.geocities.com/Athens/Forum/8383> - German Culture Pages in English.
 - ✓ Some Places to Publish Student Work on the Internet:
 - <http://www.hut.fi/~rvilmi/Project> - Internet Writing Project;
 - http://www.aitech.ac.jp/~iteslj/links/ESL/Student_Projects/ - Internet TESL Journal – Student Project.

2. Write an Essay on one of the following topics.

1. American/British/Australian identity: as I see it.
2. What makes American/British and Russian cultures so different and what makes us so much alike.
3. The Japanese/Chinese way of life versus the Russian way of life.
4. What does it mean to be a European/an Asian (way of life of a particular business culture).

UNIT 2

The aim of the unit is to make you become aware of different traditions for addressing people in different business cultures, different ways of introducing oneself and besides to make you realise the importance of this knowledge for doing successful business abroad.

Lesson 1. Initial contacts across cultures

Insight into the topic

The impression you produce on your foreign partner at the first business meeting may crucially affect the whole business relationship in future. Read the situation and see how inappropriate behaviour at a business meeting may cause embarrassment and complicate matters.

An American executive working in South Korea said, "I learned about Korean handshaking customs my first day at work. I had just entered the bank in Seoul where I would have my office. When I was introduced to a female member of my new staff, I naturally extended my hand and shook her hand. She turned deep red. Everyone in the department laughed."

- ✓ What mistakes was the businessman making?
- ✓ What was wrong with his behaviour?
- ✓ Can you say how they both should have behaved?

Now see why misunderstandings took place.

In the United States, a man and a woman shake hands, as do men or two women. Either the man or the woman can begin handshake; often the person with more authority begins the handshake. The businessman in this mini-case was acting as though he were in the United States by extending his hand to Korean woman.

In South Korean introductions, two men shake hands and women bow. But in an introduction between a man and a woman, one can bow or shake hands. If they shake hands, the woman always begins the handshake. She is giving the man mission to touch her hand. If a man begins the handshake, he is touching her without her permission. This causes embarrassment.

Vocabulary

1.1. Consider the dictionary entry:

con'tact sb (v) to write to, talk to, or telephone someone, for example for business reasons or because you are friendly with them.

1. **to contact someone**: to get in touch with, to contact, to make contact with, to approach, to get onto:

✓ **to get in touch with**: to write to or telephone someone, especially someone you do not see very often [*v phrase not in passive*] *I really ought to get in touch with Penny. It's been ages. On her friend's advice she got in touch with a lawyer specializing in family law.*

✓ **to contact**: to write to or telephone someone especially for the first time, in order to give or ask for information [v] *The missing girl's parents appealed to her to contact the police. In a few days you will be contacted by one of our staff and asked to complete a quick questionnaire.*

✓ **to make contact with**: to succeed in contacting someone, especially when this involves some difficulty [v phrase] *The pilot finally managed to make contact with the control tower. Sometimes making contact with other people can be the biggest problem for young people in a city. Signals had been growing weaker and by the fifth day we were unable to make contact.*

✓ **to approach**: to write to or speak to someone that you do not know or have not contacted before, in order to offer them something or ask them for something [v] *The government has approached 15 major companies, asking them to support the new training scheme.*

✓ **to get onto** (an informal expression): meaning to telephone or write to someone in order to complain, explain or ask for sth *The store manager said he would get onto the factory about the late delivery.*

2. to regularly telephone or write to someone: to be in contact, to keep in contact, to keep in touch/stay in touch, communicate:

✓ **to be in contact**: to regularly telephone or write to someone so that you quickly find out about any news [v phrase] *We need to be in constant contact while the business is expanding so rapidly. If you are already in contact with the school, it will be easier to discuss any difficulties.*

✓ **to keep in contact**: to continue to write or telephone someone although you are far away from them [v phrase] *I've managed to keep in contact with all the girls in my graduating class. The two patrol units are able to keep in contact by means of short wave radios.*

✓ **to keep in touch/stay in touch**: to continue to see, speak to, or write to someone when you are no longer working with them, living near them etc. [v phrase] *Bye now. Don't forget to keep in touch. I haven't kept in touch with any of the people I went to school with.*

✓ **to communicate**: to exchange information; or conversation with other people, by telephone, letter or in person [v] *They kept him locked up for five days and even prevented him from communicating with his family. Modern technology makes it easier to communicate.*

3. to succeed in contacting someone by telephone: get hold of, get through, reach:

✓ **to get hold of**: to manage to contact sb by telephone after trying several times [v phrase] *Where have you been? I've been trying to get hold of you all week. It's no use trying to phone her at work - she's impossible to get hold of.*

✓ **to get through**: to manage to contact someone by telephone, especially after some delay or technical problem *By the way, did you get through to Sharon?!*

It takes ages to get through to the right person, if someone does answer the phone.

✓ **to reach:** to contact someone by telephone, used especially when you are saying whether you can or cannot contact them *Will we be able to reach you here for the next few days, incase there are any problems?*

4. the process by which people contact each other: communication, contact (n):

✓ **communication:** *The computer is the best means of communication if you have several partners at different locations. There have been a few communication problems but now we are in regular contact.*

✓ **'contact:** the process of writing, telephoning, or speaking to other people used especially when you are talking about improving the process *Local clubs provide for regular contact for people with the same interests.*

5. to no longer speak to or write to someone: to lose touch, to lose contact:

✓ **to lose touch:** to not speak to, write to, or see someone for a long time, so that finally you do not know where they are [*v phrase not in passive*] *I've lost touch with all my old army friends.*

✓ **to lose contact:** to no longer be able to contact someone by radio or electronic signals, as a result of technical problems [*v phrase*] *Signals from the spacecraft had been growing weaker and mission control has now lost contact altogether.*

1.2. Insert the correct variant considering the dictionary entry:

1. Instead of going to wholesalers we the manufacturers direct.
2. I the association secretary and she's sending me more details.
3. We are still trying to with the person who wrote the original letter
4. I Roger and find out what's happening.
5. How did he know about the baby? Was he with his mother?
6. The met in Greece one summer and by sending occasional postcards.
7. In a large complicated company good is vital.
8. We need more between staff and management.
9. The plain radio equipment failed and the crew with air traffic controllers at the base.
10. At the end of the summer everyone went their different ways and we all
11. The signals had been growing weaker and by the fifth day we were unable to
12. We need to be in constant while the business is expanding.
13. Modern technology makes it much easier to
14. I finally....., but by then she'd gone home.
15. Neil was the last to know . He was off in the mountains somewhere, and we couldn't him.
16. We have no business in Greece.

Language expansion

1.3. Paraphrase the underlined words:

1. No, we haven't heard from our agents in Brazil for some time, we haven't had contacts with them since they moved their office.
2. Good-bye, let's continue our relations and if the chance comes up, maybe we can do business sometime in

the future. 3. Although they don't see each other very often, they communicate by letter or phone. 4. He has links in local government circles. 5. As soon as we have a response from our agents in Seoul, we'll find you at once. 6. In a giant corporation personal relations are very important. 7. I'm going to come up to him with this question. 8. We can't find the boss: he's somewhere on the seashore.

1.4. Translate from Russian into English:

1. До нее совершенно невозможно дозвониться! 2. К сожалению, у нас пока нет никаких связей в бизнес-кругах Австралии. 3. Руководитель совместного испано-российского предприятия обратился в наше агентство за информацией. 4. В ходе переговоров мы планируем установить контакты с западными партнерами. 5. Отец посоветовал сыну связаться с торговым представителем их фирмы в Иране. 6. Через несколько дней с Вами свяжется наш сотрудник и попросит ответить на несколько вопросов. 7. Менеджер магазина сказал, что разъяснит вопрос с фабрикой относительно несвоевременной доставки. 8. Мы находимся в постоянном контакте с посольством Сингапура. 9. Проблема общения сотрудников с иностранными специалистами остается актуальной. 11. Сожалею, но Ваше предложение не может быть принято, так как оно совершенно не согласуется с планами нашей фирмы. 12. Компания потеряла связь со своим филиалом в Норвегии.

1.5. Respond to the following statements:

- ✓ Wholesalers offer an enormous price!
- ✓
- ✓ Why didn't Paul phone back?
- ✓
- ✓ I hope we'll implement our project sometime.
- ✓
- ✓?
- ✓ Oh, she is impossible to get hold of!
- ✓
- ✓ We'd better get in touch with the boss!
- ✓
- ✓ That's impossible. We have lost all contacts with them.
- ✓
- ✓ You see, it's out of touch with our plans!

Discussion

Have you ever arrived in a country without any idea of how you should behave there? How would you prepare before an important business trip to a country you've never visited before? If you wanted to do business with a certain company in another country how would you want to be introduced? Look at the list below and decide what is a good idea (G) and what is a bad (B) idea.

- ✓ Write a letter introducing yourself to an appropriate person in the compa-

- ny. _____
 ✓ Call and introduce yourself to an appropriate person in the company.
- _____ ✓ Make an appointment to introduce yourself to an appropriate person in the company. _____
 ✓ Ask an influential person to introduce you to someone in the company.
- _____ ✓ Contact the chamber of commerce, consulate, or other official agency and ask for an introduction. _____

Reading

Text 1. Gestures or Subtle Cues?

Many cultural anthropologists divide countries into low-context (i.e. the United Kingdom, Germany and the United States) and high-context societies (i.e. Japan, France and Qatar). In low-context cultures, information is predominantly communicated verbally or in writing, in an overt, frank manner. But in high-context societies, much information is transmitted non-verbally, with subtle, indirect cues. Therefore, “Saying What You Mean and Meaning What You Say, “ is not always the best policy in places like Japan or Indonesia. Key points often go unsaid, but are clearly understood.

To complicate matters, many non-verbal communications have entirely different meanings from one country to another. To illustrate, here are some standard, initial interactions examined from several countries’ perspectives.

Eye contact. From the introduction to the farewell, appropriate eye contact varies greatly depending upon the country. In the United States, direct eye contact is considered a sign of honesty and reliability. Shifting one’s gaze away, or to the floor indicates a lack of attention, or worse, deceit.

However, in Latin America, intense eye contact between men can be considered challenging and aggressive. Depending upon the situation, subordinates may not always look superiors in the eye for a protracted period of time. If a Hispanic looks away when being questioned, he or she is probably being respectful, rather than hiding something.

Extended eye contact between the sexes – In a purely business setting – is common in the United States, but can be interpreted as an overture for more intimate communications in many Latin and Mediterranean countries.

Smiles. “You’re never fully dressed without a smile.” While a smile is generally part of an introduction, smiles aren’t always the universal signal for friendship. Although smiles invite communication in much of the Western Hemisphere, in the Far East, a smile can be used to cover up embarrassment, dismay or fury. If you’re negotiating with Japanese, Chinese or Indonesian prospects, an inscrutable smile is used to communicate far more than pleasure. It’s a form of polite behavior, which masks anything from sincere enjoyment to menace. When accompanied by a protracted period of silence, a mysterious smile can unnerve Western salespeople. Relax, if you have already made your statement, it’s acceptable to sit respectfully

in silence, and smile back.

In the French frame of reference, a person who grins too much can be regarded as simple. And in Germany, smiles are often reserved for family, friends and social situations, but not displayed freely in business settings.

Shaking Hands. In the United States, a firm grip has long been an indicator of strength of character, but styles of handclasps can definitely vary around the world. In Asia, a weak, extended grip is normal and doesn't belie the negotiating strengths of the participants.

If you're in a Muslim or Orthodox Jewish environment, you must be highly sensitive to touching the opposite gender. Devout orthodox Muslims and Jews must not touch women, so follow your hosts' lead.

Bowing. The tradition of bowing is so complex that Asians attend classes in the proper protocol of the bow. It's unlikely that any international visitor would be able to appropriately execute a formal bow (to the right depth, with the correct duration, etc). However, a polite attempt to bow in greeting will be appreciated by your Asian hosts. If you're the subordinate in the relationship, bow lower. Be sure to learn an appropriate verbal greeting to express with the bow.

Kissing. Most initial business meetings around the world don't involve a kiss. But after establishing a relationship with clients in the Middle East, Latin America, many parts of the Mediterranean and parts of Africa, there may be times when your clients/friends initiate a brief kiss on either cheek, accompanied by a handshake, hug or pat on the back.

If you're in Brazil, this custom may occur between the sexes after only one or two meetings. In the Middle East, the same custom is likely to happen between males, followed by an extended period in close proximity. Whatever you do, never back away from a kiss. You don't want to undermine your new business relationship by being coy about your personal space. As the saying goes, "When in Rome (or Rio or Riyadh), act as the Romans do."

In the 1990s, a U.S. governmental study evaluated the characteristics of successful ambassadors and diplomats.

Of all the variables that were measured, the most telling indicator of long-term success was their capability to pick up on non-verbal communications within the target country. Overall, those individuals who comprehended a situation without auditory reinforcement were most capable of maneuvering successfully through the maze of international politics that occur in any global transaction.

There are thousands of cultures around the world, and an immense variety of non-verbal communications. Becoming sensitive to the subtle gestures of your surroundings can help you avoid insulting your companions by what might be an innocuous movement in your home country, but is taboo in theirs (like the "OK" sign in Brazil; it's obscene). But when in doubt about a gesture, keep your hands to yourself.

Comprehension

1. Explain, what is meant by the following expressions in the text:

- ✓ overt, frank manner or communication;

- ✓ to transmit information;
- ✓ subtle, indirect cues;
- ✓ a smile can be used to cover up embarrassment;
- ✓ a mysterious smile can unnerve Western sales people;
- ✓ devour or orthodox Muslims and Jews;
- ✓ close proximity;
- ✓ you don't want to undermine your business relationships by being coy about your personal space;
- ✓ their capability to pick up on non-verbal communication.

2. Answer the questions:

- ✓ Give examples of high-context and low-context cultures. Where would you put Russia?
 - ✓ In which countries do certain non-verbal communications have opposite meaning?
 - ✓ Explain, why the capability to pick up on non-verbal communications may be
 - ✓ an indication?
 - ✓ From this article, which nationalities can cooperate with each other? Which may have difficulties in communication?
 - ✓ Which nationality seems the easiest for Russians to deal with? Why?

3. Imagine that you are experienced international businessman. Choose the country you know well from the list below and comment on customs, traditions and patterns of behaviour of this country:

- ✓ Japan;
- ✓ USA;
- ✓ Brazil;
- ✓ Saudi Arabia;
- ✓ France.

4. You are a cross-cultural consultant hired by a foreign executive going to do business for the first time in your country. Prepare some advice that you would give your client about business practices. Use the following topics to help you:

- ✓ use of language;
- ✓ non – verbal communication.

Text 2

Read the articles and summarize the content of it in 8-10 sentences.

1. Allow me to Introduce Myself. Some hints on business card usage around the world

- ✓ Take your time. It's impossible to convey respect if you fling your card at someone.

✓ Remember that the left hand is considered unclean in the Islamic world. Even in many non-Islamic areas of Africa and Asia, the tradition has evolved of using the right hand in preference over the left.

✓ In some parts of Asia (notably Japan), presenting a card with two hands conveys respect. When using both hands, hold your card by the two upper corners.

✓ When you receive a business card, immediately take time to read it. This is a good time to repeat the person's name, especially if it is in a language you're not familiar with.

✓ While you may write on your own card, never write on someone else's business card.

✓ Ideally, you should store your business cards in a small case. If you don't have a card case with you, put your cards in a front or side pocket.

✓ It's only polite to have your card translated into the local language. One side of the card should be in your language, the opposite side in the local language.

✓ Bring plenty of cards. In some countries, you will need two for each one-to-one visit, since the secretary will keep one card.

2. Kiss, Bow or Shake Hands? Some general guidelines on greetings and terms of address.

Physical greetings

Businessmen in the United States and Britain rarely have to endure a kiss on each cheek from another man. Even in countries where such greetings are common (Italy and Russia, for example), a kiss is generally reserved for relatives or good friends. A foreign businessman will have to do a lot of relationship-building to reach the point at which he is greeted with a kiss. When that happens, the easiest thing to do is to stay still and let the kiss-initiating person move his head. Otherwise your noses may collide!

In Asia, Westerners rarely master all the intricacies of a bow. The basics usually suffice: bow from the waist, and the person with the lower status bows more deeply. When greeting Westerners, many Asians follow a bow with a handshake.

As any politician can attest, strong handshakes can hurt. North Americans and Australians should moderate their strong handshakes overseas. Many Asians who do shake hands actually perform a hand-clasp, with no pressure and very little pumping. To give emphasis to a handshake, it is permissible for each person to place their left hand over their clasped hands.

Forms of address

There are very few countries in which businesspeople address each other by first names after a short time. In Germany and Switzerland, for example, even longstanding business partners may choose to address each other by their surnames. North Americans commonly use first names, and are notorious for losing

credibility by using first names overseas.

Degrees of politeness

Some Asian languages have several degrees of politeness. To know which level to use, Asians need to know their counterpart's standing in society. Hence they often ask very personal questions of foreigners, such as how much they earn or how many employees they supervise, to determine the level of politeness required. If you find such questions too personal, simply decline to answer, or say that it is not something that is usually discussed in your culture.

Written reflection

You are a PR officer at an international firm. Your firm is expecting a delegation from prospective partners from Saudi Arabia. Write a memo for the staff involved to instruct them in Saudi Arabia communication practices.

Speaking

1. What do you think is happening here?

Sales representatives from Germany and Britain are in a difficult negotiation. Things are getting tense. Franz Bauer sits upright and is disturbed as Jim Banks relaxes in his chair. Franz Bauer feels that Jim is not taking the negotiation seriously. Jim feels that Herr Bauer is getting more and more aggressive.

Comments

The German's upright position indicates the seriousness with which he is taking the situation, while Jim's posture in the chair indicates his wish to defuse the situation. The two people misinterpret each other's behaviour, and so the situation escalates. In some cultures travellers should be careful to avoid exposing certain parts of their body. In some Arab cultures, for example, the sole of the foot is considered dirty, and should never be shown, so anyone who adopts the local custom of sitting on the floor, for instance, has to take care to avoid doing this.

2. What do you think is happening here?

✓ A British expatriate living in Germany complains about being stared at in the underground train. "They stare at me straight in the face as if I've come from another planet", he said.

✓ A US manager reports problems with Japanese staff. "I asked them how the project was going and, of course, not much has been done. I was suspicious when they didn't even look me in the eye", he said.

Comments

The length of time that it is acceptable to look directly at someone can also differ from one country to the next. In some cultures, looking someone in the eye is taken as a sign of interest and honesty. In others, however, this can be seen as a sign of disrespect. Visitors gradually learn not to look too directly at the person

they are talking to, in case they are thought to be staring intrusively.

3. What do you think is happening here?

A European manager who came to work in the US subsidiary of an insurance company was pleased to find that he had an excellent secretary. After she had completed yet another piece of work long before the deadline, he went up to her, tapped her on the shoulder, and said, "Pat, thanks again. It really is such a help that you are here." Her response was to complain to the manager's boss.

Comments

Where, how, and how often people touch each other varies widely across cultures. Even in the business world there are large variations. In the USA, the actions of some male employees in touching female employees, whether innocently or otherwise, has given rise to law suits for sexual harassment.

When and how often people shake hands varies widely, too. A group of British investment bankers felt that their German colleagues shook hands excessively, and advised a British colleague going to a meeting in Germany that they should shake hands with anything that moves'. In other cultures, hugging or kissing are more appropriate forms of greeting, even in a business context.

4. What do you think is happening here?

Julio, an Argentinean student, who is keen to improve his English, is attending a course in Business English. He often stays behind after the class to ask the British lecturer, Jim Ford, some questions. When Julio approaches, Mr Ford looks uneasy and begins to move away. Julio wonders whether Mr Ford doesn't like him, if he is asking too many questions, or whether students are not supposed to ask questions after class.

Comments

How close you get to another person when talking to them differs widely across cultures. Research has shown that in the USA the 'comfort zone' is about an arm's length. In Latin America, the tendency is for people to get closer to each other than people, for instance, in the UK. The fact that this is a tendency doesn't, of course, mean that all British people do this. Julio's explanations of Mr Ford's behaviour might be correct, but it could also be that the lecturer feels uneasy because the student is coming too close to him.

Lesson 2. Getting connected

Insight into the topic

There are many different traditions for addressing people in the world. In some cultures people use each other's first name immediately. In other cultures, the first name is only used by close friends and family. And in some cultures the first name is the family name and the second name is the given name.

A partner in one of New York's leading private banking firms went to Sin-

gapore to meet one of his clients. In Singapore there are three different cultural traditions: Chinese, Malaysian, and English. His clients were ethnic Chinese.

The banker wanted to do everything correctly, so on his way to Singapore he memorized the names of the three representatives he would meet. In the first meeting with the representatives and some other business contacts, he began by addressing the top man, Lo Win Hao, as Mr. Hao. As the meeting continued, he made sure to address each representative by name. After a while, one of the contacts passed a note to the American banker. The note said "Too friendly, too soon."

Answer the following questions in groups.

1. What did this note mean? What mistake was the banker making? (Consult Appendix 1)
2. Why is it important to know about the traditions for addressing your foreign business partners?
3. Have you ever been called by the wrong name or had your name pronounced incorrectly? How did you feel? What did you do? Did you correct the person or ignore the mistake?
4. How are names used in business in your country?

Vocabulary

2.1. There are many idioms in English that describe how a relationship develops. Match the idioms with their definitions.

- | | |
|----------------------|-------------------------------------------------|
| 1. to hit it off | a. to like someone immediately |
| 2. to break the ice | b. to have a good relationship |
| 3. to get along with | c. to get past the beginning of an introduction |
| 4. to get to know | d. to begin to like a person |
| 5. to warm up to | e. to learn more about a person |

2.2. Complete the following sentences with the correct idioms.

1. At first the employees were nervous about the new director. They thought she was too strict, but after a few months they realized she just wanted the best for the project and they _____ her.
2. I met a lot of people at the conference but I was too busy to _____ anyone very well. I hope this year I can follow up and meet _____ with _____ some _____ of _____ these _____ contacts.
3. They met at a stockholders' meeting and _____. Within weeks, they were planning a new venture together.
4. The new head of sales does not _____ with his employees. This will have a bad effect on the whole department.
5. On the first day of the seminar the participants all had dinner together _____.

Language expansion

2.3. Often the same word can be used in the verb, noun, and adjective forms. Some nouns and adjectives have more than one form. Complete the following chart with the missing forms:

verb	noun	adjective
adapt		adaptable
contact		contacted
accustom (oneself)		customary
	impression	impressive
	information	informative
introduce		introductory
	reference	referred
_____		reputable

2.4. Complete the following sentences with the correct verb, noun, or adjective form of the words in the chart above. Use one form of each word base, and do not repeat any words.

1. She tried to _____ the sales representative, but he never returned her calls. 2. Before doing business in a foreign country, it is useful to learn some of the common business practices and _____. 3. The young executive wanted to _____ his colleagues, so he dressed his best. 4. We had never bought their products before, so the company gave us a special _____ price. 5. We employed him because he had excellent _____ from some top people in the field, but so far his work has not been good. 6. In order to dominate the market, the company now makes computer parts that are _____ to all models. 7. The meeting was useful because a lot of new _____ was presented. 8. It took him forty years to build his _____ and one night to destroy it. One mistake can cost a political career.

Discussion

2.5. Answer these questions:

1. It is easy or difficult for you to introduce yourself to an unknown person? Why?
2. What will you do to break the ice at the first meeting? How do you relax the situation?
3. If you introduce two persons to each other how will you make them feel comfortable? What should you say to encourage their further communication?

Reading

Text 1. Getting connected in Columbia¹

A bank in Bogota, Colombia decided to improve its computer communications system. The top sales manager of a young but successful communications company in the United States wanted to get the Colombian account. The sales manager, Peter Knolls, was a young man with an excellent background in computers and U.S. sales. He had been one of the original partners in this small communications company.

From his office in Chicago, he started to look for the right person to contact. He called several people in the Colombian bank but wasn't able to get a hold of the person in charge of the account. He decided to call the Colombian Association of Banks. The association coordinates bank business and encourages foreign investment. It also acts as a third party to introduce foreign contacts. An agent of the association named Roberto Coronas as the key contact of the Colombian bank for the account. The agent then suggested they all meet together in Colombia. Knolls, wanting to be certain that a trip to Colombia would be worthwhile, asked the agent for Coronas' phone number and called him immediately. He introduced himself to Coronas and began to explain how his company could develop the best computer system for the bank. Coronas suggested they meet each other in person to talk further.

Before leaving for Colombia, Knolls sent a brief letter to Coronas describing his company and its interest in doing business with the bank. He also sent his company's credentials. These included a profile of his company with all the necessary financial information from the past two years and some references from satisfied clients. This information would show what a good reputation the business enjoyed in the United States.

Knolls went with the agent to meet Coronas in person. After a brief introduction, Coronas suggested that the two men have dinner together that evening. At the dinner the sales manager was ready to talk about business, but Coronas wanted to talk about general topics, such as business friends and Colombia's literary and cultural history instead. Knolls said his interest was in business, not in the arts. The young man explained how he had independently developed a successful communications business without any special help or connections. He did not make a good impression on Coronas.

At the end of the evening Coronas said they should stay in touch, but he never contacted Knolls again.

Comprehension

1. Circle the words that are most similar in meaning to the words in italics (taken from the story)².

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1. A young but successful communications company in the United States wanted to get the account to develop a new computer system for the bank.
 - a. Businessman
 - b. Money
 - c. Job
2. He had an excellent background in U.S. sales.
 - a. Experience
 - b. Time
 - c. Interest
3. Peter Knolls started to look for the right person to contact.
 - a. Touch
 - b. Speak to about the business
 - c. Be friends with
4. He called several people in the Colombian bank but wasn't able to get a hold of the person in charge of the account.
 - a. Understand
 - b. Hug and kiss
 - c. Speak to
5. This association acts as a third party to introduce business contacts.
 - a. Independent group
 - b. Large dinner
 - c. Businessperson
6. The association identified Roberto Coronas of the Colombian bank as the key contact for the account.
 - a. Person who introduces
 - b. Person who gives information
 - c. Most important person
7. He sent the company's credentials.
 - a. Description of qualifications
 - b. Credit cards
 - c. Description of beliefs
8. These included a profile of his company with all the necessary financial information from the past two years.
 - a. Picture of the company
 - b. Description of the company's history and accounts
 - c. Description of the company's employees
9. He also sent some references from satisfied clients.
 - a. Dictionaries
 - b. Letters recommending the company
 - c. Products

10. This information would show what a good reputation the business enjoyed in the United States.
- Standing or position
 - Look
 - History
11. The young man explained how he had independently developed a major communications business without any special help or connections.
- Family
 - Knowledge
 - Friends with power
12. He did not make a good impression on Coronas.
- Make an imprint
 - Paint a nice picture
 - Have a positive effect

2. Answer the following questions and share your answers in groups.

- Why do you think it was difficult for Knolls to contact the right people over the phone?
- Why do you think Knolls sent information about his company before the first meeting?
- Why do you think Coronas invited Knolls to dinner?
- What was the purpose of the dinner for Knolls?
- Why didn't Knolls make a good impression on Coronas?

3. Answer the following questions and share your answers with a partner.

- What did Peter Knolls, the U.S. sales manager, first do to find out more about the Colombian bank?
- How did Knolls get introduced to Roberto Coronas, the Colombian banker?
- What kind of information did Knolls send to the bank before the first meeting?
- What did Coronas want to talk about over dinner?
- What did Knolls want to talk about over dinner?

4. Problem Solving: Information Gap.

Peter Knolls is wondering why Roberto Coronas never called back. You are to investigate the different cultural backgrounds of the salesman and the banker. Consult the Appendix and complete the chart below.

	In Colombia	In the United States
1. Is it more common to contact people and get information in person or on the phone?		
2. What are some ways to get introduced to a company? Which way is most common or effective?		
3. In making initial contact, which is more important: the company or the person representing the company? Why?		
4. How important are personal connections? Why?		
5. How much time is spent on getting to know each other? Why?		

1. What difference in the two men's business styles had the most impact on their first contact?

2. After the first dinner, what could Knolls do to improve relations with Coronas?

Text 2. Getting connected in Egypt and South Korea¹

Egypt

In Egypt, the government is usually the customer; private businesses usually do not have big international accounts. A good introduction in Egypt requires governmental references. For example, an American businessman in a large company in Arizona, United States, wanted to do business in Egypt. His company had no history of working in the Middle East. He had to get letters of reference and introductions from a U.S. senator and the U.S. government's envoy (government contact) to Egypt before the Egyptians would consider doing business with his company.

The social relationship that develops between the two business parties is also very important. The social relationship is not limited to the one person in charge of the account. During the first meetings, the same respect and social interest should be shown to all persons who are in the key contact's office, even if they are not directly involved in the business deal. These people may influence the key contact's opinion.

South Korea

It is best to make the first contact with a Korean company through a third

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party. If this method is chosen, it is important to contact a highly respected Korean. South Korea has a clear social structure. People work with people who are in their own social level. In high business circles in South Korea, everybody knows everybody. An introduction through a well-connected individual will open many doors. High-level government officials are the most effective contacts because they can promise some governmental cooperation. The government has a lot of influence on business in South Korea. There are also many trading companies and banks that successfully introduce foreign businesspeople to Korean businesses.

In Korean society, a person's status is defined by education, family, place of birth, current address, friendships, connections, and the size of the company. When businesspeople are introduced in South Korea, it is important that they give personal information about their own connections and education along with the company profile. People sometimes give biographies (a short description of their life) to provide additional personal information. All this information should be given before the first meeting so that the people involved have a chance to learn about each other.

Comprehension

1. Read the following actions taken by businesspeople to make contacts in Korea or Egypt. Decide whether each action is a good idea. Write Yes for a good idea and No for a bad idea. Discuss your answers with the class.

South Korea

a. A businesswoman preparing for her first business trip to South Korea writes up a personal biography describing her family background, education, and work history.

b. She then goes directly to all of the businesses that interest her. She introduces herself and hands them her biography, along with information about her business.

Egypt

a. In preparation for his first business trip to Egypt, a businessman from a small company contacts a member of U.S. Congress and gets a reference for his business. Then he contacts the Egyptian businesses.

b. He meets the business contacts and spends many hours socialising with them and their friends. After they have developed a good social relationship, he begins to talk business.

2. Answer the following questions about titles in your culture. Share your answer with a partner and compare them to those of an American provided in the chart¹.

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UNIT 2

Lesson 2. Getting connected

	You	Your Classmate	One American's Response
1. How do you address classmates in your home country?			By first name or nickname.
2. How do you address your business colleagues in your home country?			By first name or nickname.
3. What different titles do you use for women?			We use Miss or Ms. for unmarried women and Mrs. or Ms. for married women.
4. What different titles do you use for men?			We Always use Mr. for both young and old, married and unmarried.
5. How do you address a person at your business social level if you have just met?			Usually by first name.
6. How do you address a boss or supervisor?			Usually by first name. If there is a large difference in power, we may use Mr. or Ms.
7. How do you address a secretary or receptionist?			By first name.
8. Are there special titles for people in a company depending on their position or their education? Do you use these titles?			In a company we do use different titles for different positions. Educators and other professionals sometimes use their academic titles but mainly in business cards and letters.

Written reflection

1. In text 1 Knolls was selling his services to Coronas. To what extent do you think he, as the seller, and Coronas, as the buyer, should try to adapt to each other's culture? Write a plan for Knolls and Coronas so that their first contact is more successful. Your plan should lead up to and include the first meeting. To help you prepare your plan, review the issues in the chart to text 1. When you have finished, share your plan with the class.

2. Write a letter to a government official in Egypt asking to act as a third party and to introduce you to your potential partners. You have the necessary governmental references and hope to gain a foothold in Egypt.

Speaking

1. It is not only words used that convey a message, but also a range of other factors, such as our tone of voice, and the speed or pitch of what we say.

What do you think is happening here?

A British-Polish joint venture is running into problems. Magda Sapinska, one of the key members of the Polish sales staff, has been sent to London to work with the UK partner company. The London office is very impressed with her performance, and would like her to stay on for another six months. Geoff Woodside, the British manager of the London office, asks her to ring Warsaw to see what they think. The telephone conversation is in Polish. Although Geoff can't speak Polish, it quickly seems clear to him that Magda is having a row with the Warsaw office. When she puts the phone down, he says to her, 'Magda, sorry to have got you into this mess – I hope we haven't made you unpopular in Warsaw.' Magda is puzzled and says, 'What are you talking about? Everything's fine—Warsaw has given us the OK.'

Comments

Intonation patterns and tone of voice vary widely in different cultures. What in one culture sounds like a hysterical argument, in another would be considered to be the norm for a reasonable discussion. Geoff Woodside came to the wrong conclusion about the tone of her conversation when he judged the sound of people speaking in Polish by the very different intonation patterns in English.

Trompenaars provides a useful diagram to illustrate some possible patterns (see [Figure 2.1](#)):

Anglo-Saxon

Latin

Oriental

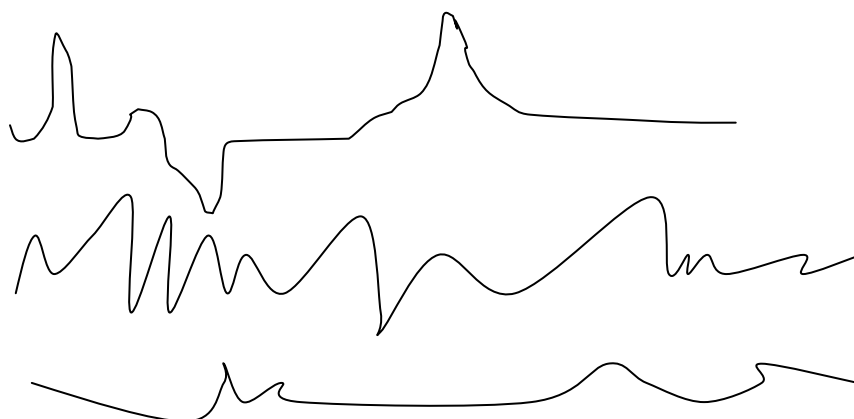


Fig. 2.1. Intonation patterns in different cultures

2. Speak about the peculiarities of starting a business relationship in Russia. Are any references required? How should a foreign businessman behave to produce a good impression on Russian partners? Are any key contacts required? What is more important for Russian businessmen: a person or a record or business? Is it characteristic of Russians to get down to business at the beginning of a meeting? Is it easy or difficult to start a business relationship with Russians?

Lesson 3. Dress for success

Insight into the topic

There are different styles of clothes acceptable in various business cultures and it is essential for a business person to make the right sartorial impression in an appropriate country.

For instance, in Alphaland, businesspeople dress quite formally. The business suit is common, but for men, wearing non-matching jacket and trousers is also a possibility.

In Betatania, the dark business suit is obligatory for men. Some companies allow women to wear trouser suits.

In Gammaria, the business suit is almost as necessary as in Betatania, but with more variation in colours. Some companies require employees to wear formal clothes from Monday to Thursday, and allow less formal ones on what they call casual Fridays or dress-down Fridays. In some places, many banks and shops require people dealing with customers to wear uniforms so that they all dress the same.

In Deltania, people dress more casually at work than in the other countries. For men, suits and ties are less common than elsewhere. This is smart casual.

Answer the following questions in groups.

1. How do people in your country dress at work? Do any companies have dress-down days?
2. What are the advantages and disadvantages of how people dress?

Vocabulary

3.1. Think of sentences to illustrate the way the following verbs are used.

to wear	to undress
to clothe	to dress up
to overdress	to dress down
to dress	to cross dress

3.2. In pairs, match the adjectives on the left with a suitable clothes item on the right. In some cases more than one link can be made, e.g. shoes can be 'low-heeled' or "lace-up". Discuss their meaning with your partner.

knee-length	shoes
-------------	-------

high-necked	trousers
flesh-coloured	shirt
low-heeled	skirt
skin-tight	dress
lace-up	shoes
loose-fitting	blouse
body-hugging	tights

Language expansion

3.3. In groups of three or four, answer the following questions. Report back to the class when you've finished.

1. Would you say that you were someone who was interested in fashion?
2. Is what you wear important to you? Why/why not?
3. Do you always wear what you want, when you want?
4. Do you think that clothes express people's personality, or disguise it?
5. Describe the clothes in which you feel most comfortable, and “yourself”.
6. Do you think that women on the whole are more interested in fashion than men?

Discussion

3.4. Discuss with your partner what you would wear in the following situations:

- ✓ a job interview for a position with an advertising company;
- ✓ a dinner with an old friend that could turn into a romance;
- ✓ an interview with your bank manager to ask for a loan;
- ✓ a rock concert;
- ✓ a dinner (informal) at an old friend's house, with other old friends present.

3.5. In groups of three or four, discuss the following quotations.

A. “All choices of clothing, particularly the quick and simple ones, involve allying oneself with others who have made the same choice.” Anne Hollander, *Seeing Through Clothes*.

B. “Clothes are a billboard of the self. They express dreams and disguises, rank and status, pride and dismay. Without them we are vulnerable, and largely anonymous: with them we are clad in an armour of cloth.” Harris Dienstfrey

3.6. Imagine you are sitting at a table outside a cafe, watching people pass by. How many different “groups” can you identify, just by their clothing? Or make notes on the different clothes worn by the members of the class. How many different “groups” can you find?

Reading

Text 1. Dressing the Truth

1. Before you read the article discuss together possible meanings for the following expressions:

- ✓ personal image management;
- ✓ dressing for effect;
- ✓ non-verbal communication;
- ✓ appearances matter.

2. Read the article and make notes on what the author says about the above expressions. Discuss your answers with the rest of the class. Decide whether or not you think he would have agreed with the quotation B in ex. 3.5. Note anything he says which supports your opinion.

Most people say they wear what they do for practical reasons such as comfort or warmth. But the truth is more complex. Like it or not, our clothes are personal statements – and we might not always mean what they say.

Those of us who live surrounded by strangers – which in Britain in the 20th century is increasingly the norm – have to develop our skills of non-verbal communication in what the sociologist Irving Goffman has called *The Presentation of Self in Everyday Life*. Just as people have differing abilities in most things, there are obviously experts in this art – the geniuses of the street who can spot a genuine Rolex or a pair of original Levi 501s at 100 yards. But it is also true that all of us require basic skills to enable us to read the messages of the walking billboards around us and, just as importantly, to select appropriate items for use in our own personal image management.

These personal advertisements are not necessarily “legal, decent, honest and truthful”. If asked to check out the claims made by our walking billboards, the Advertising Standards Authority would probably take most of us to court. We dress to impress, to confuse and to deceive (if only ourselves). Whether we utilize the skills of an undercover cop to blend into our surroundings or those of a pop star to stand out, there is generally a considerable gap between what we project in our appearance and the reality of our situation in life. It may be only when dressing for, say, a job interview or a first date that we are aware of our capacity for visual deceit but we are, in fact, at it all the time.

Dressing for effect is a game we all play. It is also a very serious business – not just in the sense that the clothing and make-up industries are big business (clothing manufacture is Britain's fourth biggest employer) but also because our own personal, economic, social and romantic relationships so often derive from effective image management. Except for the minority of people who live out their lives in small, rural communities where everyone knows everyone else, we inevitably build our relationships upon a foundation of fleeting initial visual encounters. It is a cliché that “Appearances Matter” but it is none the less true. At a party, on

the street, in the office, at a disco, when visiting a bank manager, verbal communication is only one aspect of our interaction – and frequently (perhaps surprisingly) it is often the least important source of information. How many important relationships in all our lives would have never developed to the verbal level if we had not surmounted the initial hurdle of visual compatibility?

The other side of the coin is our ability to interpret the appearances of others in order to avoid unpleasant or even dangerous encounters. On a dark, sparsely populated street the distant glimpse of a “doggy looking character” may make us cross to the other side or even retreat in the opposite direction – often without justification. Our prejudices about appearances frequently interfere with our logic. Muggers, pick-pockets, rapists and con-men rarely, in real life, look like the stereotypes we expect. Usually it is only very subtle inconsistencies of style and manner that are the clues we should look out for.

And if the interpretation of appearances is a complex game, the task of projecting to the world our own personal self-advertisement is no less so. Buying a new wardrobe – or even a pair of socks - is no easy matter, but the choices we make (yes, even in socks) are among our most important decisions. Many people who have abundant skills at anything from computer programming to writing pop songs are held back in life because they have never taken the time to develop their skills of image management. Yet it is not difficult to do so.

The first point to grasp is that items of clothing, make-up, hairstyles, etc. are symbols. Just as in learning the vocabulary of a foreign language, one has to learn the meanings of these everyday style symbols. Unfortunately there are no dictionaries of these things (their meanings are too ephemeral for that) but simply by taking note of what other people are “saying” with what garments, you can become fluent enough to begin to evaluate what you are communicating through your own appearance.

The messages which we think we are transmitting are often not the ones which others actually read in our appearance. Get someone else to evaluate you. Then, independently evaluate yourself and compare your appearance profiles.

Do not expect the message which you are sending out to correspond to your real life situation. The presentation of self is the act of creating a public fiction about a character who happens to have your name. The only thing that matters is whether the fiction which you project is the one which you want the world to read.

Active Vocabulary

the norm normal, or standard thing or situation

**an undercover
cop** a detective in disguise

**we are at it all
the time** we do it all the time

derive from come from, originate in

fleeting	swift and temporary, ephemeral
surmounted the initial hurdle of	managed to overcome their first obstacle of
sparsely populated	with not many people about
a dodgy looking character	a suspicious looking person
muggers	people who attack and rob others (usually pedestrians)
con-men	“confidence men”, people who trick or cheat people by playing on their good faith or confidence
garment	an article of clothing
this scheme of things	this particular way of organizing or looking at life
a graduated scale	a scale with degrees of measurement which increase/decrease gradually

Comprehension

1. Look at the following description of a clothing style taken from the article: “Trendy means anything which is in fashion”. Working with your partner, look at the two lists below. One list contains classifications, like “trendy”; the other contains definitions, like “anything which is in fashion”. Match the classifications with the definitions. Sort them into pairs of opposites, e.g. hard and soft.

Classifications

- | | |
|---------------------------|---------------------------|
| 1. Trendy means... | 6. Traditional means... |
| 2. Sort means... | 7. Mind-dressing means... |
| 3. Body-dressing means... | 8. Conformist means... |
| 4. Elitist means... | 9. Egalitarian means... |
| 5. Hard means... | 10. Individual means... |

Definitions

A. casual, pastel shades, muted patterns, fussy, fine fabrics, lace, floral prints, frills, bows, suede, mohair and ribbons;

B. work clothes, army surplus, practical fabrics, donkey jackets, Dr Martens,

overalls, badges;

C. “normal” clothes which do not stand out and attract attention; anything bought from a chain store that generally do the trick;

D. whatever is usually, unconventional, personal and distinctive;

E. expensive fabrics, bespoke tailoring, couture, hand-made shoes, the family jewels, formal dress;

F. sportswear, dance clothes, muscle T-shirts, body-hugging stretch fabrics, suntan;

G. tailored, sharp, angular, severe, minimalist, strong solid colours, bold stripes, pointed collars, black leather, studs and metal trimming;

H. classic – anything which is timeless and does not date;

I. loose-fitting, carelessly assembled, slightly rumpled clothes which do not show much flesh, briefcase bulging with books, spectacles;

J. Anything which is in fashion.

Answers: 1j; 2a; 3f; 4e; 5g; 6h; 7i; 8c; 9b; 10d.

2. When you have finished, look at the messages below. With your partner, try to decide which classification goes with which message. The first one is done for you.

1. The message is: “I’m efficient, businesslike, sharp, strong, aggressive, decisive, urban, sophisticated and in control.” – *Hard*.

2. The message is: “I’m an intellectual, concerned with ideas not appearances, reasoning, rational, thoughtful, civilized and introspective”.

3. The message is: “I’m a proud proletarian, salt of the earth, left wing, “Up the workers”.

4. The message is: “I’m caring, nice, gentle, friendly, relaxed, innocent, passive and rural”.

5. The message is: “I’m special, unique, creative, one in a million”.

6. The message is: “I’m fit, sensual, instinctual, natural, intuitive”.

7. The message is: “I’m a team player, one of the boys/girls – average, conventional and middle-of-the-road. I blend with my surroundings”.

8. The message is: “I’m a member of an exclusive coterie, not one of the “hoi polloi” (hoi polloi = the common people, the masses).

9. The message is: “I’m up-to-the minute, going places, not stuck in a rut, progressive and in with the in crowd”.

10. The message is: “I’m a pillar of the community – moral, upright, honest, God-fearing, worthy, honourable and virtuous”.

So... which one are you?

Text 2. Dress for success

It is undeniable that garments form a large part of people’s first impressions. In much of the world, a person dressed inappropriately will not be taken seriously, especially in a business situation.

Argentina: very formal

The Argentines have adopted British traditions towards clothing, usually wearing formal, conservative outfits, even in many social situations. Foreign business executives visiting Argentina should do likewise. Businesswomen in Argentina should be sure to wear stylish shoes.

Brazil: casual but stylish

By contrast with Argentina, style is the most important factor in Brazilian dress. Well-cut, fashionable clothing is expected of Brazilian executives. Many male executives manage to do without ties. But remember that Brazil is very large, and the degree of casualness varies. Rio de Janeiro is more casual than Sao Paulo, which itself is more casual than Brasilia. Brazilian women consider carefully manicured nails to be very important. Women who wear open-toed shoes should have a pedicure as well.

Saudi Arabia: modesty

Air conditioning is common, so businesspeople should expect to wear full business suits to a first meeting. If it seems appropriate, men can dispense with ties and jackets at subsequent meetings. Despite the heat, legs and upper arms must be kept covered. Shorts are not acceptable, even for casual wear. Many foreigners have fallen foul of the Matawain (religious police). Clothes may not be tight: women, especially, should wear loose-fitting clothes. Baggy clothes also make sitting on a floor or cushion more comfortable.

France: stylish; best quality

As one would expect, the inventors of haute couture put a premium on style. Even low-paid, entry-level executives buy the best clothes they can afford. The typical French posture (very straight, even when sitting) makes their clothes look even better. Unlike the USA, businessmen in France do not usually loosen their ties or take off their jackets in the office. One note on color: wearing a blue shirt to a meeting may generate some unwanted attention from your French associates. As blue shirts are worn by raw French military recruits, you may be labeled un bleu “a greenhorn.” Frenchwomen are famous for their hard-edged, feminine chic: a smart tailleur and good shoes are a must; a short skirt and lacquered nails certainly do not signify a lack of business savoir-faire. Frenchwomen are savvy!

UK: custom tailoring

Traditionally, the British looked suspiciously at clothes that were trendy or obviously new. In the past a gentleman wore well-made but well-worn clothes. Today, however, only academics wear old clothes. British business executives are likely to have a new, custom-tailored wardrobe, though conservative styles are still preferred. Women should remember that English weather is often cold and wet. One of the reasons tweed is so popular in England is because it is both warm and comparatively water-repellent.

Comprehension**1. Explain what is meant by:**

social situations; to dispense with ties; to fall foul; haute couture; hard-edged; feminine chic; water-repellent.

2. Give synonyms for:

garment; to adapt a tradition; formal, conservative outfits; stylish; well-cut; fashionable; casual; to put a premium on sth; savvy; to signify; trendy.

3. Finish the following sentences.

1. Argentine businessmen are always dressed...
2. For Brazilians the most important factor in clothes is...
3. It's unthinkable in Saudi Arabia...
4. The French appreciate, when...
5. Traditionally, the British wear...

4. Answer the following questions.

1. Have you ever been to any of the countries mentioned in the text? What can you say about the clothes people wear?
2. What is choice of garments in each of the countries conditioned by?
3. What do you know about religious police in Saudi Arabia? Why can't a woman wear tight clothes?
4. Can you distinguish French woman among other nationalities? How?
5. Has British conservative style in clothes changed? In what way?

Written reflection

Write a summary of the text in 10-12 sentences.

Speaking**1. A game “Choosing a party outfit”****PARTY TIME**

Jo and Chris invite you to a... Midsummer Night's Party!!!
Have you always wanted to play Tarzan??? Do you secretly long to be Cleopatra?? Now is your chance!!! Fancy dress only, Saturday 21st June, any time after 9 p.m.

Rules of the game. One person writes the names of all students on pieces of paper, twice. He or she then mixes them up, and distributes them randomly so that each student gets two names. Each person must now choose a party outfit for the two people whose names he or she has been given. Think very carefully about the choice – the outfit must suit the personality of the student. Write a description (brief) of the outfit on a piece of paper, describing the colour, the material, and any accessories, e.g. a fan, a hat, etc. Someone then collects the descriptions without the names of the students they are intended for, and reads them out to the class one

by one. The class must be prepared to give his or her reasons for choosing it. When all the descriptions have been read out, see how many people, if any, were given the same outfit by their two different designers.

Discussion

1. What will you think of a man who came to the party in an elegant tuxedo? Or of a girl wearing jeans and a T-shirt at the first night performance?
2. Why is it important to be dressed appropriately for an occasion?
3. Should a businesswoman be always “dressed to kill”? Why?
4. Does the style of clothes play any part in the success of business?

2. Communication style. What do you think is happening here?

The US marketing manager of a major car producer was finding it increasingly difficult to work in Japan. In meetings, the Japanese colleagues hardly ever said anything. When they were asked if they agreed to his suggestions they always said “Yes”, but they didn't do anything to follow up the ideas. The only time they opened up was in a bar in the evening, but that was getting stressful, as they seemed to expect him to go out with them on a regular basis.

Comments

This illustrates what Hall called low- and high-context cultures. “A high-context (HC) communication or message is one in which most of the information is either in the physical context or internalized in the person, while very little is in the coded, explicit, transmitted part of the message. A low-context (LC) communication is just the opposite, i.e. the mass of information is vested in the explicit code”.

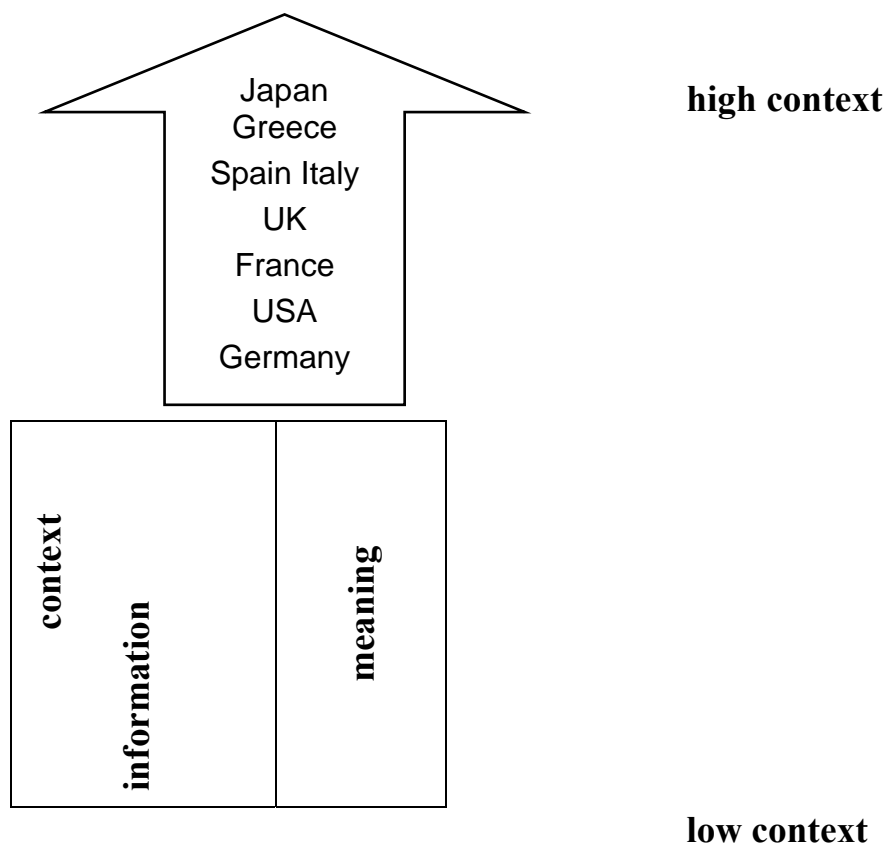


Fig. 2.2. Hall's concept

In high-context cultures, such as Japan, meaning does not always have to be put into words. Non-verbal clues are important, as is the context in which the situation takes place. Even the meaning of words can depend on the context. For example, “yes” can mean anything from “I agree”, to “I am listening”, to “no”. Relationship building is important in high-context cultures, and there is an emphasis on getting to know one’s business partner. In low-context cultures (such as the USA) meaning is made explicit, and put into words. These cultures tend to be task-centred rather than relationship-centred.

[Figure 2.2.](#) shows Hall’s concept, and a possible positioning of some national cultures on the scale from low to high context.

3. In small groups think about the introductions described below. Demonstrate these introductions to the class and afterward explain what was said.

1. Self-introduction to someone at a party (between two men; a man and a woman; and two women).
2. Self-introduction to a colleague at a business conference (between two men; a man and a woman; and two women).

4. Watch the introductions and answer the following questions as a class.

1. How much touching is there in each introduction?
2. How much distance is there between the two people in each introduction?
3. What are some differences between the social and business introductions?
4. What are the differences among introductions involving two men, a man and a woman, and two women?

Case study. Just a cultural minute: what is the communication problem here?

1. Collaborative web-project “The Main Rules of Making Initial Contacts Across Cultures” (see pages 45 – 46 for instruction).

2. Read the following case studies and try to guess the possible solutions of the communication problems. Write down your hypotheses, then working collaboratively with your group-mates investigate the problems using additional materials and Internet resources to see if your ideas were correct, present the results of your investigation to the group.

A. What do you think is happening here?

Two men meet on a plane from Tokyo to Hong Kong. Chu Honfai is a Hong Kong exporter who is returning from a business trip to Japan. Andrew Richardson

is an American buyer on his first business trip to Hong Kong. It is a convenient meeting for them, because Mr Chu's company sells some of the same products that Mr Richardson has come to Hong Kong to buy. After a short conversation, they introduce themselves to each other.

Mr Richardson: By the way, I'm Andrew Richardson. My friends call me Andy. This is my business card.

Mr Chu: I 'm David Chu. Pleased to meet you, Mr Richardson. This is my card.

Mr Richardson: No, no. Call me Andy. I think we'll be doing a lot of business together.

Mr Chu: Yes, I hope so.

Mr Richardson: (*reading Mr Chu's card*) Chu, Honfai. Honfai, I'll give you a call tomorrow, as soon as I get settled at my hotel.

Mr Chu: (*smiling*) Yes, I'll expect your call.

Comments

When these men separate, they leave each other with very different impressions of the situation. Mr Richardson is very pleased to have made the acquaintance of Mr Chu, and feels that they have got off to a very good start. They have established their relationship on a first name basis, and Mr Chu's smile seemed to indicate that he will be friendly, and easy to do business with. Mr Richardson is particularly pleased that to have treated Mr Chu in a way that shows respect for his Chinese background, by calling him Honfai, rather than using the Western name David which seemed to him to be an unnecessary imposition of Western culture.

In contrast, Mr Chu feels quite uncomfortable with Mr Richardson. He feels it will be difficult to work with him, and that Mr Richardson might be rather insensitive to cultural differences. He is particularly annoyed that Mr Richardson used his given name, Honfai, instead of calling him David, or Mr Chu. It was this embarrassment that caused him to smile.

B. What do you think is happening here?

Researchers looking into intercultural communication asked an Italian and a Japanese businessman to find out particular information from each other. They interviewed them separately after the conversation. The Italian said, "He seemed like a nice enough guy. But he never really said anything." The Japanese said, "He was very friendly, but he never gave me a chance to speak."

Comments

The way that turn-taking works in a conversation, and the role of silence, also differ between cultures. In some it is acceptable, and even desirable to interrupt, whereas in some others it is normal to wait for your partner to finish speaking before making your point. In some other cultures, a period of silence between contributions is accepted as the norm.

3. Read and discuss the following information.

A. High And Low Context: How Much Information Is Enough?

Context is the information that surrounds an event; it is inextricably bound up with the meaning of that event. The elements that combine to produce a given meaning – events and context – are in different proportions depending on the culture. The cultures of the world can be compared on a scale from high to low context.

A high context (HC) communication or message is one in which most of the information is already in the person, while very little is in the coded, explicit, transmitted part of the message. A low context (LC) communication is just the opposite, i.e. the mass of the information is vested in the explicit code.

Japanese, Arabs, and Mediterranean peoples, who have extensive information networks among family, friends, colleagues, and clients and who are involved in close personal relationships, are high context. As a result, for most normal transactions in daily life they do not require, nor do they expect, much in-depth, background information. This is because they keep themselves informed about everything having to do with the people who are important in their lives. Low-context people include Americans, Germans, Swiss, Scandinavians, and other northern Europeans; they compartmentalize their personal relationships, their work, and many aspects of day-to-day life. Consequently, each time they interact with others they need detailed background information. The French are much higher on the context scale than either the Germans or the Americans. This difference can affect virtually every situation and every relationship in which the members of these two opposite traditions find themselves.

Like their near relations, the Germans, many Anglo-Americans (mostly those of northern European heritage) are not only low-context but they also lack extensive, well-developed information networks. American networks are limited in scope and development compared to those of the French, the Spanish, the Italians, and the Japanese. What follows from this is that Americans, unless they are very unsophisticated, will feel the need for contexting, for detailed background information, any time they are asked to make a decision or to do something. The American approach to life is quite segmented and focused on discrete, compartmentalized information.

B. Personal Space

Personal space is another form of territory. Each person has around him an invisible bubble of space which expands and contracts depending on a number of things: the relationship to the people nearby, the person's emotional state, cultural background, and the activity being performed. Few people are allowed to penetrate this bit of mobile territory and then only for short periods of time. Changes in the bubble, brought about by cramped quarters or crowding, cause people to feel uncomfortable or aggressive. In northern Europe, the bubbles are quite large and people keep their distance. In southern France, Italy, Greece, and Spain, the bubbles get smaller and smaller so that the distance that is perceived as intimate in the north overlaps normal conversational distance in the south, all of which means that Mediterranean Europeans "get too close" to the Germans, the Scandinavians, the English, and those Americans of northern European

ancestry. In northern Europe one does not touch others. Even the brushing of the overcoat sleeve used to elicit an apology.

Since most people don't think about personal distance as something that is culturally patterned, foreign spatial cues are almost inevitably misinterpreted. This can lead to bad feelings, which are then projected onto the people from the other culture in a most personal way. When a foreigner appears aggressive and pushy, or remote and cold, it may mean only that her or his personal distance is different from yours.

4. Write an Essay “The Importance of First Impressions in Business”.

UNIT 3

The aim of this Unit is to make you be aware of the significance of establishing fruitful personal relationships with your potential business partner in order to succeed in future business dealings; as well as to give you a clear idea of various patterns and ways of socialising in different business cultures.

Lesson 1. Socializing and hospitality across cultures

Insight into the topic

Socialising is necessary in business if you want to build a relationship with someone. A good relationship can help you to do business more easily – and it's more rewarding to deal with people you know than with strangers. A good personal relationship creates a stronger business relationship.

Many business people find socialising more difficult than a business meeting. In a meeting there's usually a deadline and everyone knows they have to talk business and they have an agenda to guide them. Socialising is hard because people who don't know each other well have to find topics of mutual interest to talk about.

Which of the following would be considered acceptable behaviour in public in your country?

- ✓ riding a bicycle along a pedestrian path;
- ✓ leaving a tip in a restaurant;
- ✓ cleaning your plate with a piece of bread;
- ✓ two men kissing each other in greeting;
- ✓ wearing a hat/shoes in a religious building;
- ✓ arriving 20 minutes late for a dinner party;
- ✓ picking your teeth after a meal;
- ✓ keeping your overcoat on in a public building;
- ✓ removing your shoes when you enter someone's home;
- ✓ taking someone's photograph without their permission;
- ✓ giving up your bus/train seat to an older person.

Discuss your answers with a partner and agree on what you consider to be the most unacceptable behaviour. Report your decision to another pair.

Vocabulary

1.1. Study the following dictionary entries and translate the underlined words into Russian.

so-cial-'i-za-tion *noun* [U] (*formal*) the process by which sb, especially a child, learns to behave in a way that is acceptable in their society

'so-cial-ize *verb* **1** [V] ~ (with sb) to meet and spend time with people in a friendly way, in order to enjoy yourself *I enjoy socializing with the other students. Maybe you should socialize more* **2** [VN] [*often passive*] (*formal*) to teach people to behave in ways that are acceptable to their society *The family has the important function of socializing children* [also VN to inf] **3** [VN] [*usually passive*] to organize sth according to the principles of socialism

'hos-pit-able *adj* **1** ~ (to/towards sb) (*of a person*) pleased to welcome guests;

generous and friendly to visitors *The local people are very hospitable to strangers* **2** (*especially written*) having good conditions that allow things to grow; having a pleasant environment *a hospitable climate. The countryside in the north is less hospitable.* **in-'hos-pi-table** **hos-'pit-ably**

hos-pi-'tal-ity *noun* [U] **1** friendly and generous behaviour towards guest *Thank you for your kind hospitality* **2** food, drink or services that are provided by an organization for guest, customers, etc *We were entertained in the company's hospitality suite.* **the hospitality industry** (=hotels, restaurants, etc)

1.2. Translate into English.

Мне легко общаться с незнакомыми людьми, поэтому руководство часто поручает мне встречать гостей фирмы. Общение – всегда двусторонний процесс. Гостеприимность всегда считается характерной чертой русских. Негостеприимный прием, оказанный шефом иностранной делегации, свел наши шансы на получение выгодного контракта к нулю. Приглашение прозвучало очень радушно, поэтому мы решили пообедать вместе.

1.3. Read the extract below and answer the questions that follow it¹:

Entertaining and hospitality vary a lot in different countries.

In Alphaland, entertaining is important. There are long business lunches in restaurants, where deals are discussed. Professional and private life are separate, and clients are never invited home.

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In Betatania, evenings are spent drinking and singing in bars with colleagues and clients.

In Gammaria, lunch can be important, but less so than in Alphaland. Important contacts may be invited to dinner at home. Corporate hospitality is a big industry, with clients invited to big sports events.

In Deltatonia, restaurants are rare outside the capital. Some entertainment takes place when important clients are invited to people's houses for dinner, or go sailing or to country houses for the weekend, etc.

1.4. In which country might you hear these things?

- ✓ How about a trip out tomorrow afternoon? We could see some horse racing and have a glass of champagne.
- ✓ Do come out with us this evening! I know some great bars. How's your singing?
- ✓ What are you doing this weekend? You could come to our summer cottage. You'll meet my family and we can take the boat out.
- ✓ Let's get out of the office to discuss the deal. I know a nice restaurant near here, with some very good local dishes.

1.5. Fill in the blanks, using the words on the right.

In technology companies in California, people work at least a _____-hour day. They start before _____ a.m. and finish at _____ or _____ p.m. They are in bed by _____ p.m. The idea of a "_____ " day, started in California, but now people are _____ smartly again.

Even though Charles is Chief Executive Officer, everyone calls him by his _____ name. The working environment is _____ and there is not much hierarchy. Every _____ the staff have _____ an informal _____ where they can each other _____ on what's happening in different _____.

There are many public holidays in Spain. Employees have to take their main holiday in a block in _____. If there is a holiday on a _____, people often take the Friday off, too. In _____ many people take a whole week off.

In Isabel's experience, Spanish people have a _____ attitude to time. There is often a lot of _____ in offices. A Spanish office is more _____ than an English office. She has to remember to keep her _____ down in England.

- 12
- 7 7 8
- first
- dress-down
- dressing up
- areas
- Friday
- get-together
- relaxed
- update
- noisy
- November
- relaxed
- August
- Friday
- smoke
- Thursday
- voice

Language expansion

1.6. Answer these questions.

1. Which of the points that Isabel and Charles made are also true about your country?
2. When do co-workers use first names in your country?
3. Would you call your boss by his/her first name?
4. What kind of clothes do people wear for business in your country?
5. What are the normal working hours in a factory and in an office in your country?
6. How much do people socialize with each other after work?

1.7. Express your point of view.

When do/will you have to socialize with business associates in English? Number these situations to show when you (will) have to socialize most (1) and least (10):

- | | |
|----------------------------------------|----------------------------------|
| _____ before getting down to | _____ during the day over coffee |
| _____ business | _____ or tea |
| _____ at lunchtime | _____ in the evening over drinks |
| _____ in the evening in a restaurant | _____ at your or other person's |
| _____ home | _____ travelling together |
| _____ at the weekend | _____ at a sporting event |
| _____ before a meeting or presentation | _____ |

What do you enjoy about socialising with business associates from your own country? Apart from having to talk in English, what do you find difficult about socialising with foreign people?

1.8. Look at these topics you might talk about when socializing with a foreign visitor you don't know very well. Tick the ones that look like good topics to talk about, and put a cross by the ones which look like bad topics to talk about. Write OK by the ones which might be OK when you get to know the person better. Add one more good topic to the list.

- | | | | |
|---------------------|-----------------------|----------------|------------|
| art | food | money | sport |
| business | hobbies and interests | movies | television |
| current events | holidays | music | weather |
| family and children | local customs | racial tension | wine |
| fashion | local history | relationships | _____ |

1.9. Compare your choices. Explain the reasons for your choices if they're different from the other pair's. Then discuss the following questions.

1. Is it OK to talk business over a meal or drinks in your country? Or do people only talk business in the office?

2. What is the topic you really hate to talk about most? What do you say if the topic comes up?

Discussion

1.10. You can get an idea of someone's interests by asking them questions. But follow-up questions are even more important to keep the conversation going. What follow-up questions can you ask in these situations? Note down your ideas.

Question	Answer	Follow-up question
<p><i>Did you read about... in the paper today?</i> <i>Is everything all right with your hotel?</i> <i>Have you been away on holiday this year?</i> <i>Have you seen any good movies lately?</i> <i>What kind of music do you like?</i> <i>What do you like to do in your spare time?</i> <i>Will you have any time to see the city?</i></p>	<p><i>Yes.</i> <i>Not really.</i> <i>Yes.</i> <i>Yes.</i> <i>Classical.</i> <i>I like to read.</i> <i>Yes.</i></p>	<p>..... </p>

Yes/No questions are less productive when socializing than WH-questions. *What kind of movies do you like?* is more likely to lead to a long, interesting answer than *Do you like movies?*

The most useful questions of all when socialising are *What about you?* and *What do you think?* because they encourage the other person to speak.

1.11. Role Play: Socializing

Student A. You are sitting with a business associate you don't know very well. Make small talk while you wait for your meeting to begin. Ask questions to find out what topics your associate is interested in. Ask follow-up questions to keep the conversation going. Show an interest in what your associate says to you.

Student B. Encourage your associate to say as much as possible and try to say as little as possible yourself. There should be no awkward silences! Don't talk about business.

1.12. Compare your experiences of socializing with business visitors. Discuss these questions.

1. What did you enjoy about socializing?
2. What tips or advice can you give on socializing with different nationalities?

3. If you're not very good at small talk, how can you improve?

1.13. Imagine that a new colleague from another country has come to work in your office. (Think of a workplace you know or imagine a typical workplace in your country.) You're sitting together having coffee. How would you answer these questions? What other questions might the new colleague ask you? What questions would you ask him or her to be friendly? Role play your talk.

1. What are the working hours?
2. Is it OK to call colleagues by their first name?
3. What sort of clothes should I not wear?
4. Is there a dress code in the office?
5. When is lunchtime?
6. How long do we have for lunch?

Reading

The four letters (1-4) below were all sent to a magazine asking for advice on the subject of “good manners”. Read each letter quickly and match it to a topic from the list below:

- ✓ behaviour at a wedding reception;
- ✓ behaviour at a party;
- ✓ behaviour on greeting someone;
- ✓ behaviour in a restaurant;
- ✓ behaviour in a religious building.

Read the magazines replies (A-D) and match the correct reply to the original letter. Choose an appropriate title for each letter and reply from the list below.

- a. Get Away!
- b. Fancy Fish
- c. Well Met!
- d. Wedding Nerves

1	2	3	4
My friend has invited us to her son's wedding. Apparently, it will be rather grand and, as it's years since we attended a big function and we will be among many strangers, I am a little apprehensive. Two	I love seafood but never choose it at restaurant because I'm not sure of the right way to eat it. The one time I did order prawns I was alarmed when they arrived with their shells still on. I didn't know how	Suitably demonstrating my feelings when saying “hello” and “good-bye” always leaves me confused. I don't know whether to shake hands, peck a check or just smile and express my feelings	At a recent party, I got “stuck” with someone I had only just met and with whom I didn't have much in common. She was on her own and not a good mixer so I felt I couldn't abandon her. I didn't

<p>things worry me. Firstly, what do we say to the bride and groom on arrival at the reception? And, secondly, is it right to thank the bride's parents for inviting us?</p>	<p>to peel them or what to do with the trimmings. Can you help, please?</p>	<p>in words. I've even been known to clash noses on trying to kiss a friend on the cheek! Is there a right and wrong way?</p>	<p>have a very enjoyable time. If a similar situation happens again, how should I handle it?</p>
<p>A Poor you. It's so easy to miss but by ordering a second choice to avoid looking embarrassed. To peel a prawn, snap off the head first, then open up the underside of the body shell (in unwraps easily). Pull the fleshy body out, discard the tail and eat with your fingers. Don't feel awkward if it gets a little messy – a good restaurant should provide a side plate for the trimmings and a finger-bowl with a napkin for cleaning up afterwards. Mussels can present a challenge, too. But just pick up the half-shells with your fingers and either scoop out the mussel with a fork or, if you favour the French way, eat it straight from the</p>	<p>B I do understand how you felt. It's not too bad if you get stuck in a group of people, because you can always slip away to the bar or join other friends. And no one will be hurt or insulted if you don't return. But leaving a lone guest on her own could be difficult. One solution would be to take her with you in search of refreshment; and if, on the way, you meet someone you know or someone you'd like to know, you could get into conversation and introduce her. Or you could both launch yourselves into a group. The majority if people like to make others feel at ease. So, if you are honest and say something like:</p>	<p>C Reception lines have to be kept moving briskly and you won't have long for conversation. But as the wedding will be a large affair and many of the guests – like you and your husband – won't be known to both the bride and groom, do, in introducing yourselves, say briefly what connection you have with the couple. Say to the bride, for example, "I am Alice James and this is my husband, Bill. We've lived near Nom's (the bridegroom's) mother and father for years." If it is very grand, though, don't be surprised to be asked your name on arrival, for it to be announced aloud. In the case, say, "Mr and Mrs</p>	<p>D It really depends who you are greeting. Unless it's a relative close friend, I think a friendly smile and genuinely warm greeting are best. By all means shake hands firmly and sincerely if you wish. But it is far better not to do anything at all, then to cause people embarrassment with an over-demonstrative approach. When welcoming a member of the family or a dear friend, go ahead and give them a hug or a kiss, or whatever you are both used to. Again, if in doubt, let them take the lead: if they put an arm around you, respond in a similar fashion and if a cheek is proffered, peck it ... but try to aim for their</p>

shell. Any sauce can be spooned up – or scooped up with a shell.	‘Hello, we are both on our own and don’t know many people here, do you mind if we join you?’ then I’m sure they will welcome you and include both of you in the conversation.	William (or Bill if you prefer) James.” On leaving, wish the couple well and perhaps comment on something special you remembered about the ceremony. You should also thank the bride’s parents personally, if possible; and send them an informal ‘thank you’ letter the next day.	right cheek first to avoid any more embarrassing clashes.
------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------

Written reflection

What advice would you give to a first-time foreign visitor to your country? Add three dos and three don'ts to the following list. Compare your dos and don'ts. Which is the most useful piece of advice?

Do...

carry business cards and give them to people you meet – they will help people to remember your name and find out what your job is;

.....
.....
.....

Don't...

talk about politics and religion - these subjects are considered personal and sensitive;

.....
.....
.....

Speaking

Do you agree with the advice given to each letter-writer? In what way might the customs on these occasion be different in your country?

Lesson 2. Socializing with colleagues, entertaining business clients

Insight into the topic¹

Different cultures have different ideas about socialising with colleagues. In some cultures, office colleagues often go out to eat and drink with one another. In other cultures, only friends go out together, and working relationships are more distant and formal.

Check the places you go and things you do with friends. Then check the places you go and things you do with colleagues.

With Friends	With Colleagues
<p>Where to go</p> <p>_____ bar</p> <p>_____ restaurant</p> <p>_____ night club</p> <p>_____ home</p> <p>_____ country house</p> <p>_____ golf or tennis club</p> <p>_____ beach or mountains</p> <p>_____ bath house or hot springs</p> <p>_____ other: _____</p>	<p>Where to go</p> <p>_____ bar</p> <p>_____ restaurant</p> <p>_____ night club</p> <p>_____ home</p> <p>_____ country house</p> <p>_____ golf or tennis club</p> <p>_____ beach or mountains</p> <p>_____ bath house or hot springs</p> <p>_____ other: _____</p>
<p>What to do</p> <p>drink together _____</p> <p>go out for breakfast _____</p> <p>go out to lunch _____</p> <p>go out to dinner _____</p> <p>throw a party _____</p> <p>go dancing _____</p> <p>have a banquet _____</p> <p>play a sport together _____</p> <p>go to a cultural or sports event _____</p> <p>_____</p> <p>get together with family _____</p> <p>other: _____</p>	<p>What to do</p> <p>drink together _____</p> <p>go out for breakfast _____</p> <p>go out to lunch _____</p> <p>go out to dinner _____</p> <p>throw a party _____</p> <p>go dancing _____</p> <p>have a banquet _____</p> <p>play a sport together _____</p> <p>go to a cultural or sports event _____</p> <p>_____</p> <p>get together with family _____</p> <p>other: _____</p>

Answer the following questions as a class.

1. What is different about the social time you spend with friends and the social time you spend with colleagues?
2. How often do you go out with colleagues?
3. Do you think it is good to socialize with your colleagues? Why or why not?
4. In English there is a saying, "Never mix business with pleasure." Do you agree with this saying? Why or why not?

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Vocabulary

2.1. There are many different idioms in English for talking about hospitality and entertaining. Translate them into Russian and match the expressions with their definitions.

- | | |
|-------------------------------|-------------------------------------------------------|
| 1) to go out on the town | a) a small gift or gesture that expresses thanks |
| 2) to wine and dine (someone) | b) to go out at night and visit many different places |
| 3) a token of (one's) | c) to invite someone to something appreciation |
| 4) it (the bill) is on us | d) to try to impress sb with good food and drink |
| 5) to take (someone) out to | e) we will pay |

2.2. Complete the following sentences with the correct expressions.

- When the waiter brought the bill, the businesswoman said to her client, "No. Don't worry about it. _____."
- When the team came from Singapore, they expressed interest in seeing the sights of the city. So, with the host company, they _____ . They saw a show, went to a bar, and had dinner in the best restaurant in town.
- In an attempt to get the account, the young businessman _____ the purchaser at an elegant restaurant. They had a wonderful time, but the purchaser didn't give him the account.
- They planned an interesting agenda for the visiting partners. First they _____ them _____ the tennis club for lunch, and then they toured downtown.
- A couple of days after the visit, the host company received a small gift as _____ for the visit.

Language expansion

2.3. Often the same word base can be used in verb, noun, and adjective forms. Complete the following chart with the missing forms.

Verb	Noun	Adjective
	acceptance	acceptable
get acquainted with		acquainted
appreciate		appreciative
compliment		complimentary
entertain		entertaining
_____		hospitable
invite		invited
	socialising	social

2.4. Complete each sentence with the correct verb, noun, or adjective form of the words in the chart above. Use one form of each word base once, and do not repeat any word.

There are many ways to express _____ in the United States. One way is to send a thank-you note. In South Korea businesspeople often _____ the new colleagues by going to restaurants to eat and drink together. In China if one receives a(n) _____ one should not say, "Thank you." In the United States it is common to receive a(n) _____ to dinner at a person's home. _____ with colleagues after business hours is an important part of work life in Japan. Every culture has different ideas of what is appropriate behavior. In the United States businesspeople sometimes put their feet up on a desk. In Arab cultures this is not _____ behavior. There, the bottom of the foot is considered dirty and should not be shown to anyone. In the United States, a common way to _____ is to throw a party. Middle Eastern countries are known for their great tradition of _____.

Discussion

2.5. Cultures also differ when it comes to entertaining business clients. Read the following examples and then say what is done in your culture.

South Korea	Dinner parties, drinking, and singing in Karaoke bars and sometimes in ksaengs (nightclubs with hostesses). Playing golf together. Spouses are not usually included.
Spain	Usually lunch or dinner in a restaurant, not someone's home. Spouses rarely come along. Guests may be accompanied or offered tickets to cultural events.
United States	Dinner in a restaurant or at home. Spouses are often included. Playing golf, tennis, or basketball. Guests may be accompanied or offered tickets to cultural or sports events.
Your country	

2.6. Express your point of view.

You work for the Chamber of Commerce (a local association that invites and encourages business). Several representatives of a large entertainment company from the United States are coming to your city. The company is interested in building an amusement park in the area. This would be a great tourist benefit to your city. You want to welcome the company's representatives and see that they are well entertained on their two-day visit. There are three men and one woman in the group. They are all in their early fifties and are all top-level executives. The group will arrive Tuesday afternoon after a five-hour flight and will leave Thursday at 5:00 p.m. Approximately six hours each day will be spent talking about business.

Plan a two-day hospitality agenda for the group to present to the class. Before writing your plan consider the following questions.

1. What special parts of your city would you like the representatives to visit?
2. Considering their work, what would they be most interested in seeing?
3. How could you make them feel most welcome?

2.7. Answer the following questions as a class.

1. Which agendas were most interesting? Why?
2. Which agendas do you think were most appropriate for this group of visitors? Why?
3. Which agenda considered the cultural hospitality style of Americans? Do you think the cultural hospitality style of the visitors should be considered in an agenda? Why or why not?

Reading

An Office Party

An American manager by the name of Bill Morris worked for an American multinational firm. One year he was transferred to France. When he began working in the French office, he wanted to get to know his employees and show them that he was friendly and interested in a good work relationship. He decided to throw a party for the whole office. He thought it would be a good way to get acquainted with everyone in a less formal environment. He invited everyone in his office, including secretaries and executives, for a big party in his elegant apartment. Everyone accepted the invitation. He was pleased that no one had declined his invitation.

At his apartment Morris served a buffet of snack foods and drinks. The employees could help themselves to whatever they liked. The manager liked this casual style of parties. As an informal and relaxed host of the party he could show them that he was an open person and easy to talk to. Morris feels these are important qualities of a manager and boss.

The party, however, was not a success. The employees were very uncomfortable as guests. They felt they didn't know Morris well enough to be in his home. They thought he was showing off his money by inviting them to his elegant apartment. They also were not comfortable with one another because they were not used to socialising together.

Active Vocabulary

Circle the words that are most similar in meaning to the words in italics (taken from the story).

1. He decided *to throw a party* for the whole office.
 - a) to go out with a group of people;
 - b) to have a party;
 - c) to go to a party.
2. He thought it would be a good way *to get acquainted with* everyone.
 - a) to get to know;
 - b) to get tired of;
 - c) to please.

3. He thought the workplace was too *formal* to get to know the employees well.
- relaxed;
 - impersonal;
 - busy.
4. He was pleased that no one *had declined* his invitation.
- had said maybe to;
 - had said yes to;
 - had said no to.
5. At the house he served a *buffet* of snack foods and drinks.
- a small amount;
 - a meal eaten around a table;
 - food to be eaten away from the table.
6. The employees could *help themselves* to whatever they liked.
- help each other eat;
 - serve themselves;
 - do.
7. The manager liked this *casual* style of parties.
- relaxed;
 - impersonal;
 - happy.
8. As an informal *host of the party* he could show them that he was an open person and easy to talk to.
- person who gives a party;
 - person who goes to a party;
 - person who makes jokes at a party.
9. The employees were very uncomfortable as *guests* in his home.
- servants;
 - friends;
 - invited people.
10. They also were not used to *socialising* together.
- spending time together while working;
 - spending time together as friends;
 - spending time together while eating.

Comprehension

Answer the following questions and share your answers with a partner.

- Why did Bill Morris decide to throw the party?
- Why did Morris want his party to be casual?
- According to Morris what are good social qualities of a manager and boss?
- Why were the employees uncomfortable at Morris's party?

2.8. Making inferences

Read the following list of expectations. Put an M next to those of Bill Morris and an E next to those of the employees. The first one is done for you. Share your answers with a partner.

- E 1. A manager should be formal with his employees.
- 2. Work relationships and social relationships are separate.
- 3. A good work environment develops from good social relationships at the workplace.
- 4. A manager should be an easy person to relate to.
- 5. A manager should show a clear sense of authority.
- 6. Home is a private place for family and close friends.
- 7. Inviting people to one's home is a sign of generosity and hospitality.
- 8. All the employees in the office should feel like one big family.
- 9. A manager should be able to socialize with any employee in his or her office.
- 10. Inviting business colleagues one hardly knows to one's home is just showing off.

2.9. Problem solving: Information gap

The company which sent the manager to France has heard that things aren't going well in the Paris office. You are to investigate the different cultural backgrounds of the manager and the employees. Then you will develop a solution.

Divide the class into two groups: A and B. Group A reads the French cultural information in Appendix Activity 2. Group B reads the American cultural information in Appendix Activity 3. After reading the information, complete your part of the chart below. Next find a partner from the other group and ask questions to complete the chart.

	In France	In the USA
1. Is it common to socialise with employees from different levels of the company?		
2. What is the role of the boss in the social life of the office?		
3. Is the style of entertaining colleagues formal or informal?		
4. Is it common to entertain business colleagues at home?		
5. What is different about socialising with colleagues?		
6. What are common ways of socialising with business colleagues?		

2.10. Go back to your groups. Look at the completed chart and discuss the following questions.

1. Now that you have more information about both cultures, do you want to change any of your answers from Making Inferences task? Discuss your changes if any.

2. What difference in the US and French office cultures had the most serious effect on the relationship between the manager and his employees?

Written reflection

This case is about a manager in a US multinational corporation. The organization of the corporation and its work culture are American, not French. Headquarters does, however, allow local managers to adapt to local social culture if it seems appropriate. Do you think Bill Morris should adapt to the social ways of his French employees? How much should the French employees adapt, considering they work for a U.S. corporation?

Write out a plan for Bill Morris and his employees that compromises between their two office cultures. Make sure the plan helps develop good employee relations and high office morale. To help you organise your plan, review the points in the chart. When you are finished, share your plan with the class.

Discussion

Many business people agree that an understanding of cultural differences is essential when doing business abroad. The following extracts illustrate what happens if business people do not take into account the culture of the countries they are dealing with.

A. In groups, read each of the four extracts. And discuss what you think caused the problem or misunderstanding.

I. Mr Byrd was an ex-US State Department employee hired by a well-known multinational corporation to be its “man in Riyadh”, Saudi Arabia. This retired American diplomat went to the home of a Saudi, Mr Fouad, to try to interest him in participating in a local joint venture with his company. A middleman who knew them both had introduced them. As this was a first meeting, the men's conversation began with small talk that made Mr Byrd a little impatient.

Questions such as “how are you doing? how was your flight? how is your family? and how is your father?” were common. Mr Byrd, familiar with all these obligatory formalities of greeting, answered, “Fine.” “Oh, my father, yes, well, he is fine, but he is getting a little deaf. I saw him a few months ago during Christmas when we took him out of the nursing home for a few days.” From that point everything froze up. Mr Byrd's mission was completely derailed. Mr Fouad remained gracious enough but was obviously uninterested in doing any business with Mr Byrd.

II. This incident was reported by a British management consultant based in Paris

“I had taken the American CEO of a New York-based consulting company to a first meeting with the three partners of a French consulting firm in Paris. The negotiations did not go well. He hadn't been in the boardroom for more than 15 minutes before he asked them what their company's annual earnings were. Without waiting for an answer to that question, he suggested they give him an estimate of their firm's market value, as he was interested in making them an offer.

I could feel things freezing over.”

III. Jim Turner was attending a conference in Lyons. This was not his first trip to France, and he was pleased some of the French colleagues he'd met previously remembered him. One evening they invited him along for dinner and began joking about the quality of the food. That surprised him. He thought the food was really rather good and said so, expecting the discussion to continue. But to his great discomfort, they then made some joke about 'food and Americans' and changed the subject. He felt somewhat excluded and didn't know what he'd done wrong.

IV. A businesswoman recently asked why a high-level delegation of visiting Japanese clients had not approached the breakfast buffet table she had taken such great pains to prepare. “I'd gotten out the good china and silverware and even brought in Japanese green tea for them, but no one touched a thing!”

B. Present your interpretation of the case to see if the rest of the class agrees with it. Could these situations cause conflict or misunderstanding in your country?

C. What is a “cultural barrier”? Have you ever been in a situation in which a difference in culture created a problem? Explain.

D. Role Play “Giving and Asking for Advice”. Work in pairs, look at the instructions below. After working on your part for ten minutes, act out the dialogue.

Student A:

You are a cross-cultural consultant hired by a foreign executive going to do business for the first time in your country or a country you know well. Prepare some advice that you would give your client about business practices. Use the following topics to help you.

Use of language: Is there a special way of addressing (or greeting) people? (Formal? Informal?)

Non-verbal communication: What are the various roles played by handshaking, gestures, and silence?

Business negotiations: How important is punctuality and respecting agenda? What kind of negotiating styles are preferred? (Direct? Indirect?) When is the right moment to mention money?

Socialising: What are the attitudes towards gift giving, eating and humour? What kind of conversation topics are avoided? (Religion? Politics? Salaries?)

The following structures will help you to answer the questions that your client (Student B) will ask.

- ✓ You should always/never ...
- ✓ I would advise you to ...
- ✓ Don't forget to ...
- ✓ It is important/essential to ...
- ✓ It would be a good idea to ...

Student B:

You are a business person going to negotiate in a foreign country, during preparation for your trip, you have arranged to meet a consultant (student A), who is an expert on the culture of this country. Using the headings below, draw up a list of the questions that you would ask him/her.

- ✓ use of language;
- ✓ non-verbal communication;
- ✓ business negotiations;
- ✓ socialising.

Examples: Do I call my business contact by his/her first name? How should I greet my business partners? How important is it to exchange business cards in this country? Are there any topics to avoid in an informal conversation?

Speaking

As you have already known often the hardest part of doing business is not the deal itself, but all that surrounds it. The approach varies greatly from culture to culture. In some contexts it is quite acceptable to get down to business right away, while in others it is important to build relationships first. Attitudes to socialising, and the division between public and private spheres, also differ.

1. What do you think is happening here?

Hans Braun is on a business trip to the USA, and things seem to be going well. In fact, it looks like he will have some time to relax at the weekend before returning to Germany. He asks his American colleague, Joe Webb, for some tips on what to do. Joe immediately offers him the use of the family cabin in the mountains, as well as his car. Hans Braun is amazed at the generosity of his colleague, who he only met a few days before, but says he can't possibly accept. He hires a car and books into a hotel. Joe can't understand this behaviour. Hans Braun is surprised.

Comments

This situation can be explained by using the model of the peach and the coconut (see [Figure 3.1](#)).

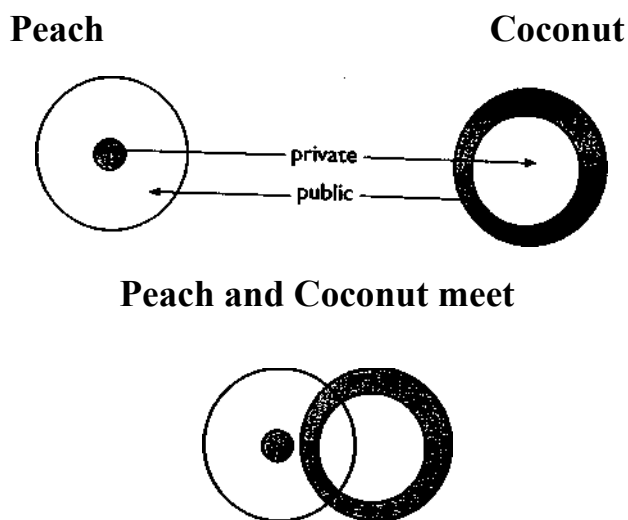


Fig. 3.1. Model of the peach and the coconut

In the United States (shown by the peach) the public sphere is relatively large, with a small private sphere. First names are used immediately, even in business; Joe Webb offers his cabin and car to someone he doesn't even know very well. In Germany (shown by the coconut) the private sphere is much larger, and hard to get into. Surnames and titles are used even by colleagues who have worked together for years; the private sphere is reserved for special friends. The problem comes when they meet: Hans Braun interprets the offer of the car and cabin as a sign of special friendship which can't exist after only a few days; he is also worried that he doesn't feel in a position to pay back the generosity. For Joe Webb it is nothing special, and doesn't mean that they are special friends; he doesn't expect his kindness to be paid back. The definition of friendship is fundamentally different.

The coconut and the peach can perceive each other positively or negatively. Below is a discussion of how they could see each other negatively. Think how they could perceive the same behaviour in a positive way.

Negative

The coconut sees the peach as:

- ✓ superficial;
- ✓ not to be taken seriously, childish;
- ✓ too playful;
- ✓ insincere.

The peach sees the coconut as:

- ✓ unapproachable;
- ✓ hard;
- ✓ stiff;
- ✓ impolite;
- ✓ lacking humour;
- ✓ gruff.

Suggested answers concerning “positive perception”

The coconut sees the peach as:

- ✓ open;
- ✓ enthusiastic;
- ✓ friendly;
- ✓ humorous;
- ✓ flexible.

The peach sees the coconut as:

- ✓ reliable;
- ✓ proper;
- ✓ clear;
- ✓ honest;
- ✓ trustworthy.

2. How would you cope with this situation?

The demands of socialising can put the business person under great pressure. A senior manager of a German car manufacturer gave his first impressions after his posting to Japan:

“When I arrived in Tokyo everything was well prepared. But two comments of my predecessor puzzled me. First, Westerners have almost no chance of understanding Japan, and they will always be treated as unwelcome foreigners. Second, in any case I would have to change my lifestyle completely. If I wanted to get familiar with our Japanese car dealers, I would be obliged to drink at least 70 to 80 glasses of sake with each of them. Additionally, I would have to be out each night. Let me put it this way: intercultural competence through drinking.”

3. What do you think is happening here?

A European organization is planning a major international congress in Italy. As communication with the local organizers is almost non-existent, the group goes to visit the site. They are impressed by the hospitality of the local hotel owners' association, but are worried that although the lengthy meals were most enjoyable, they are not getting very far with their business proposals. The budget is not available, and the cost of the conference venue is unclear. When one of the European group asks the Italian organizer how much the venue will cost, she replies by saying “I'm having lunch with the head of the Chamber of Commerce tomorrow to discuss costs.” Although the committee members go home feeling frustrated, they are pleasantly surprised when the conference is a complete success, and they make a substantial profit.

Comments

For Italians, building up and looking after relationships is of utmost importance. They consider that having a meal with someone is a vital part of getting to know each other, and leads to the mutual knowledge and trust that is necessary for business to be done. In many instances, business success also depends on knowing the right people — which is why it is important for the Italian organizer to have

lunch with the representative of the Chamber of Commerce. In this way the Chamber may be persuaded to become a sponsor for the event, and thus help the organizer to secure a good financial result. It is unlikely that the delegation's rather impatient approach would have produced such positive results.

As a high-context culture, in Italy oral communication is preferred to written communication, and the plans and agreements are not written down in as much detail as in lower-context cultures.

Lesson 3. Building personal relationships

Insight into the topic¹

There are many ways of giving and accepting gifts, as this Saudi-German encounter illustrates.

Bouchaib Alsadoun, a Saudi businessman, invited Johann Wuerth, a German businessman, to dinner at his house. Johann entered the elegant house and offered his gift of a bottle of Scotch whiskey and a box of butter cookies to his host. Bouchaib was embarrassed by the gifts and quickly put them away. They then sat down in the living room area. Bouchaib offered Johann a cup of coffee, which he quickly accepted. Bouchaib thought his guest was a bit rude. As they drank coffee Johann complimented Bouchaib on an art book on the living room table. The Saudi businessman responded by offering him the book. Johann, embarrassed, said, "No thank you! It is very kind of you, but I can't accept it!" Bouchaib was offended by his guest's behaviour. Although Johann sensed this, he couldn't imagine how he had offended Bouchaib.

Answer the following questions as a class.

1. What three actions offended Bouchaib? Why do you think these offended him? (After you discuss this, read Appendix Activity 10 for the answer.)
2. What can Johann do now that he has offended his host?
3. Can a misunderstanding like this one really affect the business relationship? If so, how?

Express your point of view.

Answer the following questions about gift giving in your culture. Share your answers with a classmate, if possible someone from another culture. Also compare your answers to those of an American as listed in the chart.

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	You	Your classmate	One American's response
On what occasions do you give gifts to business colleagues (on birthdays, for the New Year)?			Usually on birthdays, for weddings, and sometimes at Christmas time.
What kinds of gifts might you expect from colleagues (liquor, pens, books, other)? Would expensive gifts be appropriate?			Pens, books, plants, compact discs, or gift-certificates. Gifts over the value of \$50 are not appropriate.
How should a person respond when given a gift? Should the person open the gift in front of the giver or wait to open the gift when alone?			The person should open the gift in front of the giver.
How do you thank someone for a gift?			I tell the person how much I like the gift when I open it. I then follow up with a short written note thanking the person again.
On the same occasion what is the difference between an employee's gift to a supervisor and a supervisor's gift to an employee? Who gives the bigger gift? Why?			Employees usually give group gifts to their supervisor, supervisors give small gifts to employees, but never of significant value.

Vocabulary

3.1. Cultural differences are essential when doing business abroad. If business people do not take into account the culture of the countries they are dealing with, problems of misunderstanding or even conflicts may occur. Study the following areas of potential cultural misunderstanding.

1. Distance when talking to people: what is comfortable?
2. Eye contact: how much of the time do people look directly at each other?

3. Gestures: do people make lots of facial gestures? How much do they move their arms and hands?

4. Greetings/goodbyes: do people shake hands every time? Are there fixed phrases to say?

5. Humour: is this a good way of relaxing people? Or is it out of place in some contexts?

6. Physical contact: how much do people touch each other?

7. Presents/gifts: when should you give them? When should you open them? What should you say when you receive one?

8. Rules of conversation and the role of silence: how long can people be silent before they feel uncomfortable? Is it acceptable to interrupt when others are speaking?

3.2. Which points mentioned above are referred to in this story? What should visitors to your country know about these points?

Sally, a student, is working for a company abroad for work experience. The company has employees from all over the world. The head of the company, Henrik, invites Sally to a barbecue for his employees at his home, at 3 p.m. on Saturday.

She is the first to arrive, at exactly 3 o'clock. When the others arrive, some shake hands with each other. Some kiss on one cheek, others on both cheeks. Others arrive and say hello without kissing or shaking hands (1). Some bring wine or flowers, which the host does not open and puts to one side. Others bring nothing (2).

In conversations, some people move their arms around a lot and seem to make signs with their hands, others keep their hands by their sides (3). Some people do not let others finish what they are saying, and others say almost nothing; the people with them seem upset and move away when they can (4). Some people look directly at the person they are talking to. Others look away more (5). Some touch the arm of the other person whenever they are speaking to them (6). She noticed that some people seem to be slowly moving backwards across the garden as the conversation goes on, while the person with them is moving forward (7).

Later, somebody makes a joke but nobody laughs. Everyone goes quiet (8). People start saying goodbye and leaving.

Language expansion

3.3. How many words to do with weddings do you know, e.g. bride, wedding presents, etc.?

3.4. How much do you know about different wedding customs from

around the world? Answer these questions by matching each custom to a country from the list below.

In which country...

- 1) is a song or poem specially composed for the bride and groom?
- 2) do the bride and bridegroom feed each other cake?
- 3) does the bridegroom pay money to the bride's friends and relatives before passing through a cloth barrier to his bride?
- 4) do the bride and groom stand under a canopy?
- 5) do the bride and groom give presents to the wedding guests?
- 6) do the wedding guests pin paper money to the clothes of the bride and groom?
- 7) do the bride and groom walk seven times round a sacred fire?
- 8) are the bride's family seated on one side of the church while the groom's family are seated on the other?

- a. Japan
- b. Greece
- c. India
- d. Britain
- e. Denmark
- f. America
- g. Myanmar (formerly Burma)
- h. Israel

Do you know of any other traditional wedding customs from around the world?

3.5. Complete the following statements about marriage in your country by using the words “is increasing”, “is 'decreasing”, or “remains stable”.

In my country ...

- 1) the number of people getting married ...
- 2) the number of people getting divorced ...
- 3) the number of remarriages ...
- 4) the number of people living together ...
- 5) the number of children born outside marriage ...

Compare your views with those of a partner.

Reading

The text below contains information about the state of marriage in British society today. Read the statements below and then read the text selectively to find the missing information. Choose your answer from A, B or C: A is increasing, B is decreasing, C remains stable.

In Britain...

- 1) the number of people getting married...
- 2) the number of people getting divorced...
- 3) the number of remarriages...

- 4) the number of people living together...
- 5) the number of children born outside marriage...

Marriage

Between 1971 and 1975, a researcher called Mark Abrams, at the Social Science Research Centre, conducted a complicated series of studies designed to gauge people's satisfaction with various domains of their lives.

Throughout the series, marriage emerged as by far the greatest source of satisfaction – ahead of “family life”, health, standard of living, house, job and much more. The obvious inference, that marriage makes you happy, is widely accepted among those who specialise in marital studies. So is the view that marriage, like happiness, is good for your health, a view borne out by a number of studies.

Some of these studies present a confused picture because they compare their health and life expectancy of married people with the health and life expectancy of the divorced, separated and bereaved. (The latter group invariably come out worse, but should that be blamed on the termination of marriages or on the fact that they married, perhaps unhappily, in the first place?)

But other studies have specifically compared the married with the single and reached similar conclusions. Even these are slightly ambiguous. Are single people more susceptible to serious illness because they are single? Or is their single status a result of their susceptibility?

None the less, the general message seems incontrovertible: marriage is not as bad as it seems. It is certainly not bad for you and almost certainly good for you. Few sociologists, doctors or statisticians would dispute the statement that married people live an average of five years longer than the unmarried and are significantly less susceptible to strokes, ulcers, cancer, heart attacks, depression, mental illness and high blood pressure.

Nor is the institution of marriage as beleaguered as it is sometimes made out to be. As well as having the second highest divorce rate in Europe (Denmark's is highest), Britain has the equal-highest marriage rate (along with Portugal). The divorce rate seems to have levelled out since 1985, and the huge long-term increase in the twentieth century probably owes as much to changing legislation as it does to worsening marital relations. The total numbers of marriages and of married people are much the same today as they were in 1961 (although both increased briefly in the early 1970s).

Since 1891 the proportion of the population who are married has increased significantly, while the proportion who are single has decreased. Today, around 85 per cent of men and 91 per cent of women will marry at some point in their lives.

That said, marriage is clearly under threat, both from divorce and from the growing trend for unmarried cohabitation. The divorce rate is increasing, even since the last significant changes in the divorce laws: from 11.6 per thousand in 1978 (143,667) to

12.8 per thousand in 1988 (152,633). The marriage rate is declining, from 14.9 per thousand in 1978 (368,258) to 13.8 per thousand in 1988 (348,492).

And a growing proportion of marriages – about one in three – are remarriages (partly because the number of people in a position to marry again has increased so much). Unmarried cohabitation has never been more popular. The proportion of women aged 18 to 49 who are cohabiting almost tripled between 1979 and 1988, from 2.7 per cent to 7.7 per cent. The proportion of children born out of wedlock in the UK has increased from 5.8 per cent in 1961 to 26.9 per cent in 1989. And according to Gallup three adults in four no longer think that becoming pregnant is a reason for a single woman to marry.

One problem is that marriage is increasingly perceived, in popular culture, as lacking the spontaneity of unstructured love. Does reality bear this out? According to the Observer/Harris poll, people who cohabit are two-and-a-half times more likely to be “madly in love” with their partners than married people (25 per cent to 10 per cent).

Yet most other indicators suggest that married couples derive more happiness from their relationships than non-married couples, and people's perception of their own marriages remains optimistic. The 1991 Observer/Harris poll showed that 91 per cent of married people expect their own marriages to last until death. Their negative feelings about marriage are reserved for other people – 66 per cent rate the average marriage's chance of succeeding as 50:50 or worse.

Last year the Family Policy Studies Centre caused a great stir by predicting that, based on existing trends, 37 per cent of new marriages would end in divorce – an all-time high. Another way of looking at this, as several advocates of marriage have pointed out, is to say that nearly two-thirds of marriages will succeed.

Comprehension

Read the text again to find the answers to the questions below. Choose your answers from the list of percentages A – I.

- | | | | |
|-------|-------|-------|-------|
| A 10% | D 33% | F 66% | H 85% |
| B 25% | E 37% | G 75% | I 91% |
| C 27% | | | |

In Britain ...

- 1) what proportion of the male population marry during their lifetime?
- 2) what proportion of the female population marry during their lifetime?
- 3) what proportion of marriages are remarriages?
- 4) what proportion of married people expect their marriage to last until death?
- 5) what proportion of marriages are expected to end in divorce?
- 6) what proportion of children are born outside marriage?

The following expressions with numbers are all taken from the article. How do you say them?

- | | |
|-----------------------|--------------------------|
| ✓ in the early 1970s; | ✓ 348,492; |
| ✓ since 1891; | ✓ between 1979 and 1988; |
| ✓ 85% of men; | ✓ from 2.7% to 7.7%; |
| ✓ 91% of women; | ✓ 50:50; |
| ✓ per 1000; | ✓ 1/2 times; |
| ✓ 14.9 per 1000; | ✓ 2/3 of marriages. |
| ✓ 143,667; | |

Written reflection

1. Write down at least ten different fractions, numbers or percentages and ask a partner to say them aloud.

2. Complete the following text using only one word in each space.

Modern marriage is in chaos. Most men and women seek a relationship (1)..... a member of the opposite sex and we still have (2)..... idea of a perfect partner. But that won't immunise you against the fact, (3) married life is difficult in the late 20th century. Society today no longer has a clear concept of (4)..... marriage means. Most people would never enter a marriage (5) they didn't think there was something mystical in it. The trouble (6)..... have overplayed the romantic notion and ideal of love. Modern couples talk about marriage (7)..... togetherness. Men and women use the same word but very often they mean different things and they may want different things. Women want togetherness (8)..... the sense of doing things together. Men like (9)..... wives somewhere for them, but not necessarily with them. The evidence is that (10)..... subtle differences are important. If they're not addressed they can produce a gulf.

Speaking

1. Express your point of view.

1. Do you agree that marriage brings the benefits suggested in the article?
2. What do you consider to be the disadvantages of marriage?
3. Do you think all societies are preoccupied with a notion of romantic love?
4. Is it true that men and women look for different things in a marriage relationship?

2. Personal relationships can be very demanding and may even cause stress. Discuss with a partner how each of the following life events can be stressful and which are particularly stressful:

- 1) family reunions;
- 2) leaving home;
- 3) getting divorced;
- 4) the arrival of a new baby;

- 5) breaking up with a boyfriend/girlfriend;
- 6) a family row;
- 7) getting married?

Report your conclusions to the rest of the group.

3. Describe to a partner someone who you feel has been an important influence in your own life, and explain why.

Case study. Just a cultural minute: what is the communication problem here?

1. Collaborative web-project “Rules of Socializing and hospitality in different business cultures” (see pages 45 – 46 for instruction).

2. Read the following case studies and try to guess the possible solutions of the communication problems. Write down your hypotheses, then working collaboratively with your group-mates investigate the problems using additional materials and Internet resources to see if your ideas were correct, present the results of your investigation to the group.

A

Following the takeover of a British car manufacturer by a leading German company, Günther Hofmann has been sent to Britain to find out why productivity in the plant in the Midlands is so low. The managers seem to work long hours – many are still in the office at 7.00 p.m., but they waste their day in endless meetings. They don't seem to take work that seriously, and every phone call ends up in small talk about what they did at the weekend. It is the final straw when one of the British managers, having failed to give Dr. Hoffmann the information he wanted, suggests talking about the problem in the pub after work. No wonder they've got problems with productivity!

Comments

This case brings out several differences between doing business in Britain and Germany. Middle managers in Germany tend to work more of the day on their own than their British counterparts. For the British, it isn't a meeting that is an annoying extra, but the work itself. Great stress is put on brainstorming ideas together, and building up the team. The chat about the weekend is also part of this process, as is the invitation to the pub. This social exchange is seen as a part of “oiling the machine”, so that people can work together effectively. The division between work and pleasure is not as strict as it can be in Germany – It is quite normal to socialize with your colleagues. There is no English equivalent for the German saying: *Dienst ist Dienst und Schnaps ist Schnaps*, (“Work is work, and schnaps is schnaps”). British people working in Germany may miss this social contact with colleagues, and interpret it as unfriendliness.

B

Craig Storti tells the story of a US couple invited to a Moroccan family home for dinner:

Having pressed their host to fix a time, they arrive half an hour late, and are shown into the guest room. After a decent interval, they ask after the host's wife, who has yet to appear, and are told that she's busy in the kitchen. At one point their host's little son wanders in, and the couple remark on his good looks. Just before the meal is served, the guests ask to be shown to the toilet so they may wash their hands. The main course is served in and eaten from a large platter, and the couple choose morsels of food from wherever they can reach, trying to keep up polite conversation throughout the meal. Soon after the tea and cookies, they take their leave.

Comments

Almost everything. They confused their host by asking him to fix the hour, for in the Moslem world an invitation to a meal is really an invitation to come and spend time with your friends, during the course of which time, God willing, a meal may very well appear. To ask what time you should come is tantamount to asking your host how long he wants you around, and implies, as well, that you are more interested in the meal than in having his company.

One should be careful about asking after a Moslem man's wife; often she would not eat with foreign guests, even if female spouses were present, and might not even be introduced. In any case, her place would usually be in the kitchen, guaranteeing that the meal is as good as she can produce, thereby showing respect for her guests, and bringing honour on her and her husband's house. Nor should one praise the intelligence and good looks of small children, in case this might alert evil spirits to the presence of a prized object in the home, so that they might come and cause harm. It was not appropriate to ask for the toilet either, for a decorative basin would have been offered for the washing of hands (and the nicer it is, the more honour it conveys upon the family). Nor should one talk during the meal; it interferes with the enjoyment of the food to have to keep up a conversation, and may even be interpreted as a slight against the cooking. Guests should only take the food from the part of the platter directly in front of them, and not from anywhere else within their reach. Not only is it rude to reach, but doing so deprives the host of one of his chief duties and pleasures: finding the best pieces of chicken and lamb, and ostentatiously placing them before the guest.

3. Prepare an oral presentation (for about 15 minutes) about a particular business culture. Consider the following points.

- 1) How far are business and pleasure mixed in this business culture?
- 2) Where does socializing take place? In the office? On the golf course? In the sauna? In a restaurant? In a pub or bar? At someone's home? Other places?
- 3) Who pays?
- 4) What topics are talked about? Is it rude to mention business? What topics are taboo?
- 5) Who takes part in the social activity? People of the same level in the hierarchy? People of different levels? Are partners (husbands/wives) included?

TESTS

Testing your intercultural communication skills

Interacting with Arabians

by Farid Elashmawi

How culturally sensitive are you? Here is the first in a series of exploratory questionnaires to be presented by IBC over the coming months.

A. True or False

1. Arabs mostly do not like bargaining.
2. Religion has an impact on almost everything in the Arabian culture.
3. Compliments and well-presented flattery are generally appreciated.
4. Expressive and sensitive people are usually not liked.
5. Most Arabs do not value eloquence.
6. Arabian businessmen separate business from personal friendship.
7. Your education credential will be enough in dealing with Arabian businessmen.
8. It is courteous to shake hands every time you meet your Arabian friend.
9. It is customary in Arabia to expect foreigners to dress as an Arabian when visiting.
10. Social status and distinctions are very important in Arabian society.
11. Expressions of open disagreement are desirable.
12. Gifts should be opened in the presence of the giver.

B. Now circle the answer you find most appropriate: a, b, c, or d.

- (1) Arabians frequently value most:
 - a. Freedom.
 - b. Happiness.
 - c. Competition.
 - d. Family unity and security.
- (2) You are in Saudi Arabia. Your host offers you a cup of Arabian coffee. You don't drink coffee. You should:
 - a. Say "No thank you"
 - b. Say "Thank you, I don't drink coffee".
 - c. Tell him that coffee makes you nervous.
 - d. Accept the cup of coffee.
- (3) You are visiting the house of an Egyptian businessman. You are admiring the picture on the wall. Your Egyptian host says, "Would you like to have it?" You should:
 - a. Thank him and ask him to deliver it to your hotel.
 - b. Thank him and accept the invitation.

c. Say, "No, I have one in my house just like it."

d. Thank him and say, "It looks very nice right here!"

(4) You have received a fax from your Arabian client. He asks for prices for 10,000 computers. He is probably interested in:

a. 10,000 computers.

b. Your ability to deliver.

c. Your bottom price.

d. 10 computers.

(5) You are in an Arabian businessman's office making a presentation. Another guest arrives. You should:

a. Continue your presentation.

b. Ask for another appointment.

c. Wait until your host asks you to continue.

d. Ask the guest to excuse you and continue your presentation.

(6) You are in an Arabian businessman's lounge waiting for his arrival. His secretary asks if you are enjoying visiting the city. You will respond:

a. I do not have time.

b. I have seen many places like this before.

c. I am on a business trip.

d. I will enjoy seeing the historical places.

(7) You are invited to visit the house of your Arabian businessman. You should:

a. Give some money to his children.

b. Ask about his wife.

c. Bring a box of chocolates or some flowers.

d. Leave soon after dinner so that the family can talk together.

(8) You are managing the office of an American company in an Arab country. Local employees might see you as:

a. Coming for a vacation and to play golf.

b. An expert in the field and trying to help them.

c. Aggressive and demanding.

d. An American who is on vacation overseas.

(9) Arabians are motivated mostly by:

a. Promise of a salary raise.

b. Becoming a group leader or manager.

c. Group harmony.

d. National security.

(10) You are inviting an Arabian businessman to your American home for dinner. You should:

a. Introduce him to your family.

b. Ask your wife to prepare a good pork meal.

c. Have a discussion with him about Islam and Middle East politics.

d. Serve a good brand name wine with the dinner.

(11) You are managing a factory operation in an Arab country. You noticed that most workers spend about 10 to 20 minutes in the morning socialising and drinking tea. You will try to:

- a. Ask the cafeteria not to serve tea in the morning.
- b. Put a note on the board asking them to start work at 8.00 am.
- c. Join them in the social session.
- d. Ask them to stay late after working hours.

(12) You are entering the office of your Arabian host. In the room are several other staff and guests. You should:

- a. Greet them loudly.
- b. Shake hands with your host and ignore the others.
- c. Open your arms and wait for your host to give you a hug.
- d. Shake hands with everyone in the room.

(13) You are supervising a group of Arabian workers. You may have noticed that:

- a. They work in harmony.
- b. They compete against each other.
- c. They stay late after work to catch up with work.
- d. They go out after work together and play football.

(14) If a problem arises on the factory floor, an Arab worker may often:

- a. Ignore it and continue working.
- b. Call his supervisor for advice.
- c. Fix it himself.
- d. Call for a meeting with his colleague to fix the problem.

(15) You are supervising a group of Arabian workers who are fixing a problem with a machine. You noticed that be-

fore they start work some of them will talk quietly to themselves.

They are likely:

- a. Wishing that you are not around.
- b. Setting up a plan to finish soon.
- c. Reciting a few words from the Koran so that God will help them.
- d. Waiting for you to give them instructions.

(16) In dealing with an Arabian businessman you notice he may delay his purchases in order to:

- a. See if you will send him a gift.
- b. Wait until the market price drops.
- c. Check your references.
- d. Bargain on price.

(17) In written business communications with Arabians you noticed that Arabian letters are on average longer than others because:

- a. Arabs like to write in English.
- b. They want to make sure you understand their request.
- c. They usually start and end with flattering words and compliments.
- d. They have plenty of time.

(18) You are planning your first business trip to Arabia to introduce your products. You should plan your booking for:

- a. Two months.

- b. Two days.
- c. Five days.
- d. Two weeks.

(19) You are making a technical presentation to Arabian clients. You could expect:

- a. No one will understand what you are talking about.
- b. No one will ask questions because you are their guest.
- c. Some generic questions about the subject.
- d. Detailed technical questions about application.

(20) You are visiting the office of a high Arabian official. You should:

- a. Ask your wife to be with you.
- b. Ask your local representative to be with you.
- c. Hand him personally a gift from your country.
- d. Arrive one hour before the meeting.

(21) You are invited to visit the house of an Arabian businessman. You should:

- a. Dress casually to show your American informality.
- b. Wear that Arabian shirt you bought from the market last night.
- c. Dress formally in a suit and tie.
- d. Dress formally but as soon as you arrive take off your jacket.

(22) You are having dinner with your Arabian host. You notice that they do not use a fork or spoon. You should:

- a. Do the same and use your hands.

b. Say, "I am not feeling comfortable eating".

c. Ask for a fork and spoon.

d. Ask permission to use your hands as well.

(23) Your Arabian businessman is calling you from Arabia and informing you of his visit to your office next week. You will offer him:

a. To be picked up from the airport by limousine.

b. To meet him personally at the airport.

c. To be met by your secretary.

d. To meet him the day after his arrival in your office.

(24) You are working for an Arabian company in Arabia. You noticed that your Arabian co-worker receives many guests for social purposes. You should:

a. Tell him this is a workplace and guests are not permitted.

b. Leave the room when his guests arrive.

c. Greet his guests and welcome them to the office.

d. Report him to his manager and file a complaint.

(25) You are a supervisor on the factory floor in an Arab country. You notice that every time you pass by, most workers will look at you. You should:

a. Publish an order for everyone to keep looking at his work.

b. Look back at workers and greet them in Arabian words.

- c. Ignore their look.
- d. Put on an Arabian dress when working so that no one will recognise you.

(26) You are invited to a wedding of an Arabian worker. You should:

- a. Turn down the invitation because he is a worker and you are the expert.
- b. Tell him you are coming but send flowers instead.
- c. Accept the invitation and go for a while.
- d. Go to the wedding and join them in the Arabic dance.

(27) This is your first week in an Arabian factory. You become acquainted with a few Arabian managers. You should:

- a. Prepare an American barbecue in your house and invite them.
- b. Wait until your host's manager invites you to his house.
- c. Ask your co-manager if you can visit his house and meet his family.
- d. Invite them for a potluck at your home.

Testing your intercultural communication skills

Interacting with Japanese by Farid Elashmawi

Assess your cultural sensitivity. Here is the second part of our series of exploratory questionnaires.

A. True or False

1. Japanese tend to reward individual achievements.
2. Seniority is important and highly respected.
3. Japanese companies frequently prefer casual business and avoid long-range commitments.
4. Most Japanese are not concerned with losing face.
5. Many Japanese value decisions made by the consensus.
6. Japanese usually discuss important decisions in an informal meeting.
7. Most times when a Japanese says "Yes, Yes", he is confirming his agreement.
8. Generally when a Japanese sucks air through his teeth, it is very warm.
9. Often if a Japanese smiles and nods his head, he dislikes what you say.

10. Japanese supervisors will usually give minimum instructions to their foreign subordinates to help them depend on themselves.
11. In a group situation, Japanese usually use silent periods to sense others' feelings and thoughts.
12. A Japanese tends to use eye contact to force you to say "yes".
13. Japanese habitually measure time as past, present and future. They most often put emphasis on the future.
14. The majority of Japanese managers like a private office with a family picture on the wall.
15. The current Japanese government advises Japanese companies to increase working hours.
16. It is customary that you should not raise your cup when a Japanese is pouring a drink for you.

B. Now circle the answer you find most appropriate: a, b, c, or d.

- (1) Japanese predominantly value:
 - a. Long working hours.
 - b. Confrontation.
 - c. Inner harmony.
 - d. Social recognition.
- (2) Japanese are inclined to value a foreign partner who is:
 - a. A specialist in new technology.
 - b. Aggressive.
 - c. Compromising, friendly, and in harmony.
 - d. Able to make a decision by himself.
- (3) When first making contact with Japanese companies it is a good idea to:
 - a. Be aggressive and demanding of a fast response.
 - b. Offer your best price.
 - c. Reference another Japanese business partner you dealt with.
 - d. Ask for information about the Japanese company.
- (4) When Japanese and American business men are drinking together, after the Americans leave, the Japanese may go to another bar because:
 - a. They like drinking until they get drunk.
 - b. The American meeting was boring.
 - c. They could not have relaxed with foreigners.
 - d. They need to discuss frankly in the group what they talked about for a consensus.
- (5) A Japanese manager sometimes seems very rude and aggressive because:
 - a. Most of the Japanese are rude and aggressive.
 - b. He is not interested in your business.
 - c. He is trying not to be misunderstood.
 - d. He is not confident of being alone.
- (6) A Japanese manager usually does not invite foreigners to his home because:

- a. His house is small and he does not want to be embarrassed by others.
- b. His wife does not like foreigners.
- c. He and his wife do not want to spend money on guests.
- d. They are not sure how to treat foreign people at home.

(7) Japanese society may seem reluctant in dealing with foreigners because:

- a. They hate foreign people historically.
- b. They think they are superior to foreign people.
- c. They are embarrassed.
- d. Most foreigners do not peak Japanese.

(8) If you are in Japan, you will seldom hear a Japanese say "excuse me" in crowded places or trains because:

- a. Social life only exists in the group in which he belongs.
- b. Japanese are rude and do not care about people.
- c. Saying "excuse me" seems like losing his face.
- d. So many people are there that it's impossible to say "excuse me" every time.

(9) At the negotiating table with Japanese businessmen, usually only one person speaks because:

- a. The rest of them do not speak English.
- b. The person is both the boss and the decision maker.
- c. They made the conclusion before the meeting; the person is just like a spokesman.

- d. Younger people should not be involved in discussion.

(10) In a Japanese company in the US, an American-born Japanese manager rarely takes the chair of presidency because:

- a. He is not a Japanese, however he looks.
- b. Japanese management prefer people educated in Japan.
- c. American staff will not support him.
- d. He is not one of them.

(11) While meeting with a Japanese company manager on business, when he was asked to make some minor decision, he said he could not answer until tomorrow because:

- a. He needs the consensus of his department members.
- b. He is not qualified to answer.
- c. Japanese are not decisive people.
- d. This is a typical Japanese negotiation technique.

(12) Japanese mostly wear dark coloured suits because:

- a. Bright colours do not look good on Japanese skin.
- b. Bright colours are usually expensive in Japan.
- c. They do not want to stand out.
- d. They want to distinguish themselves from foreigners.

(13) Japan is usually viewed as a seniority society. If a younger per-

son becomes an older person's boss, what will happen?

- a. The older person will leave the company for his dignity.
- b. The young boss has to take care of him as an elder in any occasion.
- c. The boss treats him as a subordinate in business, but in private he treats him as an elder person.
- d. The boss treats him like a younger person.

(14) You are working in Japan for a Japanese company. After work it is customary for your fellow workers to:

- a. Go straight home to their families.
- b. Stay and play baseball.
- c. Go out to a bar to discuss problems and solutions.
- d. Have a meeting to prepare for tomorrow's work activities.

(15) In an introductory business meeting a Japanese will probably be more interested in:

- a. Your last name and family history.
- b. Your company name, size, and extent of activities.
- c. Your title.
- d. Your responsibility in the company and technical knowledge.

(16) Japanese have a special love and taste for Japanese rice. In most occasions they may:

- a. Eat the rice first.
- b. Eat it plain at the end of the meal.
- c. Mix it with a fish dish.
- d. Mix it with a special sauce.

(17) When a Japanese businessman has dinner with an American, he could look uncomfortable because:

- a. He is inexperienced with foreign people.
- b. He does not like foreigners.
- c. He does not like American food.
- d. He may not be as outgoing as the American.

(18) During a social drinking session with your Japanese partner you should:

- a. Keep drinking until he asks you to stop.
- b. Keep pouring drinks for him every time his glass is empty.
- c. Exchange pouring toasts to each other.
- d. Always fill his glass half full.

(19) During a formal presentation, a Japanese member may close his eyes. This may mean that:

- a. The subject is boring.
- b. The speaker is not dynamic.
- c. He is falling asleep.
- d. He wants to focus harder on the subject.

(20) Working in a Japanese company you are likely expected to:

- a. Be aggressive and rationalise every decision you make.
- b. Be in harmony with the company employees.
- c. Plan your career goals and submit them to your manager.

d. Point out loudly to your co-worker his mistake so that he will not repeat it again.

(21) Japanese meetings are usually held to:

- a. Put the cards on the table and make the decision.
- b. Exchange information and give out responsibility.
- c. Force the issue on the other group.
- d. Formally agree on a decision made during unofficial informal discussions.

(22) In meeting with a Japanese negotiating team you could expect them to:

- a. Lay down all their information.
- b. Give you the lowest price they can sell for.
- c. Seek further information and clarification.
- d. Make a decision on the spot and stand behind it.

(23) Mr Hiro is from Japan working for you. You notice he is motivated by:

- a. Being part of a strong leading international company.
- b. Promise of a good salary raise.
- c. Becoming the group leader with a change in title.
- d. Promising him a trip to Hawaii with his wife after the project.

(24) In meeting with a Japanese team, you noticed a senior, older member of the group. He is possibly attending the meeting:

a. For -a ceremonial reason and he may leave after the introduction.

b. To watch other members and how they speak English.

c. To make the final decision.

d. To speak on behalf of the team so that no one can make a mistake.

(25) The American president of a joint venture Japanese/American company is visiting the factory. He gave a pat on the shoulder to a Japanese worker for exceeding his output. The Japanese worker might:

- a. Continue working as if nothing has happened.
- b. Thank the president and shake hands with him.
- c. Look at the American president in the eye and smile.
- d. Say: "Thank you Mr President for the pat on my back!"

(26) The new Japanese generation are most interested in:

- a. No other cultures but their own.
- b. Chinese culture.
- c. European culture.
- d. American culture.

(27) Most decisions in Japan are in fact made by:

- a. Upper management.
- b. Staff members.
- c. Middle managers.
- d. Everyone in the organisation.

Testing your intercultural communication skills

Interacting with Americans
by Farid Elashmawi

Assess your sensitivity. The series of exploratory questionnaires is continued.

A. True or False

1. Americans tend to value material possessions more than spiritual enlightenment.
2. Most Americans like formality and ritual in daily interactions.
3. Americans usually rely on themselves for help rather than asking people.
4. Americans value time and its control and are future-oriented.
5. Americans customarily collect evidence and make decisions based on their feelings.
6. The majority of Americans use indirect messages to refuse an offer.
7. Many Americans are open and share their space.
8. Most Americans are a present-oriented society.
9. Americans tend to see themselves as confident and hard-working.
10. Americans are inclined to believe in equality and free competition.
11. Americans usually believe being on time for an appointment shows respect.
12. Most Americans believe they can

control their destiny by their own actions.

13. Shaking hands is important when you meet an American.
14. Many Americans like to deal with problems directly and frankly.
15. Americans usually use ambiguity to avoid conflict and loss of face.

B. Please circle the most appropriate answer: a, b, c, or d.

(1) In general, Americans value most:

- a. Social recognition.
- b. Happiness.
- c. Equality.
- d. Money.

(2) Many Americans see themselves as:

- a. Modest and shy.
- b. Family members.
- c. Formal and ritualistic.
- d. Created equal to others.

(3) Other cultures may see Americans as:

- a. Victimised by war time.

- b. Reliant on their families for help.
- c. Group-oriented.
- d. Ignorant about other cultures.

(4) When writing to an American company, it is very important to:

- a. Reference your source.
- b. Start your letter with a flattering introduction about your company president.
- c. Have your letter signed by your company director and president.
- d. Be specific on the purpose of the letter.

(5) In a business introduction to an American he may ask you to call him by his first name because:

- a. He is not interested in business.
- b. He likes harmony in discussion.
- c. His last name may be hard to pronounce,
- d. He wants to be comfortable and move into an informal stage of business discussion.

(6) When talking with an American business partner on the phone, it is common for him to ask you first about:

- a. Your family health.
- b. Your financial situation.
- c. When you are planning to visit him.
- d. How you are doing.

(7) Mr Saito, from Japan, is leaving the office of an American businessman who says to him, "We should get together sometime". Mr Saito should:

- a. Invite his American friend for dinner.

- b. Expect that his American friend will invite him to the bar.
- c. Consider it as just a friendly comment.

d. stop by his house to have a drink.

(8) American business meetings usually start with:

- a. Discussion of the past weekend's baseball game.
- b. Formal agenda and tasks to be accomplished.
- c. Period of harmony.
- d. Introduction about everyone's past work experience.

(9) In American business meetings you are expected to:

- a. Wait until the end and state firmly your position.
- b. Talk about how it is difficult to get to the meeting.
- c. Maintain group harmony and do not ask embarrassing questions.
- d. Express your ideas openly and rationalise them aggressively.

(10) At the end of an American business meeting the participants may:

- a. All go to the cafeteria to have a drink.
- b. Write a conclusion and/or action plan with specific responsibilities and dates.
- c. Conduct behind-the-scene discussions to change the conclusion.

d. Apologise to each other for any confrontations they had during the meeting.

(11) Working under an American supervisor you should:

- a. Be polite and not interrupt his instructions.
- b. Not let him know that you did not understand.
- c. Hide your mistakes until he discovers them.
- d. Maintain ongoing honest communication about work problems and progress.

(12) If you are having family problems, your American supervisor is probably expected to:

- a. Listen to you just as he would to a friend.
- b. Discuss it with you and make a plan of action to solve the problem.
- c. Give you a week's vacation to solve the problem.
- d. Visit your home and discuss the problems.

(13) Your American co-worker has invited you to play tennis with him for the second time in a month. This could mean that:

- a. You are now his close friend.
- b. You can talk with him about your problems with your family.
- c. He expects you to solve the technical problem he has at work.
- d. He just enjoys playing tennis with you.

(14) You are working hard to finish your project. Your American co-worker is sitting down reading the newspaper. He might:

- a. Come very close and look at what you are doing.
- b. Bring you a cup of coffee to keep you awake.
- c. Try to help you only if you asked him.
- d. Ask you to stop working and join him to go to the movies.

(15) Most American companies will start marketing a product when it:

- a. Is in a prototype stage.
- b. Is on the drawing board.
- c. Is on the shelf ready for the customers.
- d. Has passed the quality control test.

(16) An American leaves the office telling his foreign co-worker, "Let's get together this week". The foreign worker should:

- a. Invite the American to his house for a homemade dinner.
- b. Expect the American to invite him for dinner at his house.
- c. Expect the American to invite him to play tennis with him.
- d. Accept it as a friendly comment.

(17) Many Americans are inclined to feel confident that they can accomplish many tasks because:

- a. They possess a strong infrastructure to complete the task.

- b. They like to work hard day and night.
- c. They believe nature and God will help them.
- d. They can depend on other people to help them.

(18) During his performance appraisal, an American employee might:

- a. Agree fully with his manager's evaluation.
- b. Defend his performance and justify his actions.
- c. Ask his managers to write down his future goals.
- d. Not ask questions about his next promotion or salary increase.

(19) An American will almost always arrive on time for business appointments because:

- a. He will want to relax for a while.
- b. He wants to get the sale.
- c. He shows respect for the host's time.
- d. He has a lot of spare time.

(20) You are travelling on an American bus. Beside you is an American. You should:

- a. Greet him.
- b. Ask where he is going.
- c. Introduce yourself.
- d. Just sit quietly.

(21) You meet an American friend in the hallway who says, "How are you?" You should:

- a. Stop and shake hands with him.
- b. Tell him, "Just fine", and continue walking.

- c. Tell him about problems you have with your family.
- d. Look at him and keep going.

(22) Your co-worker called you on the phone and asked, "How are you doing?" You should:

- a. Say, "OK, thank you".
- b. Explain to him how hard it is to work under pressure.
- c. Discuss with him your family problems.
- d. Ask him if he has time to listen to a detailed reply.

(23) You have completed a business transaction with an American firm. You expect your American businessman will:

- a. Write you to thank you for the business.
- b. Become your friend and invite you to play -tennis or golf.
- c. Send you a New Year's card every year.
- d. Call again for more business.

(24) You are at a business luncheon. You have been approached by an American businessman. He introduces himself and exchanges cards with you. He will probably:

- a. Give a detailed presentation of his company.
- b. Keep talking with you until lunch time.
- c. Excuse himself to meet more people.
- d. Ask about your family.

(25) Frequently major decisions in American companies are made based on:

- a. Employee services and interests.
- b. Middle line managers' recommendations.
- c. First line management.
- d. Top executives' vision and market data.

(26) You are on a training assignment in a US company. You should:

- a. Introduce yourself to all department personnel
- b. Get permission from your supervisor every time you leave the office

- c. Learn to depend on yourself to solve your problems
- d. Try to establish harmony within your group.

(27) This is your first week of training in an American company. Your department secretary seems very friendly and helpful. She may be:

- a. Expecting you to invite her to your country
- b. Doing her job
- c. Interested in going out to dinner with you
- d. Expecting you to bring her some flowers.

ANSWERS TO THE TESTS

A.

1. -
2. +
3. +
4. -
5. -
6. -
7. -
8. +
9. -
10. +
11. -
12. -

1. -
2. +
3. -
4. -
5. +
6. +
7. -
8. -
9. -
10. -
11. +
12. -
13. -
14. -
15. -
16. -

1. +
2. -
3. +
4. +
5. -
6. -
7. -
8. -
9. +
10. +
11. +
12. +
13. +
14. +
15. -

B.

1. d
2. d
3. d
4. c
5. c
6. d
7. c
8. b
9. b
10. a
11. c
12. d
13. b
14. b
15. c
16. c
17. c
18. d
19. c

1. c
2. c
3. d
4. d
5. c
6. d
7. d
8. d
9. c
10. d
11. a
12. c
13. c
14. c
15. b
16. b
17. a
18. c
19. d

1. c
2. d
3. d
4. d
5. d
6. d
7. c
8. b
9. d
10. b
11. d
12. a
13. d
14. c
15. a
16. d
17. d
18. b
19. c

ANSWERS TO THE TESTS

20. b
21. c
22. d
23. b
24. c
25. c
26. c
27. b

20. b
21. d
22. c
23. a
24. a
25. a
26. d
27. c

20. d
21. b
22. a
23. d
24. c
25. d
26. c
27. b

APPENDIX ACTIVITY

1

The misunderstanding in the Singaporean-American encounter

In the United States, the first name is a given name and the last name is the family name. So the businessman thought that Lo Win Hao's given name was Lo Win and that his family name was Hao. As a sign of respect he called the man by a title, Mr, with his last name, Hao.

In the Chinese tradition, the family name is first and the given name is second. So the American was calling his colleague by his personal given name, not his more formal family name. This is a very informal address and is not appropriate in first meetings for the Chinese in Singapore. In the Chinese tradition it is only appropriate to call a person by his given name when you know the person very well.

2

Group A: French cultural information**Social classes**

In France there is some emphasis on class differences. People usually do not socialize across social and economic classes. Different levels of the company, such as secretarial and executive levels, are associated with different classes. So, in office life, secretaries and executives are not expected to socialize together.

The role of the boss in office life

The boss represents authority. The boss should not be too casual or social with his employees. If the boss is too relaxed, the employees lose their respect for his or her authority.

Entertaining

In France, the home is a private place where only close friends or family are invited. Business colleagues usually socialize in restaurants or other public places.

Business entertainment is very different from social entertainment. It is much more formal. It is usually limited to a business lunch or dinner in a restaurant. For social entertainment, the French rarely throw parties. It is much more common to have a small dinner party where everyone sits down together to eat. The informal come-and-go style of a party is not popular.

3

Group B: US cultural information

Social classes

In the United States, differences in social and economic classes exist, but are not emphasized. Although colleagues from different classes may not socialize together frequently, there usually is at least one annual event where all employees come together. The most common events are Christmas parties and company picnics. Because equality – is so highly valued in the United States, formal situations that emphasize class differences are avoided. Social events are usually casual and relaxed.

The role of the boss in office life

The boss has authority but should not abuse it. As much as possible the boss should just be one of the workers. For this reason American bosses are usually casual and informal with their employees. Because it is believed that good social relationships build a good work environment, bosses often throw parties to build a sense of unity among the employees and to strengthen employee identity the company.

Entertaining

It is common in the U.S. to invite business colleagues or other acquaintances home for a dinner party or cocktail party. The home is a place of hospitality and entertainment.

In the US there is not a big difference between how people socialise with colleagues and with friends. Both kinds of socialising are informal and relaxed. The party is a popular way of entertaining. Instead of a formal dinner at a table, often Americans entertain with an informal buffet or just cocktails and a snack. In addition to parties, common social activities include playing sports, going out for drinks after work, and going to sports or cultural events.

4

Group A: Italian cultural information

Tasks in polychrome culture

Italian people are said to belong to a generally polychronic culture (although not all people are exclusively polychronic). Polychronic means many or multiple times. Polychronic people are used to doing several tasks at the same time. They do not have to complete one task before beginning the next. Instead, they can flow back and forth between tasks easily. As they work on one task, they may decide to go back and change parts of a previous task.

4. Group A: Italian cultural information**Schedules and deadlines**

In a polychronic culture, the future tends to be seen as unpredictable so that tight schedules are considered difficult and impractical. Therefore, schedules are often flexible to allow for unforeseeable interruptions and changes in plans. People understand that delays are a part of life and are necessary for developing the best possible product or service. They would rather spend more time perfecting a product or service than meeting a deadline.

5**Group B: Swedish cultural information****Tasks in monochrome culture**

Swiss people are said to belong to a monochrome culture (although not all people are exclusively monochronic). Monochrome means "single time." Time is divided into segments that are measured by the clock. Tasks are assigned to each of these segments and so are given a limited amount of time. Usually, each task is finished before the next task is begun. It is not easy for a monochronic person to return to a task once it has been completed.

Schedules and deadlines

In a monochronic culture, future time is predictable and carefully planned. Scheduling events means that each segment of time is carefully arranged. If extra time is needed, this will interfere with plans for the next time segment. Breaking schedules and deadlines affects future schedules and deadlines. This can have negative effects on relations with those people or companies who are asked to delay their plans and change their schedules.

6**The solution**

The Italian and Swiss teams decided to live for a short period of time in each other's countries. In this way they could learn to appreciate the time value differences in each country and learn more about each other's cultures.

7**Arrival times: one American's response**

Event	Arrival Time
a. A doctor's appointment for 8:30 a.m.	8:20 – 8:25 a.m.
b. A class that begins at 2:00 p.m.	1:50 – 1:55 p.m.
c. A business meeting set for 3:30 p.m.	3:25 p.m.
d. Your job that starts at 9:00 a.m.	9:00 a.m.
e. A train that is scheduled to leave at 7:17 p.m.	7:00 p.m.
f. A dinner party at a friend's house set for 6:30 p.m.	6:30 – 6:40 p.m.

8

Group A: Nigerian cultural information**Nigeria and negotiators**

In Nigeria, the age of the negotiator is extremely important because age means wisdom and reflects status and importance. To send a young negotiator means you are not seriously interested in the negotiation. If you are interested, you will send a person with authority and seniority. A good educational background is also highly respected and important. Nigerians also put great importance on formality and social skills. The sex of the negotiator is not very important, since many Nigerian women run their own businesses. In addition, Nigerian businessmen are generally aware of the role of American women in management. In Nigeria, negotiating in groups is common.

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Group B: US cultural information**United States and negotiators**

In the United States, sending a person with great technical competence and knowledge to negotiate is most important. It shows you are serious about negotiations because you are sending an employee who is ready to answer any product questions. Power and authority are important but are more the result of your talent and work record than of your age or seniority in the company. The sex of the negotiator is not important since many women occupy professional and managerial positions. North Americans are accustomed to sending only one person. Sometimes this is called the "John Wayne approach." This means that the individual thinks he or she can handle the negotiation on his or her own; it reflects the strong individualism found among North Americans.

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Group A: Manju Jairam's profile

She graduated from Oxford University in London with an advanced degree in international business (1980). Since graduation she has been working for an international pesticide company in London. She started her career in marketing and is now the manager of the entire marketing division. Her division handles all marketing and promotion within the European Economic Community.

As marketing manager, she was able to resolve a long-term dispute between the company's French and German subsidiaries. She also reorganized the marketing department during a financial crisis, which saved the company a great deal of money. Her marketing and promotional campaigns have won many international awards.

Manju was born in England to Indian parents. She is not married. She speaks English and Hindi fluently and has studied French and German in the university.

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Group B: Paul Fraser's profile

Paul graduated from the University of Massachusetts in the United States with an undergraduate degree in Spanish (1981). After graduation he taught high school Spanish and at the same time completed a degree in engineering. He then worked for the Peace Corps in Guatemala for two years. For the past four years he has been working for the World Health Organization.

His accomplishments include assisting in the design and implementation of a modern sewage (waste) treatment plant in a remote area of Peru. His responsibilities during this project included working with local politicians, businesspeople, and public health people to keep the cost of the sewage treatment system low. He also gave fund raising speeches raising over \$200,000 to help with the cost of the plant. After the project was completed, he stayed to help run the plant.

Paul was born in the United States. His mother is Colombian. and he lived in Colombia for ten years during his childhood. He married to a Peruvian woman, has two children, and speaks Spanish fluently.

ANSWER KEY

Unit 1

Exercise 2.7

1. S 2. G 3. G 4. S 5. G 6. G 7. S 8. G 9. S 10. S

Exercise 3.1

1. c;
2. a;
3. b;
4. e;
5. d.

Exercise 3.2

- 1) catch on;
- 2) is beyond;
- 3) hear someone out;
- 4) see;
- 5) read between the lines.

Exercise 3.3

Verb	Noun	Adjective
behave	behavior	-----
collaborate	collaboration	collaborative
consider	consideration	considered
frustrate	frustration	frustrated
generalize	generalization	generalized
prejudge	prejudice	prejudiced
respond	response	responsive
tense	tension	tense

Exercise 3.4

- 1) behavior;
- 2) tense;
- 3) consider;
- 4) frustrate;
- 5) collaborate;
- 6) respond;
- 7) generalize;
- 8) prejudice.

Active Vocabulary

1. h 2. i 3. j 4. e 5. f 6. c 7. b 8. a 9. d 10. g

Unit 2

Exercise 2.1

1. a 2. c 3. b 4. e 5. d

Exercise 2.2

- 1) warmed up to;
- 2) get to know;
- 3) hit it off;
- 4) get along with;
- 5) to break the ice.

Exercise 2.3

Verb	Noun	Adjective
adapt	adaptation	adaptable
contact	contact	contacted
accustom (oneself)	custom	customary
impress	impression	impressive
inform	information	informative
introduce	introduction	introductory
refer	reference	referred
-----	reputation	reputable

Exercise 2.4

- 1) contact
- 2) customs
- 3) impress
- 4) introductory
- 5) references
- 6) adaptable
- 7) information
- 8) reputation

Comprehension, ex. 1

1. c 2. a 3. b 4. c 5. a 6. c 7. a 8. b 9. b 10. a 11. c 12. c

Unit 3

Exercise 2.1

1. b 2. d 3. a 4. e 5. c

Exercise 2.2

- 1) It's on us/me;
- 2) went out on the town;

- 3) wined and dined;
- 4) took (them) out to;
- 5) token of their appreciation.

Exercise 2.3

Verb	Noun	Adjective
accept	acceptance	acceptable
get acquainted with	acquaintance	acquainted
appreciate	appreciation	appreciative
compliment	compliment	complimentary
entertain	entertainment	entertaining
-----	hospitality	hospitable
invite	invitation	invited
socialize	socializing	social

Exercise 2.4

- ✓ appreciation;
- ✓ get acquainted with;
- ✓ compliment;
- ✓ invitation;
- ✓ socializing;
- ✓ acceptable;
- ✓ entertain;
- ✓ hospitality.

Active Vocabulary

1. b 2. a 3. b 4. c 5. c 6. b 7. a 8. a 9. c 10. b

GLOSSARY

Action	the term given to the things that people do, along with the reasons that they have for doing them
Action team	a team that executes brief performances which are repeated under new conditions. Its members are technically specialised, and the team has a great need to co-ordinate its output with that of other work units
Activities	the physical movements and verbal or non-verbal behaviours engaged in by group members
Advice team	a team created primarily to provide a flow of information to management to be used in its own decision-making
Affiliation power	the ability of a leader to exert influence based on the belief of followers that the leader has close association with other powerful figures on whose authority they are able to act
Asynchronous communication	occurs when participants start a discussion topic (or thread) and post replies to each other. After delays, individuals read to catch up with the discussion. It is similar to a dialogue conducted by post
Attribution	the process by which we make sense of our environment through our perceptions of causality
Authority	the right to guide or direct the actions of others and extract from them responses that are appropriate to the attainment of an organization's goals
Autonomous team working	a process whereby management gives formal groups the right to make decisions on how their work is performed on a group basis without reference to management.
Autonomous work	a team of workers allocated to a significant segment of the

group	workflow, with discretion concerning how their work will be carried out
Behaviour	the term given to the things that people do that can be directly observed
Behaviour modification	a technique for encouraging desired behaviours and discouraging unwanted behaviours using operant conditioning
Behavioural self-management	a technique for changing one's own behaviour by systematically manipulating cues, cognitive processes and contingent consequences
Brainstorming	a technique in which all group members are encouraged to propose ideas spontaneously, without critiquing or censoring others' ideas. The alternative ideas so generated are not evaluated until all have been listed
Centralisation	the concentration of authority and responsibility for decision-making power in the hands of managers at the top of an organisation's hierarchy
Chain (or line) of command	the unbroken line of authority that extends from the top of the organisation to the bottom and clarifies who reports to whom
Coding	the stage in the interpersonal communication process in which the transmitter chooses how to express a message for transmission to someone else
Communication climate in an organisation	the prevailing atmosphere, open or closed, in which ideas and information are exchanged
Communication network analysis	a technique that uses direct observation to determine the source, direction and quantity of verbal communication between congregated members of a group
Communication in-	the exchange of meaning which involves the sending and re-

tercultural	ceiving of information between a sender and a receiver who are from different cultures
Communication pattern analysis	a technique that uses analysis of documents, data and voice mail transmission to determine the source, direction and quantity of verbal and written communication between the dispersed members of a group
Communication pattern chart	the source, direction and quantity of verbal and written communication between the dispersed members of a group
Communication process	the transmission of information, and the exchange of meaning, between at least two people
Compliance	a majority's influence over a minority
Concurrent feedback	information which arrives during our behaviour and which can be used to control behaviour as it unfolds
Conflict	a process which begins when one party perceives that another party has negatively affected, or is about to negatively affect, something the first party cares about
Conflict resolution	a process which has as its objective the ending of the conflict between the disagreeing parties
Control concept	the process of imposing a pattern on previously haphazard activities, such as the operation of machinery, the interaction of machinery with people or the interactions between individuals
Controlled performance	setting standards, measuring performance, comparing actual with standard, and taking corrective action if necessary
Conversion	a minority's influence on a majority
Cross-functional team	a team composed of employees from about the same hierarchical level but from different work areas or functional in

	the organisation, who are brought together to complete a particular task
Culture	all the elements which come together to form the way of thinking and acting which allows one group of people to be distinguished from another and it includes, among other things, a system of values: attitudes, beliefs, behavior, etc.
Culture monochronic	there is a very low tolerance for interruptions and diversions within the definite block of time
Culture polychronic	there is a high tolerance for many things happening at once in terms of attitude to time
Culture shock	the stress and disorientation resulted from losing all our familiar signs and symbols of social intercourse
Death of distance	geographical separation no longer determines the costs or difficulties of global, corporate and person-to-person communication
Decentralisation	authority and responsibility for decision-making being dispersed more widely downwards and given to the operating units, branches and lower-level managers
Decision-making	the process of making choices from among several options
Decoding	the stage in the interpersonal communication process in which the recipient interprets a message transmitted to them by someone else
Deindividuation	an increased state of anonymity that loosens normal constraints on individuals' behaviour, reducing their sense of responsibility, and leading to an increase in impulsive and antisocial acts
Delayed feedback	information which is received after a task is completed, and which can be used to influence future performance

Descriptive models of decision-making	models which investigate how individuals actually make decisions
Drives	the innate, biological determinants of behaviour, activated by deprivation
External work team differentiation	the degree to which a work team stands out from its organisational context, in terms of its membership, temporal scope and territory
External work team	the degree to which a work team stands out from its organisational context, in terms of its membership, temporal scope and territory
Feedback (in the context of learning)	information concerning the outcomes of our behaviour
Feedback (in the context of interpersonal communication)	the processes through which the transmitter of a message detects whether and how that message has been received and decoded
Formal group	one which has been consciously created to accomplish a defined part of an organisation's collective purpose. The formal group's functions are the tasks which are assigned to it and for which it is officially held responsible
Formal organisation	the collection of work groups that has been consciously designed by senior management to maximize efficiency and achieve organisational goals
Formal status	a collection of rights and obligations associated with a position, as distinct from the person who may occupy that position
Formalization	the degree to which formal procedures and rules exist and are used within an organisation
Future shock	the stress and disorientation suffered when people are subjected to excessive change

Generalised other	what we understand other people expect of us, in terms of our attitudes, values, beliefs and behaviour
Globalisation	the intensification of worldwide social and business relationships which link distant localities in such a way that local happenings are shaped by distant events, and vice versa
Group leadership	the performance of those acts which help the group achieve its objectives
Group norms	expected modes of behaviour and beliefs that are established either formally or informally by a group. Norms guide behaviour and facilitate interaction by specifying the kinds of reaction that are expected or acceptable in a particular situation
Group polarization	this occurs when individuals in a group begin by taking a moderate stance on an issue related to a common value and, after having discussed it, end up taking a more extreme decision than the average members' decisions. The extremes could be more risky or more cautious
Group power	the ability of a leader to exert influence based on the belief of followers that the leader has collective support from a team or group
Group process	the patterns of interactions between the members of a group
Group relations	the interactions within and between groups, and the stable arrangements that result from them
Group self-organisation	the tendency of groups to form interests, develop autonomy and establish identities
Group socialisation	the process whereby members learn the values, symbols and expected behaviours of the groups to which they belong
Group structure	the relatively stable pattern of relationships among different group members. There is no single group structure and the

	concept can be expressed in several and overlapping ways
Groupthink	a mode of thinking that people engage in when they are deeply involved in a cohesive in-group, when the members' strivings for unanimity override their motivation to appraise realistically the alternative courses of action
Hierarchy	number of levels of authority to be found in an organisation
High-context culture	a culture in which people tend to rely heavily on a range of social and non-verbal clues when communicating with others and interpreting their messages
Individualism-collectivism	the tendency to take care of oneself and one's family versus the tendency to work together for the collective good
Informal group	a collection of individuals who become a group when members develop interdependencies, influence one another's behavior and contribute to mutual need satisfaction
Informal organisation	the network of relationships that spontaneously establish themselves between members of an organisation on the basis of their common interests and friendships
Information power	the ability of a leader to exert influence based on the belief of followers that the leader has access to information that is not public knowledge
Initiating structure	a pattern of leadership behaviour that emphasises performance of the work in hand and the achievement of product and service goals
Internal work team differentiation	the degree to which a team's members possess different skills and knowledge that contribute towards the achievement of the team's objective
Long-term-short-term orientation (Confusion dynam-	the ability to pursue long-term and general goals versus short-term gain and advantage

ism)

Low-context culture	a culture in which people tend to focus on the written and spoken word when communicating with others and interpreting their messages
Masculinity-femininity	the extent to which highly assertive masculine values predominate (acquisition of money at the expense of others) versus showing sensitivity and concern for others' welfare and the quality of life
Motivation	the cognitive, decision-making process through which goal-directed behaviour is initiated, energised, and directed and maintained
Japanese team-working	team-working that uses scientific management principles of minimum manning, multitasking, multi-machine operation, pre-defined work operations, repetitive short-cycle work, powerful first-line supervisors and a conventional managerial hierarchy
Leadership	an approach which combines machine-pacing, work standardization, just-in-time materials flow, continuous improvement, problem-solving teams and powerful supervision
Learning	the process of acquiring knowledge through experience which leads to an enduring change in behaviour
Learning organisation	an organisational form that enables individual learning to create valued outcomes, such as innovation, efficiency, environmental alignment and competitive advantage (Huysman, 1999, p. 61)
New leader	an inspirational visionary, concerned with building a shared sense of purpose and mission, creating a culture in which everyone is aligned with the organisation's goals and is skilled and empowered to achieve them
Non-verbal com-	the process of coding meaning through behaviours such as

GLOSSARY

munication	facial expressions, limb gestures and body postures
Norms	expected modes of behaviour
Organisation	a social arrangement for achieving controlled performance in pursuit of collective goals
Organisational culture	the collection of relatively uniform and enduring values, beliefs, customs, traditions and practices that are shared by an organisation's members, learned by new recruits, and transmitted from one generation of employees to the next
Organisational socialisation	the process through which an individual's pattern of behaviour and their values, attitudes and motives are influenced to conform with those seen as desirable in a particular organisation
Personality	the psychological qualities that influence an individual's characteristic behaviour patterns in a stable and distinctive manner
Personalized power	that which is self-serving and used for personal gain, influence and advancement
Power	the capacity of individuals to overcome resistance on the part of others, to exert their will and to produce results consistent with their interests and objectives
Power-distance	the extent to which an unequal distribution of power is accepted by members of a society
Production team	a stable number of individuals in a relationship involving shared and recognised production goals, with work status defined through a system of social roles and behavioural norms supported by a set of incentives and sanctions
Project team	a collection of employees from different work areas in an organisation brought together to accomplish a specific task

	within a finite time
Role conflict	the simultaneous existence of two or more sets of role expectations on a focal person in such a way that compliance with one makes it difficult to comply with the others
Role modelling	a form of socialisation in which an individual learns by example. The learner observes established members, acquiring a mental picture of the act and its consequences (rewards and punishments), and then acts out the acquired image
Role negotiation	an OD intervention to change the perceptions and attitudes that different individuals in an organisation hold with respect to each other, to improve their interaction and collaboration
Role set	the collection of persons most immediately affected by the focal person's role performance, who depend upon the focal person for their own role performance and who therefore have a stake in it
Rules	procedures or obligations that are explicitly stated and written down in organisation manuals
Self-actualisation	the desire for personal fulfillment, to develop one's potential, to become everything that one is capable of becoming
Self concept	the way in which we view ourselves; the set of perceptions that we have about ourselves
Self-esteem	the part of the self which is concerned with how we evaluate ourselves
Situational leadership	an approach to determining the most effective style of influencing, considering the direction and support a leader gives, and the readiness of followers to perform a particular task
Social identify	that part of the self concept which comes from our member-

	ship of groups; it contributes to our self-esteem
Social influence	the process where attitudes and behaviour are influenced by the real or implied presence of others
Social representations	the beliefs, ideas and values, objects, people and events that are constructed by current group members and which are transmitted to its new members
Social role	the set of expectations that others hold of an occupant of a position
Social status	the relative ranking that a person holds and the value of that person as measured by a group
Socialisation	the process through which individual behaviours, values, attitudes and motives are influenced to conform with those seen as desirable in a given social or organisational setting
Socialised power	that used for the common good, on behalf of the whole organisation
Stereotype	a category or personality type to which we consign people on the basis of their membership of some known group
Superleader	culture's most visible and accessible forms, which are the visible and audible behaviour patterns and objects
Synchronous communication	occurs when people are online at the same time, engaging in a real-time conversation with others, somewhat similar to normal face-to-face discussions
Task variety	the number of new and different demands that a task places on an individual or a function
Team	a psychological group whose members share a common goal which they pursue collaboratively. Members can only succeed or fail as whole, and all share the benefits and costs of

	collective success or failure
Team autonomy	the extent to which a team experiences freedom, independence and discretion in decisions in the performance of its tasks
Team building	an OD intervention to help team members to understand their own roles more clearly, and improve their interaction and collaboration
Team performance	performance that is externally focused and concerns meeting the needs and expectations of outsiders such as customers, company colleagues or fans. It is assessed using measures such as quantity, quality and time
Team role	an individual's tendency to behave in particularly preferred ways which contribute to and interrelate with other members within a team
Traditional authority	authority that is based on the belief that the ruler has a natural right to rule. This right is either God-given or by descent. Kings and queens enjoy this type of authority
Trait	a relatively stable quality or attribute of an individual's personality, influencing behaviour in a particular direction
Transactional leader	a leader who treats relationships with followers in terms of an exchange, giving followers what they want in return for what the leader desires, following prescribed tasks to pursue established goals
Transformational leader	a leader who treats relationships with followers in terms of motivation and commitment, influencing and inspiring followers to give more than mere compliance to improve organisational performance
Type	a descriptive label for a distinct pattern of personality characteristics. Examples of personality types include extravert,

neurotic and open

- Uncertainty** a condition in which managers have a low knowledge of alternatives and a low knowledge of the probability of these being available; can to some degree calculate the costs and benefits of each alternative; but have no predictability of outcomes
- Uncertainty avoidance** the extent to which members of a society feel threatened by ambiguous situations and have created beliefs and institutions which try to avoid these
- Virtual organisation (1)** several conventional companies working very closely together (even fronting the market as one organisation) with electronic channels or even common systems of communication
- Virtual organisation (2)** an organisation where a large number of the organisation members use electronic channels as their main (or even only) medium of contact with each other, and with the rest of the organisation
- Virtual team** a group of people who work closely together even though they are geographically separated; usually cross-functional work groups brought together to tackle a project for a finite period of time through a combination of technologies

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