

ELSA for the Workplace 6/7

Module 4: Language and Culture in the Workplace

Developed by: Camosun College



Canada



WelcomeBC

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Module in Brief

Module 4: Language and Culture in the Workplace (75 hours)

Language and Culture in the Workplace is a 75-hour module that teaches learners how to be cultural investigators in the workplace. In the process, learners acquire strategies for coping in a culturally different environment, including asking others to be their cultural informants.

The module contains some activities that present a special kind of challenge for both learners and instructors. These activities require exploration of cultural identity and differing assumptions. Naming assumptions is often an uncomfortable process for anyone. It can be an especially emotional process for some learners as they explore the ways in which their new environment reflects a different worldview.

From a linguistic perspective, the module encourages learners to consider how culture impacts all aspects of communication, including body language, rhetorical styles, degree of specificity (high and low context communication) and individualistic and collectivist phrasing of needs and perceptions.

The skills that learners acquire in this module are meant to empower them in a culturally different milieu, so that they are not outside of a culture looking in, but rather actively engaging with that culture at the same time as developing a more aware personal identity.

The module includes the following intercultural input: concepts, frameworks and skills. A successful learner will synthesize this information and attempt to integrate it into their existing perceptual and analytical skills.

- cultural differences in the workplace
- identify own cultural assumptions
- identify own assumptions about attitudes to work
- consider body language, gestures, humour, gossip as aspects of communication
- consider continuous learning
- consider inclusive language and power dimensions of communication

Implementation Considerations

Language and Culture in the Workplace is appropriate for learners who are unemployed and looking for work, as well as for learners who are employed. The module assumes that learners are not working; contact with potential workplaces is made by someone other than the learner. An employment coach or other support person can do this.

If the learners are working and want to investigate their own workplace, this is possible, although an instructor or employment coach might assist with arrangements. Some learners have been hesitant about investigating their own workplace. An instructor might consider developing a culture map which teaches learners how to approach their supervisors and gain support for their involvement in this course generally, and how to ask to investigate the workplace specifically.

Workload issues have led some instructors to adjust the assignments so that learners investigated public spaces such as libraries and shopping malls for the environmental aspect of their investigation.

Advanced Preparation

The initial set-up of the two workplace visits needs to begin well ahead of this module. The program assistant or other person making the initial calls to employers needs to have a general understanding of the module because they are inevitably asked questions about the purpose of the visits. Ideally, the learners visit a worksite that is somehow related to their occupational sector, but this is much less important than in the informational interview. The key purpose of the workplace visits is to consider ways of understanding workplace culture.

Activities 161, 165 and 169 use clips from the movie *In Good Company* (2004). Alternately, instructors have used the movie *Working Girl* (1988). In either case, you will need to ensure that your institution has the right to show commercially available DVDs. You will also need to obtain the video and locate and preview the suggested scenes. Given the reasonable cost, your institution may consider purchasing the DVD.

Activities 186, 210, 215 and 218 require, if possible, a digital projector.

A chapter from Lionel Laroche's book, *Managing Cultural Diversity in Technical Professions* (2003), pages 21-56, is used in **Activities 162-EXT, 172, 178 and 188**. You should make sure, well in advance, that your institution has a copy of the book, and that copyright issues have been dealt with. The book details are:

Author: Lionel Laroche

Title: *Managing Cultural Diversity in Technical Professions*

Year: (2003)

Publisher: Butterworth-Heinemann, Burlington, MA, USA.

Assessments

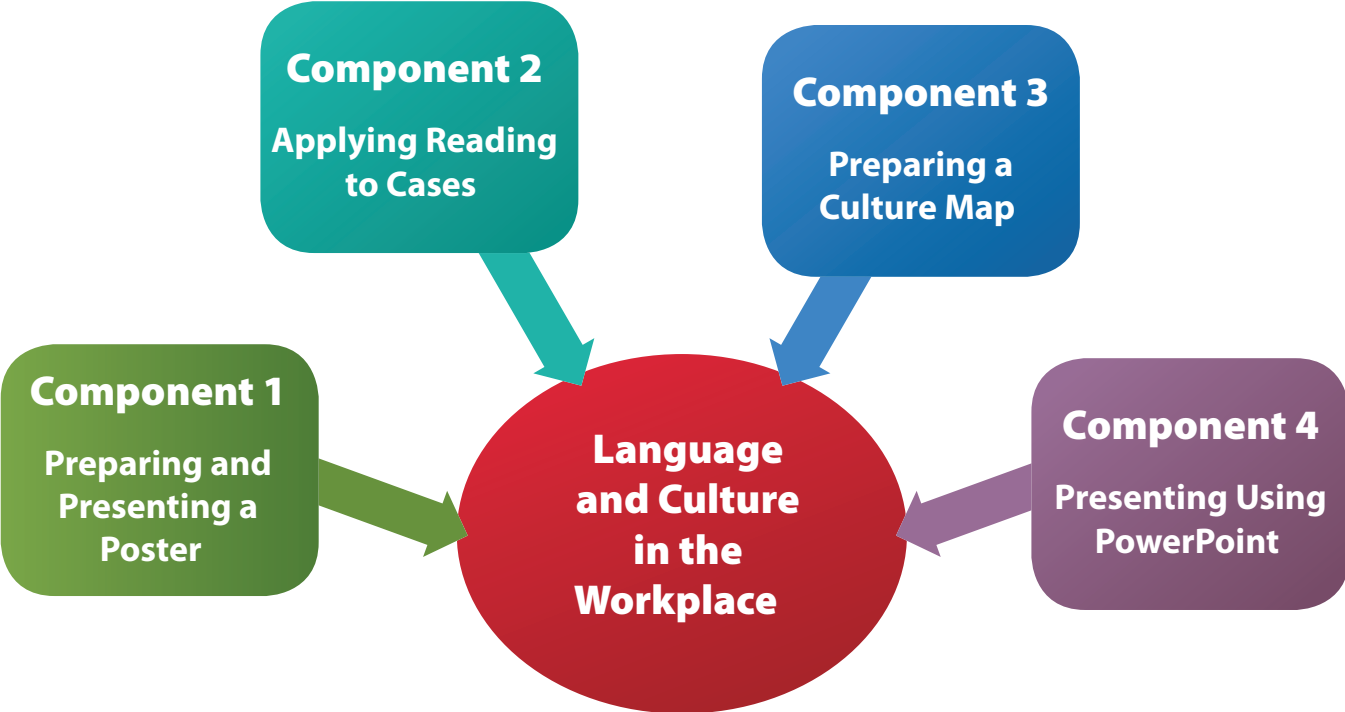
There are three assessments in this module:

Activity 140: Apply Laroche reading (document use)

Activity 192: Poster session (all skills)

Activity 210, 215, 216: PowerPoint presentation (speaking)

Module 4: Language and Culture in the Workplace



Module 4:

Language and Culture in the Workplace

This module focuses on the deep and often unexamined role that cultural value, beliefs, norms and assumptions have in the workplace (and everywhere else). Learners will study different ways of describing cultural differences and then will visit a workplace in pairs or small groups. They will apply their new lenses to develop hypotheses about the workplace. They will present these hypotheses in a poster.

They will then return to the workplace and meet with one of the employees with whom they will discuss their “guesses” about the workplace. They will prepare and present a PowerPoint on what they have learned.

Other components of this module deepen the learners’ understanding and ability to apply intercultural concepts and approaches.

As with the other modules in this curriculum, it is expected that instructors will NOT arrange the workplace visits, but rather have this task done by a program assistant or other support person. This is a workload issue, as finding appropriate workplaces requires industry contacts and is time consuming.

We recommended that you develop an understanding of the entire module before you begin teaching, as there are many interconnected pieces that can be initially confusing. The purpose of these interconnections is to help the learners build sophisticated skills and paradigms that cannot be accomplished through stand-alone, discrete activities. These materials have all been piloted previously and learners have expressed delight at discovering a way to organize their experience of living in and coping with different cultural norms.

The following At-a-Glance pages present how the module might unfold if it is offered as a three week, 25 hours per week, full-time course.

You can, of course, modify how you offer this module. The ♦ symbol next to an activity means that it is “stand alone” and can be omitted if time is running short. As these activities are often the most light and enjoyable, you may not want to omit any of them. You can also consider omitting entire components or threads. For example, you could consider omitting the Laroche reading (begins in Activity 162-EXT) and all related activities.

At-a-Glance

The following “At-a-Glance” weekly activity schedules are designed to provide information at a glance, to assist with your lesson preparation and course planning.

All the activities are laid out on a week-by-week basis. Each page describes one week’s worth of activities. Note that this assumes a 25-hour study week. For alternative delivery options, see the Instructor’s Guide.

All activities are numbered consecutively and these numbers correspond to the handouts and other class materials. Each day contains 250 minutes of activities. Note that the times are provided as a guideline. Instructors will find that activities may require more or less time, depending on their class.

Symbols Used in the At-a-Glance Overviews and on the Activity Plans



The mouse symbol designates a computer activity. You will need to arrange access to a computer lab.



The pencil symbol designates an assessed task. Learners may require advance notice of assessment.

ES

This symbol designates Essential Skills practice, integrated with the language learning activity.

TV

This symbol designates viewing a video. You will need to arrange A/V equipment, (DVD or VCR, and TV) for video viewing.



This indicates a listening activity that usually includes an mp3 audio file.










This symbol indicates a stand-alone activity that can easily be moved, delayed, shortened or dropped.






Module 4: Language and Culture in the Workplace Lesson 1-5

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
153 ♦ 35 min  Socio-cultural listening Identifying culturally different assumptions about the workplace	158 40 min Apply D.I.E. analysis model D.I.E. applied to a conflict in Canada – learning to reframe	163 ♦ 30 min Culture map Prepare for workplace visit 1 (Part B) – Explaining your presence in the workplace	167 60 min Identifying assumptions about the workplace	171 ♦ 40 min Culture map Refusing an unreasonable request
154 60 min Introduction to language and culture in the workplace Building a rationale for workplace visits	159 35 min Vocabulary for discussing cultural differences	164 55 min Reflection on culture maps Introduce component 3 on preparing a culture map	168 30 min Assumptions ... continued How might these assumptions lead to conflicts in the Canadian workplace?	172 60 min Reading assignment “ Managing Technical Professionals ” – check and discussion
155 60 min Introduce D.I.E. analysis model Seeing what’s really there and how we build meaning	160 60 min Vocabulary (phrasal verbs and idioms)	165 90 min TV Prepare for workplace visit 1 (Part C) – Analyzing workplace features and employee interaction	169 85 min  Prepare for workplace visit 1 (Part D) – Analyzing conversations	173 30 min Vocab Instructor input on common mistakes from assignment
156 20 min Introduce module overview Introduce component 1: Preparing and presenting a poster	161 40 min TV Prepare for workplace visit 1 (Part A) D.I.E. analysis of a workplace environment			174 45 min  Socio-cultural listening: Small talk at work
157-EXT 75 min Vocabulary assignment Introduction to workplace visit 1 Read poster available on wall. Complete related assignment – poster is a model of what they will do	162-EXT 75 min Introduce component 2: Applying reading to cases Reading – “Managing Technical Professionals” Complex reading about workplace culture	166-EXT 75 min Reflective journal: Reaction to identifying personal assumptions	170-EXT 75 min Workplace visit 1 and pre-reading	175-EXT 75 min Reading summary: “Managing Technical Professionals” Workplace visit 1 Poster preparation

Module 4: Language and Culture in the Workplace Lesson 6-10

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
176 40 min  Humour in the Canadian workplace Focus on sarcasm	181 ♦ 60 min  Intercultural listening: Positive and negative ways of talking about cultural differences	186 45 min  PowerPoint presentation, criteria and timelines Teacher models 5-minute, 5-slide presentation learners	190 40 min Culture map Asking someone to be a cultural informant	194 60 min Prepare for workplace visit 2 (Part C) Developing questions
177 60 min Synthesis of information from grids A, B, and C for poster display	182 ♦ 40 min Writing thank you notes for meetings and other social interactions	187 60 min More work on culture maps	191 60 min  Prepare for workplace visit 2 (Part B) Listening to model interview	195 40 min  Email communication with informant (sending questions)
178 40 min Applying the Laroche reading concepts	183 ♦ 60 min Individualism and collectivism reflected in the use of language	188 70 min  Component 2 Applying Laroche reading to cases	192 75 min  Component 1 Poster session Task: to gain information from other pairs' posters	196 60 min Prepare for workplace visit 2 (Part D) Role play
179 ♦ 35 min Canadian body language and gestures	184 15 min Prepare for workplace visit 2 (Part A) Introduce component 4 – Presenting with PowerPoint			197 15 min Making your own culture maps (based on workplace visit)
180-EXT 75 min Workplace visits – field work	185-EXT 75 min Workplace visit and poster preparation	189-EXT 75 min Reading: Effective Presentation Delivery Skills	193-EXT 75 min Matching observations and interpretations	198-EXT 75 min Workplace visit 2 – Reflective journal: presentation skills

Module 4: Language and Culture in the Workplace Lesson 11-15

Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
199 ◆ 30 min Culture map Checking assumptions with a cultural insider	203 ◆ 40 min Culture map Choosing not to discuss something	207 ◆ 30 min Culture map The Grapevine	213 60 min Inclusive language: Part 2	217 ◆ 40 min Culture map Being the brunt of a joke
200 90 min  Culture mapping – Making your own culture maps – Component 3a	204 30 min  Asking about humour	208 30 min Inclusive language: Part 1	214 75 min Vocab quiz This module has more vocabulary: Do, redo, discuss	218 135 min  Assessed 5-min PowerPoint (3 pairs) Sharing the learning from the workplace visits (+ Extra time to catch up and complete this/other tasks) Component 4 and 3b
201 55 min  Job performance appraisals Listen to a model appraisal and match with written appraisal	205 105 min  Intro to PowerPoint and preparation of presentation	209 30 min Vocabulary practice for quiz	215 40 min  Assessed 5-min PowerPoint (3 pairs) Sharing the learning from the workplace visits – Component 4 and 3b	
		210 40 min  Assessed 5-min PowerPoint (3 pairs) Sharing the learning from the workplace visits – Component 4 and 3b		
		211 45 min  ES Continuous learning Check websites of professional associations		
202-EXT 75 min Reading: Effective Presentation Delivery Skills Workplace visit 2	206-EXT 75 min Assignment for inclusive language: Part 1 Workplace visit 2	212-EXT 75 min Reflective journal: Self-assessment on job performance Workplace visit 2	216-EXT 75 min Giving job performance feedback	219-EXT 75 min  Project feedback

Notes on the Four Components in Module 4

Following are descriptions of the four components in this Module. A component in this context means distinct threads of the module that conclude in an assessed activity.

Component 1: Preparing and Presenting a Poster

In this component, learners will be supported to visit a workplace, observe aspects of the workplace culture, and to present those observations and research in a poster during an in-class mini-conference.

Learning Outcomes

In this component, learners will:

(1) Prepare a poster to share their observational and factual research from a workplace visit, thereby meeting or approaching the following target CLB 9 outcome (see also Rubric for Component 1a: Preparing a Poster):

Writing II: Reproducing Information

Reduce complex information and ideas from multiple sources as functional notes, outlines or summaries for personal use or for defined audiences. (Sources can include continuous or formatted texts of up to about five pages, or oral discourse of up to about 30 minutes.)

- Conveys essential information to the reader (such as conclusions, decisions, actions to be taken and policy statements in meeting minutes).
- Reduces information to main points with accurate supporting details, with no major factual omissions or errors.
- Presents information with only minor errors in grammar, vocabulary, spelling, punctuation and document layout or format.

(2) Present the poster to share the findings with classmates, thereby approaching or approximating the following target CLB 9 outcomes (see also Rubric for Component 1b: Presenting a Poster):

Speaking IV: Sharing Information

Give demonstrations, briefings, oral reports or position papers on familiar or researched topics. (Presentations are up to about 30 minutes.)

- Organizes, supports, sequences and connects information and ideas.
- Describes, classifies, defines, generalizes, explains, illustrates, exemplifies and summarizes.
- Uses appropriate organization and discourse markers to help listeners to follow.
- Adjusts the presentation according to the audience.
- Responds to comments and questions.
- Demonstrates adequate control, flexibility and a range of linguistic forms for tasks.

Listening IV: Comprehending Information

Understand extensive lectures or presentations. (Discussions, lectures and presentations are up to about 40 minutes.)

- Identifies detailed factual information and implied meanings.
- Comprehends pro and con arguments.
- Extracts relevant details from discourse that includes irrelevant or distracting information.
- Follows the logical line of argumentation in support of a conclusion.
- Recognizes fallacies.
- Separates facts from opinions in arguments to evaluate credibility/validity.
- Identifies different parts of an argument and logical relationships between parts of discourse.

Background Information Notes

(Research) Posters

The key task in this component involves sharing research on a workplace culture in the form of a poster and poster presentation. A poster is a large document used to communicate research quickly and effectively at a meeting such as a conference or convention. Usually a poster is composed of a short title, an introduction of the research question, and an overview of the research methods, the results, and some discussion of those results. If all text is kept to a minimum, a person should be able to fully read the poster in less than 10 minutes.

Although you could communicate the information in a 15-minute talk at the same meeting, presenting a poster enables more personal interaction between the researcher and audience. Also, posters are more efficient than a talk because they can be viewed even when the researcher is not there, and they are especially desirable when people are not skilled at giving talks. In this respect, they are a good resource for non-native English speakers to have a visual document to rely on to communicate their ideas and experiences.

Posters can be generated using PowerPoint templates or by doing a search for “poster template” or “free poster template” and then adding the program name (such as Microsoft Office PowerPoint 2010). Alternatively, a poster can be designed by hand using triple panel poster boards available at office supply stores.

“The trick to producing a great poster is to embrace the rough draft process. Rough drafts are especially crucial in deciding whether you need to cut or add text or resize figures or fonts,” says Dr. Colin Purrington (Retrieved on July 17, 2011:

<http://office.microsoft.com/en-us/powerpoint-help/advice-on-designing-scientific-posters-HA010030848.aspx>)

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NAME: _____ CLASS: _____

Rubric for Component 1a: Preparing a Poster

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	Assessing Poster Overall	Writes short texts about familiar, concrete topics related mostly to personal experience.	Writes clear, moderately complex texts on familiar and mostly concrete topics within predictable, practical and relevant contexts of daily work-related life experience.	Good structure, with clearly expressed main ideas and good supporting details. Text contains an introduction, development of ideas and conclusion.	Adequate organization of ideas; develops topic. Main ideas are clearly conveyed and supported with details. Adjusts length to suit the task.	CLB = (holistic criteria)
	Indicator 1: Writing II	Reduces a page of information to an outline or summary. Takes notes and reduces written or oral information to key points with accurate details.	Reduces a text of up to about two pages to an outline or summary. Reduces information to important points with accurate details and no major omission. (adequately)	Reduces a text of up to about two pages to an outline or summary. Reduces information to important points with accurate details and no major omissions. (fluently)	Reduces complex information from sources such as notes, outlines or summaries for defined audiences (with main points and supporting details and no factual omissions or errors.)	
Analytic Criteria	Indicator 2: Writing	Takes notes and reduces information to important points with accurate details.	Conveys the essential information to the reader.	Conveys the intended and implied meaning; reader can follow.	Proofreads and revises own work with occasional input from others.	
	Functional: Summarize	Reproduces some information.	Reproduce and reduces some information.	Reproduces and reduces information when taking notes and writing summaries.	Reproduces and reduces information when taking notes and writing summaries and abstracts, etc.	
	Textual: Design	Developing Design: Uses common conventions such as point form.	Adequate Design: Records main ideas or key details in point form.	Fluent Design: Conveys a sense of audience in language format and content.	Advanced Design: Synthesizes and integrates multiple pieces of information into a coherent text.	
	E.S.	Developing Thinking: Finding information. (research)	Adequate Thinking: Finding information. (research)	Fluent Thinking: Finding information. (research)	Advanced Thinking: Finding information. (research)	
	Vocabulary	Adequate vocabulary for the topic. Some awkward-sounding phrases and word combinations.	Wording may still be typical of first language and seem somewhat unnatural.	Occasionally, wording may seem awkward or unnatural.	Some errors in word combinations and word choices still occur.	
	Grammar	Good control of simple structures. Difficulty with complex structures. Adequate spelling, punctuation and format.	Adequate control of complex structures. Good control of spelling, punctuation and format.	Good control of complex structures. Good control of spelling, punctuation and format.	Some errors in grammar still occur.	

COMMENTS:

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NAME: _____ **CLASS:** _____

Rubric for Component 1b: Presenting a Poster

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	Assessing Presentation	Identifies main ideas, supporting details and implied meanings. May occasionally rely on contextual clues.	May use contextual clues to enhance comprehension. Has difficulty following faster conversations.	Identifies main ideas, even when not explicitly stated, supporting details and implied meanings.	Communicates with some confidence in demanding non-routine work situations. (presentation) Understands an adequate range of complex formal and informal communication.	CLB = (holistic criteria)
	Indicator 1: Speaking IV	Gives detailed presentation. Asks for and gives information in some detail. Provides necessary information. Asks relevant questions.	Gives presentation about moderately complex processes. Gives detailed information. Asks and addresses relevant questions. Summarizes information.	Give presentations to describe and explain complex structures, systems or processes based on research. Asks relevant questions to gather, share, analyze and compare information.	Give demonstrations, briefings, oral reports on familiar or researched topics.	
Analytic Criteria	Indicator 2: Listening IV	Understands presentations. May require repetition.	Understands extended presentations on work-related topics.	Understand extended presentations on technical / work-related issues in own field. Identifies the main idea (not explicitly stated) and detailed information.	Understands extensive presentations. Identifies detailed factual information. Identifies main ideas not explicitly stated. Identifies how details develop main ideas.	
	Textual	Recognizes main ideas and a variety of levels of subordinate ideas.	Understands main ideas and a variety of levels of subordinate ideas.	Uses main ideas and a variety of levels of subordinate ideas.	Selects, evaluates, synthesizes and integrates multiple pieces of information for coherent oral presentations.	
	Functional	Recognizes typical discourse formats for workplace presentation.	Understands typical discourse formats for workplace presentation.	Uses typical discourse formats for workplace presentation.	Language and discourse formats relating to specific workplace situations. (presentation)	
	Socio-Cultural	Recognizes body language and other visual clues in presentation.	Understands and begins to use body language and other visual clues in presentation effectively.	Uses body language and other visual clues effectively.	Advanced, but often has difficulty interpreting humour, low-frequency idioms and cultural references.	
	Vocabulary	Recognizes reporting and describing in oral discourse.	Understands reporting and describing in oral discourse.	Uses reporting and describing in oral discourse effectively.	Uses a range of concrete, abstract and idiomatic language appropriate to the context or purpose.	
	Pronunciation	Recognizes loudness, pitch and speech rate.	Understands and begins to use loudness, pitch and speech rate effectively.	Uses loudness, pitch and speech rate effectively.	Grammar, vocabulary and pronunciation errors rarely impede communication.	

COMMENTS:

Component 2: Applying Reading to Cases

In this component, learners will be supported to read a chapter of a book by Lionel Laroche on cultural differences in the workplace and to apply it to various Canadian workplace case scenarios.

Learning Outcomes

In this component, learners will:

- (1) Reading to comprehend information**, thereby meeting or approaching the following target CLB 9 outcome. (See also Rubric for Component 2: Using Reading for Case Studies.)

Reading IV: Comprehending Information

Understand the organization, underlying structure and development of ideas in complex texts. (Texts are lengthy and may be up to about five pages.)

- Identifies the main idea and describes how it is developed and supported.
- Identifies specific details, facts, concepts and ideas.
- Reorganizes the text components into an outline form that clearly shows how they are developed through the supporting details.
- Identifies organization of text, topic sentences, logical relationship connections between paragraphs and thematic patterns.

Interpret information contained in complex formatted texts (such as charts, graphs and diagrams).

- Presents, in an alternate form, information contained in complex formatted texts.

- (2) Reading to Apply Principles to Cases** dealing with cross-cultural differences or conflicts in the Canadian workplace, thereby approaching or approximating the following target CLB 9 outcomes (see also Rubric for Component 2: Using Reading for Case Studies):

Reading III: Getting Things Done

Obtain and accurately interpret information from complex texts to inform significant decisions. (Texts are continuous or formatted.)

- Locates and integrates several pieces of stated and implied information.
- Reads carefully to locate and interpret detailed information, including fine print.

Background Information

Case Studies

What is a Case Study?

The case study is a description of an actual administrative situation involving a decision to be made or a problem to be solved. Most case studies are written in such a way that the reader takes the place of the manager whose responsibility is to make decisions to help solve the problem. In the case studies in this component, employee perspectives are also represented.

The **case method of analysis** is a learning tool in which students and Instructors participate in direct discussion of case studies, as opposed to the lecture method, where the Instructor speaks and students listen and take notes. In the case method, students teach themselves, with the instructor being an active guide, rather than just a talking head delivering content. The focus is on students learning through their joint, co-operative effort.

While there is no one definitive “case method” or approach, there are common steps that most approaches recommend be followed in tackling a case study. This module uses the three basic components of a case study method:

- the case study,
- guiding questions that will need to be answered, and
- a reading assignments with relevance to the case subject

The above derives from Acadia University’s Business School (2006). Retrieved July 17, 2011:
<http://plato.acadiau.ca/courses/Busi/IntroBus/CASEMETHOD.html>

The Reading

Given the focus of this chapter concerns the language and culture of the Canadian workplace, the reading was selected to focus on cross-cultural issues in workplace relations. The article is entitled “Managing Technical Professionals” (Chapter 2, pp. 21-56) in Lionel Laroche’s (2003) *Managing Cultural Diversity in Technical Professions*, published by Butterworth Heinemann in NY.

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Rubric for Component 2: Using Reading for Case Studies

	(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	<p>Assessed Tasks</p> <p>Can identify:</p> <ul style="list-style-type: none"> - purpose, main ideas, details, some implied meanings - specific, detailed; compare and contrast (C&C) information. <p>May re-read and ask for clarification</p>	<p>Can identify: purpose, main ideas, details, some implied meanings.</p> <p>Finds, integrates, compares & contrasts information</p>	<p>Can identify: purpose, main ideas, details, implied meanings, and attitude and register.</p> <p>Finds, integrates and analyses information</p>	<p>Can identify:</p> <ul style="list-style-type: none"> - overall purpose - main ideas - supporting details <p>CAN:</p> <ul style="list-style-type: none"> - use inferences - separate relevant / irrelevant details - paraphrase 	CLB = (holistic criteria)
Analytic Criteria	Reading III	Identifies information (in two page text chunks)	Applies information (from 2-3 page chunks)	Obtains & interprets information (to inform decisions.)	
Analytic Criteria	Reading IV(a)	Understands case (narrative) and description of why it is relevant	Understand moderately complex descriptions and narrations on familiar topics	Understands extended passages (description and narrated cases)	Understands ideas in complex texts
Analytic Criteria	Reading IVb	Interprets information with support in graphs and charts in Laroche reading	Interprets information in graphs and charts in Laroche reading	Interprets information in graphs and charts in Laroche reading independently	Interprets information in graphs and charts with inferences
Analytic Criteria	ES & Functional	Recognizes compare and contrast Decodes print and sight words as bottom-up reading strategies	Recognizes and understands compare and contrasts Decodes print and applies reading strategies	Uses compare and contrast terms fluently and begins to use cause and effect Writes and uses notes written from texts effectively	Uses cause and effect Uses inferences to integrate ideas across paragraphs or sections of reading
Analytic Criteria	Socio-Cultural	Recognizes content and socio-cultural information, language and discourse	Recognizes and understands content and socio-cultural information, language and discourse	Uses content and socio-cultural information, language and discourse	Recognizes and applies sociocultural knowledge about workplace communication
Analytic Criteria	Grammar / Textual	Recognizes cohesion links signalling contrasts or illustrations	Recognizes and understands cohesion links signalling contrasts or illustrations	Uses cohesion links signalling contrasts or illustrations	Recognizes and understands cohesion in and between sentences and paragraphs
Analytic Criteria	Vocabulary	Sometimes guesses the meaning of unknown terms, phrases or idioms from the context without a dictionary Uses a concise unilingual dictionary	Often guesses the meaning of unknown terms Uses a unilingual dictionary	Usually guesses the meaning of unknown terms Uses a unilingual dictionary	Often has difficulty with low-frequency idioms and cultural references Uses a unilingual dictionary

COMMENTS:

Component 3: Preparing a Culture Map

In this component, learners will be supported to prepare a culture map based on their observations of a workplace culture garnered through two visits to the workplace.

Learning Outcomes

In this component, learners will:

- (1) **Prepare a Culture Map:** Learners have been exposed to many culture maps by the time they are asked to write some themselves in this unit. First, they generate sample communicative exchange that might transpire in a Canadian workplace, and then they write one loosely based on an actual exchange they witnessed while observing the workplace site. This activity helps learners to meet or approach the following same target CLB 9 outcome listed under (2) (see also Rubric for Component 3a: Preparing a Culture Map).
- (2) **Present the Culture Map as a Role-Play:** dealing with cross-cultural differences or conflicts in the Canadian workplace, thereby approaching or approximating the following target CLB 9 outcomes (see also Rubric for Component 3b: Presenting a Culture Map):

Speaking I: Interacting with Others

Manage a range of personal and business interactions to appropriately respond to needs, feelings and attitudes (such as respect and indifference). (Communication may be related to high-stakes situations, where tone and register have an impact on the outcome.)

- Uses a range of polite expressions to show or respond to respect and friendliness.
- Uses expressions and registers appropriate for occasions, intents and social situations.
- Considers boundaries and degrees of distance to interact appropriately.
- Uses appropriate assertive communication strategies to deal with distance and indifference.
- Uses expressions and register appropriate for the level of formality.
- Uses appropriate non-verbal behaviours.

Background Information

Culture Maps

What is a Culture Map?

A culture map is a sample short dialogue from a common scenario that might happen in a certain context, in this case, a Canadian workplace. They offer common discourse moves (see A, B, C, D below) and examples of common social interaction language used to negotiate the situation.

A=Approaching

B=Bridging

C=Communicating Message

D=Developing Closure

Situations: (for example)

- Small talk when a new employee meets other employees. (Lesson 15, Handout 2)
- Politely refusing a request from a boss. (Lesson 129, Handout 1)
- Small talk in the lunchroom with someone you've never been introduced to. (Lesson 129, Handout 1)
- You were unable to attend a meeting. Ask a co-worker to update you. (Lesson 129, Handout 1)
- You notice a new worker who looks 'lost' at work. Help out. (Lesson 129, Handout 1)
- You cause a paper jam in the copier because you put a transparency into the wrong tray. The transparency has melted around one of the rollers. Own up to your mistake and report it. (Lesson 129, Handout 1)

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Rubric for Component 3a: Preparing a Culture Map

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	Assessment Task	Communicates with some confidence in routine social situations.	Communicates comfortably in most common daily situations.	Manages conversations. Communicates with confidence in most daily routine social and work situations.	Speaks in coherent, connected discourse. Fluent in some demanding contexts. Uses a range of appropriate concrete, abstract and idiomatic language.	CLB = (holistic criteria)
	Speaking –(I) Interacting	Participates in routine social conversations for everyday purposes (e.g., apologies, excuses, expressing opinions and making suggestions or arrangements).	Participates in less routine social conversations Opens and maintains a short formal conversation; closes conversation with three customary steps (pre-closing, closing, leave-taking).	Participates in less routine social conversations (e.g., expressing and responding to empathy, clarifying conflicts and providing reassurance). Little support from interlocutors.	Manages business interactions: Uses polite talk to show respect and friendliness. Uses expressions and registers appropriate for occasions, intents and social situations.	
Analytic Criteria	Socio-Cultural	Expresses and responds to small talk. Encourages conversations by adding supportive comments. Provides appropriate apologies and explanations when necessary.	Introduces a person formally to a group. Asks follow-up questions to keep the conversation going.	Introduces others. Expresses and responds to sympathy. Expresses and responds to formal toasts or welcomes. Responds to minor conflicts or complaints, or comforts others in distress.	Considers boundaries and degrees of distance. Uses appropriate assertive communication strategies to deal with distance and indifference.	
	Socio-Cultural	Takes turns by interrupting appropriately. Indicates partial comprehension by asking clarifying questions.	Changes the topic appropriately. Confirms comprehension by repeating or paraphrasing.	Adjusts conversations to appropriate formality. Asks follow-up questions to keep conversations going. Encourages others to participate.	Uses (appropriate) cultural behaviours for oral interactions (e.g., cultural norms for managing conversation; giving and receiving compliments or invitations).	
	Register	Recognizes norms and culturally determined behaviours, such as attitudes towards hierarchy.	Recognizes / understands norms and culturally determined behaviours, such as attitudes towards hierarchy.	Uses sociolinguistic norms and culturally determined behaviours, such as attitudes towards hierarchy.	Uses expressions and register appropriate for the level of formality.	
	Vocabulary	Uses a range of everyday vocabulary and phrases, and a few idioms. (1) Not very natural, appropriate, accurate.	Uses a range of everyday vocabulary and common phrases and idioms. (1) Sometimes natural, appropriate, accurate.	Uses an expanding range of concrete and idiomatic language. (1) Mostly natural, appropriate, accurate.	Uses an expanded range of concrete, abstract, and idiomatic language. (1) Natural, appropriate, accurate.	
	Gram-mar	Uses a variety of grammatical structures, some of them complex.	Uses a variety of grammatical structures.	Uses a variety of grammatical structures.	Fluency in using a full range of grammatical and lexical structures.	
	Pronunciation (Stressing)	Pronunciation difficulties, sometime interrupts communication. (1) Little evidence of stressing.	...difficulties may sometimes impede communication. (1) Some stressing.	...difficulties rarely impede communication. (1) Some stressed and weak forms used.	...difficulties don't impede communication. (1) Weak forms and stressed words used.	

COMMENTS:

NAME: _____ CLASS: _____

Rubric for Component 3b: Presenting a Culture Map

	(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	Assessment Task Communicates with some confidence in routine social situations.	Communicates comfortably in most common daily situations.	Manages conversations. Communicates with confidence in most daily routine social and work situations.	Speaks in coherent, connected discourse. Fluent in some demanding contexts. Uses a range of appropriate concrete, abstract and idiomatic language.	CLB = (holistic criteria)
Analytic Criteria	Speaking –(I) Interacting Participates in routine social conversations for everyday purposes (e.g., apologies, excuses, expressing opinions and making suggestions or arrangements).	Participates in less routine social conversations Opens and maintains a short formal conversation; closes conversation with three customary steps (pre-closing, closing, leave-taking).	Participates in less routine social conversations (e.g., expressing and responding to empathy, clarifying conflicts and providing reassurance). Little support from interlocutors.	Manages business interactions: Uses polite talk to show respect and friendliness. Uses expressions and registers appropriate for occasions, intents and social situations.	
	Socio-Cultural Expresses and responds to small talk. Encourages conversations by adding supportive comments. Provides appropriate apologies and explanations when necessary.	Introduces a person formally to a group. Asks follow-up questions to keep the conversation going.	Introduces others. Expresses and responds to sympathy. Expresses and responds to formal toasts or welcomes. Responds to minor conflicts or complaints, or comforts others in distress.	Considers boundaries and degrees of distance. Uses appropriate assertive communication strategies to deal with distance and indifference.	
	Socio-Cultural Takes turns by interrupting appropriately. Indicates partial comprehension by asking clarifying questions.	Changes the topic appropriately. Confirms comprehension by repeating or paraphrasing.	Adjusts conversations to appropriate formality. Asks follow-up questions to keep conversations going. Encourages others to participate.	Uses (appropriate) cultural behaviours for oral interactions (e.g., cultural norms for managing conversation; giving and receiving compliments or invitations).	
	Register Recognizes norms and culturally determined behaviours, such as attitudes towards hierarchy.	Recognizes / understands norms and culturally determined behaviours, such as attitudes towards hierarchy.	Uses sociolinguistic norms and culturally determined behaviours, such as attitudes towards hierarchy.	Uses expressions and register appropriate for the level of formality.	
	Vocabulary Uses a range of everyday vocabulary and phrases, and a few idioms. (1) Not very natural, appropriate, accurate.	Uses a range of everyday vocabulary and common phrases and idioms. (1) Sometimes natural, appropriate, accurate.	Uses an expanding range of concrete and idiomatic language. (1) Mostly natural, appropriate, accurate.	Uses an expanded range of concrete, abstract, and idiomatic language. (1) Natural, appropriate, accurate.	
	Grammar Uses a variety of grammatical structures, some of them complex.	Uses a variety of grammatical structures.	Uses a variety of grammatical structures.	Fluency in using a full range of grammatical and lexical structures.	
	Pronunciation (Stressing) Pronunciation difficulties, sometime interrupts communication. (1) Little evidence of stressing.	...difficulties may sometimes impede communication. (1) Some stressing.	...difficulties rarely impede communication. (1) Some stressed and weak forms used.	...difficulties don't impede communication. (1) Weak forms and stressed words used.	

COMMENTS:

Component 4: Presenting Using a PowerPoint

In this component, learners will be supported to prepare a PowerPoint presentation based on their observations of a workplace culture garnered through two visits to the workplace and an interview with a cultural informant at that workplace.

Learning Outcomes

In this component, learners will:

- (1) **Prepare a PowerPoint** to share their observational and factual research from several workplace visits and an interview with a cultural informant at that workplace, thereby meeting or approaching the following target CLB 9 outcome (covered in Component 1 as well). (See also Rubric for Component 4a: Preparing a PowerPoint Presentation):

Writing II: Reproducing Information

Reduce complex information and ideas from multiple sources as functional notes, outlines or summaries for personal use or for defined audiences. (Sources can include continuous or formatted texts of up to about five pages, or oral discourse of up to about 30 minutes.)

- Conveys essential information to the reader (such as conclusions, decisions, actions to be taken and policy statements in meeting minutes).
- Reduces information to main points with accurate supporting details, with no major factual omissions or errors.
- Presents information with only minor errors in grammar, vocabulary, spelling, punctuation and document layout or format.

- (2) **Present the PowerPoint** to share the findings with classmates, thereby approaching or approximating the following target CLB 9 outcomes (see also Rubric for Component 4b: Presenting a PowerPoint Presentation):

Speaking IV: Sharing Information

Give demonstrations, briefings, oral reports or position papers on familiar or researched topics. (Presentations are up to about 30 minutes.)

- Organizes, supports, sequences and connects information and ideas.
- Describes, classifies, defines, generalizes, explains, illustrates, exemplifies and summarizes.
- Uses appropriate organization and discourse markers to help listeners to follow.
- Adjusts the presentation according to the audience.
- Responds to comments and questions.
- Demonstrates adequate control, flexibility and a range of linguistic forms for tasks.

Listening IV: Comprehending Information

Understand extensive lectures or presentations. (Discussions, lectures and presentations are up to about 40 minutes.)

- Identifies detailed factual information and implied meanings.
- Comprehends pro and con arguments.
- Extracts relevant details from discourse that includes irrelevant or distracting information.
- Follows the logical line of argumentation in support of a conclusion.
- Recognizes fallacies.
- Separates facts from opinions in arguments to evaluate credibility/validity.
- Identifies different parts of an argument and logical relationships between parts of discourse.

Background Information

PowerPoint

What is a PowerPoint?

A PowerPoint is a software program that comes as part of the Microsoft Office package. There are other types of software that accomplish the same type of digital presentation, such as IWorks' Keynote. These days, PowerPoint is so common as to have become a generic term for this type of presentation.

In PowerPoint, texts are organized on slides in which it is important to condense information into short summaries, usually presented in point form. There are many resources on the Web that offer advice on preparing effective PowerPoint presentations or free (or purchasable) PowerPoint templates that are pre-designed and you just enter the content.

In this task, it is best if learners design and develop their own PowerPoints rather than using pre-designed templates if possible so that they are comfortable doing so in future. This is an extremely useful skill for English language learners in academic and professional contexts, as it allows them to condense language but still communicate sophisticated contents. Also, they have visual and textual supports for presentations that can assist them if they have lingering pronunciation or speaking challenges.

NAME: _____ CLASS: _____

Rubric for Component 4a: Preparing a PowerPoint Presentation

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	Assessing Poster Overall	Writes short texts about familiar, concrete topics -related mostly to personal experience.	Writes clear, moderately complex texts on familiar and mostly concrete topics within predictable, practical and relevant contexts of daily work-related life experience.	Good structure, with clearly expressed main ideas and good supporting details. Text contains an introduction, development of ideas and conclusion.	- Adequate organization of ideas; develops topic - Main ideas are clearly conveyed and supported with details - Adjusts length to suit the task	CLB = (holistic criteria)
	Indicator 1: Writing I	Reduces a page of information to an outline or summary. Takes notes and reduces written or oral information to key points with accurate details.	Reduces a text of up to about two pages to an outline or summary. Reduces information to important points with accurate details and no major omissions. (adequately)	Reduces a text of up to about two pages to an outline or summary. Reduces information to important points with accurate details and no major omissions. (fluently)	Reduces complex information from sources such as notes, outlines or summaries for defined audiences (with main points and supporting details and no factual omissions or errors.)	
Analytic Criteria	Indicator 2: Writing	Takes notes and reduces information to important points with accurate details.	Conveys the essential information to the reader.	Conveys the intended and implied meaning; reader can follow.	Proofreads and revises own work with occasional input from others.	
	Functional: Summarize	Reproduces some information.	Reproduce and reduces some information.	Reproduces and reduces information when taking notes and writing summaries.	Reproduces and reduces information when taking notes and writing summaries and abstracts, etc.	
	Textual: Design	Developing Design: Uses common conventions such as point form.	Adequate Design: Records main ideas or key details in point form.	Fluent Design: Conveys a sense of audience in language format and content.	Advanced Design: Synthesizes and integrates multiple pieces of information into a coherent text.	
	E.S.	Developing Thinking: Finding information (research).	Adequate Thinking: Finding information (research).	Fluent Thinking: Finding information (research).	Advanced Thinking: Finding information (research).	
	Vocabulary	Adequate vocabulary for the topic. Some awkward-sounding phrases and word combinations.	Wording may still be typical of first language and seem somewhat unnatural.	Occasionally, wording may seem awkward or unnatural.	Some errors in word combinations and word choices still occur.	
	Grammar	Good control of simple structures. Difficulty with complex structures. Adequate spelling, punctuation and format.	Adequate control of complex structures Good control of spelling, punctuation and format	Good control of complex structures. Good control of spelling, punctuation and format.	Some errors in grammar still occur.	

COMMENTS:

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Rubric for Component 4b: Presenting a PowerPoint Presentation

	(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment	
Holistic Criteria	Identifies main ideas, supporting details and implied meanings. May occasionally rely on contextual clues.	May use contextual clues to enhance comprehension. Has difficulty following faster conversations.	Identifies main ideas, even when not explicitly stated, supporting details and implied meanings.	Communicates with some confidence in demanding non-routine work situations (presentation). Understands an adequate range of complex formal and informal communication.	CLB = (holistic criteria)	
Analytic Criteria	Indicator 1: Speaking IV	Gives detailed presentation. Asks for and give information in some detail. Provides necessary information. Asks relevant questions.	Gives presentation about moderately complex processes. Gives detailed information. Asks and addresses relevant questions. Summarizes information.	Give presentations to describe and explain complex structures, systems or processes based on research. Asks relevant questions to gather, share, analyze and compare information.	Give demonstrations, briefings, oral reports on familiar or researched topics.	
	Indicator 2: Listening IV	Understands presentations. May require repetition.	Understands extended presentations on work-related topics.	Understand extended presentations on technical / work-related issues in own field. Identifies the main idea (not explicitly stated) and detailed information.	Understands extensive presentations. Identifies detailed factual information. Identifies main ideas not explicitly stated. Identifies how details develop main ideas.	
	Textual	Recognizes main ideas and a variety of levels of subordinate ideas.	Understands main ideas and a variety of levels of subordinate ideas.	Uses main ideas and a variety of levels of subordinate ideas.	Selects, evaluates, synthesizes and integrates multiple pieces of information for coherent oral presentations.	
	Functional	Recognizes typical discourse formats for workplace presentation.	Understands typical discourse formats for workplace presentation.	Uses typical discourse formats for workplace presentation.	Language and discourse formats relating to specific workplace situations (presentation).	
	Socio-Cultural	Recognizes body language and other visual clues in presentation.	Understands and begins to use body language and other visual clues in presentation effectively .	Uses body language and other visual clues effectively .	Advanced, but often has difficulty interpreting humour, low-frequency idioms and cultural references.	
	Vocabulary	Recognizes reporting and describing in oral discourse.	Understands reporting and describing in oral discourse.	Uses reporting and describing in oral discourse effectively.	Uses a range of concrete, abstract and idiomatic language appropriate to the context or purpose.	
	Pronunciation	Recognizes loudness, pitch, speech rate.	Understands and begins to use loudness, pitch, speech rate effectively .	Uses loudness, pitch, speech rate effectively .	Grammar, vocabulary and pronunciation errors rarely impede communication.	

COMMENTS:

Activity Plan 153

LESSON 1	 Socio-Cultural Listening: Identifying Culturally Different Assumptions about the Workplace ♦	
	35 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 10 min</p> <ul style="list-style-type: none"> Elicit some ways that the Canadian workplace differs from the workplaces in the learners' first countries. If you wish, you might want to do a quick cultural iceberg for this set-up stage. Draw an iceberg on the board with a much bigger part under the water than above. All the differences that the learners call out go on the iceberg. Those that are visible, that are concrete differences (e.g., I make more money in Canada. People don't dress as well at work in Canada) go on the upper part. All those differences that are less visible or invisible go below the surface (e.g., My boss is less directive in Canada. People are friendly, but it seems superficial in Canada). The point is that there are cultural differences that are obvious (different behaviours, food, dress, language, music) and there are far more cultural differences that are invisible, such as assumptions, expectations, beliefs and values. The aim of this activity is to get at some unspoken or unarticulated assumptions about the workplace. At this point, we are not trying to tie any assumptions to any particular cultural system, although such connections do exist and will be explored in the project. Distribute Handout 1. <p>Listening Stage 20 min</p> <ul style="list-style-type: none"> Learners listen at their own pace and complete the questions. <p>Debriefing Stage 5 min</p> <ul style="list-style-type: none"> Make answers available to learners. <p>**Note: This is not meant to be a high impact or cultural bump activity. In other words, it is a gentle introduction to the key idea of this project, which is that there are predictable patterns related to cultural differences. Learners are being introduced to the notion of different assumptions about the workplace, without exploring the profound implications of such differences.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare 153 Listening Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 ✓ Answer Key Handout 1 <p>Purpose</p> <ul style="list-style-type: none"> Exploring differing assumptions about the workplace Exploring aspects of cultural difference 	

**Activity Plan 153 Socio-Cultural Listening:
Identifying Culturally Different Assumptions about the Workplace**

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Ways to Add Support

- In the Set-up Stage, introduce context for the listening activity. Briefly discuss how people complain or talk about problems they encounter with supervisors or managers to co-workers, yet they may not agree on what is a problem. Use a few examples from learners of what qualities they like in a manager.
- Pre-teach some vocabulary (write on the board and discuss briefly).
A: weird, single parent / single dad, to call you back, to take a message
B: to get what you mean
C: driving me crazy, not his business
D: annoyed
- In the Listening Stage, have learners answer the questions in pairs so that they can discuss them.

Ways to Add Challenge

- In the Debriefing Stage, discuss each of the four scenarios by introducing the following binary concepts: a) Personal vs. Professional; b) Assistance vs. Direction; c) Privacy vs. Managed; d) Equality vs. Hierarchy.

Identifying People's Assumptions about the World of Work

Listening A

1. What happened at the meeting that surprised the first speaker in this dialogue?

2. Why did it happen?

3. How do the two speakers feel about what happened?

First speaker:

Second speaker:

4. What assumptions or deep beliefs does the man described have about the workplace? Choose the best answer.

- a) He appears to assume that time should be used as efficiently as possible, so he answers the phone while attending meetings.
- b) He appears to assume that no one matters but himself and his family; he's selfish.
- c) He appears to assume that family issues are as important as work issues.
- d) He appears to assume that men are more important than women, and since there were only women at the meeting, he was not respectful.

5. What assumptions does the first woman who speaks have about the workplace? Choose the best answer.

- a) She appears to assume that it is unusual to deal with family issues during a work meeting, but she does not find this insulting.
- b) She appears to assume that time should be used as efficiently as possible, so everyone should answer their cell phones while attending meetings.
- c) She appears to assume that single parents should have special rights.
- d) She appears to assume that men who take care of children should have special rights.

6. What assumptions does the second woman have about the workplace? Choose the best answer.
- a) She appears to assume that it is unusual to deal with family issues during a work meeting, but she does not find this insulting.
 - b) She appears to assume that it is unusual to deal with family issues during a work meeting and she finds this practice disrespectful of others.
 - c) She appears to assume that focusing on a goal is a very important task at work, and when someone doesn't do this, they are not a good employee.
 - d) She appears to assume that men who take care of children are special.

Listening B

7. Why is the first speaker dissatisfied with her boss?
8. What does the second speaker feel about the first speaker's dissatisfaction?
9. What assumptions does the first speaker appear to have about a good boss? Choose the best answer.
- a) She appears to assume that a good boss delegates work often and carefully.
 - b) She appears to believe that a good boss doesn't delegate and supervises others as they are doing their work.
 - c) She appears to assume that her colleagues are not able to take on responsibility.
 - d) She appears to assume that it is not possible for lower level workers to do the things that upper level or more educated workers can do.
10. What assumptions does the second speaker appear to have about a good boss? Choose the best answer.
- a) She appears to assume that the first woman's supervisor is a nice person and therefore, with time, they will get along.
 - b) She appears to assume that the first woman is lazy and doesn't want to do the work her boss has assigned. She values hard work and is judgmental about the first woman.
 - c) She appears to assume that the boss doesn't trust the first woman. She believes that trust is very important in the workplace.
 - d) She appears to assume that the first woman's boss trusts his crew and is giving them clear directions on how to do their job.

11. What assumptions does the supervisor appear to have about his employees? Choose the best answer.
- a) He appears to assume that the film crew should be able to work independently of him, so when they don't do well, he assumes he hasn't given clear enough direction.
 - b) He appears to assume that he is too important a person to work with the film crew directly, so he doesn't want to go out with them on film shoots.
 - c) He appears to assume that the first woman to speak in this dialogue is a difficult employee, so he is teaching her to do her work better.
 - d) He appears to assume that the film crew is better able to decide what to shoot and when to shoot than he is. He is deferring to their expertise.

Listening C

12. Why is the woman's new boss driving her crazy?
13. What assumptions does the woman who is complaining have about the relationship between a supervisor and those he supervises?
14. What assumptions does the new boss appear to have about the relationship between himself and those he supervises?

Listening D

15. Based upon what the first woman says, what are her assumptions about the relationship between a boss and a person supervised?
16. Based upon what the first woman says, what does it appear that her boss assumes about his relationship with those he supervises?

Identifying People's Assumptions about the World of Work

Listening A

1. What happened at the meeting that surprised the first speaker in this dialogue?
She was surprised that a man at the meeting answered a personal cell phone call during the meeting.
2. Why did it happen?
Apparently there was a family crisis. We are told additionally that the man is a single dad, so presumably this places extra emphasis on him to deal with the crisis.
3. How do the two speakers feel about what happened?
First speaker: She is surprised that he would answer his cell phone. At the same time, she is not insulted by this and has some empathy for the man's situation. She thinks he's an admirable dad, if not an ideal employee.
Second speaker: She is surprised that he would answer his cell phone and finds it disrespectful and insulting that he would do this in front of other people. It is like saying that their presence can be discounted or that their time does not have value.
4. What assumptions or deep beliefs does the man described have about the workplace? Choose the best answer.
 - a) He appears to assume that time should be used as efficiently as possible, so he answers the phone while attending meetings.
 - b) He appears to assume that no one matters but himself and his family; he's selfish.
 - c) He appears to assume that family issues are as important as work issues.**
 - d) He appears to assume that men are more important than women, and since there were only women at the meeting, he was not respectful.
5. What assumptions does the first woman who speaks have about the workplace? Choose the best answer.
 - a) She appears to assume that it is unusual to deal with family issues during a work meeting, but she does not find this insulting.**
 - b) She appears to assume that time should be used as efficiently as possible, so everyone should answer their cell phones while attending meetings.
 - c) She appears to assume that single parents should have special rights.
 - d) She appears to assume that men who take care of children should have special rights.

6. What assumptions does the second woman have about the workplace? Choose the best answer.
- a) She appears to assume that it is unusual to deal with family issues during a work meeting, but she does not find this insulting.
 - b) She appears to assume that it is unusual to deal with family issues during a work meeting and she finds this practice disrespectful of others.**
 - c) She appears to assume that focusing on a goal is a very important task at work, and when someone doesn't do this, they are not a good employee.
 - d) She appears to assume that men who take care of children are special.

Listening B

7. Why is the first speaker dissatisfied with her boss?
- She feels that he shouldn't delegate work to the film crew. He is responsible for the quality of the film shot, so he should come out with them on the film shoot.**
8. What does the second speaker feel about the first speaker's dissatisfaction?
- She doesn't really understand it. She says that she's sure that the boss trusts them and he is giving them clear direction, so she doesn't really understand the source of the problem.**
9. What assumptions does the first speaker appear to have about a good boss? Choose the best answer.
- a) She appears to assume that a good boss delegates work often and carefully.
 - b) She appears to believe that a good boss doesn't delegate and supervises others as they are doing their work.**
 - c) She appears to assume that her colleagues are not able to take on responsibility.
 - d) She appears to assume that it is not possible for lower level workers to do the things that upper level or more educated workers can do.
10. What assumptions does the second speaker appear to have about a good boss? Choose the best answer.
- a) She appears to assume that the first woman's supervisor is a nice person and therefore, with time, they will get along.
 - b) She appears to assume that the first woman is lazy and doesn't want to do the work her boss has assigned. She values hard work and is judgmental about the first woman.
 - c) She appears to assume that the boss doesn't trust the first woman. She believes that trust is very important in the workplace.
 - d) She appears to assume that the first woman's boss trusts his crew and is giving them clear directions on how to do their job.**

11. What assumptions does the supervisor appear to have about his employees? Choose the best answer.
- a) **He appears to assume that the film crew should be able to work independently of him, so when they don't do well, he assumes he hasn't given clear enough direction.**
 - b) He appears to assume that he is too important a person to work with the film crew directly, so he doesn't want to go out with them on film shoots.
 - c) He appears to assume that the first woman to speak in this dialogue is a difficult employee, so he is teaching her to do her work better.
 - d) He appears to assume that the film crew is better able to decide what to shoot and when to shoot than he is. He is deferring to their expertise.

Listening C

12. Why is the woman's new boss driving her crazy?
- He is asking her about her personal life and her problems when she needs to take time off. He is giving her advice about her personal life because he assumes that this is the role of a supervisor.**
13. What assumptions does the woman who is complaining have about the relationship between a supervisor and those he supervises?
- She assumes that a boss has a job to do and that job does not include asking about his employees' personal lives.**
14. What assumptions does the new boss appear to have about the relationship between himself and those he supervises?
- The boss appears to assume that in his supervisory role it is appropriate for him to act like a caring father, asking quite personal questions about the lives of those he is supervising.**

Listening D

15. Based upon what the first woman says, what are her assumptions about the relationship between a boss and a person supervised?
- She believes that they are equals. The boss is not better, smarter, or more important than those he/she supervises, he/she just has a different role.**
16. Based upon what the first woman says, what does it appear that her boss assumes about his relationship with those he supervises?
- It appear from what the first woman says, that her supervisor believes that he is better, more important and smarter than the people that he supervises. Perhaps he believes that he has been chosen as a supervisor because of his superior qualities.**

Tape Script – Identifying People’s Assumptions about the World of Work**Listening A**

Woman A: Can you believe what happened at the meeting?

Woman B: No, I was very surprised. I couldn’t believe he answered his cell phone in the middle of the meeting.

A: Yah, it was weird. But I understand some people do have family crises that they want to deal with.

B: I know, but he’s really sending us the wrong message, you know, that we’re not important. Or when he does that, he really interferes with our work, too.

A: Yah, it’s true, but, like, he’s so attached to his son, and he’s a single parent, you know, so if his kid has a problem, what’s he going to do?

B: Well, I don’t know, maybe, well, I, I can take your point, but I really think that he needs to be a little committed to his work. And just say, you know, I’ll call you back,

A: Yah.

B: or something,

A: Yah, well,

B: or take messages.

A: If I were his kid, I’d wish he were my dad!

B: Me too!

Listening B

Woman A: I’m really dissatisfied with my supervisor. I don’t think he’s doing his job.

Woman B: Wow, that surprises me. I think he’s a nice guy.

A: Well, yah, he’s nice, but like, he never comes with us when we do the filming, and then we bring the work back and he’s dissatisfied. He expects us to go out and do it again.

B: Well, I don’t, I don’t get what you mean because I think he trusts you, you know, he knows you’re doing good job.

A: Yah, he trusts us, and that, that’s good, but like if he wants it to be a certain way, to be good, he needs to come and set it up and look through the camera, and then say, okay, take this picture. He shouldn’t just leave us to do it all by ourselves.

B: Well, he’s giving you direction. I don’t really see the problem. You know, he knows you’re capable, and he trusts you.

A: Yah, well, I think he should come and be there with us.

Listening C

Woman A: I have a new boss, you know, and he, I think he's from Singapore, or maybe Hong Kong. I'm not sure, but he's driving me crazy.

Woman B: Oh, why?

A: Well, you know, he keeps saying that I can't do certain things that I always used to do. I had problems, and he kind of tried to find out. They are personal! I don't kind of feel comfortable sharing with him, what's going on.

B: Oh. What sort of things is he wanting to know?

A: Well, last week I was away for three days. I had, uh, I wasn't feeling well, and then my daughter wasn't feeling well, and ... You know, kid's problems and all of that, and ... He was just, he was not really understanding. He was kind of wanting to know more and saying it wasn't right what I was doing. I just don't get it.

B: Well, it's weird. It's not really his business what you were doing. You were just off sick.

A: I know, and, but he said that I shouldn't take time for my daughter who's sick. And he was kind of trying to say that I have try to find a babysitter, but. You know. My daughters are the most important thing for me, and he just doesn't get that.

B: Mmm-mmm, that's too bad.

Listening D

Woman A: I'm annoyed at my boss.

Woman B: Why?

A: He thinks he's better than me.

B: What do you mean?

A: Well, like, he's my boss. And because he's my boss, he thinks he's smarter, better, more important ... all of that sort of stuff.

B: Well, that's strange 'cause it was his choice to do that job. I mean, you could be doing that job, too.

A: Ya, I know, I don't know what's wrong with his head. We're equals as far as I'm concerned.

B: Oh, you know, it's his problem. Don't worry about it.

A: Okay.

Activity Plan 154

LESSON 1	Introduction to Language and Culture in the Workplace	
	60 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 10 min</p> <ul style="list-style-type: none"> Explain purpose of activity (see introduction on Handout 1). <p><i>In every culture, there are the unspoken rules that everyone belonging to that culture seems to know. In the workplace, immigrant newcomers who don't understand these "rules" can, without knowing it, break these rules. This breakdown can lead to serious consequences. Look at the following Canadian workplace scenarios and decide/discuss what happened and think about what strategies the Immigrant newcomers could have used in each case either to avoid the situation or to repair the situation after it happened.</i></p> <ul style="list-style-type: none"> Form groups. Distribute one copy of Handout 1 to group leaders. Let learners know in advance that each group will be responsible for presenting their answer and summarizing their discussion to one of the four scenarios to the class. <p>Small Group Discussion Stage 20 min</p> <ul style="list-style-type: none"> Learners discuss four scenarios. Teacher circulates to ensure learners are on the right track. Confirm that each group has correctly identified the answer to the scenario that they will present. <p>Whole Class Discussion Stage 30 min</p> <ul style="list-style-type: none"> Each group gives answer and summarizes their group's discussion to their assigned scenario. Learners may now have individual copies of Handout 1 and Answer Key Handout 1. Questions and comments. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 ✓ Answer Key Handout 1 <p>**Note: Only the group leader should have a copy of Handout 1. All learners will be given a copy of the handout and answer key near the end of the lesson.</p> <p>Purpose</p> <ul style="list-style-type: none"> Developing rationale for module, <i>Language and Culture in the Workplace</i> Illustrating that not understanding the culture of the Canadian workplace could result in serious consequences Inviting questions and comments 	

Ways to Add Support

- In the Set-up Stage introduce a guided reading: To support learners in the development of reading strategies, you could read each scenario together as a class (one learner reads out loud while others follow) or, alternatively, learners can each read one scenario aloud in their small groups before discussing it and answering the questions.
- At the same time, instructor feedback and teacher-learner interactions could be conducted to support learners to use the following relevant CLB reading strategies:

Functional competencies for Level II:

- Decode print
- Recognize by sight words and formulaic expressions (to assist bottom-up reading comprehension and processing)

CLB 6 (IV. Interprets information contained in formatted texts)

- Compares facts to make choices
- Distinguishes facts from opinions
- Retells or summarizes
- In the Small Group Discussion Stage, if learners are new to groups, you could ask them first to designate a leader, a secretary, a speaker (to share their discussion with the class) and a time-keeper (if there are four members in the group). You could assign each group member a number from 1 to 4 associated with each of these respective roles.

Ways to Add Challenge

- In the Small Group and Whole Class Discussion Stage, use Compare and Contrast visual organizers to compare and contrast the errors made by the character with those recommended by learners. For more advanced learners, you could draw a simple two-column, 3 to 4 row table on the board and direct the learners to prepare a CandC chart for each scenario. Although the Compare and Contrast genre structure is associated with CLB 6-7, if done well, these added challenges would support learners to reach as high as the CLB 9 target as follows:

CLB 9 (IV. Understands organization, structure and development of ideas)

- Reorganizes the text components into an outline form that clearly shows how they are developed through the supporting details
- Identifies organization of text, topic sentences, logical relationship connections between paragraphs and thematic patterns

This module includes two workplace visits. It is intended that these visits be arranged by someone other than the instructor (workload issue). ELSA pilot sites have been alerted to this aspect of the curriculum. The person who arranges these visits could also arrange the informational interviews and any other community contact activities in other modules. The following briefing notes can be sent to the person who is arranging the workplace visits (two visits per pair or threesome of learners). The notes may need to be edited to suit your particular class schedule etc.

Briefing Notes for Contacting Employers

For the Language and Culture in the Workplace Project, learners work in pairs (or threes) to conduct on-site workplace research. Learners observe the physical layout and the cultural and linguistic components of interactions in the workplace. A copy of the observation guide is included in this package and can be sent to employers.

A workplace will need to be found this is willing to host a pair of learners to conduct a one-hour workplace observation, and to provide a company representative to participate in a 30-minute follow up interview in Visit 2. During the observation, learners can be accompanied by a workplace host. Or, if the employer is comfortable, learners may observe independently. In the second case, you should request that the workplace be made aware ahead of time of the presence of the learner visitors.

In preparation for workplace Visit 2, learners make interpretations and conclusions based on their observations in Visit 1. In Visit 2, they have an opportunity to discuss and confirm their conclusions and interpretations with a representative of the workplace. This representative needs to be someone who has some insight into the interpersonal interactions of their workplace and could be a human resources person, a front line manager or a member of a work team. Visit 2 is about 30 minutes.

1. Determine the time frame in which the visits are to take place. This Module is three weeks long. The first visit takes place within Week 2 and the second visit within Week 3 of the project. Clarify the dates with the instructor.
2. Develop a general understanding of the course and the goals so you can present it succinctly to employers. An overview is found at the end of this document and may be sent to employers who require more information. Here is a brief example description. Note that the name of the course may be different in your program.

The ELSA for the Workplace 6/7 course was designed to begin to address the language and cultural integration needs of immigrants to Canada. Research and anecdotal evidence suggest that many such immigrants are not working at their level of expertise, an economic and social loss for them and for Canada.

3. Develop an understanding of the Workplace Observation activity itself, again, so that you can present it clearly and succinctly to employers.

Language and Culture in the Workplace is the fourth project in the course (of a total of five). Learners have been practising making observations and interpretations about cultural differences between their own and Canadian workplace culture. Learners visit a workplace to conduct a one-hour workplace observation. In preparation for workplace Visit 2, they make interpretations and conclusions based upon their observations in Visit 1. In Visit 2, they discuss and confirm their conclusions and interpretations with a representative of the workplace in a 30-minute follow up interview.

4. Obtain names of learner pairs and suggestions of workplaces they would like to visit from the instructor.
5. Contact potential worksites by phone or email. Provide adequate information and deal with any questions. Worksites may be concerned about the time commitment. Assure them that Visit 1 will not exceed one hour and Visit 2 will not exceed 30 minutes. Worksites may also be concerned about maintaining security around company information. Assure them that the learners are focusing on workplace language and culture, in order to develop a deeper understanding of a typical Canadian workplace.
6. Confirm worksites for each learner pair and return the contact name, company, contact information and preferences to the instructor. Clarify with the instructor the date by which this information is required.
7. If contacting employers and / or working with internationally trained professionals is new to you, you may want to work with the instructor ahead of time to develop a phone and / or email script so that you can approach employers appropriately.

Introduction to Language and Culture in the Workplace

In every culture, there are the unspoken rules that everyone belonging to that culture seems to know. In the workplace, immigrant newcomers who don't understand these "rules" can, without knowing it, break these rules. This breakdown can lead to serious consequences. Look at the following Canadian workplace scenarios and decide / discuss what happened and think about what strategies the immigrant newcomers could have used in each case either to avoid the situation or to repair the situation after it happened.

1. Every time John, an immigrant newcomer, runs into a problem he asks his Canadian manager's opinion, seeks permission to solve the problem or asks the supervisor to solve the problem. The supervisor begins to doubt the competence of this employee and begins to avoid him (either deliberately or subconsciously). John senses that the supervisor is becoming annoyed.

What rule is the immigrant newcomer not following in the Canadian workplace?

- a. He is not being assertive enough.
 - b. He is not taking enough responsibility for the work assigned to him.
 - c. He did not ask for detailed instructions.
 - d. When John did not receive detailed instructions at the beginning of the assignment, he should have gone above the supervisor to complain.
2. Patients complain about an internationally educated nurse, Joy, because she seems to be unsympathetic. She rarely expresses any emotions and never smiles. Patients describe her as "gruff." Co-workers agree that she is competent at her work but find her difficult to get to know and are uncomfortable with the patient's complaints. She is placed on a performance improvement contract. Joy is confused, as she truly cares about her patients and feels she is a competent efficient nurse. She reviews and updates charts thoroughly, monitors patients' conditions closely, and in her opinion, makes sure that her patients are as comfortable as possible.

What rule is this immigrant newcomer not following in the Canadian workplace?

- a. Joy is not responsible for making sure that the patients are comfortable. She didn't understand that nurse's aides and family members are responsible for a patient's comfort.
- b. Joy did not understand that patients are often under a great deal of physical and emotional stress, and it is respectful and appropriate to have as little interaction with them as possible.
- c. Joy is not successfully conveying empathy, approachability or friendliness to her patients through appropriate body language.

3. An internationally educated engineer, Sam, with a high level of technical skills, has been overlooked for a promotion several times. He feels that his colleagues, who were promoted, were far less qualified than he was. He eventually found another job. During his exit interview, he told his manager his reason for leaving. His manager was surprised, as Sam was just hired last year and he was not aware that this engineer was interested in being promoted as he had never expressed any interest. The manager agreed that this engineer was excellent at his job and had always carried out his duties competently. However, his manager could not remember ever having seen him do anything beyond the responsibilities of his position.

What rule is this immigrant newcomer not following in the Canadian workplace?

- a. Promotion in the company is based upon seniority. Sam's colleagues, who were promoted, had all worked longer at the company. If Sam keeps working hard, he will eventually be promoted.
 - b. Career management is the responsibility of the employee. It is up to Sam to make it known that he is interested in advancement.
 - c. Career management is the responsibility of the employer. Canadian employers have a clear understanding of their employees' qualifications. When a position becomes available that is suitable, they will promote the appropriate employee.
4. An internationally educated accountant, Connie, was asked to give a 10-minute presentation to the company's vice presidents about a solution to a problem. She began her presentation with the history of how the problem had evolved. After 10 minutes, she was asked to stop before she had even begun to talk about the solution. Her manager then quickly summarized the solution. It appeared to the vice presidents that Connie's manager was responsible for the solution. Connie was confused and angry because she was cut off and not permitted to complete her presentation. This was an important career opportunity for her. She had developed an innovative solution to a complex problem.

What rule is this immigrant newcomer not following in the Canadian workplace?

- a. She did not respect the time limit given to her.
- b. She didn't understand that the manager is expected to give the solution and her presentation was to describe the history of the issue. She had no reason to be angry.
- c. She didn't understand that as the presenter, it was her responsibility to act more assertively and insist that she finish her presentation. As a result of not finishing her presentation, the vice presidents do not have a good understanding of the solution.

Introduction to Language and Culture in the Workplace

1. b. He is not taking enough responsibility for the work assigned to him.

In Canada, employers often delegate responsibility to employees. It is expected that the employee will be able to independently carry out the duties assigned and only consult the supervisor if something is outside his or her area of expertise. Often employees are given a high degree of independence, limited instructions, and are required to show initiative in finding solutions. Employees may consult with other co-workers before going to their manager. If the work assigned is truly beyond the employee's capabilities, it is expected that the employee will make that known at the time the work is assigned.

2. c. Joy is not successfully conveying empathy, approachability or friendliness to her patients through appropriate body language.

In Canada, body language such as smiling shows that a person is approachable and friendly. Appropriate body language and gestures are important in communication. This is highly valued in the health care field. In Eastern Europe, for example, those who smile at strangers are either simple-minded or trying to take advantage of you.

3. b. Career management is the responsibility of the employee. It is up to Sam to make it known that he is interested in advancement.

In Canada, people are expected to manage their own career. It is common to let your supervisor know that you are interested in advancement in that company and to seek advice on how to best improve your skills in order to be considered. Showing initiative is valued in Canada, and those who are interested in advancement will often take on extra responsibility and ensure that supervisors are aware of the good work that they do.

4. a. She did not respect the time limit given to her.

In Canada, formal meetings are often run on a very tight agenda and presenters are expected to stay within the time allotted. This shows respect for the people who are attending the meeting. The presenter must manage the presentation to include all key information within the time frame. If it is impossible to do this, the presenter must request additional time before the meeting or at the beginning of the meeting if additions or revisions to the agenda are discussed.

Activity Plan 155

LESSON 1	Introduce D.I.E. Analysis Model	
	60 MINUTES	HANDOUT(S): 4
<p>What's a D.I.E.?</p> <p>The D.I.E. is an exercise to look at how we construct our reality. D.I.E. stands for Describe, Interpret and Evaluate. The D.I.E. encourages us to recognize how much of our daily perception of events is coloured by our collection of cultural and personal assumptions. Usually, based upon what we already know, we “fill in” the story behind what we see and quickly add a judgment. For learners to begin to see the Canadian workplace more clearly, it is useful for them to learn to see how they “construct” their perceptions. It is also a useful tool for recognizing the degree to which sensing and judgment are interwoven.</p> <p>Example scenario: We see a co-worker eating lunch alone in the staffroom, with tears in her eyes.</p> <p>How we might perceive this? We know that this person has been fighting with her spouse. We quickly decide that she’s had another fight, she is sad and she wants to be alone. We also decide that we are kind for leaving her alone, but that she needs to leave her spouse because he’s a jerk.</p> <p>A possible D.I.E. of this same situation is:</p> <p>Describe: (What is actually seen, without interpretation or judgment) A co-worker is sitting in the staff room eating. No one else is in the room. It’s two o’clock. She has water and redness around her eyes.</p> <p>Interpret: (What possible explanation is there for what we see. It just needs to be possible. It doesn’t need to be “right.”) She is late eating her lunch and everyone else has already eaten. The food she is eating is really spicy and is making her eyes water.</p> <p>Evaluate: (How might someone judge this interpretation of events in both a positive and a negative way?) Positive: I’m glad she’s enjoying her lunch. I like spicy food too. Negative: Why is she eating so late? She should manage her time better. And it’s not good to eat such spicy food. It’s hard on the lining of the stomach.</p> <p>Notice that the aim with the D.I.E. is NOT to get the right answer or determine the truth. It is an exercise to explore construction of reality. It helps us see the many possible interpretations and evaluations of any situation.</p> <p>This exercise looks simpler than it is. Learners will often include assumptions in their descriptions. They will find it hard to leave out what they know to be true. That is exactly the purpose of the exercise.</p> <p>**Note: It’s important to note that this exercise is also difficult for native speakers. The difficulty is not a language issue. People get attached to certain interpretations and evaluations and have difficulty seeing the situation any differently. Instructors should attempt this activity themselves before teaching it. It is challenging.</p>		<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Select a photo from a magazine, online or your personal collection. It should be workplace-based. • Prepare an answer key for your photo, which will be Photo B in the lesson plan and below. It needs to be a photo that will photocopy well, as you will need to distribute it to the learners. • Prepare copies of Answer Key Handouts 1 and 2, if you will be distributing these. • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handouts 1-4 ✓ Photo A ✓ Photo B (instructor provides this) <p>Purpose</p> <ul style="list-style-type: none"> • Practising separating interpretation and judgment from perception • Beginning to recognize how our perceptions are coloured by our assumptions of the world • In Activity 158, learners will continue to work with the D.I.E. and will apply its principles to real life events. • Practising observing and writing objectively, since this is highly valued in many occupations in the Canadian context

Activity Plan 155
Introduce D.I.E. Analysis Model

(page 2 of 2)

Set-up Stage 25 min

- Briefly explain the purpose of the exercise. The purpose is to further develop their perceptual skills. Divide the learners in groups and distribute Photo A. Elicit from the learners what they see in the photo. Give out Handouts 1 and 2. Learners work together to put the seven written parts on Handout 1 into the appropriate boxes on Handout 2. This gives a model of a D.I.E.
- Using the model as an example, ask the learners in groups to fill in Handout 1 with a different interpretation and evaluation of what they see (the description is filled-in on the handout. It doesn't change).

Practice Stage 25 min

- Distribute Photo B. This is the photo that you have selected. You have done an answer key for this photo. The purpose of having the instructor do this is to grapple with the difficulty of doing a D.I.E. Have the learners continue to work in groups to complete a D.I.E. chart on Photo B.
- Circulate among the groups – monitoring, checking and prompting. The descriptions should be similar for all groups. The interpretations can be any reasonably plausible explanation of the situation in the photo. Don't be terribly rigorous here. A little imagination is fine. Check that the learners aren't confusing the interpretation of the photo with value judgments about whether this interpretation represents something positive or negative.

Debrief Stage 10 min

- Ask learners how they found doing the activity. Why is it useful? How does it relate to language and culture in the workplace?
- Discuss with learners the implications of the activity. Explain that in **Activity 158**, they will have a chance to apply the principles of the D.I.E. to a real situation.

It is useful to point out to learners that being able to observe and record objectively is highly valued in many occupations in the Canadian context. While the key aim of this activity is to learn to identify cultural assumptions, it serves this additional important work-related purpose.

D.I.E. Photo A

Below is the information that would go in the chart on Handout 2. Put each paragraph in the correct section.

- A. The two men are good friends and it's very nice that they get to spend this time together watching sports during their well-deserved break. It's hard work doing the maintenance work, but they enjoy their job and each other's company. It is unfortunate that the woman behind them isn't included in this activity, because it would be great to include everyone. There's a bit of sexism going on here.
- B. The men are each wearing a shirt over another garment. Both have on pants; the man on the right appears to be wearing jeans. Both have watches on their wrists. The man on the left has on a pair of glasses. Both men appear to be over 50 years of age because of the lines on their faces. Each man appears to be pointing out something to the other man; something in front of them. There is a keyboard on a shelf in front of them and perhaps they are pointing at a computer monitor screen. The man on the right has his left arm extend out and he may have his hands on a computer mouse.
- C. In the foreground of the picture, there appears to be a machine made of dark coloured metal or plastic with buttons. The machine seems to have some numbers and letters written on it by hand, in white. The letters look like *ELO*, the numbers look like *05-13*.
- D. The two men are watching a soccer game on a computer monitor at work. They are maintenance workers on their break at the Edmonton Library Office (ELO). They are using one of the clerk's computers to watch a live video feed of a World Cup soccer match. The man on the left is pointing out to the man on the right where one of the soccer players seems to have injured himself on his thigh. The man on the left is touching his thigh to indicate the area of the injury. The man on the right thinks he knows which player caused the injury and he is pointing at him, on the screen. Behind them, a co-worker is listening to what they are saying. It's a woman maintenance worker and she'd like to join them watching the soccer game.
- E. Three people are sitting inside a room. The two people in the front are men and the gender of the person behind is unclear.
- F. The two are wasting their time and the resources of the ELO. Soccer is a stupid game and watching sports during break time isn't as good as going for a walk or reading a book. The woman behind wants to join them, but she's a difficult person and they are lucky that she keeps to herself.
- G. There are papers attached to the wall on the right, and on the left, there is a cabinet with many drawers and metal attachments on the drawers. Below the cabinet, there appears to be shelves of something. There is a bag with a strap leaning against the desk behind and between the two men. The third person appears to be sitting in front of a desk that is covered in papers and writing utensils.

D.I.E. Photo A

Put the letter of the paragraphs on Handout 1 into the correct box below.

Describe	Interpret	Evaluate
		+ Positive Evaluation
		- Negative Evaluation

D.I.E. Photo A

EXAMPLE

Describe	Interpret	Evaluate
<p>Three people are sitting inside a room. The two people in the front are men and the gender of the person behind is unclear.</p> <p>The men are each wearing a shirt over another garment. Both have on pants; the man on the right appears to be wearing jeans. Both have watches on their wrists. The man on the left has on a pair of glasses. Both men appear to be over 50 years of age because of the lines on their faces. Each man appears to be pointing out something to the other man, something in front of them. There is a keyboard on a shelf in front of them and perhaps they are pointing at a computer monitor screen. The man on the right has his left arm extended out and he may have his hands on a computer mouse.</p> <p>There are papers attached to the wall on the right, and on the left, there is a cabinet with many drawers and metal attachments on the drawers. Below the cabinet there appears to be shelves of something. There is a bag with a strap leaning against the desk behind and between the two men. The third person appears to be sitting in front of a desk that is covered in papers and writing utensils.</p> <p>In the foreground of the picture, there appears to be a machine made of dark coloured metal or plastic with buttons. The machine seems to have some numbers and letters written on it by hand, in white. The letters look like <i>ELO</i>, the numbers look like <i>05-13</i>.</p>	<p>Example</p> <p>The two men are watching a soccer game on a computer monitor at work. They are maintenance workers on their break at the Edmonton Library Office (ELO). They are using one of the clerk’s computers to watch a live video feed of a World Cup soccer match. The man on the left is pointing out to the man on the right where one of the soccer players seems to have injured himself on his thigh. The man on the left is touching his thigh to indicate the area of the injury. The man on the right thinks he knows which player caused the injury and he is pointing at him, on the screen. Behind them, a co-worker is listening to what they are saying. It’s a woman maintenance worker and she’d like to join them watching the soccer game.</p>	<p>+ Positive Evaluation</p> <p>The two men are good friends and it’s very nice that they get to spend this time together watching sports during their well-deserved break. It’s hard work doing the maintenance work, but they enjoy their job and each other’s company. It is unfortunate that the woman behind them isn’t included in this activity, because it would be great to include everyone. There’s a bit of sexism going on here.</p> <hr/> <p>- Negative Evaluation</p> <p>The two are wasting their time and the resources of the ELO. Soccer is a stupid game and watching sports during break time isn’t as good as going for a walk or reading a book. The woman behind wants to join them, but she’s a difficult person and they are lucky that she keeps to herself.</p>

D.I.E. Photo A

Complete the interpretation and the two evaluations.

Describe	Interpret	Evaluate
<p>Three people are sitting inside a room. The two people in the front are men and the gender of the person behind is unclear.</p> <p>The men are each wearing a shirt over another garment. Both have on pants; the man on the right appears to be wearing jeans. Both have watches on their wrists. The man on the left has on a pair of glasses. Both men appear to be over 50 years of age because of the lines on their faces. Each man appears to be pointing out something to the other man, something in front of them. There is a keyboard on a shelf in front of them and perhaps they are pointing at a computer monitor screen. The man on the right has his left arm extended out and he may have his hands on a computer mouse.</p> <p>There are papers attached to the wall on the right, and on the left, there is a cabinet with many drawers and metal attachments on the drawers. Below the cabinet there appears to be shelves of something. There is a bag with a strap leaning against the desk behind and between the two men. The third person appears to be sitting in front of a desk that is covered in papers and writing utensils.</p> <p>In the foreground of the picture, there appears to be a machine made of dark coloured metal or plastic with buttons. The machine seems to have some numbers and letters written on it by hand, in white. The letters look like <i>ELO</i>, the numbers look like <i>05-13</i>.</p>		<p>+ Positive Evaluation</p> <hr/> <p>- Negative Evaluation</p>


D.I.E. Photo B

Complete all sections of the chart.

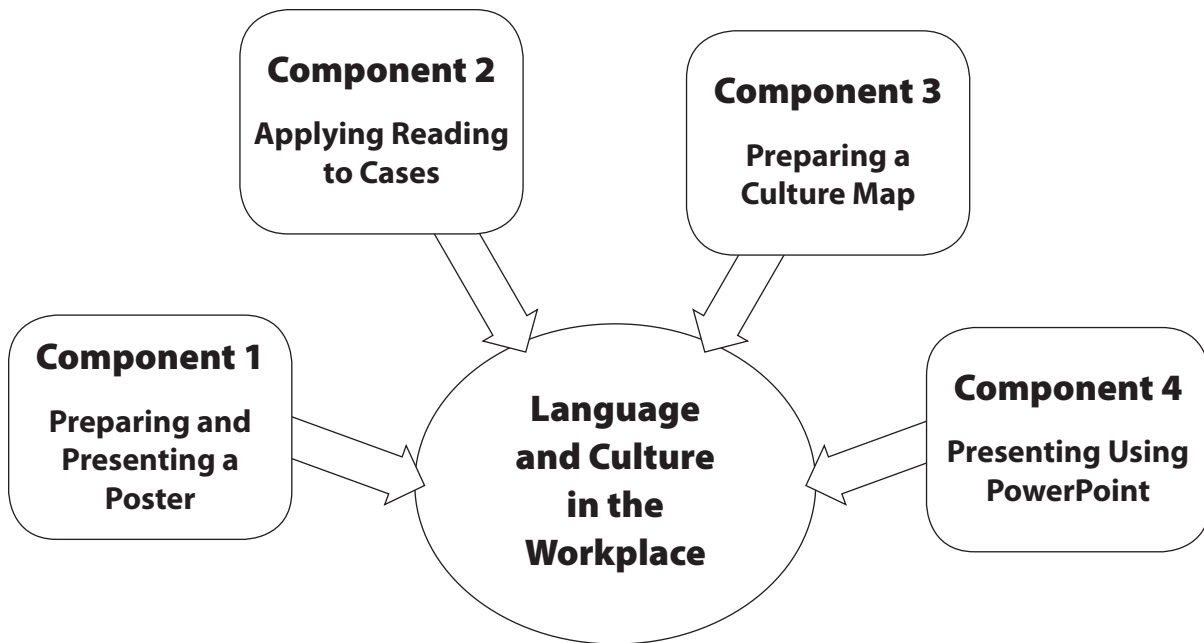
Describe	Interpret	Evaluate
		<p>+ Positive Evaluation</p>
		<p>- Negative Evaluation</p>



Activity Plan 156

LESSON 1	Introduction to the Language and Culture Module	
	20 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 20 min</p> <ul style="list-style-type: none"> • Distribute Learners’ Module Overview. • Review workplace sites and schedules with learners. • Answer questions regarding workplace visits. • Distribute Learners’ Component 1 Overview with rubrics (2x). • Review Preparing and Presenting a Poster task (Component 1). • Review rubrics (assessment criteria). 	<p>Advanced Preparation</p> <p> Teacher Alert!</p> <p>Workplace visits need to be arranged. It is not intended that this be the work of the instructor. A program assistant or employment advisor with employer contacts would be the best person to do this.</p> <ul style="list-style-type: none"> • Prepare photocopies of : <ul style="list-style-type: none"> ✓ Learners’ Module Overview ✓ Learners’ Component Overview with rubrics (2X) • Make overheads if required. <p>Purpose</p> <ul style="list-style-type: none"> • Presenting a clear outline of the module • Presenting Component 1 Poster tasks and assessment criteria (rubric) 	

Learners' Overview of Module 4: Language and Culture in the Workplace



Learners' Module Overview

Language and Culture in the Workplace is a 75-hour module. Through the activities, you will learn to be cultural investigators of a workplace. To do so, you will learn to develop skills at observing workplace behaviour and communication. You will also learn strategies for coping in a culturally different environment, including asking others to be your cultural informants. You will make two visits to a workplace, the first to observe and the second for an interview with an employee.

The **four main components** that are assessed in this module are listed below in order:

(1) Preparing and Presenting a Poster

- Prepare a poster based upon your first workplace visit (**Activity 177**).
- **Assessed task** to present your poster at a mini-conference (**Activity 192**).
- NB. You will be assessed on your poster; also, you will be assessed on how well you listen and view classmates' poster presentations (via Handout 1).
- Find rubric attached.

(2) Applying Reading to Cases

- Practice activity (**Activity 178**).
- **Assessed task** to apply reading principles to cases (**Activity 188**).
- The following reading is based on Chapter 2: *Managing Technical Professionals* in Lionel Laroche's book, *Managing Cultural Diversity in Technical Professions* (pp. 21-53).
- Rubric and Learners' Component Overview will be distributed during the last (i.e., Extension) period in **Activity 162-EXT**.

(3) Preparing a Culture Map

- Reflect on Culture Maps (**Activity 164**).
- Introduction to Component 3 task on preparing a culture map (**Activity 187**).
- **Assessed task** to prepare a culture map (**Activity 200**).
- Rubric with Learners' Component 3 Overview will be distributed in **Activity 187**.

(4) Presenting Using PowerPoint

- Plan Workplace Visit 2, PowerPoint and presentation (**Activity 186**).
- Prepare PowerPoint (**Activity 205**).
- **Assessed task** to present your PowerPoint (**Activities 210, 215 and 218**).
- NB. You will be assessed on your PowerPoint and Presentation separately.
- Rubric with Learners' Component Overview will be distributed.

Learners' Component 1 – Overview

Module: Language and Culture in the Workplace **Component 1: Preparing and Presenting a Poster**

In this session, you will locate, visit twice (2X), and observe a workplace site as a cultural observer and researcher. Then you will **prepare a poster** with key details, observations and “data” to share your findings. These are indicators of the overall workplace culture. You will then **present the poster** to your classmates during a **mini-conference** held during the second week of the module.

- a) You will have **two workplace visits**. During the first visit, you will observe and document in notes, the workplace culture. Ideally, you would visit a worksite related to your occupational sector, but this is much less important, because the key purpose of the workplace visits is to understand dimensions of workplace culture. You will record your observations in the workplace using Grids A, B, and C.
- b) **(See Rubric for Component 1a. Prepare a Poster** (at least 24" X 36") to document the following aspects of the workplace site you visit during Workplace Visit 1. Record your observations of the work site using effective design, graphic organizers (e.g., graphs, charts, tables) and text boxes. The poster should include summaries and numeric or graphic representations of the following:
 - I. **Company Background information**
 - A brief background to the company
 - II. **Physical Environment**
 - Sketch of workplace
 - Description of physical environment
 - Summary of interpretive statements
 - Socio-cultural analysis
 - III. **Human-Social Features**
 - Summary of demographics (written or graph)
 - Summary of interpretive statements
 - Socio-cultural analysis
 - IV. **Interpersonal (Social) Interactions**
 - Context summary
 - Verbatim language samples
 - Socio-cultural analysis
- c) **(See Rubric for Component 1b: Presenting a Poster.** You will **display and present your poster** for the class during a convention or mini-conference style event. Half the class will present at the same time. The other half of the class will be the audience. You will stand in front of your poster and present your poster to a few classmates.
- d) **(See Rubric for Component 1b: Presenting a Poster.** You will circulate with an audience member during the mini-conference and complete Handout 1 for **Activity 192**). Be careful to listen to the presenter AND to refer to the poster for support in identifying details or main points. Afterwards, HAND IN HANDOUT 1 to your INSTRUCTOR.

NAME: _____ **CLASS:** _____

Rubric for Component 1a: Preparing a Poster

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	Assessing Poster Overall	Writes short texts about familiar, concrete topics related mostly to personal experience.	Writes clear, moderately complex texts on familiar and mostly concrete topics within predictable, practical and relevant contexts of daily work-related life experience.	Good structure, with clearly expressed main ideas and good supporting details. Text contains an introduction, development of ideas and conclusion.	Adequate organization of ideas; develops topic. Main ideas are clearly conveyed and supported with details. Adjusts length to suit the task.	CLB = (holistic criteria)
	Indicator 1: Writing I	Reduces a page of information to an outline or summary. Takes notes and reduces written or oral information to key points with accurate details.	Reduces a text of up to about two pages to an outline or summary. Reduces information to important points with accurate details and no major omission. (adequately)	Reduces a text of up to about two pages to an outline or summary. Reduces information to important points with accurate details and no major omissions. (fluently)	Reduces complex information from sources such as notes, outlines or summaries for defined audiences (with main points and supporting details and no factual omissions or errors.)	
Analytic Criteria	Indicator 2: Writing	Takes notes and reduces information to important points with accurate details.	Conveys the essential information to the reader.	Conveys the intended and implied meaning; reader can follow.	Proofreads and revises own work with occasional input from others.	
	Functional: Summarize	Reproduces some information.	Reproduce and reduces some information.	Reproduces and reduces information when taking notes and writing summaries.	Reproduces and reduces information when taking notes and writing summaries and abstracts, etc.	
	Textual: Design	Developing Design: Uses common conventions such as point form.	Adequate Design: Records main ideas or key details in point form.	Fluent Design: Conveys a sense of audience in language format and content.	Advanced Design: Synthesizes and integrates multiple pieces of information into a coherent text.	
	E.S.	Developing Thinking: Finding information. (research)	Adequate Thinking: Finding information. (research)	Fluent Thinking: Finding information. (research)	Advanced Thinking: Finding information. (research)	
	Vocabulary	Adequate vocabulary for the topic. Some awkward-sounding phrases and word combinations.	Wording may still be typical of first language and seem somewhat unnatural.	Occasionally, wording may seem awkward or unnatural.	Some errors in word combinations and word choices still occur.	
	Grammar	Good control of simple structures. Difficulty with complex structures. Adequate spelling, punctuation and format.	Adequate control of complex structures. Good control of spelling, punctuation and format.	Good control of complex structures. Good control of spelling, punctuation and format.	Some errors in grammar still occur.	

COMMENTS:

NAME: _____ **CLASS:** _____

Rubric for Component 1b: Presenting a Poster

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	Assessing Presentation	Identifies main ideas, supporting details and implied meanings. May occasionally rely on contextual clues.	May use contextual clues to enhance comprehension. Has difficulty following faster conversations.	Identifies main ideas, even when not explicitly stated, supporting details and implied meanings.	Communicates with some confidence in demanding non-routine work situations. (presentation) Understands an adequate range of complex formal and informal communication.	CLB = (holistic criteria)
	Indicator 1 Speaking IV	Gives detailed presentation. Asks for and gives information in some detail. Provides necessary information. Asks relevant questions.	Gives presentation about moderately complex processes. Gives detailed information. Asks and addresses relevant questions. Summarizes information.	Give presentations to describe and explain complex structures, systems or processes based on research. Asks relevant questions to gather, share, analyze and compare information.	Give demonstrations, briefings, oral reports on familiar or researched topics.	
Analytic Criteria	Indicator 2: Listening IV	Understands presentations. May require repetition.	Understands extended presentations on work-related topics.	Understand extended presentations on technical / work-related issues in own field. Identifies the main idea (not explicitly stated) and detailed information.	Understands extensive presentations. Identifies detailed factual information. Identifies main ideas not explicitly stated. Identifies how details develop main ideas.	
	Textual	Recognizes main ideas and a variety of levels of subordinate ideas.	Understands main ideas and a variety of levels of subordinate ideas.	Uses main ideas and a variety of levels of subordinate ideas.	Selects, evaluates, synthesizes and integrates multiple pieces of information for coherent oral presentations.	
	Functional	Recognizes typical discourse formats for workplace presentation.	Understands typical discourse formats for workplace presentation.	Uses typical discourse formats for workplace presentation.	Language and discourse formats relating to specific workplace situations. (presentation)	
	Socio-Cultural	Recognizes body language and other visual clues in presentation.	Understands and begins to use body language and other visual clues in presentation effectively.	Uses body language and other visual clues effectively.	Advanced, but often has difficulty interpreting humour, low-frequency idioms and cultural references.	
	Vocabulary	Recognizes reporting and describing in oral discourse.	Understands reporting and describing in oral discourse.	Uses reporting and describing in oral discourse effectively.	Uses a range of concrete, abstract and idiomatic language appropriate to the context or purpose.	
	Pronunciation	Recognizes loudness, pitch and speech rate.	Understands and begins to use loudness, pitch and speech rate effectively.	Uses loudness, pitch and speech rate effectively.	Grammar, vocabulary and pronunciation errors rarely impede communication.	

COMMENTS:

Activity Plan 157-EXT

LESSON 1	Workplace Visit 1	
	75 MINUTES	HANDOUT(S): 4
<p>Assignment 1</p> <ul style="list-style-type: none"> Briefly explain purpose of workplace visits. Distribute Handouts 1 and 2. Ask learners to read handouts for assignment and be prepared to ask questions about the visits for the next class. Time is allowed in Activity 156 to discuss assignments. Do not answer questions about the workplace visits at this time. Tell learners to first read the information about the worksite visits and that you will answer the questions the next day. <p>**Note: It is preferable that learners visit a worksite other than their own. This allows a fresh perspective.</p> <p>Ways to Add Support and Challenge</p> <ul style="list-style-type: none"> Give learners Handout 1 to read together aloud in pairs to practise the following reading strategies. Note: Review these strategies with learners before they begin to read): <p>1: Reading Aloud in Pairs</p> <ul style="list-style-type: none"> Have learners use Handout 1 as the reading text to do the Reading Aloud in Pairs and to practise reading strategies and summarizing. <p>Functional competencies for Level II:</p> <ul style="list-style-type: none"> Decode print Recognize by sight words and formulaic expressions (to assist bottom-up reading comprehension and processing) <p>2: Summarizing</p> <p>CLB 6 (IV. Interprets information contained in formatted texts)</p> <ul style="list-style-type: none"> Retells or summarizes: Have learners prepare summaries – either of the above reading or of the scenarios – from Activity 155 Handout 1. <p>Assignment 2 – Vocabulary</p> <ul style="list-style-type: none"> Review phrasal verbs. Elicit information: What is a phrasal verb? What is an idiom? See how much they remember. Distribute Handouts 3 and 4. Explain that in this module, learners will be reading individually about 12 phrasal verbs and working through questions that will aid in understanding. They may work with a partner at the instructor’s discretion. To finish, as per the instructions on Handout 4, learners write multiple short conversations using the phrasal verbs and idioms from the handout. Learners hand in and instructor returns with corrections and feedback. If time allows, encourage them to check a partner’s conversation and practise reading it out loud. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of : ✓ Handouts 1, 2, 3, 4 <p>Purpose Assignment 1</p> <ul style="list-style-type: none"> Reflecting on assignment and preparing to discuss the next class <p>Purpose Assignment 2</p> <ul style="list-style-type: none"> Introducing phrasal verbs and idioms that are commonly used and might be heard or used when talking about aspects of culture in daily life or in the workplace Encouraging learners to read independently and ask questions when necessary Encouraging learners to consider use the phrasal verbs and idioms in a written conversation 	

Project Introduction, Rationale and Poster Template

In this module, we will look at characteristics of workplaces that could ease communication and interaction. Over the next week, we will examine strategies to investigate the socio-cultural skills required to be an effective communicator at work. These skills are different for various workplaces. The aim of the module is to practise techniques to discover the particular socio-cultural patterns within specific workplaces to be applied to any workplace.

You will have the opportunity to observe a Canadian workplace with a partner and apply different strategies in order to investigate the socio-cultural aspects of that workplace.

You and your partner will be given the name of a company and a contact person. It is your responsibility to set up a time and day to visit the company. The contact person will be expecting your call.

During the observation, you will fill out an observation sheet. The length of time that you will be at that workplace will vary with different companies. Plan on spending about one hour.

Over the next few classes, we will be working on all aspects of the observation sheet.

In order to ensure a successful observation, please be aware of the following:

1. Do background research.

It is more than just a courtesy to have some knowledge of the company's core business. You may want to identify:

- what products are produced and/or what services are provided
- who the customers or clients are (e.g., a local, domestic or international market)
- how the company is organized (e.g., an organizational chart is useful)
- where the company is located (e.g., centres of production, lines of transportation)

2. Bring a clipboard, a notepad and a copy of the observation sheet.

3. Work in pairs, but write your information individually. You will have the opportunity to share and compare your notes after the observation.

4. Arrive 10 minutes early. Introduce yourselves to the receptionist and ask to speak to your contact in the company.

5. Introduce yourself to your contact. Briefly summarize the purpose of the visit and ask permission to walk through the offices. Request a tour of the workplace if it is appropriate.

6. Reassure the contact person that you are taking notes about the office layout and interactions between employees, but that you will not be recording any names. Reassure them that this information will be used only in the classroom.

7. Be as unobtrusive as possible.

8. Be ready to explain the purpose of your visit to employees who may ask why you are there.

9. If your contact person is available, thank them before you leave. If not, let the receptionist know you are leaving.
10. Follow up the tour with an email to thank the contact person. (Before you send the email, you may want to show it to the teacher.)

Following the observation, you and your partner will work together to analyze the data that you have collected and present the information to the class in a poster display. This poster will allow you to display aspects of the physical, human and social features and interactions that you may observe during the observation and your interpretations of what you saw. It is difficult to predict exactly what you will see in your visits so each poster will vary in content but the following guidelines will give you some idea of what your poster will look like.

Guidelines for Poster

I. Company Background Information

- A brief background of the company

II. Physical Environment

- Sketch of workplace
- Description of physical environment
- Summary of interpretive statements
- Socio-cultural description

III. Human-Social Features

- Summary of demographics (presented as a written statement or in graph form)
- Summary of interpretive statements
- Socio-cultural analysis

IV. Interpersonal Interactions

- Context summary
- Verbatim language samples
- Socio-cultural analysis

Workplace Visit Observation

Name of company	Contact person
Date of visit	Contact person's name, phone and email

Grid A: Physical Environment

Furniture	
Spatial organization	
Décor	
Equipment	
Noise level	
Signage/postings/posters/ bulletin boards etc.	
Other	

Sketch the floor plan of the workspace.

Grid B: Human/Social Features

Number of employees (approx.)	
Age	
Gender	
Diversity	
Visible	
Audible	
Where do social interactions take place?	
Other	

Grid C: Social Interactions

Guide Questions:

Where do most social interactions take place?

Does status appear in interactions?

Was the interaction for mainly social purposes or was there a transaction involved?

Did you notice any respect for private space?

If you are able to hear any social interactions, record them below:

Interaction 1	What did they say? Write what you heard.
Interaction 2	What did they say? Write what you heard.

Interaction 3	What did they say? Write what you heard.
Interaction 4	What did they say? Write what you heard.

Phrasal Verbs: Meanings and Explanations

Just as in the last module, we are going to work on vocabulary building by looking at phrasal verbs and idioms that are commonly used when talking about culture.

- | | |
|-----------------------------|----------------------------|
| 1. to get dressed up | 7. look forward to |
| 2. at last | 8. all along |
| 3. as usual | 9. little by little |
| 4. to find out* | 10. to tire out* |
| 5. to look at | 11. to spend time* |
| 6. to look for | 12. never mind |

1. **to get dressed up:** to put on, to wear formal or fancy clothes

For example:

- *You'll need to get dressed up for your job interview. It's important to be clean and polished to make a good impression.*
- *Have you noticed that people in Canada don't get dressed up very often?*
- *She didn't get dressed up and looked out of place at the formal meeting.*

2. **at last:** when something arrives or happens that we have been waiting a long time for.

For example:

- *At last. You're here. We've been waiting for an hour.*
- *Okay, everybody the new computers will be arriving tomorrow. Please make sure you have backed up everything on your old one before we do the change over.*

3. **as usual:** as we expect, as is typical.

For example:

- *The bus was late, as usual. It's late almost every day.*
- *We are going to be making deliveries Friday, as usual, but it will be a shorter route than usual to accommodate those people celebrating the holiday.*

4. **to find out:** to find or receive information .* (N.B., This phrasal verb is only separable when a pronoun is used, as in the first sentence below.)

For example:

- *How did you find that out? Did your union representative tell you?*
- *As our customer base expands, we need to find out about the many cultures of new Canadians and learn how we can better serve their needs.*
- *Can you find out when the inspector is coming? Maybe you can call City Hall?*
- *When she was watching the TV news, she found out that their warehouse had been damaged in the fire.*

5. **to look at:** to observe, give attention with our eyes.

For example:

- *We looked at the photographs together when we were trying to decide which ones to use on the website.*
- *She is very shy and never looks at anyone when she speaks to them.*

6. **to look for:** to seek, to search for, to want to find.

For example:

- *We are looking for a new bilingual assistant, so we placed an ad in the newspaper.*
- *They looked for the missing schedule of events everywhere, but couldn't find it.*

7. **to look forward to:** to be excited about something, like an event or a meeting, that is going to happen in the future.

For example:

- *I am looking forward to the office potluck. There is always such delicious food there.*
- *Tony had been dreading the annual general meeting, but now that he knows it's in Vancouver, he is looking forward to it.*

8. **all along:** something was true from the beginning, although it wasn't know.

For example:

- *I thought that I had lost my key, but it was in my back pocket all along.*
- *I thought that I would surprise you, but you knew about the party all along, didn't you?*

9. **little by little:** slowly, gradually.

For example:

- *Don't worry. Your accent will improve little by little, and with time, you'll speak very well.*
- *At first my kids didn't like Canada, but little by little, they've come to really enjoy living here.*

10. **to tire out*:** activities the make someone feel tired, without any more energy.*

For example:

- *Listening to nothing but English at work really tires me out.*
- *Cold weather tires me out more than hot weather, but I am not sure why.*
- *Haroon was tired out from pulling a double shift.*

11. **to spend time*:** to use your time to do some activity.

For example:

- *Okay, before you spend any time on daydreaming about opening store, let's do some research and see if it's even possible.*
- *What a great job you did on the drywall! Did you spend a lot of time on it?*
- *Before moving on the then next project, George wanted to spend some time doing an evaluation of the previous one.*

12. **never mind:** it doesn't matter, don't worry about it, forget it.

For example:

- *You broke the dish? Never mind. It was an old dish and I didn't really need it.*
- *I asked you to find his phone number for me. Never mind. I'll find it myself.*
- *You don't have time to talk now? Never mind. We'll talk later.*

1. **to get dressed up**
2. **at last**
3. **as usual**
4. **to find out***
5. **to look at**
6. **to look for**

7. **look forward to**
8. **all along**
9. **little by little**
10. **to tire out***
11. **to spend time***
12. **never mind**

Phrasal Verbs: Practice

Fill in the blanks in the following short conversations using the 12 phrasal verbs or idioms from this unit. Be careful. You might need to change the phrasal verb or idiom to make it fit the grammar of the sentence. For example, you may need to add -s, or -ed, or -ing.

A. Context: Two co-workers talking about what they are going to do on the weekend.

Kelly: So are you _____ (1) the weekend? Have you got any big plans?

Carolee: We'll probably just stay home _____ (2). We never really like to do too much on the weekend. However, we may _____ (3) walking around the car lots _____ (4) a new car

Kelly: Oh, really? You should _____ (5) where Ali just bought his car. He got a really good deal.

Carolee: OK, I will – thanks!

B. Context: Two co-workers are sitting in a boardroom waiting for a meeting to start. They are worried about what the meeting will bring.

Jill: What do you suppose this meeting is about?

Frank: I think the new junior manager, Michael, wants _____ (6) some of his big plans with us.

Jill: _____ (7)! There are going to be some changes around here! It's about time!

Frank: I agree that it's time for a change, but I hope they happen _____ (8). If change happens too fast, it can cause problems.

Jill: Oh I disagree. I am so sick of the _____ (9) old ways we do things around here. It's time to shake things up.

C. Context: Two colleagues are discussing a networking event they are going to attend that evening.

Dan: Do you know what time the United Way mixer starts this evening?

Mark: No, but I can _____ (10). I am sure I have the invitation on my desk.

Dan: Do you know if we have _____ (11) for this thing, or is it causal?

Mark: I am pretty sure it's "business casual" so if you were planning to wear a tuxedo, _____ (12)!

Make Your Own Conversations

(Assignment to hand in to the instructor)

Now you try!

Now write short conversations that use all of the 12 phrasal verbs or idioms in this unit. The topic of your conversation should be related to culture in your daily life or culture in your workplace, if possible.

Write your conversations on a piece of lined paper that you can give your instructor. He or she will collect work, correct it for you and give you feedback.

Answers to close activity:

1. looking forward to
2. as usual
3. spend time
4. looking for
5. find out
6. look at
7. at last
8. little by little
9. tired out
10. find out
11. to get dressed up
12. never mind

Activity Plan 158

LESSON 2	Apply D.I.E. Analysis Model	
	50 MINUTES	HANDOUT(S): 3
<p>Set-up Stage 15 min</p> <ul style="list-style-type: none"> Briefly explain the purpose of the exercise. The purpose is to practise applying the D.I.E. approach to real life. Divide the class into pairs. Give out one or two examples of a past conflict situation and how it could be analyzed using the D.I.E. (Handout 1 and 2). You can use both examples or only one. Handout 2 is more interculturally challenging. <p>Practice Stage 35 min</p> <ul style="list-style-type: none"> Learners think of a situation in Canada (or in another country if they can't think of one in Canada) where there has been some tension, conflict, and misunderstanding or where they have judged another person negatively. They should briefly tell their partner about this situation. Using Handout 3 (a D.I.E. frame) to reframe this situation, describe it, without interpretation or judgment. Have them notice how hard it can be to leave out the interpretation and judgment from a situation that they actually participated in. Have them complete an interpretation and two evaluations that DO NOT match the interpretation and evaluation they initially gave in this situation. Their alternative interpretation does not have to be totally accurate or logical, though it shouldn't be totally far-fetched either. Alternatively, if you perceive that learners are challenged by this activity, you can have the learners write out their personal situation, including description, interpretation and evaluation all interwoven, which is how we usually recount scenarios we have been part of. They can then fill in a D.I.E. chart in which they separate description, interpretation and evaluation of their scenario. If you are using this approach (a more developmental approach) you can have them write an alternative interpretation and evaluation for homework. <p>Warning: As with many of the activities in this module, this exercise can be very disturbing for learners and instructors, since it is intended to cause us to question the accuracy of our perceptual approach. As we work to identify our pattern of assumptions, we become aware of how we use past experience and intuition to put a filter on what we see. As a facilitator, probably the most supportive approach is to acknowledge the discomfort, anxiety and anger that may be released by this exploration. These emotions are positive signs of growth and change. A lack of emotions may indicate there will be a delayed reaction, or that the learner is overwhelmed or defensive and is blocking recognition of their assumptions.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 (and 2) ✓ Handout 3 (two possible versions. Choose one) <p>Purpose</p> <ul style="list-style-type: none"> Considering past conflicts or misunderstandings Applying the D.I.E. approach to past situations Reflecting on how perception is constructed 	

Ways to Add Support

Set-up Stage

- Use only one scenario with learners: Handout 1 is less and Handout 2 is more interculturally challenging.

Practice Stage

- **Model:** Draw a D.I.E. frame on the board (as in Handout 3). Describe a clear example of a cultural conflict situation you have experienced at a workplace to model the activity. If time permits, you could model the description writing (without interpretation or judgment) together as a class.
- **Discussion:** This activity involved distinguishing facts (description) from opinions (interpretation and judgment), an important CLB 6-7 benchmark outcome at this level. So, you could go over the handout scenario with learners first and ask them to identify the following (examples below are from Handout 1):
 - Verbs indicating facts (present and activity verbs) and opinions (modals)
 - Register associated with facts (standard) vs. opinion (phrasal verbs and idioms when negative) = “she should get a grip”
 - Hedges, gambits, and adverbial phrases used to express:
 - Interpretation: e.g., “Maybe ...”
 - Judgment: e.g., “I think ...” “You can’t ...”

Ways to Add Challenge

Set-up Stage

Use both examples (Handout 1 and Handout 2) with learners.

Practice Stage

As a class or in small groups, have learners generate language associated with facts, opinions as interpretation or inferences, and opinions as judgments. They could begin with the handout texts, but expand through brainstorming to include, for example:

Fact (description) Language:

- Present tense with activity verbs
- Sequential or chronological order of events

Opinion (as Interpretation or Inference) Language:

- modals: could, may, might
- I guess
- maybe, perhaps
- It seems likely; It seems to me that

Opinion (as Judgment) Language:

- modals: should, must
- I think ...; It seems to me that

D.I.E. Applied

Example ONE Scenario: Misunderstanding in the Canadian workplace

I work as a dentist in a shared dental practice. One of the other dentists had a patient who was having a lot of work done, so for a week she was in almost every day. She's a middle-aged woman who runs her own small business. I got so that I was hiding every time I saw her coming because she always wanted to have a chat with me when she came in, even though I wasn't her dentist. She was so loud and opinionated and would talk on and on. I guess I offended her unintentionally, because on her last visit she was really quiet and kept her eyes down and walked by me without saying a word. Maybe she felt rejected. Anyway, I think she should get a grip. You can't go through life being super cheery and loud and then take offence when someone finds you objectionable.

Description: *I work as a dentist in a shared dental practice. One of the other dentists had a patient who was having work done four out of five days, one week. She is a woman of about 45 and she told me that she owns and runs a business. During the week that she was having work done, on the first three of those visits, she stopped to talk with me. We talked for about 10 minutes, which is longer than I talk with most patients. Her voice was louder than most patients and she stood closer than most patients stand to me, less than an arm's length from me. She looked directly into my eyes when she spoke. She spoke more rapidly than most people and she did not leave a space in her speech for me to comment. On the fourth day I planned to avoid her, but in fact, when she saw me she did not greet me and she kept her head down as she walked by.*

Interpretation: *This woman suffers from a bipolar disorder. Some days she feels very exuberant and outgoing and other days she feels depressed and shy.*

Positive evaluation: *Considering her difficult mental illness, she is a brave woman. She is to be admired for persevering in life and being successful as a business woman. I understand why she is rather intense sometimes, and I also know that sometimes she feels quite down.*

Negative evaluation: *This woman needs to work harder to control her moods. She mustn't dominate people when she is feeling up and avoid people when she is feeling down. She needs to develop a balance.*

D.I.E. Applied

Example TWO Scenario: Misunderstanding in the Canadian workplace

I am originally from Japan and have worked in a large company in Canada for about four years. A horribly insulting thing happened to me last week. I applied for and got a promotion, which will mean that I will no longer be working with my present supervisor, Colin. I guess Colin feels I was disloyal or maybe he never really liked me. In any case, rather than support me in my decision to advance in my career, he felt he needed to insult me. This is how he did it. The day after I was given the new job, I was working in my office at about five o'clock in the afternoon. Colin came to my door. He told me that he was just on his way to his car to head home for the day and thought he would stop in. Although it hadn't been officially announced, he had heard through the grapevine that I had gotten the position. He said he wanted to congratulate me. He said he would really miss having me on the team, but was happy for me. It was so obvious that he was actually angry and upset with me. He was in his heavy jacket and was heading to his car to show that the visit was not official and not important. He put his backpack and the papers he was carrying on a chair to make the point that he was hard working, taking work home, but that I was lazy. He visited for just five minutes to show how little importance I have in the company. I smiled and was pleasant to him, but I felt very depressed and angry after he left my office. I'll never understand Canadians.

Description: *I am originally from Japan, but I have lived and worked in Canada for 10 years. I have worked at the company where I am now for four years. Last month, I applied for and received a promotion, which means I will be working in a new department with a new supervisor. The day after I received word of my promotion, my present supervisor, Colin, came to my office at five o'clock in the afternoon. He had on his outside jacket and he was carrying his backpack and a pile of paper, which he placed on an empty chair next to him when he sat down. He told me that he was just on his way to his car to head home for the day and thought he would stop in. Although it hadn't been officially announced, he had heard through the grapevine that I had gotten the position. He said he wanted to congratulate me. He said he would really miss having me on the team, but was happy for me. While he was talking he was smiling. He visited for about five minutes.*

Interpretation: *Colin had just heard about my promotion and he wanted to say something to me that day, so he stopped in to congratulate me. He liked working with me, but he understands that I have to think about my own career and so he wishes me well and wanted to show that as soon as possible.*

Positive evaluation: *It was very nice of Colin to stop by as soon as he heard the news. He's a thoughtful, supportive guy.*

Negative evaluation: *Colin stopped by to let me know that he was okay with me getting the promotion. If he really cared, he would have shown more respect and caring by scheduling a proper appointment with me. Then he could have visited for longer than 5 minutes, in his usual business clothes (not his outside clothes). Everyone would have seen him visit me and it would have been clear to me and everyone else that he wasn't upset with me for getting the new job.*

D.I.E.

Complete all sections of the chart using the conflict or misunderstanding you have identified.

Describe	Interpret	Evaluate
		+ Positive Evaluation
		- Negative Evaluation

D.I.E. Applied

Misunderstanding in Canada: Your own example

Description:

Interpretation:

Positive evaluation:

Negative evaluation:

Activity Plan 159

LESSON 2	Apply D.I.E. Analysis Model																			
	35 MINUTES	HANDOUT(S): 1																		
<p>Set-up Stage 5 min</p> <ul style="list-style-type: none"> Remind learners of the scenarios in Activity 154 in which misunderstandings occurred due to cultural differences in the workplace. Distribute Handout 1. <p>Task 1 15 min</p> <ul style="list-style-type: none"> In small groups or pairs, learners match dimension with definition. Encourage learners to give examples of this dimension from their own experience. Go over answers as a class. Learners may contribute personal examples. <p>Tasks 2 and 3 15 min</p> <ul style="list-style-type: none"> In groups or pairs, learners complete Task 2 and Task 3. Let learners know that more than one dimension may apply. Discuss results as a class. <p>Ways to Add Support</p> <p>Set-up Stage</p> <ul style="list-style-type: none"> <u>Using Table</u>: Have learners use the vocabulary descriptions at the beginning (page 1 and top of page 2) of Handout 1 to complete the chart (as practise in note-taking). <p>Ways to Add Challenge</p> <ul style="list-style-type: none"> <u>Using Table</u>: Remove the entries in either Dimension 1 or Dimension 2 in the chart below on the ‘Five Dimensions of Cultural Differences’ and ask learners to complete that column using the vocabulary descriptions from Handout 1 to complete the chart (as practice in note-taking). <p>NOTE: Remember to remind learners that even the columns don’t line up. That is, just because a culture is more egalitarian does not mean it is more risk-taking (e.g., Canada, for example, is slightly more egalitarian but more risk-averse than the USA).</p> <p>Five Dimensions of Cultural Differences</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Dimension</th> <th style="text-align: left;">Dimension 1</th> <th style="text-align: left;">Dimension 2</th> </tr> </thead> <tbody> <tr> <td>Power Distance</td> <td>Egalitarian</td> <td>Hierarchical</td> </tr> <tr> <td>Risk Tolerance</td> <td>Risk-Taking</td> <td>Risk Averse</td> </tr> <tr> <td>High and Low Context</td> <td>High Context</td> <td>Low Context</td> </tr> <tr> <td>Individualism and Collectivism</td> <td>Individualism</td> <td>Collectivism</td> </tr> <tr> <td>Monochromatic and Polychromatic</td> <td>Monochromatic</td> <td>Polychromatic</td> </tr> </tbody> </table>	Dimension	Dimension 1	Dimension 2	Power Distance	Egalitarian	Hierarchical	Risk Tolerance	Risk-Taking	Risk Averse	High and Low Context	High Context	Low Context	Individualism and Collectivism	Individualism	Collectivism	Monochromatic and Polychromatic	Monochromatic	Polychromatic	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 ✓ Answer Key Handout 1 <p>Purpose</p> <ul style="list-style-type: none"> Introducing and/or reviewing selected concepts and vocabulary necessary for analyzing and discussing cultural differences in the workplace 	
Dimension	Dimension 1	Dimension 2																		
Power Distance	Egalitarian	Hierarchical																		
Risk Tolerance	Risk-Taking	Risk Averse																		
High and Low Context	High Context	Low Context																		
Individualism and Collectivism	Individualism	Collectivism																		
Monochromatic and Polychromatic	Monochromatic	Polychromatic																		

Vocabulary for Discussing Cultural Differences

Geert Hofstede and E.T. Hall, two famous researchers on intercultural communication, describe different dimensions of work culture. Below are five dimensions of cultural differences. To discuss cultural differences, we need to make generalizations about values, norms and behaviours. Generalizations use language such as “tend to” or “often” or “typically”. They describe the most usual behaviour, although there is variation in any group. Generalizations differ from stereotypes in that they are based on research and they recognize tendencies, while stereotypes are judgmental and are applied to all members of the group. When you talk about cultural differences, try to make generalizations rather than stereotypes.

Power Distance

Some cultures are very hierarchical. They have big power distances. For example, the boss won't talk to the secretary except for giving orders in a paternal way. In small power distance cultures, people are seemingly equal. The boss may have an “open-door policy” and will be willing to talk to the employees. Where would you place Canada? Where would you place your country?

Risk Tolerance

Some cultures have a high tolerance for, and encourage people to take risks, while others are very risk-averse and discourage risk-taking. For example, in a risk-tolerant culture, employees can make mistakes, try new ideas and question the boss. However, in a risk-averse culture, employees are less inclined to take chances. “The nail that sticks up gets hammered down”, and “Nothing ventured, nothing gained” are two expressions that relate to these two cultural dimensions. Which belongs to which?

High and Low Context

Some cultures are high context, which means that members of these cultures have a shared understanding of behaviours, attitudes and values that are specific to situations. Behaviour and roles tend to be more prescribed, standardized and predictable. In low-context cultures, on the other hand, much less is assumed based on context and roles. In a high-context culture, even a small change in behaviour can be significant. In a low-context culture, people are less attentive to changes in behaviour and rely more on verbal clarification.

Individualism and Collectivism

In individualistic cultures, independence is valued and identity comes from within, whereas in collectivistic cultures, the group is interdependent and identity comes from the group. In the individualistic culture, career advancement is an individual's responsibility. In a collectivistic culture, it is management's role to recognize and reward an employee.

Monochronic and Polychronic

This dimension of culture has to do with attitudes and perceptions of time. In monochronic cultures, individuals are very aware of time, and tasks tend to be accomplished in a linear fashion, one after the other. In polychronic cultures, a variety of tasks can be undertaken all at the same time. In a work context, monochronic cultures tend to view time as a quantifiable commodity, so expressions such as, “Your time is up”, or “We've run out of time” are frequently used. In polychronic cultures, on the other hand, relationships have priority over tasks and efficiency.

Exercise 1

Look at the five dimensions below and select a definition that best fits. Hint: If you find this difficult, try to answer the ones you know, and guess the remaining dimensions using the process of elimination.

Power Distance Risk Tolerance High vs. Low Context	Individualism vs. Collectivism Monochronic vs. Polychronic Cultures
---	--

Task 1

1. _____

The degree to which people can:

- take risks
- live with uncertainty, disagreements and stress
- work productively without clearly set out rules

2. _____

The degree to which:

- employees are self-reliant and independent
- management and decision-making structures are hierarchical or flat
- bosses are approachable and accessible
- people have obligations and clearly understood roles and privileges versus having responsibilities and rights

3. _____

The degree to which people:

- work for the benefit of the group or for themselves
- work in groups or alone
- relate to their tasks versus to their colleagues.
- are rewarded with praise for individual effort and for innovative ideas versus rewarded with a sense of belonging and security
- the need to network and sell oneself versus the need to conform to the expectations of the group and save face

4. _____

The degree to which people:

- have few preconceived ideas about how things will unfold and can question everything versus having clear expectations of behaviour based upon the context
- consider mostly the task when making a decision
- continually scan for small gestures that vary from the norm, or ignore small variations in gestures and expect meaning to be conveyed by direct speech
- have a sense that the context creates content and meaning, or that meaning and content create context

5. _____

The degree to which people work:

- on one task at a time and in a sequence
- on many things at the same time
- time is seen as elastic, or time is seen as concrete and quantifiable
- through personal interactions (harmony), or on a strict timeline (efficiency).

Task 2

Consider the following contrasting statements and decide which dimension is represented. Sometimes more than one dimension may be a factor.

1. _____

- a. Thanks for meeting with me. I'll make sure that I have the report on your desk by the end of the week.
- b. Thanks for representing your group at this meeting. At our next team meeting, I'll let everyone know that your team is waiting for our report and that we'll all work to have the report to you by the end of the week.

2. _____

- c. I'm disappointed in our meeting today. We spent three hours getting to know each other, talking about our work history, hobbies and even our families. What a waste of time! We should have just introduced ourselves and started working.
- d. I enjoyed our meeting today. It was very productive. We spent three hours getting to know each other and now I feel confident that we will work well together. It's important to find out the backgrounds of your colleagues.

3. _____

- e. This needs to be finished by the end of the month. I don't care how you do it.
- f. This needs to be finished by the end of the month. We'll meet tomorrow and I'll go over what you must do to make sure it is completed on time.

4. _____

- g. Once I'm finished with this project, I'll be able to help you. I'll check my schedule and get back to you about my availability.
- h. Of course, I can help you. I'm busy working on two projects, but just drop by if you need my help.

5. _____

- i. Let's wait to make sure we have all the research before we decide what to do.
- j. This research looks promising. Let's get going on implementation. The sooner we start the better.

Task 3

Look at your answers in Task 2. Using the statements from the previous task, decide where each statement would fit on the scale and mark the letter of the statement on the scale. The first one has been done for you.

- | | |
|---|---|
| 1. Power Distance | $\frac{f}{\text{Low}} \quad \text{High} \frac{e}{}$ |
| 2. Risk Tolerance | $\frac{\quad}{\text{Low}} \quad \text{High} \frac{\quad}{}$ |
| 3. High vs. Low Context | $\frac{\quad}{\text{Low}} \quad \text{High} \frac{\quad}{}$ |
| 4. Individualism vs. Collectivism | $\frac{\quad}{\text{Individualism}} \quad \text{Collectivism} \frac{\quad}{}$ |
| 5. Monochronic vs. Polychronic Cultures | $\frac{\quad}{\text{Monochronic}} \quad \text{Polychronic} \frac{\quad}{}$ |

Vocabulary for Discussing Cultural Differences

Geert Hofstede and E.T. Hall, two famous researchers on intercultural communication, describe different dimensions of work culture. Look at the five dimensions below and select a definition that best fits. *Hint: If you find this difficult, try to answer the ones you know and guess the remaining dimensions using the process of elimination.*

Power Distance

Risk Tolerance

High vs. Low Context

Individualism vs. Collectivism

Monochronic vs. Polychronic Cultures

Task 1

1. **Risk Tolerance**

The degree to which people can:

- take risks
- live with uncertainty, disagreements and stress
- work productively without clearly set out rules

2. **Power Distance**

The degree to which:

- employees are self-reliant and independent
- management and decision-making structures are hierarchical or flat
- bosses are approachable and accessible
- people have obligations and clearly understood roles and privileges versus having responsibilities and rights

3. **Individualism vs. Collectivism**

The degree to which people:

- work for the benefit of the group or for themselves
- work in groups or alone
- relate to their tasks versus to their colleagues.
- are rewarded with praise for individual effort and for innovative ideas versus rewarded with a sense of belonging and security
- the need to network and sell oneself versus the need to conform to the expectations of the group and save face

4. **High vs. Low Context**

The degree to which people:

- have few preconceived ideas about how things will unfold and can question everything versus having clear expectations of behaviour based upon the context
- consider mostly the task when making a decision
- continually scan for small gestures that vary from the norm, or ignore small variations in gestures and expect meaning to be conveyed by direct speech
- have a sense that the context creates content and meaning, or that meaning and content create context

5. ***Monochronic vs. Polychronic Cultures***

The degree to which people work:

- on one task at a time and in a sequence
- on many things at the same time
- time is seen as elastic, or time is seen as concrete and quantifiable
- through personal interactions (harmony), or on a strict timeline (efficiency).

Task 2

Consider the following contrasting statements and decide which dimension is represented. Sometimes more than one dimension may be a factor.

1. ***Individualism vs. Collectivism***

- a. Thanks for meeting with me. I'll make sure that I have the report on your desk by the end of the week.
- b. Thanks for representing your group at this meeting. At our next team meeting, I'll let everyone know that your team is waiting for our report and that we'll all work to have the report to you by the end of the week.

2. ***High vs. Low Context, Individualism vs. Collectivism, Risk Tolerance***

- c. I'm disappointed in our meeting today. We spent three hours getting to know each other, talking about our work history, hobbies and even our families. What a waste of time! We should have just introduced ourselves and started working.
- d. I enjoyed our meeting today. It was very productive. We spent three hours getting to know each other and now I feel confident that we will work well together. It's important to find out the backgrounds of your colleagues.

3. ***Power Distance***

- e. This needs to be finished by the end of the month. I don't care how you do it.
- f. This needs to be finished by the end of the month. We'll meet tomorrow and I'll go over what you must do to make sure it is completed on time.

4. ***Monochronic vs. Polychronic Cultures***

- g. Once I'm finished with this project, I'll be able to help you. I'll check my schedule and get back to you about my availability.
- h. Of course, I can help you. I'm busy working on two projects, but just drop by if you need my help.

5. ***Risk Tolerance***

- i. Let's wait to make sure we have all the research before we decide what to do.
- j. This research looks promising. Let's get going on implementation. The sooner we start the better.

Task 3

Look at your answers in Task 2. Decide where each statement would fit on the scale and mark the letter of the statement on the scale. The first one has been done for you.

- | | | |
|---|---------------------------|---------------------------|
| 1. Power Distance | <u> f </u> | <u> e </u> |
| | Low | High |
| 2. Risk Tolerance | <u> i d </u> | <u> i c </u> |
| | Low | High |
| 3. High vs. Low Context | <u> c </u> | <u> d </u> |
| | Low | High |
| 4. Individualism vs. Collectivism | <u> a c </u> | <u> b d </u> |
| | Individualism | Collectivism |
| 5. Monochronic vs. Polychronic Cultures | <u> g </u> | <u> h </u> |
| | Monochronic | Polychronic |

Activity Plan 160

LESSON 2	Vocabulary: Review and Practise Phrasal Verbs	
	50 MINUTES	HANDOUT(S): 2
<p>Preparation Stage 10 min</p> <ul style="list-style-type: none"> Review the phrasal verbs and idioms that were introduced yesterday (a few from Module 1 are included. If learners were not present during Module 1, you may wish to quickly introduce these vocab items. Review the idea of separable and non-separable phrasal verbs. <p>Exercise Stage 30 min</p> <ul style="list-style-type: none"> Learners spend time reviewing and doing exercises from handouts. Encourage them to ask questions where necessary. Looking at separable and non-separable phrasal verbs and practise paired sentence writing and matching. Go over as a class. <p>Speaking Stage 30 min</p> <ul style="list-style-type: none"> Do the speaking activity that utilizes expressions from Activity 157-EXT, the previous module and the current module. If time allows, do a check in of the whole class. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Copy handouts Prepare a quick review activity of vocabulary from Lesson 1 <p>Purpose</p> <ul style="list-style-type: none"> Reviewing and practising vocabulary from Activity 157-EXT Introducing separable and non-separable phrasal verbs Encouraging learners to use the vocabulary from the lesson by speaking with each other and writing sentences 	

Separable and Non-separable Phrasal Verbs

As you know from an earlier module, a phrasal verb usually is made of a verb and a preposition. Sometimes you can put the object of such verbs between the verb and the preposition. These phrasal verbs are called **separable**. It means that you can separate them, or break them apart. In the list of phrasal verbs, there is an asterisk (*) next to these kinds of verbs. Some phrasal verbs are non-separable, which means they cannot be separated. Sometimes a phrasal verb has several different meanings and only some of the meanings are separable.

Let's check out this list of phrasal verbs and idioms for this module on culture.

<ol style="list-style-type: none"> 1. <i>to get dressed up*</i> 2. <i>at last</i> 3. <i>as usual</i> 4. <i>to find out*</i> 5. <i>to look at</i> 6. <i>to look for</i> 	<ol style="list-style-type: none"> 7. <i>look forward to</i> 8. <i>all along</i> 9. <i>little by little</i> 10. <i>to tire out*</i> 11. <i>to spend time*</i> 12. <i>never mind</i>
--	---

A. Fill in the boxes below with the words from the list above

Separable phrasal verbs	Non-separable phrasal verbs	Idioms

B. Fill in the blanks in the following sentences using the object provided. Put the object between the two parts of the verb, if possible. You may have to change the form of the verb to fit the sentence.

1. *Can we get together and _____ for the new location?*

Verb: *to look at*

Object: *the plans*

2. *You need to _____ the new software.*

Verb: *to spend time*

Object: *learning*

3. *Did you remember to _____ the customer wanted?*

Verb: *to find out*

Object: *what*

4. *Please _____ this evening.*

Verb: *to get dressed up*

Object: *before the awards dinner*

5. *My co-worker gets _____ at the hospital.*

Verb: *to tire out*

Object: *doing 12-hour shifts*

6. *Janice thinks we should be _____ as it looks like Martin's wife is being transferred overseas.*

Verb: *to look for*

Object: *a new programmer*

C. Work with a partner. Together, write a sentence using each of the phrasal verbs or idioms below. Ask your instructor if you are not sure of the meanings of any of these words. Some of them come from an earlier module that you may have missed.

Put the object between the two parts of the verb, if possible.

1. little by little _____

2. come up with _____

3. as usual _____

4. get into _____

5. sooner or later _____

6. never mind _____

7. get back to _____

8. at last _____

D. Matching: decide which meaning on the right goes with which phrasal verb or idiom on the left. Write the number on the line.

- | | |
|----------------------|---|
| 1. to come up with | ___ to examine closely, to use your eyes to observe something |
| 2. to find out* | ___ as soon as possible |
| 3. right away | ___ to move forward and continue with a task or project |
| 4. to get dressed up | ___ eventually |
| 5. to get into | ___ to cast your eyes around to try and find something |
| 6. to get on with | ___ to wear fancy clothes |
| 7. to pick up | ___ to use your fingers to lift something |
| 8. at last | ___ the way things are usually done |
| 9. as usual | ___ finally |
| 10. to look at | ___ not included |
| 11. to look for | ___ to try to discover or learn an answer to a question |
| 12. sooner or later | ___ to become really interested in something |
| | ___ to produce an idea or a product |

A: Answers: Separable and non-separable phrasal verbs

- Numbers 1, 4, 10 and 11 have an asterisk (*) next to them. These phrasal verbs are separable.
- Numbers 5, 6 and 7 are not separable and do NOT have an asterisk (*).
- Numbers 2, 3, 8, 9 and 12 are idioms. They are NOT phrasal verbs.

C: Answers will vary.

D: Matching

10 to examine closely, to use your eyes to observe something

3 as soon as possible

6 to move forward and continue with a task or project

12 eventually

11 to cast your eyes around to try and find something

4 to wear fancy clothes

7 to use your fingers to lift something

9 the way things are usually done

8 finally

 not included

2 to try to discover or learn an answer to a question

5 to become really interested in something

1 to produce an idea or a product

Vocabulary Culture: Speaking Practice

- Read each question and ask your instructor if you don't understand any of them.
- Use the seven questions to talk to seven different people.
- Summarize their answers.

Question	Name of the person you asked	Summary of answer
1. Do you like to get dressed up ? What do you like to wear? Where do you like to go?		
2. Do you feel uncomfortable calling your boss by her first name? Have you ever had a problem with power distances at work?		
3. What is something you like to spend time doing? Why do you enjoy it?		
4. Is there anything you are looking forward to at the moment? What is it? Why are you excited about it? Is there anything you are NOT looking forward to ? Why not?		
5. If you were to look for another job, what kind of job would you hope to get?		
6. What if your job tires you out ? Explain.		
7. Do you like to take chances? What kind of risk tolerance to you have?		

Useful Language for Speaking Activities:

- *Would you mind if I asked you a question?*
- *May I ask you a question?*
- *By the way, can you tell me your name again? And how do you spell that?*
- *I'm sorry, would you mind repeating that?*
- *Sorry? Could you say that again please?*

Activity Plan 161

LESSON 2	TV Prepare for Workplace Visit 1 (Part A): D.I.E. Analysis of a Workplace Environment	
	40 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 5 min</p> <ul style="list-style-type: none"> Remind learners of upcoming visit to the workplace to observe communication and socio-cultural aspects of a Canadian workplace. One strategy that learners can use to develop an understanding, ease adaptation of a workplace culture and become an effective communicator in that workplace is to describe, interpret and evaluate (D.I.E.) the physical environment. This is the first part of a three-part lesson in developing strategies that learners will use in their workplace observations. In order to develop the skills, learners will watch a short movie clip and analyze the features of the physical environment, the human/social environment and linguistic aspects. Part A focuses on the physical environment. <p>Presentation Stage 30 min</p> <ul style="list-style-type: none"> Distribute Handout 1. Play Clip 1 of movie. On overhead of Grid A, fill out the description on the D.I.E grid. Play Clip 2. On overhead of Grid A, fill out the description on the D.I.E grid. Replay clips to confirm description. Learners discuss interpretation and evaluation in pairs. Ask learners to make two or three interpretive statements and one evaluative statement on the culture of that workplace (Pairs of learners should try to come to a consensus on only one evaluative statement). Encourage learners to use the following language. <p>Subject expansion on appearance and reality e.g.,</p> <p>“I saw X ... and it looked like Y to me”</p> <p>“I saw X and it appeared to me as Y ...”</p> <p>“I understood X to mean ...”</p> <p>“X seemed like Y ...”</p> <ul style="list-style-type: none"> Teacher fills in Grid A with input from learners. Learners work either individually or in pairs to complete the description of the spatial organization/décor feature. As this is practice for the workplace visit with limited time to take careful notes, learners could write observations in their own language. Teacher fills in Grid A with input from learners. Learners discuss the interpretation and evaluation of descriptions in pairs. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 Make overhead of: <ul style="list-style-type: none"> ✓ Handout 1 CLIP 1: Have copy of movie, <i>In Good Company</i>. Selected scene begins at Scene 3. This scene takes place at an office. Stop DVD when the main character, Carter is at a car dealership. This gives an idea of the floor plan. Pause the scene when Carter and Dan meet in Dan’s office. Learners fill in Grid A describing Dan’s office. **Note: There is a scene between a father and daughter at a tennis court that is not relevant to the activity. The instructor may wish to fast-forward this section. However, the scene is quite short. Learners may wish to view this. CLIP 2: In order to contrast Dan’s executive office with a less senior employee, show a different clip. Go to the main menu and select bonus features. Select <i>Real Life</i>. Press: <i>play</i>. Pause the scene of a woman and a man in a small cubicle. <p>Purpose</p> <ul style="list-style-type: none"> Building rationale for workplace visits Practising and applying D.I.E. strategy for the physical environment of a workplace 	

Wrap-up 5 min

- Ask each pair to share one observation about the workplace. ****Note: more time is given in Activity 165 to discuss grid further. Learners should bring this handout to the next day's class.**

Ways to Add Support

Presentation Stage

- Model: To help learners understand how to observe and record data about the physical workspace they will observe in the videos, have them draw a floor plan of the classroom or do it together.
- Then have them draw the two charts (Handout 1 and Handout 2) or tables on the board and take 10 minutes to complete them together as a class using observations of the classroom.

Ways to Add Challenge

- Increase your expectations for the amount of detail and accuracy reflected in the observations, interpretations and evaluations. Review the language for observing, interpreting (or inferring), and for evaluating (see Activity 158).
- Have learners do their notes in English.

Factor	Describe	Interpret	Evaluate
Spatial Organization/ Décor <ul style="list-style-type: none"> • Wall hangings • Colour scheme • Privacy • Lighting • Amount of space • Size of office • Other 	Clip 1	Clip 1	Clip 1 + -
	Clip 2	Clip 2	Clip 2 + -

When considering the physical environment of an office, what other aspects would be useful to observe?

These are possible answers. Various answers are possible.

Describe-Interpret-Evaluate (D.I.E.) Model for a Workplace Environment

Grid A: Focus on the physical environment

Factor	Describe	Interpret	Evaluate
Furnishings • Chairs • Shelving • Desks • Other	Clip 1 One high back swivel leather chair Two standard vinyl chairs Two lamps Built-in wall shelving and drawers Leather sofa Side table Large desk Sports memorabilia, photos of children, binders, papers on shelves	Clip 1 He is an executive that interacts with clients and/or other employees in his office, so comfortable furniture is provided. As work, material such as binders, papers, etc. are not open on his desk; he must not do a lot of paperwork. This company wants to present an appearance of a profitable business to its clients. This company must depend on clients with large accounts for its success	Clip 1 + It's good that this company values their employees by providing expensive, luxurious offices with a great deal of thought to the employees' comfort. - This is terrible because it wastes the planet's resources and the company's money; he could do the same work with a lot less.
	Clip 2 One standard office chair Desk and shelving unit Corkboard between desk and shelves. Small filing cabinet Computer Papers, binders books on shelves One small photo of children A few small knick knacks Lots of files on desk	Clip 2 Her comfort is not important to the company. She must have a great deal of responsibility, as there is a lot of work material open at her desk. She does not have time to talk about her personal life such as her family and this is shown by the lack of space to entertain people and the lack of family mementos. She must hold a position of lower status in this company.	Clip 2 + It's good that this company values efficiency both with time and money. - It's terrible that the company doesn't recognize the whole person. Work is not the only important aspect of an employee's life.

Factor	Describe	Interpret	Evaluate
Spatial Organization/ Décor <ul style="list-style-type: none"> • Amount of space in office • Lighting • Colour scheme • Privacy • Wall hangings • other 	Clip 1 Large corner office Lamps Large windows with blinds Sports memorabilia, photos of children, binders, papers on shelves Framed photos of sports arenas, children’s art work and photos on walls Wood paneling on walls	Clip 1 This is a luxurious spacious corner office. He has control over the lighting and privacy. A professional decorator has decorated this office. He must be a valued employee who is planning to stay in the office for a long time. Past successful projects of this company are displayed to increase morale and attract clients.	Clip 1 + A positive thing about this company is that it values executive positions and provides comfortable spacious offices in expectation that the employees will remain loyal to the company. - A negative thing about his company is that once employees reach a certain status level, they become too comfortable and are no longer innovative.
	Clip 2 Small cubicle in large office Overhead fluorescent lighting for larger office White walls Window with blinds Printed information displayed bulletin board appear to be work related	Clip 2 There is little room to move in her work space. She could not have visitors in her space. The low ceiling and lighting make the office seem even more crowded. She has no control over lighting. Her work space is cluttered because of her lack of space. She must work independently. Her lack of comfort could mean that there is a high turnover rate for this position.	Clip 2 + It’s wonderful that the employer promotes employees after a short time in lower status positions. - It’s a violation of human rights that anyone would have to work in such a cramped, unorganized environment.

When considering the physical environment of an office, what other aspects would be useful to observe?

Noise level, equipment, meeting rooms, staff lounge areas, libraries, flooring, signage, etc.

Activity Plan 162-EXT

LESSON 2	Reading: “Managing Technical Professionals”	
	75 MINUTES	HANDOUT(S): 3
<p>Set-up Stage 5 min</p> <ul style="list-style-type: none"> • Distribute Reading to learners (Chapter 2: <i>Managing Technical Professionals</i>, from Lionel Laroche’s book: <i>Managing Cultural Diversity in Technical Professions</i>.)** • Distribute Handout 1. The assignment is essentially guided note-taking, focusing learners on the key points of the long reading. • The reading is long and some of the concepts may be challenging for learners, although generally they really enjoy it. In future classes, they will compare their answers and then do two more reading activities, applying the concepts. The second activity is assessed. <p>Ways to Add Support</p> <ul style="list-style-type: none"> • Using the Laroche chapter, support learners to read the article by scaffolding them through the initial section, using the following techniques: • Reading Aloud in Pairs: Have them read each paragraph in this section to one another – aloud and in pairs – and then discuss the meaning of each paragraph. <p>Ways to Add Challenge</p> <ul style="list-style-type: none"> • Retell or summarize: Have learners discuss and then summarize in a paragraph, the information conveyed in the graph on page 31, comparing countries across the egalitarian / hierarchical spectrum. • Retell or paraphrase: Have learners describe the information on differences in management styles in several paragraphs, based upon the power distance of cultures in the chart or table on page 33. Have them practise rephrasing the author’s words (paraphrasing) to avoid plagiarism. 	<p>**Reading is 18 pages and questions are 9 pages</p> <p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 ✓ Handout 2 ✓ Reading ** <p>**Note: You will need to copy the chapter from the book. Because it is over 10% of the book, you will need to get copyright permission. If your institution has an Access Copyright contract, check it to see if you are able to photocopy a portion of this text for classroom purposes. If you do not have an Access Copyright contract, you are responsible for clearing copyright and paying any fees to the owner of the copyright.</p> <p>Purpose</p> <ul style="list-style-type: none"> • Preparing for discussion in Activity 172 • Developing an understanding of concepts used in Activities 178 and 188 • Building background knowledge of cross-cultural theory • Practising tools and strategies for analyzing workplace culture 	
<p>Reference</p> <p>Laroche, L. (2003). <i>Managing Technical Professionals. Managing Cultural Diversity in Technical Professions</i> (pp. 21-56). Burlington, MA: Butterworth-Heinemann.</p>		

Learners' Component 2 Overview

Module: Language and Culture in the Workplace Component 2: Applying Reading to Cases

In this session, you will read Chapter 2 on *Managing Technical Professionals* in Lionel Laroche's book *Managing Cultural Diversity in Technical Professions* (pages 21-53). You will then apply the readings in a number of activities that are focused on workplace cases.

- a) **Activity 162-EXT** Read the chapter. You will be asked to complete Handout 2 during this time with a partner, in a group or independently. You should try to read the chapter several times for understanding. This can be done during the extension periods in the coming days if there is time. Take notes and make an outline. You may wish to summarize sections of the chapter as well. (**See Rubric for Component 2: Using Reading for Case Studies**).
- b) **In Module Week 2, Day 1**, you will complete **178**, again applying concepts from the chapter; you will work on your own, and then you will compare your answers in pairs or small groups.
- c) During **Activity 188**, you will work to apply the Laroche reading concepts to specific cases.
- d) Hand in all of the above assignments to your instructor, who will assess them using the criteria in the rubric. (**See Rubric for Component 2**).

NAME: _____ CLASS: _____

Rubric for Component 2: Using Reading for Case Studies

	(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	Assessed Tasks - purpose, main ideas, details, some implied meanings - specific, detailed; compare and contrast (C&C) information. May re-read and ask for clarification	Can identify: purpose, main ideas, details, some implied meanings. Finds, integrates, compares and contrasts information.	Can identify: purpose, main ideas, details, implied meanings, and attitude and register. Finds, integrates and analyses information	Can identify: - overall purpose - main ideas - supporting details CAN: - use inferences - separate relevant / irrelevant details - paraphrase	CLB = (holistic criteria)
	Reading III	Locates information (within 3-5 paragraph chunks)	Identifies information (in two page text chunks)	Applies information (from 2-3 page chunks)	Obtains and interprets information (to inform decisions.)
Analytic Criteria	Reading IV(a)	Understands case (narrative) and description of why it is relevant	Understand moderately complex descriptions and narrations on familiar topics	Understands extended passages (description and narrated cases)	Understands ideas in complex texts
	Reading IVb	Interprets information with support in graphs and charts in Laroche reading	Interprets information in graphs and charts in Laroche reading	Interprets information in graphs and charts in Laroche reading independently	Interprets information in graphs and charts with inferences
	ES & Functional	Recognizes compare and contrast Decodes print and sight words as bottom-up reading strategies	Recognizes and understands compare and contrasts Decodes print and applies reading strategies	Uses compare and contrast terms fluently and begins to use cause and effect Writes and uses notes written from texts effectively	Uses cause and effect Uses inferences to integrate ideas across paragraphs or sections of reading
	Socio-Cultural	Recognizes content and socio-cultural information, language and discourse	Recognizes and understands content and socio-cultural information, language and discourse	Uses content and socio-cultural information, language and discourse	Recognizes and applies sociocultural knowledge about workplace communication
	Grammar / Textual	Recognizes cohesion links signalling contrasts or illustrations	Recognizes and understands cohesion links signalling contrasts or illustrations	Uses cohesion links signalling contrasts or illustrations	Recognizes and understands cohesion in and between sentences and paragraphs
	Vocabulary	Sometimes guesses the meaning of unknown terms, phrases or idioms from the context without a dictionary Uses a concise unilingual dictionary	Often guesses the meaning of unknown terms Uses a unilingual dictionary	Usually guesses the meaning of unknown terms Uses a unilingual dictionary	Often has difficulty with low-frequency idioms and cultural references Uses a unilingual dictionary

COMMENTS:

Reading: *Managing Technical Professionals*, by Lionel Laroche

Directions: You will be given a chapter from the book *Managing Cultural Diversity in Technical Professions*, by Lionel Laroche. Answer the questions on this handout. They will help you organize the main points in the reading. You will have additional activities and an assessment on this reading and the concepts it introduces. (Check out www.Geert-Hofstede.com for more information about the concepts discussed in this chapter. If the link does not work, Google: "Hofstede").

QUESTIONS:

The chapter, "Managing Technical Professionals," focuses on the intercultural issues that arise between culturally different managers and employees. Using the reading, fill in the blanks in the questions below. The first one has been done for you to indicate what you are to do.

1. In this section, "What are the Signs of Cross-Cultural Management Issues," the author notes that while both managers and employees experience the cross-cultural issues simultaneously, _____ . (See answer below; this question has been done for you as an example.)

In this section, *What are the Signs of Cross-Cultural Management Issues*, the author notes that, while both managers and employees experience the cross-cultural issues simultaneously, **often they experience the same issues in different ways**. (This question has been completed for you.)

2. Two types of manager are discussed:
 - a. North American = Americans and Canadians
 - b. New North American = _____
3. Three types of employees are discussed:
 - a. North American = Americans and Canadians;
 - b. Scandinavian; and
 - c. _____
4. Two partially opposing employee issues for managers

Employees who lack initiative and possibly technical competence	Employees who are loose cannons
Manager type: Employee type: Typical manifestations: ➤ _____ ➤ _____ ➤ _____	Manager types: a. _____ b. _____ Employee type: a. _____ b. _____ Typical manifestations: ➤ _____ ➤ _____ ➤ _____

5. Unexpected Reactions to Feedback

Manager type: _____

Employee type: _____

Examples:

➤ _____

➤ _____

➤ _____

6. Excessive Defensiveness and Negativity

Manager type: _____

Employee type: _____

Examples:

➤ _____

➤ _____

➤ _____

7. Excessive Deference

Manager type: _____

Employee type: _____

Examples:

➤ _____

➤ _____

➤ _____

8. Employees' Perspectives

Two partially opposing management issues for employees:

Technically Incompetent Managers	Micromanagers
Employee type: _____	Employee type: _____
Manager type: _____	Manager type: _____
Typical manifestations:	Typical manifestations:
➤ _____	➤ _____
➤ _____	➤ _____
➤ _____	➤ _____

Two more partially related management issues for employees:

Unexpected Feedback	Put on the Spot
Employee type: _____	Employee type: _____
Manager type: _____	Manager type: _____
Typical manifestations:	Typical manifestations:
➤ _____	➤ _____
➤ _____	➤ _____
➤ _____	➤ _____

9. Establishing Correlations:

a. The manager thinks the employee is a *loose cannon*.

The employee thinks the manager is a _____.

b. The employee thinks the manager lacks *technical knowledge or competence*.

The manager thinks the employee lacks _____.

c. The manager thinks the employee is _____.

The employee thinks the manager is *putting him on the spot*.

10. Power Distance

Definition: _____

The measure: 0 = the least hierarchical and 100 = _____

A distance of 20 _____ but

there is no absolute right or wrong. However, _____

11. Expectations of **managers** from cultures in these critical hierarchy ranges:

<35	35-50	>50
<ul style="list-style-type: none"> • <i>Expect employees to take initiative with little input</i> • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • <i>Expect employees to take initiative with some instruction</i> • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • <i>Expect to give employees explicit instructions</i> • _____ • _____ • _____ • _____

Expectations of **employees** from cultures in these critical hierarchy ranges:

<35	35-50	>50
<ul style="list-style-type: none"> • <i>Expect managers to give general instructions and leave the details to them</i> • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • <i>Expect managers to give more specific instructions but leave most details to them</i> • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • <i>Expect managers to give very specific instructions and be involved in all details</i> • _____ • _____ • _____ • _____

12. Competence Issues

When there are significant differences over a period of time, _____

13. When a manager is from a culture that is significantly lower on the power-distance scale, an employee may have these typical situations arise:

➤ *The manager may say in a performance review that the employee lacks initiative.*

- _____

- _____

In the end, the manager may decide to either _____ OR _____

When a manager is from a culture that is significantly higher on the power-distance scale, an employee may have these typical issues:

➤ *The employer gives a paint-by-number explanation that is not followed.*

- _____

- _____

In the end, either: _____ OR _____

14. Feedback – 3 scales

a. In a single culture, a scale can be interpreted:

Wording on Scale	Expected Recipient Action
Unacceptable	
Negative	
Neutral	
Positive	
Excellent	

Caution: role of the individual: _____

b) Opposite Values Scale is _____

Example:

c) Different Scales are _____

Three examples:

- 1.
- 2.
- 3.

Some Cultural Specifics

Germany _____

Italy _____

Hong Kong _____

15. This section focuses on the steps that managers and employees can take to smooth issues or problems.

Three ways to bridge the differences:

a)

b)

c)

Three key factors defined:

a)

b)

c)

16. Adaptation Steps for Individuals (summarize each step in five words or less)

Employees who report to more hierarchical managers	Employees who _____ _____
Managers who _____ _____	Managers who _____ _____

17. Feedback

The best approach _____ OR

The difficulty with opposite values is _____ OR

Example:

In the case of different values scales, there are several approaches: *(Use five words or fewer)*

- ✓ _____
- ✓ _____
- ✓ _____

Caution regarding choice of mentor:

Timing and benefits of joint discussions:

Suggested topics:

Caution regarding the very hierarchical New North American:

Relationship benefits of the power-distance difference

	The 'other' is more hierarchical	The 'other' is less hierarchical
Manager benefits		
Employee benefits		

Reading: *Managing Technical Professionals*, by Lionel Laroche

QUESTIONS:

Note that in many case, alternate wording would also be correct, as long as it captures the same idea.

The chapter, “Managing Technical Professionals”, focuses on the intercultural issues that arise between culturally different managers and employees. Fill in the blanks in the questions below. The first one has been done for you to indicate what you are to do.

1. In this section, *What are the Signs of Cross-Cultural Management Issues*, the author notes that, while both managers and employees experience the cross-cultural issues simultaneously, **often they experience the same issues in different ways.**
2. Two types of manager are discussed:
 - a. North American = Americans and Canadians
 - b. New North American = **an internationally educated professional who is working in Canada or the USA.**
3. Three types of employees are discussed:
 - a. North American = Americans and Canadians;
 - b. Scandinavian; and
 - c. **people from the Far East (includes India), Eastern Europe and Latin America. (You will also find references to other IEPs from France and Italy.)**
4. Two partially opposing employee issues for managers

Employees who lack initiative and possibly technical competence	Employees who are loose cannons
Manager type: <u>North American</u> Employee type: <u>New North American</u> Typical manifestations: ➤ <u>Competent, but hold back</u> ➤ <u>Don't speak out their concerns</u> ➤ <u>Always run to boss for every problem</u>	Manager types: a. <u>New North American</u> b. <u>North American</u> Employee type: a. <u>North American</u> b. <u>Scandinavian</u> Typical manifestations: ➤ <u>Initiate projects without consulting</u> ➤ <u>Make managerial decisions</u> ➤ <u>Make incomplete progress reports</u> ➤ <u>Unpredictable – can't trust with clients</u> ➤ <u>Insubordination</u>

5. Unexpected Reactions to Feedback

Manager type: **North American**

Employee type: **New North American**

Examples:

- **Rumanian who doesn't respond to feedback**
- **A Mexican who, when given minor negative feedback, resigned**
- **A Polish engineer who did not appreciate positive feedback**

6. Excessive Defensiveness and Negativity

Manager type: **North American**

Employee type: **New North American**

Examples:

- **Russian IT specialist denies blame and keeps paper trail to prove it**
- **French engineer who finds endless reasons for not meeting requests**
- **NNAs who express continuous reservations**

7. Excessive Deference

Manager type: **North American**

Employee type: **New North American**

Examples:

- **Korean IT who used 'sir' instead of first name**
- **NNAs who value even the slightest opinion expressed by a manager**
- **NNAs who bring gifts to managers, or compliment excessively – sucking up**
- **NNAs who copy all documents, emails, etc. to manager – possibly losing important information**

8. Employees' Perspectives

Two partially opposing management issues for employees:

Technically Incompetent Managers	Micromanagers
Employee type: <u>New North American</u> Manager type: <u>North American /Scandinavian</u> Typical manifestations: ➤ <u>"You figure it out. I don't know."</u> ➤ <u>Only interested in political aspects</u> ➤ <u>Hard to reach or unavailable</u>	Employee type: <u>North American /Scandinavian</u> Manager type: <u>New North American/ North American</u> Typical manifestations: ➤ <u>No freedom, requires details</u> ➤ <u>Direct and control too much</u> ➤ <u>Make all decisions, even minor ones</u> ➤ <u>Want own opinions valued highly</u>

Two more partially related management issues for employees:

Unexpected Feedback	Put on the Spot
Employee type: <u>New North American</u> Manager type: <u>New North American</u> Typical manifestations: ➤ <u>Negative feedback out of the blue</u> ➤ <u>Feedback manner causes loss of face</u> ➤ <u>Asked to act disrespectfully</u>	Employee type: <u>New North American</u> Manager type: <u>New North American</u> Typical manifestations: ➤ <u>Asked to do things out of own control</u> ➤ <u>Asked to work on problems of others</u> ➤ <u>Put on the spot and so stressed</u>

9. Establishing Correlations:

- a. The manager thinks the employee is a *loose cannon*.
 The employee thinks the manager is a ***micromanager***.
- b. The employee thinks the manager lacks *technical knowledge or competence*.
 The manager thinks the employee lacks ***initiative***.
- c. The manager thinks the employee is ***defensive***.
 The employee thinks the manager is *putting him on the spot*.

10. Power Distance

Definition: ***the psychological distance between people and managers in a given country or organization and the extent to which inequalities between those who have power and those who don't are accepted.***
 The measure: 0 = the least hierarchical and 100 = ***the most hierarchical***.
 A distance of 20 ***is considered meaningful*** but there is no absolute right or wrong. However, ***there is a relative right or wrong which can affect relations between employees and managers.***

11. Expectations of **managers** from cultures in these critical hierarchy ranges:

<35	35-50	>50
<ul style="list-style-type: none"> • <u>Expect employees to take initiative with little input</u> • <u>Low level of deference</u> • <u>assumption of equality</u> • <u>To influence and convince</u> • <u>Do not expect detailed information</u> • <u>See mistakes as learning opportunities</u> 	<ul style="list-style-type: none"> • <u>Expect employees to take initiative with some instruction</u> • <u>“All are equal but some are more equal than others”</u> • <u>To give freedom but make decisions.</u> • <u>Do not expect highly detailed information</u> • <u>See mistakes as learning opportunities</u> 	<ul style="list-style-type: none"> • <u>Expect to give employees explicit instructions</u> • <u>High level of deference with obvious psychological difference</u> <u>To be the boss</u> <u>Expect very detailed information</u> <u>To see mistakes and assign blame</u>

Expectations of **employees** from cultures in these critical hierarchy ranges:

<35	35-50	>50
<ul style="list-style-type: none"> • <u>Expect managers to give general instructions and leave the details to them</u> • <u>Expect to make decisions on most aspects of projects</u> • <u>Assume equality with manager</u> • <u>Use team based decision making</u> • <u>Give information as required</u> 	<ul style="list-style-type: none"> • <u>Expect managers to give more specific instructions but leave most details to them</u> • <u>Expect to make minor decisions and consult on major decisions</u> • <u>Assume a fair amount of equality with manager</u> • <u>Manager will make decisions in consultation</u> • <u>Give information as required</u> 	<ul style="list-style-type: none"> • <u>Expect managers to give very specific instructions and be involved in all details</u> • <u>To know the projects well and to make all decisions</u> • <u>To defer to the manager</u> • <u>Manager to take responsibility for project</u> • <u>Give numerous documents and proof of action</u>

Note: there are many ways to fill in these charts and there may be more answers than those listed here.

12. Competence Issues

When there are significant differences over a period of time, **both sides may start to question the competence of the other.**

13. When a manager is from a culture that is significantly lower on the power-distance scale, an employee may have these typical situations arise: ***(here are a few suggestions)***

- ***The employer may say in a performance review that the employee lacks initiative***
- ***The employees may feel that their questions are never answered***
- ***The employer may start to avoid the employees***

In the end, the manager may decide to either ***transfer the employee, demote the employee, train the employee if there is no question as to skill level, OR if skills are in question, the manager may terminate the employee.***

When a manager is from a culture significantly higher on the power-distance scale, an employee may have these typical issues: ***(here are a few suggestions)***

- ***The manager may say that the employee does not follow directions***
- ***The manager may worry because they are not receiving sufficient information***
- ***The employee may find the manager to be a micromanager***
- ***The manager may identify the employee as a loose canon***

In the end, either ***the employee will look for another job or the manager will seek to transfer or fire the employee.***

14. Feedback – 3 scales

a. In a single culture, a scale can be interpreted:

Wording on Scale	Expected Recipient Action
Unacceptable	<i>Immediate action to improve</i>
Negative	<i>Action to improve needed</i>
Neutral	<i>Don't need to do anything until more information is provided</i>
Positive	<i>Continue on the same way</i>
Excellent	<i>Continue on the same way</i>

Caution: role of the individual: ***Individuals vary, so not everyone from any culture responds necessarily the same way.***

b) Opposite Values Scale is ***a specific value that is positive in one culture but negative in another.***

Example: ***Respect and deference or courtesy in the Far East as opposed to assertiveness in Canada***

c) Different Scales are ***scales in which two cultures show either a narrower or a wider range of response to negative, neutral and/or positive feedback.***

Three examples: ***(Here are a few suggestions. Many others are possible)***

- a. ***A Rumanian employee may not respond to negative feedback from a Canadian manager because it is perceived to be neutral.***
- b. ***An Italian manager may offend a Canadian employee with mildly negative feedback that is perceived to be strongly negative.***
- c. ***A Polish employee may feel that positive feedback from a Canadian manager is close to neutral on a Polish scale rather than positive.***

Some Cultural Specifics

Germany: **Because of communication style, a Canadian manager in Germany will have to give feedback more directly. Likewise, a Canadian employee in Germany will have to learn to accept very straightforward feedback. Timing of feedback is immediate in this culture.**

Italy: **Strongly negative feedback is the norm, and so Italian managers working in a North American setting will have to be very cautious.**

Hong Kong: **It's important to give positive feedback within several weeks of the completion of an important task. Otherwise, employees will assume that they are not doing well and will start looking for work elsewhere.**

15. This section focuses on the steps that managers and employees can take to smooth issues or problems.

Three ways to bridge the differences:

- a) **adopt one culture as the common denominator**
- b) **meet somewhere in the middle**
- c) **create new approaches that are unique to the people involved**

Three key factors defined:

- a) **Authority is a key factor. Employees may be expected to adapt more than managers. This is particularly true when the manager is from a higher level power-distance culture.**
- b) **Corporate culture is important as a starting place for examining manager-employee relationships, and also for discussing differences in personal culture.**
- c) **Personality is another factor, as people differ in personality and in ability to adapt to certain situations.**

16. Adaptation Steps for Individuals (summarize each step in five words or less)

Employees who report to more hierarchical managers	Employees who report to <u>less hierarchical managers</u>
<ul style="list-style-type: none"> • <u>Report more often than usual</u> • <u>Run new initiatives by managers</u> • <u>Implement final decisions without questions</u> • <u>Work on less critical projects</u> • <u>Show increased deference</u> 	<ul style="list-style-type: none"> • <u>Make suggestions rather than questions</u> • <u>Research and rate options</u> • <u>Volunteer for new projects/tasks</u> • <u>Work on more critical projects</u> • <u>Don't worry about first mistakes</u>
Managers who <u>have more hierarchical employees</u>	Managers who <u>have less hierarchical employees</u>
<ul style="list-style-type: none"> • <u>Give more details on projects</u> • <u>Give progressive opportunities for decisions</u> • <u>Encourage initiative with praise</u> • <u>Explain effects of excessive deference</u> • <u>Avoid blame to decrease defensiveness</u> • <u>Encourage learning from mistakes</u> 	<ul style="list-style-type: none"> • <u>Give more freedom than normal</u> • <u>Assign less critical projects</u> • <u>Explain management interests in detail</u>

17. Feedback

The best approach ***depends upon the type of misunderstandings that take place.***

The difficulty with opposite values is ***quite often that the opposing values are equally important to both cultures. There may need to be adaptation to one value or the other, depending on where the work is located. Otherwise, it is also possible to call in outside help in the form of mentoring or consultants.***

Example:

In the case of different values scales, there are several approaches: *(Use five words or fewer)*

- ✓ ***Use different strategies when needed (soft pedal / crank up the volume)***
- ✓ ***Employees calibrate to manager's scale***
- ✓ ***Mentoring from other-culture mentor***

Caution regarding choice of mentor: ***Although it is comfortable, choosing a work-mentor from a same or similar culture may actually continue or cause misunderstandings.***

Timing and benefits of joint discussions: ***At the beginning of the project and then repeated every two to three months at first, and then less frequently as time goes on. The joint discussion will help to build a solid foundation for working together.***

Suggested topics: ***Decision making, communication and feedback are the suggested topics. "Who makes decisions" is a particularly rich topic. As well, over time, lists of decisions may be kept and then reviewed in further discussions.***

Caution regarding the very hierarchical New North American: ***If the power-distance is very great, there may need to be some education or training on North American work values. Face-to-face communication is very important here.***

Relationship benefits of power distance difference

	The 'other' is more hierarchical	The 'other' is less hierarchical
Manager benefits	<i>For 'fire-fighting' situations in which quick compliance with instructions is important, this employee works well.</i>	<i>For unclear projects in which the manager is not certain what the best route is, a 'loose canon' might be useful.</i>
Employee benefits	<i>Often this sort of manager has very good technical skills, so learning new information is possible.</i>	<i>With greater latitude comes the opportunity to think creatively and experiment.</i>

Activity Plan 163

LESSON 3	Socio-Cultural Map: Prepare for Workplace Visit 1 (Part B) – Explaining Your Presence in the Workplace ♦	
	30 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 10 min</p> <ul style="list-style-type: none"> • When learners visit the workplaces, they may encounter other workers who wonder who they are and why they are there. The purpose of this activity is to sensitize learners to this possibility, and to help them develop language to answer questions and concerns that others may have about their presence in the workplace. • Brainstorm with learners what they might say to someone they encounter in the workplace. • Distribute Handout 1. • Model with one learner. <p>Practice Stage 20 min</p> <ul style="list-style-type: none"> • Circulate among learners, offering pronunciation feedback. <p>Ways to Add Support</p> <p>Set-up Stage</p> <ul style="list-style-type: none"> • Review the principles of stressed and weak forms of words used in pronunciation. <p>Ways to Add Challenge</p> <p>Practice Stage</p> <ul style="list-style-type: none"> • Suggest that learners come up with alternative ways to communicate the ideas in the handout. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 <p>Purpose</p> <ul style="list-style-type: none"> • Practising language and pronunciation (intonation and stress) to explain why they are in the workplace (Workplace Visit 1) 	

Culture Map – Explaining Your Presence in the Workplace

A. (Approaching)

Employee A: You work at company XXX. You see a couple of strangers in the workplace. They look harmless enough. In fact, they look like nice people, but you wonder what they are doing there. Prepare to approach them in a casual, but somewhat guarded manner.

Learner A: You are one of a pair of learners who are doing Workplace Visit 1 for the Language and Culture in the Workplace project.

B. (Bridging)

Employee A: to catch the pairs attention, you say:

*"SOrry umm...I was just **WON**dering if you're **LOST**."*

You don't necessarily believe they are lost, but this is an opener, a way of initiating conversation with someone you don't know, who is in your work environment.

C. (Communicating Message)

Learner A: *"No, we're not **LOST**. We're **HERE** as part of a **RE**search **PRO**ject."*

Employee A: *"Oh. I **HADN**'T **HEARD** about this. **WHAT** are you **RE**searching?"*

Learner A: *"We're **LEARN**ing about **CaNA**dian **WORK**places. We're **STUDY**ing **VAL**ues, **aSSUM**ptions, **beHAV**iors ... thing like **THAT**."*

Employee A: *"**IN**teresting. Is there **ANY**thing I can **HELP** you with?"*

Learner A: *"If it's not too much **BO**ther, could you **exPLAIN** a couple of **POST**ers on this **NO**Tice **BOARD**?"*

Employee A: *"**SURE**. Which **ONES**?"*

The learner pair indicates a couple of posters that they had found unclear. The employee explains them.

D. (Developing Closure)

Learner A: *"Thanks **SO MUCH**. It's been **SO HELP**ful to have your **IN**sights"*

Employee A: *"My **PLEA**sure. Good **LUCK** with your **PRO**ject."*

Learner A: *"Thanks **aGAIN**."*

Employee A: *"See you **LA**ter."*

Activity Plan 164

LESSON 3	Intro to Component 3 and Reflection on Culture Maps	
	30 MINUTES	HANDOUT(S): 3
<p>Set-up Stage 15 min</p> <ul style="list-style-type: none"> • Distribute Handout 1 and go over Learners' Component 3 Overview. • Distribute Handout 2 and talk to the learners about what they've thought about the culture maps so far. Which ones have they found useful, and why? • Talk about the importance of being able to transfer culture map phrases to other interactions. <p>Communication Stage 15 min</p> <ul style="list-style-type: none"> • Have learners do the matching of the new given situation to similar cultural maps already done. • Give time for learners to pick out transferable language that could be used in the new situation. Perhaps do the first situation with the whole class as an example. • To save time, you could assign the remaining new situations to different groups, and then take them up as a whole group. (Answer Key provided) • Ask for suggestions of alternate phrases that would be suitable. <p>Discussion Stage 20 min</p> <ul style="list-style-type: none"> • Distribute and discuss Handout 2 <i>What to Include in a Culture Map</i>. <p>Follow-up Stage 5 min</p> <ul style="list-style-type: none"> • Assign homework to be taken up in Activity 187 in preparation for assessment in Activity 200: <ol style="list-style-type: none"> 1. Learners complete a culture map for one or more (teacher discretion) of the new situations provided. Encourage learners to vary or expand on the situations if an extra challenge is needed. 2. Learners think up a list of three new situations that they would like to map out. The situations must fit the overall authenticity and relevance criteria of Handout 2. <p>Some examples of possible difficult situations:</p> <ul style="list-style-type: none"> • Asking for a schedule change • Asking for a raise • Apologizing for a comment you made yesterday that unintentionally offended someone • Telling someone that a comment that they made offended you • Asking a superior about the ways to get promoted 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 ✓ Handout 2 ✓ Answer Key Handout 2 ✓ Handout 3 ✓ Extra copies of previous culture maps. Culture maps are also called socio-cultural warmers and occur several times per week throughout the curriculum, usually at the beginning of a lesson. <p>Purpose</p> <ul style="list-style-type: none"> • Gaining confidence and comfort in applying phrases learned in culture maps to new contexts 	

Ways to Add Support

Communication Stage

- Review the principles of **A**pproaching, **B**ridging, **C**ommunicating message and **D**eveloping closure in workplace communication. Also, you could do this as a jigsaw activity by assigning each new situation to a group and then have representatives of groups form new groups to help one another complete the assignment (see Handout 2).

Ways to Add Challenge

Follow-up Stage

- In addition to generating new situations, ask learners to identify effective phrases for bridging, communicating and developing closure for those situations. The phrases may come from earlier Cultural Maps or from learners' own experiences.

Learners' Component 3 Overview

Module: Language and Culture in the Workplace Component 3: Preparing a Culture Map

In this component, you will continue to learn Canadian workplace cultures using the culture mapping technique. After being exposed to various culture maps, you will prepare ten culture maps as a class in teams in Week 2. Then, the instructor will give you a test in Week 3, requiring that you map two typical exchanges using the same format.

a) Practice Activity: Activity 164

In this activity, you will review some of the culture maps you have seen earlier and match them to new situations. You will receive a *Criteria Sheet for Culture Maps* (Handout 2) to evaluate culture maps. This same criteria sheet will be used in b) and c) below. Your instructor will probably assign you the following to complete for an assignment during the Extension period: a) prepare one or two culture maps, and b) Identify three (3) new workplace cultural situations that might be mapped out.

b) Practice Activity: Activity 187

In this activity, you will review the three situations you identified for culture mapping in the assignment for **Activity 164**. As a class, you will choose 10 of these situations that seem to fit the criteria from the culture mat criteria sheet. You will then be asked to prepare culture maps of these situations to complete independently. After you have completed your culture map, you will be asked to verify the culture maps with native speakers to ensure that they reflect cultural norms and natural language.

c) Preparing a Culture Map (Preparation) Activity: 197 Handout 1

In this 15-minute session, your instructor will review what is expected of you for the Culture Map assessed activities (both the test and role play), and s/he will distribute the handout (**Activity 197 Handout 1**).

d) Preparing a Culture Map (Test) Activity: Activity 200

Your instructor will assign you a situation similar to, but different from, those you worked on above. You will be asked to prepare a culture map with a partner and then share and validate it during class. As in the preparation and practice activities, you will be given a blank Handout 2: Criteria Sheet for Culture Maps. (**See Activity 164 Handout 2 and Rubric for Component 3a.**)

e) Presenting a Culture Map (Role Play) Activity: Activities 210, 215, 218

You will present the culture map you prepared in c) in five (5) minutes as a **ROLE PLAY** with a handout for the class. This role play will follow the PowerPoint presentation (Component 4). (**See Activity 189 and Rubric for Component 3b.**)

NOTE: The rubrics for both the preparing (a) and presenting (b) of the culture maps are the same.

NAME: _____ CLASS: _____

Rubric for Component 3a: Preparing a Culture Map

	(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	Communicates with some confidence in routine social situations.	Communicates comfortably in most common daily situations.	Manages conversations. Communicates with confidence in most daily routine social and work situations.	Speaks in coherent, connected discourse. Fluent in some demanding contexts. Uses a range of appropriate concrete, abstract and idiomatic language.	CLB = (holistic criteria)
Speaking –(I) Interacting	Participates in routine social conversations for everyday purposes (e.g., apologies, excuses, expressing opinions and making suggestions or arrangements).	Participates in less routine social conversations Opens and maintains a short formal conversation; closes conversation with three customary steps (pre-closing, closing, leave-taking).	Participates in less routine social conversations (e.g., expressing and responding to empathy, clarifying conflicts and providing reassurance). Little support from interlocutors.	Manages business interactions: Uses polite talk to show respect and friendliness. Uses expressions and registers appropriate for occasions, intents and social situations.	
Socio-Cultural	Expresses and responds to small talk. Encourages conversations by adding supportive comments. Provides appropriate apologies and explanations when necessary.	Introduces a person formally to a group. Asks follow-up questions to keep the conversation going.	Introduces others. Expresses and responds to sympathy. Expresses and responds to formal toasts or welcomes. Responds to minor conflicts or complaints, or comforts others in distress.	Considers boundaries and degrees of distance. Uses appropriate assertive communication strategies to deal with distance and indifference.	
Socio-Cultural	Takes turns by interrupting appropriately. Indicates partial comprehension by asking clarifying questions.	Changes the topic appropriately. Confirms comprehension by repeating or paraphrasing.	Adjusts conversations to appropriate formality. Asks follow-up questions to keep conversations going. Encourages others to participate.	Uses (appropriate) cultural behaviours for oral interactions (e.g., cultural norms for managing conversation; giving and receiving compliments or invitations).	
Register	Recognizes norms and culturally determined behaviours, such as attitudes towards hierarchy.	Recognizes / understands norms and culturally determined behaviours, such as attitudes towards hierarchy.	Uses sociolinguistic norms and culturally determined behaviours, such as attitudes towards hierarchy.	Uses expressions and register appropriate for the level of formality.	
Vocabulary	Uses a range of everyday vocabulary and phrases, and a few idioms. (1) Not very natural, appropriate, accurate.	Uses a range of everyday vocabulary and common phrases and idioms. (1) Sometimes natural, appropriate, accurate.	Uses an expanding range of concrete and idiomatic language. (1) Mostly natural, appropriate, accurate.	Uses an expanded range of concrete, abstract, and idiomatic language. (1) Natural, appropriate, accurate.	
Gram-mar	Uses a variety of grammatical structures, some of them complex.	Uses a variety of grammatical structures.	Uses a variety of grammatical structures.	Fluency in using a full range of grammatical and lexical structures.	
Pronunciation (Stressing)	Pronunciation difficulties, sometime interrupts communication. (1) Little evidence of stressing.	...difficulties may sometimes impede communication. (1) Some stressing.	...difficulties rarely impede communication. (1) Some stressed and weak forms used.	...difficulties don't impede communication. (1) Weak forms and stressed words used.	

COMMENTS:

NAME: _____ **CLASS:** _____

Rubric for Component 3b: Presenting a Culture Map

	(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment	
Holistic Criteria	Assessment Task	Communicates with some confidence in routine social situations.	Communicates comfortably in most common daily situations.	Manages conversations. Communicates with confidence in most daily routine social and work situations.	Speaks in coherent, connected discourse. Fluent in some demanding contexts. Uses a range of appropriate concrete, abstract and idiomatic language.	CLB = (holistic criteria)
	Speaking –(I) Interacting	Participates in routine social conversations for everyday purposes (e.g., apologies, excuses, expressing opinions and making suggestions or arrangements).	Participates in less routine social conversations Opens and maintains a short formal conversation; closes conversation with three customary steps (pre-closing, closing, leave-taking).	Participates in less routine social conversations (e.g., expressing and responding to empathy, clarifying conflicts and providing reassurance). Little support from interlocutors.	Manages business interactions: Uses polite talk to show respect and friendliness. Uses expressions and registers appropriate for occasions, intents and social situations.	
Analytic Criteria	Socio-Cultural	Expresses and responds to small talk. Encourages conversations by adding supportive comments. Provides appropriate apologies and explanations when necessary.	Introduces a person formally to a group. Asks follow-up questions to keep the conversation going.	Introduces others. Expresses and responds to sympathy. Expresses and responds to formal toasts or welcomes. Responds to minor conflicts or complaints, or comforts others in distress.	Considers boundaries and degrees of distance. Uses appropriate assertive communication strategies to deal with distance and indifference.	
	Socio-Cultural	Takes turns by interrupting appropriately. Indicates partial comprehension by asking clarifying questions.	Changes the topic appropriately. Confirms comprehension by repeating or paraphrasing.	Adjusts conversations to appropriate formality. Asks follow-up questions to keep conversations going. Encourages others to participate.	Uses (appropriate) cultural behaviours for oral interactions (e.g., cultural norms for managing conversation; giving and receiving compliments or invitations).	
	Register	Recognizes norms and culturally determined behaviours, such as attitudes towards hierarchy.	Recognizes / understands norms and culturally determined behaviours, such as attitudes towards hierarchy.	Uses sociolinguistic norms and culturally determined behaviours, such as attitudes towards hierarchy.	Uses expressions and register appropriate for the level of formality.	
	Vocabulary	Uses a range of everyday vocabulary and phrases, and a few idioms. (1) Not very natural, appropriate, accurate.	Uses a range of everyday vocabulary and common phrases and idioms. (1) Sometimes natural, appropriate, accurate.	Uses an expanding range of concrete and idiomatic language. (1) Mostly natural, appropriate, accurate.	Uses an expanded range of concrete, abstract, and idiomatic language. (1) Natural, appropriate, accurate.	
	Grammar	Uses a variety of grammatical structures, some of them complex.	Uses a variety of grammatical structures.	Uses a variety of grammatical structures.	Fluency in using a full range of grammatical and lexical structures.	
	Pronunciation (Stressing)	Pronunciation difficulties, sometime interrupts communication. (1) Little evidence of stressing.	...difficulties may sometimes impede communication. (1) Some stressing.	...difficulties rarely impede communication. (1) Some stressed and weak forms used.	...difficulties don't impede communication. (1) Weak forms and stressed words used.	

COMMENTS:

Reflection on Culture Maps

If you have participated in other Modules in ELSA for the Workplace 6/7, you have already worked with other culture maps. Hopefully, you have found these maps interesting, insightful and useful. In order to aid in the transferring of knowledge that you learned from these maps, you will need to practise adapting the maps to new situations. Only in this way will the approach and phrases feel more natural to you and help you to interact with others. You should have the maps we've covered handy:

Topics

You may have already covered the following topics in class using culture maps:

1. Small Talk When a New Employee Meets Other Employees
2. Choosing Not to Discuss Something
3. Refusing an Unreasonable Request
4. Making Suggestions to Someone in a Senior Position; Accepting their Rejection of Your Suggestion
5. Delivering Good News and Bad News
6. Admitting a Mistake, or That You Don't Know Something
7. Being Helpful and Approachable: Leaving a Positive and Friendly Impression
8. Explaining Your Presence in the Workplace
9. Asking a Coworker to Update You

New Situations

Below are five new situations that you'll need to build culture maps for. If you are already familiar with culture maps, you can work with someone who is less used to working with them.

First, decide which of the topics in the list above Situation 1, 2, 3, 4 or 5 is similar to. Then, decide which phrases could be borrowed or adapted to work into new culture maps for the new situations.

Situation 1

Your boss has left you a message that he would like you to work on the weekend to cover for another worker who is sick. You've already explained to him that you are not available for weekend work. Politely refuse the request.

This situation is similar to Topic # _____. The transferable phrases are:

Bridging:

Communicating:

Developing Closure:

Situation 2

Introduce yourself to someone who you've seen in the lunchroom often, but have never been formally introduced to. Engage in brief small talk.

This situation is similar to Topic # _____. The transferable phrases are:

Bridging:

Communicating:

Developing Closure:

Situation 3

You were unable to attend a meeting. Ask a co-worker to update you.

This situation is similar to Topic # _____. The transferable phrases are:

Bridging:

Communicating:

Developing Closure:

Situation 4

You notice a new worker who looks “lost” at work. Help out.

This situation is similar to Topic # _____. The transferable phrases are:

Bridging:

Communicating:

Developing Closure:

Situation 5

You cause a paper jam in the copier because you put a transparency into the wrong tray. The transparency has melted around one of the rollers. Own up to your mistake and report it.

This situation is similar to Topic # _____. The transferable phrases are:

Bridging:

Communicating:

Developing Closure:

What to Include in a Culture Map

Name _____

A successful culture map must meet all of the following criteria:**Overall Authenticity and Relevance**

- Well-chosen and useful situation:
 - Relevant
 - High frequency
 - Difficult
- Native speaker-like language that reduces the burden on the listener
 - Accurate grammar
 - Appropriate vocabulary and phrases for the context (no forced placement of memorized phrases)
- Useful transferable language (not too idiomatic or formal/informal for everyday use)
- Validated by a native speaker cultural informant for language and cultural norms

Culture Map Framework (Some items below may be omitted if not appropriate to the situation, as verified by a native speaker)**Approaching**

- consideration for appropriate time and place for the particular message
- consideration for the appropriate body language

Bridging

- appropriate method for getting the person's attention (eye contact, knocking on the door, tapping, clearing of the throat, etc.)
- appropriate bridging phrases

Communicating Message

- clear, concise and organized message or request
- a respectful manner / tone
- use of a preferred name or title, if appropriate

Developing Closure

- appropriate comments of consideration for the other person's time or effort (thanking, comments of appreciation, etc.)
- appropriate final salutation (if a final salutation is appropriate for the situation)

Comments:

Activity Plan 165

LESSON 3	TV Prepare for Workplace Visit 1 (Part C): Analyzing Workplace Features and Employee Interaction	
	90 MINUTES	HANDOUT(S): 3
<p>Set-up Stage 15 min</p> <ul style="list-style-type: none"> Review Activity 161. Learners discuss their interpretation and evaluation of spatial organization and décor on Grid A. Brainstorm additional features of workplace environments that may be useful to observe. Explain purpose of Grids B and C. <p>Grid B 15 min</p> <p>**Note: Learners may need a quick review of language for facial and physical features e.g., eyebrows, scowl, etc. Learners may take notes in own language.</p> <ul style="list-style-type: none"> Go over grid with learners. Ask learners to watch for age range. Play Scene 3 of movie. Press stop when Dan starts to talk to his daughter. On overhead of Grid B, elicit observations about age. In pairs, learners discuss interpretation and evaluation. Learners should write two or three interpretative statements and try to reach a consensus on one evaluative statement. Discuss as class. Write on overhead. Replay scene with learners, filling in observation of all features on grid. Learners discuss interpretations and evaluations in pairs or small groups. Discuss as class. Fill in grid on overhead. <p>Grid C 30 min</p> <ul style="list-style-type: none"> Explain purpose of Grid C. Set context: <i>In this scene, you will see two men, Dan and Carter, meet for the first time. Carter, a much younger man, is brought into the firm to take over Dan's executive position. Dan is surprised and annoyed to find Carter in his office and by Carter's youth. Both men are trying to prove dominance over the other.</i> Go over grid with learners. Ask learners to watch for facial expressions. Play the movie clip without the sound. To find the scene, select Scene Three, press play, then press fast forward. The scene begins with Dan exiting the elevator. Press stop when Dan asks Ted to close the door. On overhead of Grid C, elicit observations facial expressions. In pairs, learners discuss interpretation and evaluation. Discuss as class. Write on overhead. Replay the scene with learners filling in observation of all features on grid. Learners discuss interpretations and evaluations in pairs or small groups. Discuss as class. Fill in grid on overhead. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handouts 1, 2, 3 and Video Transcript Bring Grid A from Activity 161 Make overheads of: <ul style="list-style-type: none"> ✓ Grids B and C <p>Purpose</p> <ul style="list-style-type: none"> Developing and practising strategy for observing and analyzing human/social features of a workplace and for analyzing an interaction between employees <p>**Note: This strategy will be used in workplace observations</p> <p>**Note: If learners find this challenging, teacher may choose to work on each feature as a whole class.</p> <p>**Note: This is a challenging exercise. Let learners know that they will have an opportunity to practise this socio-cultural analysis in Activity 169.</p>	

Handout 3 30 min

- Introduce the concept of interactive and transactive purposes for listening:
Interactive: for social purposes, to initiate or maintain a relationship
Transactive: to accomplish the purpose of a task
- Replay the movie clip with sound. Ask learners to answer questions 1 and 2 on Handout 3 and go over the answers as a class.
- Distribute Video Transcript.
- Replay the movie clip. Ask learners to focus on question 3.
- Learners discuss in pairs.
- Go over answers as a class.
- Follow the same procedure for questions 4 through 7.
- As a class, discuss question 8.

Ways to Add Support

- **Handout 3:** To make learners more comfortable with the concepts of “interactive” and “transactive” purposes for listening, have them work in pairs to generate three examples of each, and discuss as a class (10 minutes).

Ways to Add Challenge

- **Handout 3:** Give learners the following table. Have them compare the two forms of communication in terms of the purpose and examples. Alternatively, you could copy the table on the board, or use it on an overhead and complete it together as a class – as an introduction or follow-up activity. (See Extension.)

	Interactive Communication	Transactive Communication
Examples	e.g., Talking to your boss about your home country and culture	e.g., Deciding on a film to see with a friend
Purpose	e.g., Build relationships	e.g., Make a decision
Characteristics	e.g., Usually more casual	e.g., Goal-directed, structured and more prone to (potential) conflict

Describe – Interpret – Evaluate (D.I.E.) Model for Social Interactions in a Workplace Environment

Grid B: Human/Social Features

FACTOR	DESCRIPTIVE	INTERPRETATIVE	EVALUATIVE (+ -)
Age ranges			
Gender			
Diversity <ul style="list-style-type: none"> • Visible • Audible 			
Dress (formal, informal, uniforms) and grooming			
Where do most informal interactions take place?			

Describe – Interpret – Evaluate (D.I.E.) Model for Social Interactions in a Workplace Environment

Grid B: Human/Social Features (Demographics noted)

FACTOR	DESCRIPTIVE	INTERPRETATIVE	EVALUATIVE (+ -)
Age ranges	The majority of the employees are in their 50s or 60s.	Multiple interpretations are given for each factor The company wants only experienced employees. The young people are away at a conference. The company has not hired anyone new for a long time.	A sample + or – evaluation is given below - This company values experience, which is terrible because they never get any fresh blood to shake things up.
Gender	Mostly men. A few women. Men definitely outnumber the women.	The company does not hire women. Women do not want to work in this company. Many of the women are attending a conference.	+ This company wisely plays to its strengths by hiring only men.
Diversity • Visible • Audible	Mostly Caucasians; one Asian, one African American. Audible clues to diversity not apparent in this observation. No accents.	Everyone in this office speaks English as a first language. Everyone must have been born in the United States.	- This company does not value diversity, which is horrible in today’s world.
Dress (formal, informal, uniforms) and grooming	Men – suits and ties Women – suits with pants or skirts Well groomed	Very formal office. All employees are well paid. Everyone must be at an executive status.	+ It’s good that this is a very profitable business.
Where do most informal interactions take place?	In the foyer, next to the elevator.	It is acceptable to talk socially with colleagues in open common spaces. The company does not provide any other suitable space for informal interactions, e.g., a lunch room.	- Collegiality is encouraged at this company, which wastes time that could be spent productively.

Describe – Interpret – Evaluate (D.I.E.) Model for Social Interactions in a Workplace Environment

Grid C: Social Interactions

In this scene, you will see two men, Dan and Carter, meet for the first time. Carter, a much younger man, is brought into the firm to take over Dan’s executive position. Dan is surprised and annoyed to find Carter in his office and by Carter’s youth. Both men are trying to prove dominance over the other.

Watch the interaction between the two characters without the sound. Fill in the D.I.E. grid.

Try to write two or three interpretative statements and one evaluative statement of the workplace.

FACTOR	DESCRIPTIVE		INTERPRETATIVE	EVALUATIVE (+ -)
Facial expression	Dan	Carter		+
Proximity Gestures Posture	Dan	Carter		
Eye contact	Dan	Carter		-
Other features noted	Dan	Carter		

Describe – Interpret – Evaluate (D.I.E.) Model for Social Interactions in a Workplace Environment

Grid C: Social Interactions

In this scene, you will see two men, Dan and Carter, meet for the first time. Carter, a much younger man, is brought into the firm to take over Dan’s executive position. Dan is surprised and annoyed to find Carter in his office and by Carter’s youth. Both men are trying to prove dominance over the other.

Watch the interaction between the two characters without the sound. Fill in the D.I.E. grid.

FACTOR	DESCRIPTIVE		INTERPRETATIVE	EVALUATIVE (+ -)
Facial expression	Dan Rarely smiles Blank expression Raises eyebrows	Carter Smiles often	Carter is friendlier than Dan. Carter is expressive and Dan is more guarded. Dan expresses his anger. Carter has made a mistake.	+ This is a good place to work and people are able to relax and express themselves, even when they are angry.
Proximity Gestures Posture	Dan Points Hands on hips Long handshake Tight grip	Carter Points Lots of hand gestures Touches Dan’s arm	Carter is nervous. Carter is friendly. Dan is angry at Carter.	- This is terrible workplace with out-of-control office politics. People here are always on edge.
Eye contact	Dan Extended eye contact	Carter Extended eye contact	Both men are angry with each other. Both men have respect for each other.	
Other features noted	Dan	Carter		

Watch the scene again with the sound. Answer the following questions.

1. Is this conversation interactive? If yes, what is the purpose?
2. Is this conversation transactive? If yes, what is the purpose of the conversation?

Watch the scene again with the transcript. Answer the following questions. Consider the language, tone and body language. Highlight the language in the script that supports your answer.

3. What language is used to make the introduction? Is it direct or indirect?
4. How does Dan express his surprise?
5. In Canada, it is not appropriate to ask someone their age. Why do you think that Dan asked Carter his age?
6. How does Carter feel about being asked about his age and experience? Why do you think so?
7. What are some ways that the men try to exert dominance over each other?
8. Do you think that women would act the same way in the given circumstances?

Watch the scene again with the sound. Answer the following questions.

- Is this conversation predominantly interactive or transactive?
Predominantly interactive. The purpose to this interaction is to build a relationship
- If transactive, what is the purpose of the conversation?
Although mainly interactive, there is a transaction that takes place; the introduction.

Watch the scene again with the transcript. Answer the following questions. Consider the language, tone and body language. Highlight the language in the script that supports your answer.

- What language is used to make the introduction? Is it direct or indirect?
"Dan Foreman. Carter Duryea" "It's a pleasure to meet you."
Direct language
- How does Dan express his surprise?
"You're Carter Duryea?" statement with rising intonation, blank facial expression. Emphasis on "you're"
"The Carter Duryea that has come in to run ad sales?" Statement with sharp increase in pitch and rising intonation.
"Twenty-six, and you're my new boss?" repeats information. Slow drawn out pronunciation.
- In Canada, it is not appropriate to ask someone their age. Why do you think that Dan asked Carter his age?
Dan is caught by surprise. Asking this question suggests that Dan is shocked and thrown off by Carter's age. The use of this culturally inappropriate question indicates the depth of Dan's reaction. He is also beginning to communicate his lack of respect.
- How does Carter feel about being asked about his age and experience? Why do you think so?
Goes from professional demeanor to casual, youthful tone. e.g., "Hey, now that you know how old I am, how old are you? "Wow" "That's crazy." "That's like a year older than my Dad, so that's weird" Use of 'teenage' register' used to make fun of Dan's surprise and discomfort.
- What are some ways that the men try to exert dominance over the other?
Pointing, length of eye contact. Unusually long handshake, posture.
Carter touches Dan on the arm. Sign of power. Only someone in a superior position can do this.
- Do you think that women would act the same way in the given circumstances?
Various responses.

Scene 3 – In Good Company Transcript

Ted Uh, we have a terrific office for you. Great view. Um, it's not cleared out yet. But, uh...
Not bad. Huh?
Uh, excuse me, a second? I'm going to use the little boys' room.

Carter Oh, yeah, sure.
Tasty

Dan May I help you?

Carter Oh, I'm sorry. This is your office.

Dan Yeah. You're the guy I bumped into.

Carter Dan Foreman. Carter Duryea.

Dan You're Carter Duryea?

Carter Yes, and uh, it's a pleasure to meet you.

Dan The Carter Duryea that's come in to run ad sales?

Carter That's correct.

Dan How old are you?

Carter I'm 26 years old.

Dan Twenty-six, and you're my new boss.

Carter Uh, I guess so.
That's uh.. that's quite a ... That's quite a kung fu grip you got there, Dan.

Dan Oh, well, so, what kind of experience do you have in ad sales?

Carter Uh, well. I'll be honest with you, Dan. Not much.

Dan How much?

Carter Um, none.

Dan None. That's not much.

Carter But, I'm a fast learner, Dan. Hey, now that you know how old I am, how old are you?

Dan I'm 51.

Carter Fif, wow!
(both chuckling)

Carter Wow, that's crazy.

Dan Yeah.

Carter That's like a year older than my Dad, so that's weird.


Ted Oh, well. This is...this is great. You two have met.

Carter Are you kidding me? We're old buddies by now. Dan, it was a pleasure to meet you.

Dan Pleasure.

Ted Um, Dan. Do you want this door closed? Or,
(clearing throat) You can go, um, go ahead and close it.

Activity Plan 166-EXT

LESSON 3	 (Optional) Reflective Journal: Reaction to Identifying Personal Assumptions																			
	75 MINUTES	HANDOUT(S): 0 OVERHEAD(S): 1																		
<p>For the reflective journal, the learners should consider how it felt to identify their cultural assumptions and values. They may also choose to comment on any other reactions that they are having to this project so far, paying particular attention to their emotional reactions.</p> <p>Reflective Journal Questions:</p> <ol style="list-style-type: none"> How did you feel as you identified your cultural assumptions? What are your immediate reactions to learning about cultural differences? How do you find yourself responding to the work in this project so far? Pay particular attention to your emotions. <p>Additional Extensions:</p> <p>Learner On-Line Resources (check that this link is still valid before the class. If not, try Googling: <i>Liane Hornsey</i>).</p> <p>Meet-the-Boss (Google). This site offers an 11-minute interview with Liane Hornsey, Google's Vice-president of Operations, about Google's workplace culture. There is an option to view the interview in one to two minute segments: http://meettheboss.tv/Broadcast/Human-Capital/388/Liane-Hornsey-The-Full-Interview/</p> <p>While they listen, learners record notes in the same chart from yesterday's Activity 159 (reproduced below) to identify what kind of workplace culture dominates at Google. Afterwards, they work in pairs to share their results and interpretations.</p>		<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare Overhead 1, if desired <p>Purpose</p> <ul style="list-style-type: none"> Reflecting on and expressing their thoughts and emotions as they make their unconscious cultural assumptions explicit Considering their responses to cultural differences 																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Dimension</th> <th style="width: 33%;">Dimension 1</th> <th style="width: 33%;">Dimension 2</th> </tr> </thead> <tbody> <tr> <td>Power Distance</td> <td>Egalitarian</td> <td>Hierarchical</td> </tr> <tr> <td>Risk Tolerance</td> <td>Risk-Taking</td> <td>Risk Averse</td> </tr> <tr> <td>High and Low Context</td> <td>High Context</td> <td>Low Context</td> </tr> <tr> <td>Individualism and Collectivism</td> <td>Individualism</td> <td>Collectivism</td> </tr> <tr> <td>Monochromatic and Polychromatic</td> <td>Monochromatic</td> <td>Polychromatic</td> </tr> </tbody> </table>			Dimension	Dimension 1	Dimension 2	Power Distance	Egalitarian	Hierarchical	Risk Tolerance	Risk-Taking	Risk Averse	High and Low Context	High Context	Low Context	Individualism and Collectivism	Individualism	Collectivism	Monochromatic and Polychromatic	Monochromatic	Polychromatic
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High and Low Context	High Context	Low Context																		
Individualism and Collectivism	Individualism	Collectivism																		
Monochromatic and Polychromatic	Monochromatic	Polychromatic																		

Reflective Journal Questions

1. How did you feel as you identified your cultural assumptions?
2. What are your immediate reactions to learning about cultural differences?
3. How do you find yourself responding to the work in this project so far? Pay particular attention to your emotions.

Activity Plan 167

LESSON 4	Identifying Assumptions about the Workplace	
	60 MINUTES	HANDOUT(S): 2
<p>**Note: Read the debriefing key and see if you agree with the generalizations about dominant Canadian culture. If you don't agree with some of the points made, identify your own assumptions and at the appropriate time to identify these to learners. It is normal that there will be some diversity of opinion about dominant cultural values. It is also important to remember that cultural assumptions identify how we behave, not how we would like our culture to be. For example, dominant Canadian culture assumes that attention to time is more important than attention to relationships. While we may regret this cultural orientation, it is the most common pattern of behaviour.</p> <p>Set-up Stage 10 min</p> <ul style="list-style-type: none"> • Distribute Handout 1. Explain the purpose. Learner would not normally work with a partner on this activity. • Learners should try to be as honest as possible. Inform learners that they will NOT have to share anything that they have written that they don't want to share. • They should take the time to think this through. At the same time, experience has shown that people can only go as deeply with this as they are ready to go. As they begin to identify assumptions, they usually become more and more interested in the activity and are able to go deeper and deeper. <p>Presentation Stage 30 min</p> <ul style="list-style-type: none"> • Learners fill in the form. • Circulate and discuss the answers with learners, encouraging them to go deeper. <p>Wrap-up 20 min</p> <ul style="list-style-type: none"> • Debrief the activity. You may distribute the debriefing notes to learners as they complete their forms. • You may choose to go through the questions with learners. • You may choose to have learners share their answers, but only to the degree they feel comfortable. <p><i>Ways to add challenge follow on next page.</i></p>		<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Debriefing Key 1 • Review 167 Instructors Notes <p>Purpose</p> <ul style="list-style-type: none"> • Identifying own cultural assumptions • Consider Canadian cultural assumptions

Activity Plan 167
Identifying Assumptions about the Workplace

(page 2 of 2)

Ways to Add Challenge

During the wrap-up, as you discuss the general Canadian perspective (see **Activity 167** Debriefing Key 1), have learners compare and contrast their perspective (from their answers in Handout 1) with the Canadian perspective you describe. During the class discussion, have learners complete the following table. This activity helps them to take more effective notes while learning more about compare and contrast frameworks and the content (workplace culture in Canada).

Question #	General Canadian Perspective	My Perspective
1		
2		
3		
4		
5		
6		
7		
8		

Identifying Assumptions about the Workplace

This activity is more meaningful when learners understand that they are not being asked to give a correct answer, but are working to identify their own assumptions about the workplace. Honesty is key. It's very hard to identify our own assumptions because we take them as givens. Sometimes it's said: the last thing the fish notices is the water. Learners are working to describe the water.

This activity can be challenging for both the learners and the instructor. As we dig deeper into assumptions, we begin to reach beliefs that are so firmly held that we can't really believe that anyone else believes differently. Doing this work can be quite confronting for instructors because they may discover that their learners hold beliefs that seem arrogant, defeatist, elitist, competitive, dehumanizing, etc. One way through this is for both learners and instructors to acknowledge the emotions they feel without blaming anyone else for these emotions. It is useful for instructors to model this by saying something like:

I have to admit that hearing some of the perspectives in the class makes me feel anxious.

I recognize that people from different cultures have different world views, but actually hearing about different values is kind of threatening.

I hadn't realized how hard it could be to acknowledge and accept difference.

Very rarely, learners who are suffering from culture shock, depression or anxiety may be triggered by this and other perception checking activities. They may withdraw, start to shake, leave the class, cry, or in other ways become agitated. If you perceive that this is happening for a learner, you may choose to excuse him / her from the activity. You may want to involve a professional counselor in the process for this learner.

This kind of activity is often harder for learners from individualistic cultures than for learners from collectivist cultures. By definition, individualistic cultures place great value on individualism, so members of such cultures are comfortable with attributing behavioral and belief patterns to personality, but not to culture, since this suggests they are more a part of a group than their culture encourages them to believe.

Now look back at your answers for Questions 1 to 8. What assumptions do they contain about the world of work? An example has been done below to help you with these difficult questions.

Example:

1. I believe that older workers are more valuable. This shows my assumption that age should be respected and that with age, one gains experience and wisdom that are of great value in the workplace. Young people have a lot of enthusiasm and energy but this is best guided by the wisdom of those older.

Identifying Underlying Assumptions

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Identifying Your Own Cultural Assumptions in the Workplace

Below are notes for this activity. **It is very important to note that these are not the correct answers (there are no correct answers where culture values are concerned.)** These are generalizations about dominant Canadian cultural values, based on research. Because there are variations in any culture, an individual instructor may not agree with the assumptions identified below.

Identifying assumptions can be very confronting. Some of the assumptions we identify are so strongly held that we don't want to see them as assumptions. We deeply believe that they are true and that anyone who has a different opinion must be wrong.

Every culture adopts assumptions about the world that it believes are correct, yet each culture has different assumptions about the world.

- 1) In the workplace, which worker is more valuable: an older employee or a younger employee? Why?

Most dominant culture Canadians would answer that you cannot judge someone by their age and that the most valuable worker is the one who contributes the most to the work team, regardless of age. Having said that, Canadian culture has great respect for achievement and innovation, and younger workers may be seen as able to achieve more and being more open to innovation.

- 2) In the workplace, how much of your success and happiness is due to luck and fate and how much is due to your hard work and ability?

Most dominant culture Canadians would answer that success and happiness are due to your hard work and ability. Canadians like to believe that they are responsible for their own success. They would find it difficult to accept that God or fate or luck or privilege were responsible for their happiness and success. Canadians recognize that other people have gotten ahead because of their position of privilege, but they are unlikely to see their own success as having anything to do with privilege.

- 3) Underneath, are your coworkers basically trustworthy or self-serving?

Most dominant culture Canadians would answer that people are basically good. However, this belief is accompanied with a sense that each individual is internally responsible for following certain rules such as sharing, being considerate, not smoking in non-smoking places, etc. People who do not appear to have an internal monitor requiring them to behave are seen as bad. (So, for example, learners who cheat on tests are discounted – they have made unacceptable choices.)

- 4) While both are important, which are more important in the workplace, innovation or tradition?

Most dominant culture Canadians would answer that innovation is more important than tradition, although Canadians value tradition more than Americans.

- 5) You have taken on a difficult work task and failed. How do you feel about taking the risk?

Most dominant culture Canadians would answer that they feel rather upset about failing, but are glad that they took the risk and will learn from it to get better at what they do. Overall, it is better to take risks and fail than not to take risks at all.

- 6) You are a well-educated professional. How should people treat you?

Most dominant culture Canadians would answer that all people are equal and that we should be treated equally. Equality is shown by being polite and friendly to everyone. At the same time, Canadians value achievements and will accord more status to those who have more achievements, such as achieving a good education. This status is shown by listening more carefully to your opinions, and being somewhat more attentive to your concerns and feelings and by allowing you more leadership opportunities. It will not be shown by extreme deference, politeness or formality.

- 7) You are meeting an important customer for the first time. How formal should you be? How do you show this formality?

Most dominant culture Canadians would answer that politeness, but not formality, is important. In fact, quite a few Canadians, especially on the West Coast, may act somewhat informally with an important client, as this is a way of building rapport. This informality would be shown by using casual speech, phrasal verbs and idioms, relaxed body language, eye contact, smiles and humour.

- 8) Your work team needs to make an important decision. Which approach would you recommend they adopt? Why?

- a) Make a decision as quickly as possible, implement it and revise as needed.
- b) Talk through the decision carefully and thoroughly before taking any action.

Most dominant culture Canadians would answer that it should be a combination of both a and b. Action is valued, but not nearly as much as in the US. On the other hand, people are aware that if the stakeholders are not included in a decision, the decision may not be implemented. Finally, the Canadian solution to most important decisions is to allow great individual choice in reaching a shared objective. This can be seen in the many different solutions implemented across the country to solve the same problems related to healthcare, education or environmental concerns.

Activity Plan 168

LESSON 4	Assumptions (Activity 167) Continued												
	30 MINUTES	HANDOUT(S): 1											
<p>Set-up Stage 10 min</p> <ul style="list-style-type: none"> In Activity 167, the learners considered some of their culturally based assumptions. This activity is meant to consider some of the possible tensions and conflicts that might arise in the Canadian workplace because of differing assumption. Ask learners to review the debriefing notes for Activity 167. Distribute Handout 1, which illustrates a conflict created by differing cultural assumptions. Discuss the situation described. <p>Practice 20 min</p> <ul style="list-style-type: none"> In groups or pairs, the learners continue through the debriefing notes, discussing ways in which overseas professionals might experience a clash of values, behaviours and beliefs in the Canadian worksite. It is not important to consider any sort of remedy or solution at this point. Awareness is enough. <p>Summing-up5 min</p> <p>As time allows, sum up with the learners.</p> <p>Ways to Add Supports and Challenge</p> <ul style="list-style-type: none"> The following could add support if completed together as a class or group, or challenge if done individually. Have learners complete an adapted table to that found in Activity Plan 159 and in yesterday's Extension Activity to identify where they might imagine Indonesia and Canada to be on the following dimensions of culture: Afterwards, discuss how these differences may have contributed to the conflict. Below is adapted table with answers. <table border="1"> <thead> <tr> <th>Dimension</th> <th>Dimension 1</th> <th>Dimension 2</th> </tr> </thead> <tbody> <tr> <td>Power Distance</td> <td>Egalitarian Canada</td> <td>Hierarchical Indonesia</td> </tr> <tr> <td>Risk Tolerance</td> <td>Risk-Taking Canada</td> <td>Risk Averse Indonesia</td> </tr> <tr> <td>Individualism and Collectivism</td> <td>Individualism Canada</td> <td>Collectivism Indonesia</td> </tr> </tbody> </table>	Dimension	Dimension 1	Dimension 2	Power Distance	Egalitarian Canada	Hierarchical Indonesia	Risk Tolerance	Risk-Taking Canada	Risk Averse Indonesia	Individualism and Collectivism	Individualism Canada	Collectivism Indonesia	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 <p>Purpose</p> <ul style="list-style-type: none"> Identifying differing assumptions in the Canadian workplace Identifying how these assumptions may result in tensions, misunderstandings and conflict Identifying personal reactions to cultural differences
Dimension	Dimension 1	Dimension 2											
Power Distance	Egalitarian Canada	Hierarchical Indonesia											
Risk Tolerance	Risk-Taking Canada	Risk Averse Indonesia											
Individualism and Collectivism	Individualism Canada	Collectivism Indonesia											

Differing Assumptions in the Canadian Workplace

A delegation of workers arrived at a Vancouver engineering company from an Indonesian engineering company. Arrangements had been made for a five-day visit.

Very quickly, there were tensions between the Canadian workers and the Indonesian delegation. The Canadians had hoped that they would pair off, one Canadian with one Indonesian, and work side-by-side for the duration of the visit. The Indonesian delegation seemed to feel uncomfortable with this and preferred their whole delegation to remain together. It appeared that an older Indonesian gentleman had somehow been elected to act as head of the delegation. and whoever was asked a question, they looked to him to answer. This was very frustrating for the Canadians because this gentleman, while very charming, seemed close to retirement age. He did not seem to be the brightest or most accomplished of the delegation members. Often, his answers to questions were vague and inaccurate. The Canadians knew that there were many accomplished engineers in the Indonesian group and they wanted to hear from them. At the same time, the Indonesians were becoming quietly frustrated with the Canadians. They didn't seem like very respectful, understanding hosts. They seemed aggressive and pushy and were constantly causing the Indonesian delegation members to lose face and feel shame.

What assumptions about the workplace did the Indonesians seem to be making?

What assumptions about the workplace did the Canadians seem to be making?

Differing Assumptions in the Canadian Workplace

A delegation of workers arrived at a Vancouver engineering company from an Indonesian engineering company. Arrangements had been made for a five-day visit.

Very quickly, there were tensions between the Canadian workers and the Indonesian delegation. The Canadians had hoped that they would pair off, one Canadian with one Indonesian, and work side-by-side for the duration of the visit. The Indonesian delegation seemed to feel uncomfortable with this and preferred their whole delegation to remain together. It appeared that an older Indonesian gentleman had somehow been elected to act as head of the delegation, and whoever was asked a question, they looked to him to answer. This was very frustrating for the Canadians because this gentleman, while very charming, seemed close to retirement age. He did not seem to be the brightest or most accomplished of the delegation members. Often, his answers to questions were vague and inaccurate. The Canadians knew that there were many accomplished engineers in the Indonesian group and they wanted to hear from them. At the same time, the Indonesians were becoming quietly frustrated with the Canadians. They didn't seem like very respectful, understanding hosts. They seemed aggressive and pushy and were constantly causing the Indonesian delegation members to lose face and feel shame.



What assumptions about the workplace did the Indonesians seem to be making?

The Indonesians come from a collectivist culture and assume that they will be able to work together as a collective. They feel uncomfortable, shy and put on-the-spot if they are divided up and expected to work individually with a Canadian. They appear to respect age, and as a result, have selected the oldest worker to be the leader and representative of the group, even though he is not necessarily the best or most accomplished worker. The Indonesians assume that the Canadians will be concerned with preserving everyone's face and so will not ask questions in a way that could potentially embarrass anyone. They also assume that the Canadians will understand that they are venturing onto dangerous territory and will back off when they find that they are receiving vague and inaccurate answers to their questions. These vague and inaccurate answers are a sign that the questions could cause a loss of face.

What assumptions about the workplace did the Canadians seem to be making?

The Canadians come from a highly individualistic culture. They seem to assume that the Indonesians will be comfortable working as individuals, and that the Indonesians will be adept as individuals in representing many aspects of their company, their occupation and their cultural group. The Canadians assume that if there is a group representative, the most talented or most ambitious person will be selected as the representative and that this individual will have a very high level of oral skills and will be able to answer diverse questions. The Canadians appear to assume that accomplishments are more important than social harmony, face or respect. They also appear to assume that when very technical questions are asked, the person most qualified to answer will do so, rather than a representative for the whole group.

Activity Plan 169

LESSON 4	 Prepare for Workplace Visit 1 (Part D): Analyzing Conversations	
	85 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 10 min</p> <ul style="list-style-type: none"> • State the purpose of the activity. Note that there is a double purpose; one is to prepare for the workplace observations. The other is to begin to develop awareness of the nuances of language. • You may want to pre-teach the vocabulary: <i>interim, stats, on a rush</i> • Review the concept of interactive and transactive purposes for listening: Interactive: to socialize, to initiate or maintain a relationship Transactive: to accomplish the purpose of a task <p>Scenario 1 25 min</p> <p>Suggested Procedure:</p> <ul style="list-style-type: none"> • Ask learners to listen to Scenario 1 and answer questions 1 and 2. • Discuss answers. • Replay conversation to confirm answers. • Ask learners to try to answer questions 3, 4, 5. • Provide the learners with Tape Script Scenario 1, and ask them to review their answers to 3, 4, and 5 in light of the information. Encourage learners to listen for the language cues (level of formality, hesitation). • Discuss the answers. • Replay conversation to confirm answers. <p>Scenario 2 15 min</p> <ul style="list-style-type: none"> • Working in pairs, learners listen to conversation and answer questions. • Provide Tape Script Scenario 2. • Replay the conversation to confirm answers. <p>Scenario 3 20 min</p> <ul style="list-style-type: none"> • Give instructions for the task. Ask learners to write verbatim language samples from Scenario 3. They will hear the conversation only one time. Tell learners that it is not possible to capture everything that is said. After hearing the tape, they will work with a partner to try to reconstruct as much of the conversation as possible and answer the questions. It is important that the learners take notes in English. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare 169 Listening • Prepare photocopies of: ✓ Handout 1 • Have copies of Tape Script ready to distribute during the activity. The tape Script should be cut into the four separate scenarios, so that they can be handed out individually. <p>Purpose</p> <ul style="list-style-type: none"> • Developing and practising strategy for observing and analyzing interactions that occur in workplace visits • Developing awareness of the nuances of communication <p> Teacher Alert!</p> <p>Remind learners that in the workplace, they will have only one chance to observe and take notes during a workplace interaction. For Scenarios 3 and 4, encourage learners to write as much as they can after only one listening.</p>	

**Activity Plan 169 Prepare for Workplace Visit 1 (Part D):
Analyzing Conversations**

(page 2 of 2)

****Note:** Learners could work in the same pairs as the workplace visits. The pairs could practise different strategies for recording the workplace visits, e.g., both could write what they hear or each one could record only one person in the conversation.

- Play the conversation.
- Learners work in pairs.
- Provide Tape Script Scenario 3.
- Discuss answers to questions 1 to 6 as a class.
- Replay conversation to confirm answers.

Scenario 3 20 min

Repeat steps from Scenario 3. Provide Tape Script Scenario 4.

Learners will find questions 3, 4 and 5 extremely challenging. Native speakers can pick out the mood and relationship fairly easily. Your learners will need some additional support to do this and they may still not be successful. Point out to learners that they may not comprehend an important message because they are not aware of the nuances. The first step is becoming aware of the nuances.

Analyzing the Conversations

Scenario 1

1. Is this conversation predominantly interactive or transactive?
2. If transactive, what is the purpose of the conversation?
3. What is the relationship between the two speakers? Why do you think this? Consider language, tone and situation.
4. Where did it take place?
5. What is the mood of the conversation? Why do you think so? Consider language, tone and situation.
6. Write a one-sentence summary.

Scenario 2

1. Is this conversation predominantly interactive or transactive?
2. If transactive, what is the purpose of the conversation?
3. What is the relationship between the two speakers? Why do you think this? Consider language, tone and situation.
4. Where did it take place?

5. What is the mood of the conversation? Why do you think so? Consider language, tone and situation.
6. Write a one-sentence summary.

Scenario 3

You will hear Scenario 3 only one time. In the verbatim language sample section of the chart, write as many phrases as you can while listening to the speakers. It is not possible to record the entire conversation. With your partner, try to reconstruct the conversation and analyze the conversation by answering the six questions.

Verbatim Language Samples

1. Is this conversation predominantly interactive or transactive?
2. If transactive, what is the purpose of the conversation?
3. What is the relationship between the two speakers? Why do you think this? Consider language, tone and situation.
4. Where did it take place?
5. What is the mood of the conversation? Why do you think so? Consider language, tone and situation.
6. Write a one-sentence summary.

Scenario 4

You will hear Scenario 4 only one time. In the verbatim language sample section of the chart, write as many phrases as you can while listening to the speakers. It is not possible to record the entire conversation. With your partner, try to reconstruct the conversation and analyze the conversation by answering the six questions.

Verbatim Language Samples

1. Is this conversation predominantly interactive or transactive?
2. If transactive, what is the purpose of the conversation?
3. What is the relationship between the two speakers? Why do you think this? Consider language, tone and situation.
4. Where did it take place?
5. What is the mood of the conversation? Why do you think so? Consider language, tone and situation.
6. Write a one-sentence summary.

Analyzing the Conversations

Scenario 1

1. Is this conversation predominantly interactive or transactive?

transactive

2. If transactive, what is the purpose of the conversation?

To give direction to an employer – the employee is waiting for the employer to do something, the employee gives the employer a deadline.

3. What is the relationship between the two speakers? Why do you think this? Consider language, tone and situation.

Supervisor and employee

The employer's tone of voice and choice of words

The employee's tone of voice is deferential.

4. Where did it take place?

At a workplace / office setting

5. What is the mood of the conversation? Why do you think so? Consider language, tone and situation.

Efficient and professional. A slight sense of urgency. The supervisor asks about the turnaround time to assess the level of urgency.

6. Write a one-sentence summary.

An employee is requesting her supervisor's approval of a report before sending it to the printer's by a quickly approaching deadline.

Scenario 2

1. Is this conversation predominantly interactive or transactive?

Interactive

2. If transactive, what is the purpose of the conversation?

They are co-workers at the same company, but in different departments.

3. What is the relationship between the two speakers? Why do you think this? Consider language, tone and situation.

One worker says "I hear you're busy in accounting ..." That suggests that it is hearsay and not through personal experience, so we can deduce that it is not the speaker's department.

4. Where did it take place?

At the workplace. It could be passing in the hallway, in the elevator, at the water cooler, etc.

5. What is the mood of the conversation? Why do you think so? Consider language, tone and situation.

It is upbeat and relaxed. The language is casual and both have a relaxed tone of voice.

6. Write a one-sentence summary.

Workers at the same company who haven't seen each other for a while are engaging in small talk and catching up.

Scenario 3

You will hear Scenario 3 only one time. In the verbatim language sample section of the chart, write as many phrases as you can while listening to the speakers. It is not possible to record the entire conversation. With your partner, try to reconstruct the conversation and analyze the conversation by answering the six questions.

Verbatim Language Samples

A: *Michelle, I'm stuck on this drawing. If I make this change, it affects the dimensions here.*

B: *Yeah, I see. Your original calculations are wrong. **Go back and rework this. You've put us behind. Work cannot go ahead until you correct this.***

A: *Okay, I'll try to finish this by tomorrow.*

B: *No, tomorrow is too late. **If you need help, get someone off the bridge A team to help. I think Kim is available.***

A: **Okay. This afternoon then.**

B: *Okay.*

1. Is this conversation predominantly interactive or transactive?

transactive

2. If transactive, what is the purpose of the conversation?

Ask for help on a design.

3. What is the relationship between the two speakers? Why do you think this? Consider language, tone and situation.

Answers will vary. The purpose of this question is to guess the relationship and support that answer by considering language, tone and situation. The instructor will be the judge as to whether the support justifies the guess of the relationship

This is the scenario as written for the actors.

Pam enters her manager's office and hands her a drawing. The manager quickly sees the problem. She is annoyed about the error in the original calculations. This scenario is an example of direct language.

4. Where did it take place?

At work, probably in the manager's office.

5. What is the mood of the conversation? Why do you think so? Consider language, tone and situation.

Manager; annoyed. Short very direct sentences. Strong, falling intonation pattern on the ends of sentences. Her tone is definite, which indicates to Pam that she does not want any explanation or discussion about the error or solution. Very directive.

Pam: a bit nervous as shown by brief hesitation and lengthening vowels in some words. "Okay." "I'll try to "tomorrow" 'afternoon'

6. Write a one-sentence summary.

Answers will vary

Paula asks her manager for help on a drawing and is told that the mistake is her fault and is given direction on how to fix it.

Scenario 4

You will hear Scenario 4 only one time. In the verbatim language sample section of the chart, write as many phrases as you can while listening to the speakers. It is not possible to record the entire conversation. With your partner, try to reconstruct the conversation and analyze the conversation by answering the six questions.

Verbatim Language Samples

A: Paula, ... **the new schedule?**

B: Yes, **it's almost done**. We still haven't heard back from Sam. I doubt he'll be returning to work before the end of the month.

A: Oh, right. **How is he? Have you heard anything?**

B: Last I heard, his **doctor wanted him to stay off his foot for another two weeks**.

A: Hmm. Could you try to get a hold of him and confirm when he'll be back?

B: Well ... I've already left a message and I've emailed ...

A: Yeah, you're right. We don't want to bother him. **Give him time to recover**. Okay. **We'll have to go head and plan the project without him**. Give me what you've got so far and **I'll try to work something out**. The department heads need the schedule. If I have it back to you by three, can you make sure that they get it before you go home.

B: Sure, no problem

A: Great. Thanks, Paula.

1. Is this conversation predominantly interactive or transactive?

transactive

2. If transactive, what is the purpose of the conversation?

Boss: to find out where the new schedule is and let his secretary know that it is late

Paula: to let the boss know that there has been a problem that she can't solve

3. What is the relationship between the two speakers? Why do you think this? Consider language, tone and situation.

Answers will vary. The purpose of this question is to guess the relationship and support that answer by considering language, tone and situation. The instructor will be the judge as to whether the support justifies the guess of the relationship

This is the scenario as written for the actors.

A boss is annoyed that his assistant has not given him schedules that she asked for last week. The assistant who feels attacked gives the reason that the work hasn't been done. The boss starts out annoyed but softens during the conversation when she sees that it is not really the responsibility of the assistant and she feels uncomfortable about doing what he asks her to do.

4. Where did it take place?

At work

5. What is the mood of the conversation? Why do you think so? Consider language, tone and situation.

Answers will vary.

Boss is annoyed – rising intonation on “schedule” and fragmented sentence suggests that he has already asked for this schedule and it is late.

Strong emphasis on “something” and “need” suggests that this work must be done.

Paula: shows a lot of hesitation in her voice – may indicate that she is either annoyed about being asked about this, as this is something her boss should have known, or she is nervous because she has not finished the work. High rising and falling pitch on “from Sam” “of the month” “well” – very long and drawn out – also serves here to buy some time before she answers the questions. High rise on “message” and “emailed” and sentence left unfinished suggests that she is uncomfortable doing what her boss has asked her to do. She doesn’t want to call Sam.

Sighs before “Sure” and “no problem”; suggests she doesn’t think she has time to do this.

6. Write a one-sentence summary.

An assistant explains why a schedule has not been completed after her boss impatiently asks her for it.

Analyzing the Conversations – Scenarios and Tape Script

Scenario 1

An employee politely knocks and enters her supervisor's office. She is under some pressure to get an important report off to the printer. She produces the report but needs the supervisor's approval before it goes to print. She is concerned that they won't get to the printer's on time and is frustrated about the hold up. This is a scenario where an employee has to give direction to her boss in a subtle way. It is the boss's responsibility to comment on the report before it goes out, and her not getting it done impacts on the employee's work. It is a time sensitive issue.

A: Excuse me Carol, do you have a minute?

B: Uh, yeah.

A: I'm about to send the interim to the printers.

B: Uh-huh.

A: I haven't seen any comments on the stats. Have you had a chance to look at them?

B: No, not yet. What's the turnaround time?

A: 24-hours on a rush.

B: Leave them with me for a little while longer. I want to at least scan them before they go out.

A: I'll check back at noon.

B: OK.

Scenario 2

Two colleagues meet in the lunch room. Peter would like to initiate a conversation with George. Peter feels a bit awkward. As they have met before, the conversation is beyond basic small talk.

P: Hi George.

G: Hey, Peter.

P: How are things going? Haven't seen you for a while. I hear you're busy in accounting.

G: Yeah, we've put in a lot of overtime getting ready for that quarter end. A lot of late nights and weekends. How about you guys?

P: Things are going along. We've just finished a big project, so we're able to relax a bit. Really enjoying the downtime. Getting caught up on the little things, you know.

G: Yeah, paperwork can really pile up.

P: Well, don't work too hard. Late nights aren't good for anyone.

G: Yeah, we're almost there. I can see the light at the end of the tunnel.

P: Great. Nice talking to you.

G: Yeah, bye.

Scenario 3

Pam enters her manager's office and hands her a drawing. The manager quickly sees the problem. She is annoyed about the error in the original calculations. This scenario is an example of direct language.

A: Michelle, I'm stuck on this drawing. If I make this change, it affects the dimensions here.

B: Yeah, I see. Your original calculations are wrong. Go back and rework this. You've put us behind. Work cannot go ahead until you correct this.

A: Okay, I'll try to finish this by tomorrow.

B: No, tomorrow is too late. If you need help, get someone off the bridge team to help. I think Kim is available.

A: Okay. This afternoon, then.

B: Okay.

Scenario 4

A boss is annoyed that his assistant has not given him the schedules that she asked for last week. The assistant, who feels attacked, gives the reason that the work hasn't been done. The boss starts out annoyed but softens during the conversation when she sees that it is not really the responsibility of the assistant, and she feels uncomfortable about doing what he asks her to do.

A: Paula ... the new schedule?

B: It's almost done. We still haven't heard back from Sam. I doubt he'll be returning to work before the end of the month.

A: Oh, right. How is he? Have you heard anything?

B: Last I heard, his doctor wanted him to stay off his foot for another two weeks.

A: Hmm. Could you try to get a hold of him and confirm when he'll be back?

B: Well ... I've already left a message and I've emailed ...

A: Yeah, you're right. We don't want to bother him. Give him time to recover. Okay. We'll have to go ahead and plan the project without him. Give me what you've got so far and I'll try to work something out. The department heads need the schedule. If I have it back to you by three, can you make sure they get it before you go home.

B: Sure, no problem.

A: Great ... thanks, Paula.

Activity Plan 170-EXT

LESSON 4	Workplace Visit 1 and Pre-reading for Activity 176	
	85 MINUTES	HANDOUT(S): 1
“Check In” before Workplace Visit 1 By this point in the project, the learners will have all the knowledge and language they need to complete the first phase of their research. In Activity 177 , they will receive additional information about the poster that they will need to prepare. <ul style="list-style-type: none">• Verify that the learners are clear about the expectations of this workplace visit. Verify that they have confirmed the date, time, location and contact person for the worksite visit. This is an opportunity to answer any questions that are still outstanding before the learners do their workplace visits.		Advanced Preparation <ul style="list-style-type: none">• Prepare photocopies of:<ul style="list-style-type: none">✓ Handout 1
Pre-reading Assignment for Activity 176 Distribute Handout 1, pre-reading for Activity 176 on Humour. By pre-reading, learners will have the necessary background for doing the activities on sarcasm and appropriate and inappropriate humour in Activity 176 .		

Humour in the Canadian Workplace (Pre-reading for Activities 176 and 204)

A good sense of humour is valued in the Canadian workplace. Studies have shown that people who have a sense of humour are seen as better communicators and better team players. Laughter stimulates the immune system, decreases stress hormones and increases endorphins, so humour can help employees fight off colds, release tension and feel happier at work. This promotes interaction and a feeling of belonging with others and therefore a willingness to be at work. This means a happier and more productive workplace and employers like this.

All this being said, with humour, there is a fine line between appropriateness and inappropriateness at the worksite. Crossing that invisible line of appropriateness can create more stress and worsen the working environment. Following are some basic guidelines to recognizing, responding to and using appropriate types of humour at the worksite.

Positive Humour

Positive humour is inclusive. It is laughing with everyone instead of laughing at someone (it is not laughing at someone else's expense). It is kept respectful and does not denigrate others. The word we use for this is *politically correct*. This means the humour is kept clean (not about sex) and it doesn't make fun of someone's race, gender, sexual orientation, religion, physical appearance or mental acuity or stability. This kind of humour is acceptable at the workplace. Some examples are:

✓ Observational humour

This is looking on the bright side of things. For example, if things are not going well, you try to think of something positive anyway. These comments are usually prefaced with "*At least,*" OR "*Good thing ...*" For example, if there wasn't a good turnout at a meeting that was catered, you could say, "*Oh, well, at least we get a free lunch,*" OR if you unexpectedly have to do some work outside on a cold day, "*Good thing I wore my long johns this morning!*"

✓ Self-deprecating humour

This is when you make fun of yourself to make others laugh and relieve tension. Often, expressions such as "*...silly me*" OR "*me being me ...*" OR "*Of course I would ...*" For example, if you forgot to do something you had intended to do, you could say, "*I drove half across town for the sole purpose of picking up the new part, and then when I got there, me being me, I got distracted helping someone else find what they wanted and forgot to get what I had come for!*" (You're admitting that you are sometimes absent-minded) OR if you get caught in traffic, you could say, "*Of course I would pick the busiest route home!*" (You're admitting that you sometimes don't make the best choices). Be careful not to use this kind of humour too often as you want others to see you as competent, but occasionally it is fine.

✓ A funny misunderstanding

This is when there is miscommunication because of a language barrier that has a funny outcome. For example, "*Guess what happened to me the other day? I was at a fast food joint and I asked for what I thought was a medium coke and she gave me milk! I hate milk!*"

✓ **Light teasing**

This is teasing that doesn't denigrate. You are actually making light of someone's good aspects. We often use "As if ..." to begin. "As if you need any help in the brains department!" (This means: "Everyone knows how smart you are.") "As if you need any computer help." (This means: "Everyone knows you're a computer whiz".)

✓ **Telling a joke or sharing a comic**

Of course you can tell a joke that you've heard or share a comic that you found funny. Just be sure that they're politically correct. Also, beware that telling jokes can sometimes backfire. There's quite an art to telling a joke, and unless you're working as a comedian telling rehearsed jokes, telling a joke is not necessary for being considered a fun person to work with.

Negative Humour

Negative humour is often used to exclude someone from the group. It is aggressive and denigrating. It is not used to build the rapport of the whole group. It is intended to be divisive and disrespectful. This is not acceptable humour at the worksite.

✓ **Put-down humour**

This is directly negative comments made to a co-worker. It usually involves name-calling and placing excessive attention on a mistake someone made to embarrass that person. For example: "You loser! Why'd you do it that way! That's backwards. Hey, Frank! Come take a look at this. Steve hooked it up backwards!"

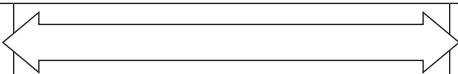
✓ **Ribbing and Razzing (Making fun of someone)**

Often on the worksite, people (more so men than women) will "rib" or "raz" each other. This is a heavy sort of teasing that is often negative. It's sort of a mild form of hazing or initiation into a group. It is done in more informal settings, such as a construction worksite and is aggressive. A little bit of teasing is acceptable, but when it becomes too disrespectful and rude or goes on for too long, it crosses the line from teasing to harassment.

✓ **Isolating humour**

This is using humour that can only be understood from past experience of working with someone. It is used by members of a clique and isolates others. The jokes are "inside jokes", and even if you may not be the brunt of the joke, you are made to feel uncomfortable because you are not let in on the "secret" and thus excluded from the group.

Workplace Humour

Appropriate			Inappropriate
Positive	Playing it Safe		Negative
Laughing with someone	Laughing at yourself	Laughing at someone	
Making everyone laugh	Making fun of yourself	Making fun of others	

Activity Plan 171

LESSON 5	Socio-Cultural Warmer: Refusing an Unreasonable Request ♦	
	40 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 10 min</p> <ul style="list-style-type: none"> Briefly brainstorm about which situations they might need to refuse an employer or boss's request. Briefly discuss employee rights, unionism, professionalism and the meaning of assertiveness. You may wish to suggest that if an employee consistently agrees to an employer's requests to "do extra" or to "help out beyond the normal job duties", that this behaviour will become expected. Distribute Handout 1. Divide the class into two roles: employee and supervisor. Give learners a moment to read the handout. Suggest that they try internalizing (memorizing) the language. Model as necessary, drill the rapid, native speaker pronunciation of the phrases. <p>Practice Stage 20 min</p> <ul style="list-style-type: none"> Learners practise and change roles if time allows. <p>Wrap-up 5 min</p> <ul style="list-style-type: none"> Briefly give feedback on any common mistakes or any issues that came up. <p>Classroom experience has shown that this socio-cultural warmer can start a discussion about whether one will lose one's job for refusing an unreasonable request. All the Canadian born workers that we have spoken with agree that it is appropriate to refuse the request of a boss who asks you to change vacation plans, just before you fly to Europe. The tone of the conversation may not be happy, but in Canada, you are likely to win the respect of people who you stand up to around unreasonable requests.</p> <p>Having said that, to be clear about that law versus social convention, BC Labour Law say that you cannot refuse an employer's demand (as opposed to a request), unless it in some way endangers you or is illegal. If you believe that your employer is telling you to do something that is outside your job description but is not illegal or dangerous, you must do as your supervisor requires and grieve it through the union or association that represents you. If you are not represented by a union or association, you can go to your boss's boss, BC labour relations, the provincial Ombudsman, or you can seek legal advice. While we're on this, it is also a dismissible offence for you to undermine your supervisor's authority (e.g., spread word through your department that your boss is incompetent, etc).</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 Make overhead of handout, if desired <p>Purpose</p> <ul style="list-style-type: none"> Learning and practising ways of refusing an unreasonable request Considering issues and fears about employee rights and assertiveness 	

**Activity Plan 171 Socio-Cultural Warmer:
Refusing an Unreasonable Request**

(page 2 of 2)

Learners may bring up concerns about a boss who is not of Canadian origin and who does not understand the rights-based approach that is operational in the Canadian workplace. This is a difficulty. Perhaps the best suggestion is that within the Canadian workplace, the cultural belief is that rights only exist if they are claimed. When you are “claiming” your rights, there is usually considerable social support for your actions. There are contracts and laws to punish supervisors who step on your rights, be they supervisors born in Canada or elsewhere.

Learners from high context cultures (traditional cultures in which clear rules for most situations are established) will find it hard to understand the degree to which dominant-culture Canadians believe that we create our own contexts (we are an extremely low context culture, meaning the we do not have a strong sense of how things will unfold simply because of the context in which those events take place).

Culture Map – Refusing an Unreasonable Request

A. (Approaching)

Employee: Your boss has left you a message. She / he would like you to cancel your travel plans and come to work next week. You are flying to Europe for a two week vacation. You need to approach your boss and explain that you will not be able to comply with their request. Take a deep breath; try to relax. Remember that her / his request is unreasonable.

Supervisor: An employee is about to approach you about a request you made.

B. (Bridging)

Employee: Walk up to the boss. Make eye contact. Say the person's name. You can say:

"Susan. I GOT your MESSagE aBOUT next WEEK. I'd LIKE to disCUSS your reQUEST. Have you GOT a MOment?"

Senior position: Walk up to the other person. Let them make eye contact. When they ask you speak with you, you can say:

"SURE. We'll NEED to MAKE it QUICK though. I'm alREAdy LATE for a MEETing"

C. (Communicating Message)

Employee:

"KAY. WELL, I'll CUT to the CHASE. I WON'T be Able to CANcel my vaCAtion. My PARTner and I are GOing to EUROpe for TWO WEEKS. I'm SORry, but I HOPE you underSTAND."

Senior position:

"OH. I'm REALly disapPOINTed. We REALly need you on BOARD."

D. (Developing Closure)

Employee:

"I underSTAND, but I've DONE a GOOD HANDover of MY PART of the PROject in anticipAtion of my vaCAtion. The TEAM will COver for me."

Senior position:

"Well, I GUESS they'll HAVE to. ANyway, I NEED to GET to that MEETing. Have a GOOD TRIP."

Activity Plan 172

LESSON 5	Reading “Managing Technical Professionals”: Check, Comprehension Questions and Discussion	
	60 MINUTES	HANDOUT(S): 1
<p>Discussion Stage 30 min</p> <ul style="list-style-type: none"> • Have learners sit in pairs or groups of three. They compare their answers for the 9-page handout that accompanied the Lionel Laroche reading distributed in Activity 162-EXT. • After about half of the time is gone, or when you see fit, distribute Activity 162-EXT. Answer Key Handout 1. <p>Concept Check and Recall 30 min</p> <ul style="list-style-type: none"> • Distribute Handout 1. It’s a chance for learners to tests themselves on what they have really understood in what they’ve read. Understanding these key concepts and being able to explain them are a step on the way to being able to apply them. There is an answer key, though there is no need to distribute this to learners. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 ✓ Answer Key Handout 1 for your own reference ✓ Activity 162-EXT Answer Key Handout 1 <p>Purpose</p> <ul style="list-style-type: none"> • Checking comprehension of reading done for Activity 162-EXT • Further developing understanding of key intercultural concepts 	

Discussion Notes for “Managing Technical Professionals”

Directions: Use the following questions to check how much of the reading you’ve understood. It’s a chance to begin applying the concepts.

Part 1: The Signs of Cross-Cultural Issues

1. What are some possible cultural issues for North American managers when they are managing employees from China and Sweden?
2. What is a “loose canon” and who is likely to be one?
3. What does the author mean by “unexpected reactions to feedback” from the North American manager’s perspective?
4. What are the characteristics of defensiveness, negativity and excessive deference?
5. What are some possible cultural issues for North American employees when they are working for managers from countries such as India or Denmark?
6. What might employees from Peru or Austria say about North American managers?
7. What is the basic cause of feedback problems, according to the author?
8. Match up the following pairs of perceptions and discuss.

The manager thinks...	The employee thinks...
a) When the manager thinks the employee is a <i>loose cannon</i> ,	d) The manager probably thinks the employee lacks <i>initiative or competence</i> .
b) When the employee thinks the manager lacks <i>technical knowledge or competence</i> ,	e) The employee probably thinks the manager is <i>putting him or her on the spot</i> .
c) When the manager thinks the employee is <i>defensive</i> ,	f) The employee probably thinks the manager is a <i>micromanager</i> .

Part 2: The Analysis Tools

1. What are the power distance characteristics of **managers** in these ranges?
 - <35
 - 35-50
 - >50
2. What are the power distance characteristics of **employees** in these ranges?
 - <35
 - 35-50
 - >50

3. What are some typical working relationship issues for **employees** who have a manager who is less hierarchical, say at least 20 points lower on the scale?
4. What are some typical working relationship issues for **employees** who have a manager who is more hierarchical, say at least 20 points higher on the scale?
5. What is happening in these typical cases?
 - a) The manager gives negative feedback, but the employee does nothing.
 - b) The manager gives what he considers minor critical comment, but the employee gets angry and quits.
 - c) The manager gives positive feedback, but the employee feels disappointed.

Part 3: The Cure

1. What should employees who are more hierarchical do when they are working with a manager who is less hierarchical?
2. What should employees who are less hierarchical do when they are working with a manager who is more hierarchical?
3. What approaches can be helpful for a manager who is more hierarchical than the employees?
4. What approaches can be helpful for a manager who is less hierarchical than the employees?
5. How can feedback problems be resolved?
6. What are some of the benefits of power distance differences in an organization?

Most of these answers have been copied from the handout distributed in Activity 162-EXT.

Part 1: The Signs of Cross-Cultural Issues

1. What are some possible cultural issues for North American managers when they are managing employees from China and Sweden?

China	Sweden
<ul style="list-style-type: none"> ➤ <i>Competent, but hold back</i> ➤ <i>Don't speak out their concerns</i> ➤ <i>Always run to boss for every problem</i> 	<ul style="list-style-type: none"> ➤ <i>Initiate projects without consulting</i> ➤ <i>Make managerial decisions</i> ➤ <i>Make incomplete progress reports</i> ➤ <i>Unpredictable – can't trust with clients</i> ➤ <i>Insubordination</i>

2. What is a “loose canon” and who is likely to be one?

A loose canon is someone who takes initiative without consulting the manager, who speaks his or her mind inappropriately and who seems insubordinate. For a manager originally from India, East Asia or Latin America, many North Americans and Scandinavians will seem like loose canons. For a manager from North America, Scandinavians may seem like loose canons.

3. What does the author mean by “unexpected reactions to feedback” from the North American manager’s perspective?

Unexpected reactions are when people respond very defensively to mild criticism, or do not respond at all to praise or strong criticism.

4. What are the characteristics of defensiveness, negativity and excessive deference?

Defensive behaviour involves blaming others or situations for problems on the job, negativity involves finding many reasons why something is unlikely to succeed and excessive deference is paying too much attention to the opinion of the boss or being too polite to her/him.

5. What are some possible cultural issues for North American employees when they are working for managers from countries such as India or Denmark?

India	Denmark
<ul style="list-style-type: none"> ➤ <i>Boss micromanages</i> ➤ <i>Boss doesn't want his decisions questioned</i> ➤ <i>Boss expects too much deference</i> 	<ul style="list-style-type: none"> ➤ <i>Boss expects too much initiative</i> ➤ <i>Boss delegates too much responsibility</i> ➤ <i>Boss seems only frank and matter-of-fact</i>

6. What might employees from Peru or Austria say about North American managers?

Peru	Austria
<ul style="list-style-type: none"> ➤ <i>Not expert enough</i> ➤ <i>Directions not clear enough</i> ➤ <i>Lacks leadership</i> 	<ul style="list-style-type: none"> ➤ <i>Boss doesn't encourage enough initiative</i> ➤ <i>Boss doesn't delegate enough responsibility</i> ➤ <i>Boss seems less than frank</i>

7. What is the basic cause of feedback problems, according to the author?

In different cultures, people have different ideas of what is negative, positive and neutral feedback. A boss from one country may feel that he is praising someone, but the praise is perceived as neutral for the other person.

8. Match up the following pairs of perceptions and discuss.

(a) When the manager thinks the employee is a *loose cannon*, (f) the employee probably thinks the manager is a *micromanager*.

This employee is from a culture that sees taking initiative without consulting the manager as appropriate. The manager is probably from a more hierarchical culture and may view the employee as insubordinate

(b) When the employee thinks the manager *lacks technical knowledge or competence*, (d) the manager probably thinks the employee *lacks initiative or competence*.

This employee may be from a more hierarchical culture and the manager from a less hierarchical culture. The manager expects the employee to work with much less direction from the manager and this employee is not accustomed to this way of working.

(c) When the manager thinks the employee is *defensive*, (e) the employee probably thinks the manager is *putting him or her on the spot*.

This employee might come from a more hierarchical culture and feel that they are constantly being asked to take responsibility for matters over which they have no control. To a manager from a hierarchical culture, this can be perceived as the employee spending too much time defending why he or she cannot do the job, or making excuses.

Part 2: The Analysis Tools

1. What are the power distance characteristics of **managers** in these ranges?

<35

35-50

>50

Expectations of managers from cultures in these critical hierarchy ranges:

<35	35-50	>50
<ul style="list-style-type: none"> • Expect employees to take initiative with little input • Low level of deference • Assumption of equality • To influence and convince • Do not expect detailed information • See mistakes as learning opportunities 	<ul style="list-style-type: none"> • Expect employees to take initiative with some instruction • "All are equal, but some are more equal than others" • To give freedom but make decisions • Do not expect highly-detailed information • See mistakes as learning opportunities 	<ul style="list-style-type: none"> • Expect to give employees explicit instructions • High level of deference with obvious psychological difference • To be the boss • Expect very detailed information • To see mistakes and assign blame

2. What are the power distance characteristics of **employees** in these ranges?

<35

35-50

>50

Expectations of employees from cultures in these critical hierarchy ranges:

<35	35-50	>50
<ul style="list-style-type: none"> • <i>Expect managers to give general instructions and leave the details to them</i> • <i>Expect to make decisions on most aspects of projects</i> • <i>Assume equality with manager</i> • <i>Use team-based decision making</i> • <i>Give information as required</i> 	<ul style="list-style-type: none"> • <i>Expect managers to give more specific instructions but leave most details to them</i> • <i>Expect to make minor decisions and consult on major</i> • <i>Assume a fair amount of equality with manager</i> • <i>Manager will make decisions in consultation</i> • <i>Give information as required</i> 	<ul style="list-style-type: none"> • <i>Expect managers to give very specific instructions and be involved in all details</i> • <i>To know the projects well and make all decisions</i> • <i>To defer to the manager</i> • <i>Manager to take responsibility for project</i> • <i>Give numerous documents and proof of action</i>

3. What are some typical working relationship issues for **employees** who have a manager who is less hierarchical, say at least 20 points lower on the scale?

- *The manager seems to lack expertise*
- *The manager is hard to contact; unavailable*
- *The manager is very political and wants to talk about politics rather than content*

4. What are some typical working relationship issues for **employees** who have a manager who is more hierarchical, say at least 20 points higher on the scale?

- *The manager micro managers*
- *The manager doesn't give them enough freedom*
- *The manager expects too much respect and deference*

5. What is happening in these typical cases?

a) The manager gives negative feedback, but the employee does nothing.

The employee may come from a culture with a wider neutral zone, so the comment is perceived as neutral.

b) The manager gives what he considers minor critical comment, but the employee gets angry and quits.

The employee may come from a culture with a narrow neutral zone, so the critical comment is seen as very negative.

c) The manager gives positive feedback, but the employee feels disappointed.

The employee may come from a culture with a wide neutral zone, so the positive feedback is seen as neutral; it is not effusive enough.

Part 3: The Cure

1. What should employees who are more hierarchical do when they are working with a manager who is less hierarchical?
 - ***Make suggestions rather than questions***
 - ***Research and rate options***
 - ***Volunteer for new projects / tasks***
 - ***Work on more critical projects***
 - ***Don't worry about first mistakes***

2. What should employees who are less hierarchical do when they are working with a manager who is more hierarchical?
 - ***Report more often than usual***
 - ***Run new initiatives by managers***
 - ***Implement final decisions without questions***
 - ***Work on less critical projects***
 - ***Show increased deference***

3. What approaches can be helpful for a manager who is more hierarchical than the employees?
 - ***Give more freedom than normal***
 - ***Assign less critical projects***
 - ***Explain management interests in detail***

4. What approaches can be helpful for a manager who is less hierarchical than the employees?
 - ***Give more details on projects***
 - ***Give progressive opportunities for decisions***
 - ***Encourage initiative with praise***
 - ***Explain effects of excessive deference***
 - ***Avoid blame to decrease defensiveness***
 - ***Encourage learning from mistakes***

5. How can feedback problems be resolved?

The difficulty with opposite values is quite often the opposing values are equally important to both cultures. There may need to be adaptation to one value or the other depending on where the work is located. Otherwise, it is also possible to call in outside help in the form of mentoring or consultants.

- ***Manager uses different strategies with different employees***
- ***Employees calibrate to manager's scale***
- ***Employee gets mentoring from other-culture mentor to help interpret feedback***

6. What are some of the benefits of power distance differences in an organization?

Relationship benefits of power distance difference

	<i>The 'other' is more hierarchical</i>	<i>The 'other' is less hierarchical</i>
<i>Manager benefits</i>	<i>For 'fire-fighting' situations in which quick compliance with instructions is important, this employee works well.</i>	<i>For unclear projects in which the manager is not certain what the best route is, a 'loose canon' might be useful.</i>
<i>Employee benefits</i>	<i>Often, this sort of manager has very good technical skills, so learning new information is possible.</i>	<i>With greater latitude comes the opportunity to think creatively and experiment.</i>

Activity Plan 173

LESSON 5	Vocabulary: Common Mistakes	
	30 MINUTES	HANDOUT(S): 1
<p>Preparation Stage 10 min</p> <ul style="list-style-type: none"> • Review the phrasal verbs and idioms that were introduced in this module. • Show some erroneous uses of the vocabulary and see if the students can catch the mistakes and introduce some common errors. <p>Exercise Stage 15 min</p> <ul style="list-style-type: none"> • Look at some common mistakes made with this vocabulary (not necessarily every one). Some examples are given on the handout. • Vocabulary error analysis. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare examples of common errors with the phrasal verbs and idioms in this module <p>Purpose</p> <ul style="list-style-type: none"> • Reviewing and practising vocabulary from Activities 157-EXT and 159 • Troubleshooting and looking at fossilized errors 	

Vocabulary for the Culture Module: Common Mistake and Challenges

Sometimes people make mistakes with phrasal verbs and idioms and use them incorrectly. This is especially true when people have just learned them.

1. **at last:** this means after a long wait, eventually or in the end. It is sometimes incorrectly worded "at the last" or "in the last" as a way to say 'finally' or 'in the end'.

Some examples:


- *At last, their meals arrived after they had been sitting there for 40 minutes.*
- *He never cleans his desk when I ask him to, but, at last, he did it because a new cute girl was starting work here.*
- *At the last, press the button and wait for it to copy. Lastly, press the button and wait for it to copy.*
- *After six years of waiting, Einat got the promotion at the last. After six years of waiting, Einat got the promotion, at last.*

2. **To spend time:** this means associate, hang out or interact with someone or something. It is sometimes incorrectly spoken or written as "spend the time with" or "spend a time with".

Some examples:

- *We enjoy spending the time together during the holidays. We enjoy spending time together during the holidays.*
- *After work, some of us are going to spend a time at the pub. After work, some of us are going to spend some time at the pub.*
- *I like spending time in the warehouse. It makes me feel connected to the company.*
- *Don't spend too much time worrying about it. It will all work out.*

Activity Plan 174

LESSON 5	 Socio-Cultural Listening: Small Talk at Work ♦	
	45 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 10 min</p> <ul style="list-style-type: none"> • Discuss situations at work where you will need to make small talk and participate in gossip. • What purposes do small talk and gossip serve? • Point out to learners that they will have many opportunities to participate in small talk such as this at work. If they cannot actively participate, it is important to try to understand as much as possible. Important messages about developing events, interpersonal relationships and workplace politics are conveyed in such exchanges. Much of this information will allow them to interact more completely and more successfully within the group. • Is it usual to mix personal and work-related topics in small talk (yes, especially with someone that you work closely with). • Distribute Handout 1. <p>Listening Stage 30 min</p> <ul style="list-style-type: none"> • Learners listen individually to the small talk. Although the recording is only about seven minutes long, most learners will be find it quite challenging because of the rapid change in topics. • Circulate to ensure that learners are on the right track. <p>Debriefing Stage 5 min</p> <ul style="list-style-type: none"> • Ask learners how they found listening to this exchange. This material is intended to be intense, challenging and realistic. • The time allocated for this activity is rather short, given the difficulty of the listening material. You may wish to assign any uncompleted tasks for homework or Day 5 (assuming that learners will have access to the lab). • You may wish to post Answer Key Handout 1 now, or once learners have had additional time to complete the handouts. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare 174 Listening • Book the language or computer lab for this listening. • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 • Make overhead of handout, if desired <p>**Note: Because of the speed with which these individuals speak, learners will need to have the opportunity for multiple listenings. If possible, it is highly desirable for learners to have control of their own tapes or listening files.</p> <p>Purpose</p> <ul style="list-style-type: none"> • Modeling typical patterns in small talk between people who work closely together and know each other well. There are few transitions between anecdotal comments, transactional exchange and between work and personal topics. • Listening to native speaker small talk, including personal and work-related comments and gossip 	

Listening – Small Talk at Work

Exercise 1: Below are the topics that the two people cover in this conversation. Number them in the order that they discuss them.

Topic	Order
The location of the two playgrounds at Beacon Hill Park	
Nick with a young woman	
The Math 11 curriculum	14
Numbers of learners in class	
<i>X-Men 3</i>	
Ministry of Education's report	
Free lunch	
<i>Fast Food Nation</i>	
Wayne who looks like a surfer dude	
Frank married a young woman	8
Friend's baby	1
Math being used for gate keeping at university	
Dustless chalk	
Gille's kids' visit to the new playground at Beacon Hill Park	

Exercise 2: Answer the following questions.

General

1. What are the names of the two people talking and what is their relationship?
2. Where and when do you think they are talking?
3. What is their profession?

Content specific

4. Why was the baby a problem?
5. Why isn't Peter very interested in work?
6. What is the problem with using a calculator to divide by 10?
7. What is the problem with the dustless chalk?
8. Where did Gilles see Nick with a young woman?
9. What department does Frank work for?
10. How many assignments does Pat have to mark tonight?
11. How many learners does Gilles have in his 222 class?
12. Where did Pat get a free lunch?
13. Where did Pat's husband meet Wayne (the surfer dude)?
14. What movie does Gilles say is similar to *Fast Food Nation*?

Listening – Small Talk at Work

Exercise 1: Below are the topics that the two people cover in this conversation. Number them in the order that they discuss them.

Topic	Order
The location of the two playgrounds at Beacon Hill Park	3
Nick with a young woman	7
The Math 11 curriculum	14
Numbers of learners in class	9
<i>X-Men 3</i>	12
Ministry of Education’s report	4
Free lunch	10
<i>Fast Food Nation</i>	13
Wayne who looks like a surfer dude	11
Frank married a young woman	8
Friend’s baby	1
Math being used for gate keeping at university	5
Dustless chalk	6
Gille’s kids’ visit to the new playground at Beacon Hill Park	2

Exercise 2: Answer the following questions.

General

1. What are the names of the two people talking and what is their relationship?

Pat and Gilles. They are colleagues.

2. Where and when do you think they are talking?

They appear to be talking at work, probably in one of their offices or in a shared space. They seem to be talking between classes, just after a weekend.

3. What is their profession?

They are college or university math teachers.

Content specific

4. Why was the baby a problem?

It was in a bad mood and cried a lot. It disturbed Pat.

5. Why isn’t Peter very interested in work?

He’s retiring.

6. What is the problem with using a calculator to divide by 10?

It indicates how lazy learners have become, or perhaps how unaware of the principles of math if they can’t divide by 10 without the help of a calculator.

7. What is the problem with the dustless chalk?

It's not very dark on the board, so you have to press very hard for it to make enough of an impression for the learners at the back of the class to see it. When you press that hard it's very difficult to rub off.

8. Where did Gilles see Nick with a young woman?

At a wine tasting.

9. What department does Frank work for?

The Physics department.

10. How many assignments does Pat have to mark tonight?

39

11. How many learners does Gilles have in his 222 class?

7

12. Where did Pat get a free lunch?

She was walking by a talk being put on called Leaders in Innovation. The associate dean offered her lunch (maybe because she was well dressed).

13. Where did Pat's husband meet Wayne (the surfer dude)?

At the university, playing underwater hockey.

14. What movie does Gilles say is similar to *Fast Food Nation*?

Super-Size Me.

Small Talk

Gilles: Hi, Pat. How are you?

Pat: Oh, hey, Gilles.

Gilles: Did you have a nice weekend, Pat?

Pat: Well, we had these guests over and they have this little baby who's, uh, oh, I guess he's about 15 months old, and he was ... last time he visited us, he was great, but this time he was whiney and cranky, and he cried all night, and, and I was really tired, and I didn't get my marking done until Sunday night.

Gilles: Oh, I see.

Pat: Yeah, so, so not so good. So how are your kids?

Gilles: Oh, they're doing great. You know, we had the chance to go to the new playground in Beacon Hill Park ...

Pat: Oh yeah.

Gilles: ... they, they changed completely the old one, it was getting a little old, they completely changed it and the kids really like it.

Pat: Is that the, the one in the middle by, where the bathrooms are ... right?

Gilles: That's right. That's right. There are actually two playgrounds, as you know, in Beacon Hill Park ...

Pat: Mm-hmm.

Gilles: There's one near Cook Street.

Pat: Right, yeah.

Gilles: I'm talking about the one in the middle ... yeah.

Pat: Oh, yeah.

Gilles: No, it's really great.

Pat: Oh, neat. Ah, I guess we'll have to go by and see it sometime.

Gilles: Yeah, that's right. Hey, by the way, have you noticed I missed the meeting on Friday?

Pat: Oh, yeah.

Gilles: Did I miss anything urgent?

Pat: Yeah, well.

Gilles: ... anything important?

Pat: Peter wasn't there either.

Gilles: Oh.

Pat: And he said to Raymond and me, uh, as, as he was leaving, tell Wayne not to have any more meetings on Friday, because he goes up to Black Tusk, uh, and so he, well, you know, he's retiring in December, and so he's like, kind of retired mentally already. Ah, so anyway, off he ran, and so Raymond and I went. Um, well, Wayne asked uh, a couple of us to go to this meeting today ...

Gilles: Yeah, that's right. I got the email from that.

Pat: Right. Yeah. Did you read the report?

Gilles: Well, I read it, but I won't be able to go, as you know, I have a class this afternoon ...

Pat: Oh, right, right, right.

Gilles: ... that I teach.

Pat: Yeah, so the Ministry of Education is coming to ask us about our recommendations for high school math ...

Gilles: Mm-hmm.

Pat: ... uh, and one of the uh, topics is, uh, whether or not students are using calculators too much in high school.

Gilles: Yeah.

Pat: Uh, because you know, well, I've caught them dividing by ten on calculators and I don't think that's okay, so, and yeah, ah, so you know, in Math 172, we don't allow calculators any more. Uh, the students, uh, complain incessantly for about the first week, and then they get over it, and then it's all fine.

Gilles: Mm-hmm.

Pat: Ah, so that was one of the topics, and another one was whether or not Math is being used as, like, a gate keeping course when it shouldn't be to force students to get in and out of the universities. So, so Tanyway, uh, so we talked a little bit about that, but, uh ... other than that, you didn't really miss a lot. We talked about, uh, chalk.

Gilles: Chalk? What do you mean?

Pat: Chalk. Yeah, well, apparently over at Lansdowne, they're using this new dustless chalk, and like, you try to write, and you have to write really hard, and then the students at the back can't see it, and then because you've pressed so hard, you can't erase it either. So, uh, they complained for about 10 minutes about chalk, uh, and then we moved on to other things. So, no, actually, you didn't miss anything.

Gilles: Oh, I see. Hey, by the way, did I tell you that I went to a wine tasting, uh, this weekend?

Pat: Oh, yeah.

Gilles: And you know who I saw?

Pat: Who did you see?

Gilles: Nick! And he was with that girl, around 20 or 25-years old.

Pat: You're kidding me.

Gilles: Yeah, yeah, I think it was ... I would think it was his daughter. But ...

Pat: Does he have a daughter?

Gilles: Yeah, I'm not sure.

Pat: Or am I thinking of Wayne, or? Because Wayne has five sons, right?

Gilles: Yeah, yeah.

Pat: So, Nick, huh, interesting. Well, you know that, that Frank at the other campus? And he just married a 28-year old.

Gilles: You're kidding!

Pat: No! His daughter is like, 21, so, so his new wife just had a baby, and, uh, he's on paternity leave.

Gilles: Oh, wow, that's amazing.

Pat: So, I don't know when he's coming back, but uh, but yeah, so that's, that's the news from the Physics department. Like, who knew?

Gilles: Hmm, interesting. So, by the way, how are you classes going? This order?

Pat: Well, I have to, uh, grade assignment number two from Math 172. Thirty-nine assignments.

Gilles: Thirty-nine assignments?

Pat: Thirty-nine.

Gilles: Wow.

Pat: Yeah. Not so bad. The class is, uh, a little bit crowded and there's too many students in CBA 101. You know, they're all squished together, and it gets really hot, and, and so, not so good, but, uh, uh, they, they, don't whether or not they're going to split that into two classes for January ...

Gilles: Yeah.

Pat: ... or not, so I don't know what I'm going to be teaching yet.

Gilles: I see. I mean 39 students. I have to admit, I'm pretty lucky this quarter. I have a group of only seven students. That's pretty, uh, amazing.

Pat: Which one's that?

Gilles: Math 222 ...

Pat: Oh, right, yeah.

Gilles: ...'cause this year's only the computer engineering ...

Pat: Oh, yeah.

Gilles: ... left in that class, and there's only seven ...

Pat: Right. Mm-hmm.

Gilles: ... of them, so I'm pretty lucky.

Pat: Oh, that must be nice.

Gilles: Right.

Pat: So ...

Gilles: It'll compensate. I mean, next quarter, I'm going to have three classes with close to 40, so these things compensate. So, I feel ...

Pat: Yeah, that's true enough. So, I got a free lunch today.

Gilles: Seriously?

Pat: Yeah, I was walking by the cafeteria, and they were having that Leaders in Innovation talk, with that NASA astronaut ...

Gilles: Oh!

Pat: And, uh, anyway, so I was walking by, and Ward, the new associate dean, said *hey, do you want a free lunch?* I said *yeah, but I have to go in, like, twenty minutes because I have office hours.* He said, *no, no, here's food.*

Gilles: Wow.

Pat: So, uh, I went in ...

Gilles: Was that good food?

Pat: It, actually, it was really nice, you know, they, they had, like, the salad in the middle with the little rolls of cucumber around it,

Gilles: Oh, gee.

Pat: and uh, the prawns, and the sauce

Gilles: Too bad I missed that.

Pat: Yeah, it was actually pretty good. But everyone was dressed really nicely. So, I happen to be wearing a jacket today, so I guess that's why I kind of fit in.

Gilles: I see.

Pat: But, uh, except for Wayne Mayes, you know him, he's in Electronics. He's doing the surfer dude look, his, his hair's really long ...

Gilles: Yeah, yeah, that's right.

Pat: And he doesn't really look like an instructor these days, to be honest with you. So, uh ...

Gilles: Yeah, yeah.

Pat: Have you, have you seen him?

Gilles: No, actually.

Pat: Oh, you don't know him? Oh, uh, it turns out my husband knows him, because uh, uh, Wayne actually went to underwater hockey once.

Gilles: Oh.

Pat: Yeah, up at the Saanich Commonwealth Pool. They play this sport called underwater hockey, and so, Wayne came, and unfortunately wasn't wearing a mouth guard, and got a tooth knocked out ...

Gilles: Oh, I see.

Pat: ... and they had to take him to the hospital.

Gilles: Hey, and by the way, you told me about a movie Friday. What was that movie again? You said you would see this weekend?

Pat: Oh yeah, that was *X-Men 3*. Have you seen it?

Gilles: No, I haven't. But I was waiting for you to give me a review of that. So is it worth it?

Pat: Uh, if you like the 'them blew up good' uh, kind of, uh, movie, you know. They have all kinds of explosions. I can't say the storyline was very good, but, but, I love Ian McKellan, and when he and Patrick Stewart ...

Gilles: So, you'd recommend ... you can recommend it? You think I might like it?

Pat: It...d'd depends, you know, do you, do you like, sort of, the thriller flicks don't necessarily have a lot of plot?

Gilles: Yeah, I don't know. There, there's one movie that I saw the ad ... it's going to come soon. You know, it's called *Fast Food Nation*. It's a documentary, documentary.

Pat: Oh, yeah.

Gilles: I don't know if you ever saw that movie, what, what's that called again?

Pat: *Super Size Me*?

Gilles: Yeah, that's right. It's in the same spirit. I guess.

Pat: Yeah, what's the guy's name? I can't remember now.

Gilles: Morgan?

Pat: Yeah ...

Gilles: What's his name? Anyway, we know, we know who and what we're talking about. That guy who when to McDonald's and ate all these meals at McDonald's for 30 days.

Pat: Yeah, exactly.

Gilles: He gained, what, 25 pounds.

Pat: Yeah, something like that. Eww. I can't imagine eating like that.

Gilles: It was *Fast Food Nation*. You know, you know that Vic theatre on Douglas Street?

Pat: Oh, right. Uh-huh.

Gilles: It's going to come. So, that might be something. Yeah.

Pat: That's cool. Alright. Okay. Yeah, anyway, so, I'm going to go to this meeting this afternoon. Is there anything that, that you have to say about high school math?

Gilles: Well, tell me, those calculator issues, I'd be curious to see, whatever, you can tell me about ... it's too bad I missed the meeting because ...

Pat: Yeah, yeah. So, yeah, well, of course, you're teaching this afternoon.

Gilles: Yeah. Who else is going there?

Pat: Oh, um, let's see. Rich is going, and Cathy is going, and ...

Gilles: Anybody from Interurban? Is Wayne going?

Pat: Yeah, uh, well, I'm going, um, I think ...

Gilles: I meant from Lansdowne, sorry.

Pat: Oh, yeah, right. I, I don't you could drag too many people over from Lansdowne, uh, so, I think that we'll be giving, you know, the feedback, but, uh, I'm actually quite interested in this because I'm tutoring my niece and nephew in math ...

Gilles: Yeah, yeah, that's right.

Pat: So, uh, my nephew's in Math 12, and my niece is in Math 11 right now.

Gilles: Mm-hmm.

Pat: So, there's a whole bunch of stuff that they do in the math curriculum that I'm not that pleased about. They don't do it very rigorously, you know, like it seems really dumbed-down, so they should do it well or not at all, in, in my opinion. So, uh, anyway. But I'll tell you, uh, actually I was thinking of sending an email to the department about my impressions of the meeting ...

Gilles: Yeah.

Pat: ... uh, so that we can, you know, reply, and they're also looking for written submissions. So if there's anything that we missed, we can send it directly to the Ministry.

Gilles: Ok, anyway, I'd better, I have to go to my class in a couple of minutes. It was nice talking to you, Pat.

Pat: Yeah, take care. See you later.

Gilles: See you.

Activity Plan 175-EXT

LESSON 5	Reading Summary: “Managing Technical Professionals”	
	75 MINUTES	HANDOUT(S): 1
<ul style="list-style-type: none">• Distribute Handout 1 to all learners.• On the board or overhead, write the due date that you have decided and remind learners of suggested length. <p>(1) Have learners read the summary of the Laroche article (Chapter 7 from the 2007: <i>Recruiting, Retaining, and Promoting Culturally Different Employees</i> entitled “Retention Part I: Manager / Employee Relations” (pp 163-207)), and compare the summary to the original in terms of the following:</p> <ul style="list-style-type: none">• What kind of information is included in the summary?• What kind of information is left out of the summary when compared to the original? <p>(2) Additional Reading: Have learners read the “How to say <i>no</i> to your boss” article and answer the following questions:</p> <ul style="list-style-type: none">• Which country of those surveyed had the most obedient employees, and which country had the most disobedient?• Which country it is better to be a manager in: Morocco, the USA or France?• What five (5) key strategies does the author recommend if you are going to say “No” to an employer?	<p>Advanced Preparation</p> <ul style="list-style-type: none">• Prepare photocopies of:<ul style="list-style-type: none">✓ Handout 1 <p>Purpose</p> <ul style="list-style-type: none">• Getting at the essentials of the article. Learners will need to understand the content of the reading for Activities 178 and 188• Practising summary writing	

Summary and Comment: “Managing Technical Professionals”

Directions: Using the language frames suggested below, write a summary of the part of “Managing Technical Professionals” that you worked with earlier. You will need to supply a general sentence and list the key ideas that were presented. In addition, you need to provide a comment on the information from the article. **Please stay within the maximum of 250 words.**

Some suggested summary framing sentences and phrases:

Start with a general statement:

The article, “Managing Technical Professionals,” focuses on the intercultural issues that arise between culturally different managers and employees. In this section, *(give the subheading from your sections of the article), the author [state what he is doing in this part, giving an overview or explaining a system of analysis, or suggesting what managers and employees can do, etc.]*.

Continue with the key points or ideas and one example.

Sample phrases:

The most important idea is . . .

The two most important ideas are . . .

The key point is . . .

The two key points are . . .

Another point that the author makes is . . .

For example, . . .

A particularly good example is . . .


Finish with a comment, giving your own view as to how useful / useless or helpful / not helpful this information regarding intercultural employment issues might be to an immigrant newcomer in Canada.

Sample phrases:

On the whole, the (analysis, the approach, the research) is (useful, somewhat useful, insightful, not very useful, etc.) for . . .

The immigrant newcomers might find this information useful when . . .

Activity Plan 176

LESSON 6	 (Computers optional) Humour in the Canadian Workplace	
	40 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 10 min</p> <ul style="list-style-type: none"> Review and have discussion around Activity 170-EXT, Handout 1: <i>Humour in the Canadian Workplace</i>. ✓ Do the learners feel that they understand Canadian humour? ✓ Is humour acceptable at the workplace in their cultures? Find out what learners know about sarcasm. You may want to make a sarcastic comment about a safe topic, such as the weather. Be sure to demonstrate the matching body language: raise your eye brows, lower your tone, tilt your head slightly to one side and nod a little as you say the comment. Have file managers distribute Handout 1: <i>Recognizing Sarcasm in Canadian Humour</i>. Read through the examples on page 1. <p>Listening Stage 25 min</p> <ul style="list-style-type: none"> Have learners listen to and complete Exercise 1. 10 min Show answers and listen again to tone variations. Have learners listen to and complete Exercise 2. 15 min Discuss reasoning for answer choices. <p>Wrap-up Stage 5 min</p> <ul style="list-style-type: none"> Take a few minutes to go over page 3 of the handout, <i>Strategies for Finding the Humour Balance</i>. <p>**Note: More work to come on humour in Activity 204, <i>Asking About Humour</i>, and Activity 217: <i>Socio-Cultural Warmer: Being the Brunt of a Joke</i>.</p> <p>Ways to Add Support or Challenge</p> <ul style="list-style-type: none"> Listen and View: HowCast video on <i>Humor and Sarcasm at Work</i> (2.5 minutes). This video offers a short scenario (lunch conversation) in which an employee uses sarcasm ineffectively, followed by a few principles for conducting workplace conversations. Support: After viewing, lead the class in a discussion that includes discussion of relevant vocabulary and cultural norms. Challenge: Learners could view and discuss the video in pairs, if and when they finish the main activity early. To view this video, Google: Howcast <i>Humor and Sarcasm at Work</i>. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare 176 Listening Book listening lab time or use listenings in class. Learners should have already received and read copies of Activity 170-EXT, Handout 1 <i>Humour in the Canadian Workplace</i>. Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 <p>Purpose</p> <ul style="list-style-type: none"> Recognizing and knowing how to respond to sarcasm Finding the humour balance at work 	

Activity Plan 176
Humour in the Canadian Workplace

(page 2 of 2)

NOTE: In Lesson 9 and 10, learners prepare for their second workplace visit, where they meet a workplace representative who will act as a cultural informant. Because the turnaround time is very tight, depending on your situation, you may want to give learners the phone numbers of the workplace representative / cultural informants and have them arrange their meeting even before their first workplace visit. Both visits 1 and 2 need to be complete by Lesson 12, so that learners can prepare their PowerPoint presentation. Alternately, you can schedule the presentations for later and move on to another module.

A reminder that it is not intended to be your responsibility to find the workplaces or the workplace representatives. The pilot sites for this curriculum have been notified as to the need for an additional employee providing this support to instructors.

Recognizing Sarcasm in Canadian Humour

A sense of humour is cultural. We learn the subtleties of our culture's humour as we grow up in the culture. It's difficult to learn a culture's humour without having grown up in that culture. You can't learn it from a book. An added difficulty for the newcomer in understanding Canadian humour is the use of colloquialisms, idioms, play on words and **sarcasm**.

Sarcasm is used a lot in Canadian humour. It is worthy of attention because it is marked by variations in stress and intonation that may be too subtle for a non-native speaker to pick up on (notice) at first. The tone changes the literal meaning of the words. For example, if the words are positive, the tone makes them negative. For example:

Sarcasm: implying the opposite meaning

Instead of saying: "Your handwriting is awful!" A Canadian can simply say:

• ↗ • ↗ • ↘

NICE HANDWRITing! (Have a lowered tone of voice, raise the eyebrows, tilt the head to one side slightly and nod while saying it)

The person receiving the comment would know that the speaker doesn't like, or is laughing at, the messy handwriting.

Taking it literally

However, a non-native speaker, not noticing the subtleties of intonation variation and misreading the body language, would think it was a compliment. It's important to pay attention to the difference in tone.

• • • • ↘

The compliment would be said this way: Nice HANDWRITing!

Friendly sarcasm as small talk

Sarcastic comments like these are also used as small talk, and also as a way to strike up a conversation with someone. For example:

Situation 1: It's pouring out.

Sarcastic Comment:

"Lovely weather we're having!"

Possible Response or Comebacks:

"Yeah, good for ducks." OR

"Oh, well, at least we don't have to shovel it!"

Situation 2: Someone getting junk food at a vending machine.

Sarcastic Comment:

"That's good health food!"

Possible Response or Comebacks:

"Yeah, (ha-ha), but it's time for desperate measures.

I need the mid-afternoon energy boost."

Recognizing Sarcasm

Exercise 1: Listen to the following exchanges and decide if they are sarcasm or not. Put a check (✓) beside your choice.

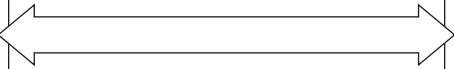
For example:

- a. Meant Literally ___ Sarcasm b. ___ Meant Literally Sarcasm
1. a. ___ Meant Literally ___ Sarcasm b. ___ Meant Literally ___ Sarcasm
2. a. ___ Meant Literally ___ Sarcasm b. ___ Meant Literally ___ Sarcasm
3. a. ___ Meant Literally ___ Sarcasm b. ___ Meant Literally ___ Sarcasm
4. a. ___ Meant Literally ___ Sarcasm b. ___ Meant Literally ___ Sarcasm
5. a. ___ Meant Literally ___ Sarcasm b. ___ Meant Literally ___ Sarcasm

Appropriate “Comebacks”

A sarcastic comment is usually followed by a response or “comeback” comment from the recipient. It’s important to keep these comments within the realm of positive or appropriate for the workplace. Often, there is a desire to be “witty” with the “comeback”, but workers must be careful not to cross over into negative or aggressive humour. Sometimes, even ignoring the comment or silence is the best response.

Exercise 2: Listen to the following exchanges. There will be a sarcastic comment and then a comeback in response to it. Decide which category of humour the comebacks fall under. Put the number of your choice in the blank and think of a reason why you feel this way.

1	2	3
Appropriate		Inappropriate
Positive ←	Playing it Safe	→ Negative
Laughing with someone	Laughing at yourself	Laughing at someone
Making everyone laugh	Making fun of yourself	Making fun of others

Example:

Category Reason

Answer: 3 Negative, name calling, aggressive, laughing at someone

Category Reason

1. _____
2. _____
3. _____
4. _____
5. _____

- ✓ Keep it inclusive.
- ✓ Keep it positive.
- ✓ Keep it respectful.
- ✓ Keep it clean.
- ✓ Looking on the positive side: model yourself after upbeat people; avoid negative people.
- ✓ Observe and copy: for knowing when and how to use humour.
- ✓ Giggle with the gang: you can be seen to have a sense of humour without even telling a joke by just listening to those around you and sharing in their laughter. Make others feel at ease and enjoy your company.
- ✓ Be frugally funny: make funny comments occasionally to diffuse tension, but don't overdo it.
- ✓ Put yourself down occasionally: occasionally make fun of yourself. This can put others at ease without risking offending someone else, but be sure to keep it light and don't make a habit of it.
- ✓ Use sarcasm sparingly: it has too much potential to be take the wrong way.
- ✓ Ask when you don't "get it": humour is cultural and you can't be expected to understand the subtleties of Canadian humour right away.

Recognizing Sarcasm in Canadian Humour

Exercise 1: Listen to the following exchanges and decide if they are sarcasm or not. Put a check (✓) beside your choice.

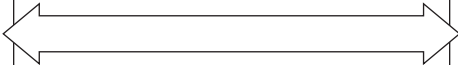
For example: "We've got loads of free time!"

- a. Meant Literally b. Sarcasm

- Tape script: "Nice work Tom. Now, he's really going to want to work with us."
a. **Sarcasm** b. **Meant Literally**
- Tape script: "Way to go! You deserve a promotion for that!"
a. **Sarcasm** b. **Meant Literally**
- Tape script: "Smooth move! That was really smart thinking."
a. **Meant literally** b. **Sarcasm**
- Tape script: "He's a real brainwave! Good thing he's on our team."
a. **Sarcasm** b. **Meant Literally**
- Tape script: "Are you sure you got enough there? We wouldn't want you to go hungry."
a. **Meant literally** b. **Sarcasm**

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1	2	3
Appropriate		Inappropriate
Positive ←	Playing it Safe	→ Negative
Laughing with someone	Laughing at yourself	Laughing at someone
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Example:

Situation: Someone is wearing a rather loud tie at work.

Exchange: A: "Nice tie!"

B: "Yeah, well, at least I know how to tie one, unlike some people around here!"

Category Reason

For example: 3 **Negative, name calling, aggressive, laughing at someone**

Recognizing Sarcasm

1. Situation: Someone has very messy hair.
Exchange: A: "Nice hair!"
B: "Hey! Don't knock it! This is neat compared to the "bed head" I had yesterday morning!"
Category **Reason**
2 **Keeping it light; safe; making fun of yourself**

2. Situation: Someone has very messy hair.
Exchange: A: "Nice hair!"
B: "Yeah, well, at least I have hair!"
Category **Reason**
3 **Witty, but negative comeback directed at hurting the other person; too aggressive**

3. Situation: Someone has very messy hair.
Exchange: A: "Nice hair!"
B: "What do you mean? Don't you know? This look is in now!"
Category **Reason**
1 **Keeping it light; witty, but not aggressive**

4. Situation: Someone has very messy hair.
Exchange: A: "Nice hair!"
B: "Ha-ha!" "You think?"
Category **Reason**
1 **Responding with light laughter; not "biting" or "taking the bait"; not taking the comment to be malicious; keeping it light**

5. Situation: Someone has very messy hair.
Exchange: A: "Nice hair!"
B: "Don't laugh! It's actually a scare tactic. I have to meet with old "Sour puss" this morning. I'm hoping she won't be able to stand looking at me for very long!"
Category **Reason**
3 **This is a witty comeback, but it's negative and involves namecalling**

Activity Plan 177

LESSON 6	Synthesis of Information from Grids A, B, and C for Poster Display	
	60 MINUTES	HANDOUT(S): 3
<p>Set-up Stage 10 min</p> <ul style="list-style-type: none"> Remind learners of date of poster display and go over template on overhead. Remind learners that they will be conducting live research, and as such, the information collected will be unpredictable. It may not be possible to present all categories of the template. <p>Grid A 20 min</p> <ul style="list-style-type: none"> Ask learners to look at their completed Grid A from Activity 161. Elicit a brief description of the physical environment. Write on overhead of Handout 2. Learners may take notes on Handout 2. Elicit a summary of evaluative statements. Write on overhead. Looking at Handout 2 and ask learners if any of the competencies are apparent from their descriptions or evaluations. Write on overhead, the competency and the supporting description or evaluation. Although there are no right or wrong answers, the teacher, as the cultural expert, should verify the validity of the response. <p>Grid B 15 min</p> <ul style="list-style-type: none"> Repeat procedure from Grid A. <p>Grid C (includes question 3) 15 min</p> <ul style="list-style-type: none"> Repeat procedure from Grids A and B. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handouts 1-3 Make overheads of: <ul style="list-style-type: none"> ✓ Handouts 1 and 2 Bring Grid A, B and C from Activity 161, 165 and 169 <p>Purpose</p> <ul style="list-style-type: none"> Synthesizing information from Grids A, B, and C and building awareness of socio-cultural competencies in the workplace Clarifying template for poster display 	

Ways to Add Support**Set-up Stage**

a) Poster template:

- Prepare a draft template using PowerPoint for posters
- Hold class in the computer lab and review websites with examples of how to design posters using PowerPoint (e.g., Colin Purrington, Ph.D., *Advice on Designing Scientific Posters*, on Microsoft Office Website).
- Review the categories or headings for this poster and how they differ from scientific research categories
- Show examples of posters
- Begin to design a poster together using PowerPoint, or work on paper
- Have learners work in pairs or groups to begin to planning the poster

b) Research:

- Show learners the Checklist (Handout 3) that they can use to guide their Workplace Visit observations (live research). Discuss what they might see and how they might record their observations – using notes or the checklist.

Ways to Add Challenge**Set-up Stage**

a) Poster template:

- Hold class in the computer lab and review websites with examples of how to design posters using PowerPoint (e.g., Colin Purrington, Ph.D., *Advice on Designing Scientific Posters*, on Microsoft Office Website).
- Have learners work in pairs or small groups visiting websites, playing on PowerPoint or on paper to start mapping out their posters together

b) Research:

- Show learners the Checklist (Handout 3). Have them review the categories together in small groups and brainstorm how they might use the checklist during their “live research” during the Workplace Visits.

Poster Guidelines

I. Company Background Information

- A brief background to the company

II. Physical Environment

- Sketch of workplace
- Description of physical environment
- Summary of interpretive statements
- Socio-cultural analysis

III. Human-Social Features

- Summary of demographics (presented as a written statement or in graph form)
- Summary of interpretive statements
- Socio-cultural analysis

IV. Interpersonal (Social) Interactions

- Context summary
- Verbatim language samples
- Socio-cultural analysis

Poster Presentation

Your poster will be displayed for the class during a convention style presentation. Half of the class will present at the same time. The other half of the class will be the audience. You and your partner will stand in front of your posters and talk about your posters to your classmates. You will most likely be speaking to only two or three people at a time. This is an informal presentation.

Physical Environment

Description of physical environment

Summary of interpretive statements

Socio-cultural analysis

Human/Social Features

Summary of demographics

Summary of interpretive statements

Socio-cultural analysis

Interpersonal (Social) Interactions

Context summary

Verbatim language sample

Socio-cultural analysis

Physical Environment

Description of physical environment

This is a very spacious, luxurious, corner office with comfortable furnishings and abundant shelving and storage space. It is professionally decorated with framed pictures and wooden paneling. It is a bright office with windows on two sides.

Summary of interpretive statements

This company values their executives, as they have invested money in making sure that the employees are comfortable and expect loyalty from their employees. It is a profitable business that depends upon companies with large accounts.

Socio-cultural analysis

Harmony vs. efficiency

The office is comfortable and is designed to entertain visitors comfortably. There are many personal framed pictures on the wall of the employee's children and their art work. Harmony must be important in this company.

Hierarchical vs. Flat company structure

There is an obvious difference in the comfort of the work space. The support staff do not have private offices but work in a common space.

Human/Social Features

Summary of demographics

At this company, the majority of the employees are in their 50s or 60s.

A large majority of the employees are men.

The employees are mainly Caucasian. From this observation, it was not apparent if any of the employees spoke English as a Second Language.

The employees were dressed in a professional manner. Both the men and women wore professional attire.

Summary of interpretive statements

From this observation, it appears that this company values experience over youth. There were not many women or minorities at this workplace. As this is a sports magazine, perhaps women are not interested in working here, and the target audience of the magazine is Caucasian. This is a very profitable business.

It is a friendly workplace and the employers are trying to get the old employees to work co-operatively with the newly hired young employees.

Socio-cultural analysis

Status

All employees were dressed in business attire. In this company, status is not apparent from style of dress.

Interpersonal (Social) Interactions

Context summary

Carter Duryea is a young executive who has been hired to replace Dan Foreman. Dan walks in his office to find Carter Duryea standing behind his desk. This is the first time that Dan and Carter have officially met. Dan is surprised by Carter's age.

Verbatim language sample

Dan: May I help you?
Carter: Oh, I'm sorry. This is your office.
Dan: Yeah. You're the guy I bumped into.
Carter: Dan Foreman. Carter Duryea.
Dan: You're Carter Duryea?
Carter: That's correct.
Dan: How old are you?
Carter: I'm 26 years old.
Dan: Twenty-six, and you're my new boss.
.....
Dan: I'm 51.
Carter: Fif... wow!
Carter: Wow, that's crazy.
Dan: Yeah
Carter: That's like a year older than my Dad, so that's weird.

Socio-cultural analysis

Purpose of Interaction

Although the purpose of this interaction is an introduction, it is predominantly interactive. Its primary purpose is to establish a relationship. Unfortunately, Dan expresses his surprise in Dan's age and breaks social conventions by asking him his age. This could have a negative effect on their relationship.

Use of idioms and colloquialisms

Carter changes from a professional style of communication to a very informal colloquial style that young people use. He does this deliberately to make fun of Dan's surprise.

e.g., "Wow, that's crazy." "That's like a year older than my Dad, so that's weird"

Voice volume, pitch, rate of speech

Dan slows his rate of speech and lowers his pitch on the phrase, "Twenty-six and you're my new boss". This emphasizes his shock and discomfort with Carter's age and status.

Checklist of Socio-Cultural Competencies

- Polychronic or monochronic use of time
- Work accomplished through personal interactions (harmony) or on a strict timeline (efficiency)
- Collectivism vs. individualism
- Teamwork
- Decision making
- Status
- Hierarchical vs. flat company structure
- Power relationships / Power distance
- Showing respect
- Emotion / Expressiveness
- Body language (e.g., eye contact, gesture, posture, facial expression, non-verbal turn-taking signals)
- Personal / interpersonal space
- Politeness convention (e.g., style of address, greetings)
- Purpose of interaction (e.g., interactive or transactive)
- Formal / informal language
- Direct/indirect language
- Non-verbal vocalizations (e.g., um, aha, hmhhh)
- Touching conventions
- Voice volume, pitch, intonation, rate of speech

Activity Plan 178

LESSON 6	Applying the Laroche Reading Concepts	
	40 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 30 min</p> <ul style="list-style-type: none"> • Distribute Handout 1. Learners complete this on their own. They can refer to the reading. • You can let them know that the assessed reading task takes place in Activity 188 has exactly the same format as this activity. <p>Answer Discussion and Check 5 min</p> <ul style="list-style-type: none"> • In pairs or small groups, the learners compare their answers. As time allows, you can either go over the answers quickly or distribute copies of the answer key. <p>Ways to Add Support</p> <p>Answer Discussion and Check</p> <ul style="list-style-type: none"> • Hand out the answer sheet AND go over the answers with learners to give them more support in understanding the material. • Review select vocabulary as you do the above. <p>Ways to Add Challenge</p> <p>Answer Discussion and Check</p> <ul style="list-style-type: none"> • Have learners prepare and complete a Compare and Contrast chart in groups as they review their answers. This activity could be completed during the Extension period. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 ✓ Copies of Answer Key Handout 1 as desired (won't need one per learner) <p>Remind learners to bring their copy of the Laroche reading.</p> <p>Purpose</p> <ul style="list-style-type: none"> • Understanding further how cultural differences manifest and are perceived in the workplace • Practising reading • Moving from concepts to examples and applications 	

Reading Applied: “Managing Technical Professionals” by Lionel Laroche

1. A new manager has arrived at a high tech complex in New Zealand. He is from Brazil and has never worked outside his country, although he is very well educated and quite experienced as a manager in Brazil. Assume that he is typical of individuals from his culture and that most of the people he is working with are typical New Zealanders. The column on the left describes a behaviour. Put a tick (✓) in the middle column next to the boxes that capture the boss’s likely response to that behaviour, and an ✗ next to those responses that are not typical of people from his culture.

New Zealand team’s behaviour	Boss’s response is ✓ = typical ✗ = not typical	Brazil boss responds
1. New Zealand team members all feel free to make suggestions to each other and the boss.	<input type="checkbox"/>	a. I’m getting really annoyed at the people below me suggesting what I should do. Just ‘cause I’m from another country doesn’t mean I’m not capable of being the boss.
2. New Zealand team members all feel free to be assertive.	<input type="checkbox"/>	b. I wouldn’t tell anyone this, but people are so rude here.
3. New Zealand team members all feel free to take initiative.	<input type="checkbox"/>	c. It’s great how much initiative everyone takes. I never have to ask them to do anything.
4. New Zealand team members expect everyone on a team to give input.	<input type="checkbox"/>	d. I’m happy to give my input and expect that the team will include it in a discussion, just like everyone else’s input.
5. New Zealand team members all feel they have an area of expertise.	<input type="checkbox"/>	e. My team all seem to think they are experts, and I’m happy to defer to their expertise.
6. New Zealand team members want only limited directions on how to complete a task.	<input type="checkbox"/>	f. My team tells me I’m too involved. They don’t understand that I’m trying to keep us all on the same page.
7. New Zealand team members all feel the more important the decision, the more they want to be involved.	<input type="checkbox"/>	g. I tell my team my decisions and am happy when we discuss them to arrive at an even better decision.
8. New Zealand team members all feel they should think for themselves.	<input type="checkbox"/>	h. What is the point of having a brain if you always look to the boss to do all the thinking?
9. New Zealand team members value their individualism more than they value fitting in.	<input type="checkbox"/>	i. The behaviour of my team members is so unpredictable. In Brazil, I knew what to expect from people.
10. New Zealand team members feel that once they have been given a task, it’s their job to complete it, without regularly reporting to the boss.	<input type="checkbox"/>	j. Nobody tells me anything. I don’t know what’s going on because my subordinates keep forgetting to report to me.

2. With reference to the manager in question 1, put a tick (✓) next to those things Laroche suggests might be helpful for him. **Don't get confused with Laroche's advice for the less hierarchical team members, as this is sometimes the exact opposite to the advice he gives to the hierarchical manager.**

✓ = Laroche's advice	Advice to more hierarchical manager working with less hierarchical subordinates
<input type="checkbox"/>	1. He should discuss with the team which kinds of decisions the employee can make alone and which need to be discussed with him before implementation.
<input type="checkbox"/>	2. He should allow members of his team more freedom to define a project in any way that achieves the objective.
<input type="checkbox"/>	3. He should tighten the control, asking his subordinates to report to him more often.
<input type="checkbox"/>	4. He should make clear that when he makes a decision, that's not the start, but the end of the discussion.
<input type="checkbox"/>	5. He should be clear with the New Zealand team members as to how he sees the different projects affecting each other, as a way of explaining his involvement.
<input type="checkbox"/>	6. He should give the members of his team fewer directions when they are given a project to work on.
<input type="checkbox"/>	7. He should get a Brazilian mentor who lives in New Zealand to help him with New Zealand culture.
<input type="checkbox"/>	8. He should send some of his New Zealand subordinates to Brazil for awhile so that they can see how well things work there.
<input type="checkbox"/>	9. He should share all of his intuitions and experience from past projects with those he is managing, so that they learn from his mistakes and successes.
<input type="checkbox"/>	10. He should consider which projects are critical and which are not, and allow more flexibility with the less critical projects.
<input type="checkbox"/>	11. He should marry a New Zealander.
<input type="checkbox"/>	12. He should discuss openly with the New Zealanders, some of the cultural differences he observes.
<input type="checkbox"/>	13. He should go back to Brazil where he was successful as a manager.

3. A professional from India gets a job in a Canadian company in Vancouver. It is her first experience working on a Canadian team. She is very well educated and quite experienced as a professional in India. Assume that she is typical of individuals from her culture and that most of the people she is working with are typical Canadians. The column on the left describes her boss's behaviour. In the column on the right, describe her likely reaction if this is the first time she has experienced working for a Canadian boss. The first question has been done for you as an example.

Canadian boss's behaviour	Indian professional's response (she's a clever woman – she may feel the reaction or judgment described below, but that doesn't mean she says anything inappropriate)
1. The boss gives a general idea as to what she would like done on a project or task, and allows quite a bit of freedom.	Example: The boss isn't being very clear. Doesn't she know what she wants? How am I supposed to do a good job with such vague directions?
2. The manager asks the individuals to function both in departments and as part of project teams.	
3. The boss reserves the right to the final approval on most things, but allows lots of freedom during the development process.	
4. The manager talks about the politics behind important decisions and projects, but doesn't talk much about the details.	
5. The boss asks for input on decisions.	
6. The manager is happy to delegate responsibilities as well as tasks.	
7. When the boss is discussing a new project, she narrows down the range of options in the product she is looking for at the end of the project.	
8. The manager is quite happy to say that she is not an expert and that is why she hired experts to work for her.	

Notes:

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6. New Zealand team members want only limited directions on how to complete a task.	✓	f. My team tells me I’m too involved. They don’t understand that I’m trying to keep us all on the same page.
7. New Zealand team members all feel the more important the decision, the more they want to be involved.	✗	g. I tell my team my decisions and am happy when we discuss them to arrive at an even better decision.
8. New Zealand team members all feel they should think for themselves.	✗	h. What is the point of having a brain if you always look to the boss to do all the thinking?
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1. The boss gives a general idea as to what she would like done on a project or task, and allows quite a bit of freedom.	Example: The boss isn't being very clear. Doesn't she know what she wants? How am I supposed to do a good job with such vague directions?
2. The manager asks the individuals to function both in departments and as part of project teams.	<i>This structure is so clumsy and lose. I want a clear role. We should all be in departments, without teams. The project teams don't really work well because it's hard for supervisors to keep a handle on what gets done.</i>
3. The boss reserves the right to the final approval on most things, but allows lots of freedom during the development process.	<i>Why not just be really clear about what is expected? It seems odd to allow for freedom, only to make the final decision. Why not be more involved right from the start? The boss is the one making big money and with the responsibility for the project.</i>
4. The manager talks about the politics behind important decisions and projects, but doesn't talk much about the details.	<i>I'm not interested in the politics of important decisions. In fact, just tell us what we have to do and we'll do as we're told. The more details you can give us, the better.</i>
5. The boss asks for input on decisions.	<i>I think she needs to learn to stand on her own two feet and to make the necessary decisions herself, without asking us to provide ideas. It's not our responsibility to be thinking about these things.</i>
6. The manager is happy to delegate responsibilities as well as tasks.	<i>She should tell us what to do, and not try to hand her responsibilities on to us.</i>
7. When the boss is discussing a new project, she narrows down the range of options in the product she is looking for at the end of the project.	<i>She shouldn't just narrow things down. She should be very specific about exactly what she wants and how she wants us to achieve that.</i>
8. The manager is quite happy to say that she is not an expert and that is why she hired experts to work for her.	<i>She is supposed to be an expert. How did she get promoted if she is not an expert?</i>

Notes:

Activity Plan 179

LESSON 6	Canadian Body Language and Gestures ♦	
	35 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 5 min</p> <ul style="list-style-type: none"> Briefly elicit some examples of body language. Distribute Handout 1. <p>Communication Stage 15 min</p> <ul style="list-style-type: none"> Learners complete the handout and compare answers. Quickly review the answers. <p>Debriefing Stage 15 min</p> <ul style="list-style-type: none"> Discuss other gestures that learners have noted in the Canadian workplace. Discuss gestures that they use that might be misunderstood in the Canadian workplace. Discuss other body language issues such as: <ul style="list-style-type: none"> ✓ fidgeting (We do lots of it in dominant Canadian culture, though we are encouraged in business settings, not to.) ✓ sneezing and coughing ✓ clearing the throat ✓ spitting ✓ sitting and standing posture ✓ slurping while eating food ✓ proxemics (how close should you stand to another person – Arabs say you should not trust a man whose breath you cannot smell, meaning you should be very close. People who do not stand close are not trusted.) ✓ eye contact ✓ touching: where, when, by whom? Finally, you may wish to consider the issue of emotional leakage. In dominant Canadian and American cultures, it is normal to leak quite a bit of your emotions. This means that as you are listening to something, you make facial expressions and use body language that indicates your response. This is done automatically, and an individual in these cultures is usually surprised when others have read the facial expressions and body language and know how we feel. Many other cultures have far less leakage. For individuals from these cultures, Canadians can seem juvenile or obvious. Canadians may find individuals from these non-leakage cultures inscrutable or unapproachable. <p>Ways to Add Support</p> <ul style="list-style-type: none"> Do the activity as a class together. Make the gestures as you review them and discuss their significance and when they might be used. I would try them first, as the instructions are confusing sometimes. <p>Ways to Add Challenge</p> <ul style="list-style-type: none"> Have learners practise making the gestures as they read and answer Handout 1 together. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 Make overhead of handout if desired <p>Purpose</p> <ul style="list-style-type: none"> Identifying common dominant culture gestures in Canada Discussing other cultural gestures and their meanings Addressing other body language issues Discussing emotional leakage 	

Canadian Body Language and Gestures

Exercise 1: Match the gesture with the meaning

	Gesture and body language		Meaning in dominant Canadian culture
1.	Nod head from side to side		Who knows?
2.	Nod head up and down		Me
3.	Thumb held up		Delicious
4.	First finger pointed up and held to lips		You are judged as trustworthy
5.	Circle made with first finger and thumb		Cut. Bring what you're doing or saying to an end. Wrap it up.
6.	Firm handshake with area between thumb and finger touching the inside of the other persons thumb and finger		You are being focused or attentive. You are listening. You are judging. You are defensive. You are cold.
7.	Soft handshake with area between thumb and finger NOT touching the inside of the other persons thumb and finger		Stop what you are saying right now. It feels like this is an attack. Your behaviour is unacceptable.
8.	Lift shoulders and keeping hands about stomach level, elbow bent. Turn palms of hands to face upward		No. That's wrong. I don't agree.
9.	Palm faced down, hold hand a small way out from the body and rock it back and forth		Oh my God. I forgot all about that. I'm overwhelmed Similar to 18, but stronger.
10.	Put thumb and first finger together in an oval and lift to lips. Quickly push finger and thumb out from face, separating them as they go out. At the same time, purse lips in a quick kiss gesture.		I won't say anything because I'm listening. The finger on my lips prevents me from opening my mouth, although I have lots to say on this
11.	Raise eye brows		What time is it, please?
12.	Lift first and second fingers from lap and touch the center of one's chest.		Yes. That's right. I agree.
13.	Draw first finger across the neck.		I'm thinking. I'm listening and thinking.
14.	Hold out one hand, palm facing away, the fingers up. Palm comes between your eyes and the eyes of the person you are communicating with		Really? I'm surprised. I question that.
15.	Hold your arms crossed in front of your chest.		So-so. Kind of. Not so great.
16.	Touch your first finger to the opposite top of the wrist. Raise your eye brows.		Oh, no. Oh, dear. What a mistake!

	Gesture and body language		Meaning in dominant Canadian culture
17.	Put both hands, palm down, on the two upper sides of the head.		Okay
18.	Raise your left palm and put it on your mouth.		Okay. Great. Well done. Similar to 5.
19.	Put your finger between your lips, resting on your bottom lip. Perhaps chew at your nail.		You are judged as weak or untrustworthy
20.	Sit with your thumb under your chin and your first finger bent and pressed against your lips		Please be quiet!
21.	Bend elbow and hold hand at chest level, perpendicular with palm facing you. Bend first finger repeatedly towards you.		Good-bye.
22.	Bend elbow and hold hand at chest level, face palm outward. Rock arm from side to side, pivoting at the elbow.		Come here.

Canadian Body Language and Gestures

Exercise 1: Match the gesture with the meaning


	Gesture and body language		Meaning in dominant Canadian culture
1.	Nod head from side to side	8	Who knows?
2.	Nod head up and down	12	Me
3.	Thumb held up	10	Delicious
4.	First finger pointed up and held to lips	6	You are judged as trustworthy
5.	Circle made with first finger and thumb	13	Cut. Bring what you're doing or saying to an end. Wrap it up.
6.	Firm handshake with area between thumb and finger touching the inside of the other persons thumb and finger	15	You are being focused or attentive. You are listening. You are judging. You are defensive. You are cold.
7.	Soft handshake with area between thumb and finger NOT touching the inside of the other persons thumb and finger	14	Stop what you are saying right now. It feels like this is an attack. Your behaviour is unacceptable.
8.	Lift shoulders and keeping hands about stomach level, elbow bent. Turn palms of hands to face upward	1	No. That's wrong. I don't agree.
9.	Palm faced down, hold hand a small way out from the body and rock it back and forth	17	Oh my God. I forgot all about that. I'm overwhelmed Similar to 18, but stronger.
10.	Put thumb and first finger together in an oval and lift to lips. Quickly push finger and thumb out from face, separating them as they go out. At the same time, purse lips in a quick kiss gesture.	20	I won't say anything because I'm listening. The finger on my lips prevents me from opening my mouth, although I have lots to say on this
11.	Raise eye brows	16	What time is it, please?
12.	Lift first and second fingers from lap and touch the center of one's chest.	2	Yes. That's right. I agree.
13.	Draw first finger across the neck.	19	I'm thinking. I'm listening and thinking.
14.	Hold out one hand, palm facing away, the fingers up. Palm comes between your eyes and the eyes of the person you are communicating with	11	Really? I'm surprised. I question that.
15.	Hold your arms crossed in front of your chest.	9	So-so. Kind of. Not so great.
16.	Touch your first finger to the opposite top of the wrist. Raise your eye brows.	18	Oh, no. Oh, dear. What a mistake!

	Gesture and body language		Meaning in dominant Canadian culture
17.	Put both hands, palm down, on the two upper sides of the head.	5	Okay
18.	Raise your left palm and put it on your mouth.	3	Okay. Great. Well done. Similar to 5.
19.	Put your finger between your lips, resting on your bottom lip. Perhaps chew at your nail.	7	You are judged as weak or untrustworthy
20.	Sit with your thumb under your chin and your first finger bent and pressed against your lips	4	Please be quiet!
21.	Bend elbow and hold hand at chest level, perpendicular with palm facing you. Bend first finger repeatedly towards you.	22	Good-bye.
22.	Bend elbow and hold hand at chest level, face palm outward. Rock arm from side to side, pivoting at the elbow.	21	Come here.

Activity Plan 180-EXT

LESSON 6	Workplace Visit and Poster Preparation	
	75 MINUTES	HANDOUT(S): 0
Assignment 1 <ul style="list-style-type: none">• Learners can use this time for their workplace visits.• If learners have completed their first workplace visit, they can work together on their posters or view the video accessible via Google from Activity 176: Howcast <i>Humor and Sarcasm at Work</i>.	Advanced Preparation <ul style="list-style-type: none">• None	

Activity Plan 181

LESSON 7	 Intercultural Listening: Positive and Negative Ways of Talking About Cultural Differences ♦	
	60 MINUTES	HANDOUT(S): 2
<p>Theories on patterns of adult development suggest that there are predictable ways that we respond to cultural differences, and that these can be charted on a developmental model. While the patterns are predictable for adults, progress along the model is not. In other words, without challenging experiences followed by reflection and education, we may spend our adult life using one paradigm to deal with cultural differences.</p> <p>The purpose of this activity is to raise awareness of four attitudes related to cultural differences. At times, we all say things that reflect the four attitudes.</p> <p>Set-up Stage 15 min</p> <ul style="list-style-type: none"> Distribute Handout 1. Discuss that it is a summary of a developmental model showing ever greater complexity in coping with cultural differences. You may want to note the irony that the third stage, here labeled: <i>Confusion</i>, is a more sophisticated stage than <i>Caring</i>, even though it doesn't feel like that to the person living it. <p>**Note: The attitude in stages one and two do not, essentially, acknowledge cultural differences. Stages three and four accept cultural differences and attempt to respect and cope with them. The most challenging transition is from stage two to three. Without support, individuals often fall back to stage two.</p> <p>Listening Stage 35 min</p> <ul style="list-style-type: none"> Learners listen to 12 dialogues and assign a developmental level or attitude to the utterances. In each dialogue, there are two individuals speaking and they both reflect the same attitude. <p>Debriefing Stage 10 min</p> <ul style="list-style-type: none"> Distribute answers and discuss. <p>**Note: The discussion could be heated. Learners may find the model confronting or judging. It is meant to push buttons. The instructor, acting as a facilitator, will probably want to listen to complaints, anger and ridicule. Don't feel the need to respond or defend the model or the activity.</p> <p>Ways to Add Support</p> <p>Set-up Stage</p> <ul style="list-style-type: none"> Explain what a developmental model is (i.e., that it suggests that one matures or grows with experience into successive stages). Review the stages on the handout from the beginning level of <i>Competing</i> to <i>Caring</i> through to <i>Confusion</i> to <i>Curiosity and Adaptation</i>. 		<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare 181 Listening Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 ✓ Handout 2 <p>Purpose</p> <ul style="list-style-type: none"> Considering attitudes to cultural differences and to gain greater awareness of own and others' attitudes to cultural differences Applying the intercultural theory on attitudes to cultural differences

**Activity Plan 181 Intercultural Listening:
Positive and Negative Ways of Talking About Cultural Differences**

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Ways to Add Challenge

Set-up Stage

- Explain what a developmental model is (i.e., that it suggests that one matures or grows with experience into successive stages).
- Ask for examples of other developmental models (e.g., language development – L1 vs. L2; intelligence). Here are potential discussion questions to pose:
 - Ask learners if they think knowledge of cultural differences is the same – something that is learned and developed over time?
 - Does everyone start at the beginning (i.e., *Competing*) and end at *Curiosity and Adaptation*?
 - What might affect where one begins and how one progresses on the developmental progression?

Developmental Model

The model used in **Activity 181** is based on ideas developed by William Perry and Milton Bennett. Essentially, the model deals with patterns of adult development. Unlike childhood development, adult development is not automatic. Development is usually the result of some traumatic event, an educational experience or some other life altering experience (such as moving to another country and culture).

Here are some notes on the model used in **Activity 181** (refer to the chart in Handout 1 *Reacting to Cultural Differences*). You don't need to be an expert on this. If it is confusing for you and your learners, share that confusion. You wouldn't normally share the information below with your learners. As interested as they might be in the theory, it's experience that matters.

To give you a bit more background, most of us probably spend most time in stages 1 and 2. Under stress, we regress to lower levels. While education may be the catalyst for change, this is not automatic, as people will integrate new ideas into an existing system rather than undergo the painful process of coping with a totally new worldview. Additionally, it should be noted that, for simplicity, there are both lower and higher levels that are not included in the model.

The biggest step developmentally is from level 2 to 3. It feels like a step backwards to the person involved because it leads from clarity to confusion. Steps 3 and 4 recognize the validity of multiple truths and therefore could be called relativistic. Steps 1 and 2 assume that multiple truths are not possible, so one searches for the single truth, resulting in either competition between truths (1) or suppression of multiple truths (2).

"Do unto others as you would have them do unto you" can be seen as an utterance in step 2. It assumes that others want the same thing, the same treatment as you. In step 4, one would say: "Do unto others as they would like to be done to." In step 3, we'd say: "I want to do unto others as they'd like to be done to, but I don't know how to find that out."

People operating in step 3 need a lot of support because they feel so incompetent. They have moved from unconscious incompetence (they don't know that they don't know) to conscious incompetence. This course gives such individuals a lot of support to move to step 4 by providing methods (culture maps for example) and information of developing competence.

As a facilitator, your aim is to help the learner to question their existing, dominant world view – whatever that might be. Thus, you need to provide a combination of challenges and supports. Movement may be accompanied with crisis (or not).

People can usually only move from one level to the one above. You cannot, for example, move from 2 to 4 without going through 3. If learners are digging in their heels, it is probably because you are trying to move them to a level that is two levels from where they are now at.

Movement comes from experiences, not from theory. There is no need to explain this theory fully to learners. It is more useful to talk about the levels as being about types of utterances, rather than about people, because labeling people can make them feel marginalized. Additionally, on any given day, we all probably spend a bit of time in all four levels. Finally, as a sobering thought, if you find yourself really annoyed by people who are clearly operating out of a particular level most of the time (for example, they frequently minimize difference), chances are you are mostly operating out of the same level. Be gentle with yourself and with everyone else on this difficult journey.

Reacting to Cultural Differences

Below is a chart which describes four attitudes to cultural differences. Consider this chart as a way of analyzing utterances, things that are said, rather than as a way of describing people.

We all say things that would fit in all four of the rows; the purpose of this activity is to develop awareness of this. The module on **Language and Culture in the Workplace** aims to help learners to develop the attitude described in row number 4 below. It is the most difficult and complex of the four attitudes, because it requires an acceptance that each culture believes it is right in how it does things, and a curiosity about and openness to trying behaviours that are not usually part of your culture.

Read the description below. Listen to the recordings. Complete Handout 2 using the labels in the first column below to describe the utterances you hear in each recording.

Attitude to Cultural Differences	What you might hear:
<p>1. Competing</p> <p>There are cultural differences and they are threatening. My culture is better than other cultures or another culture is better than mine.</p>	<ul style="list-style-type: none"> • I like a rich culture with lots of traditions, like mine. • It's so stupid how people do things here. • I can't believe that anyone would want to live there 'cause the culture's so restricting. • Immigrants want to come to Canada because the culture's better here – more free. • Immigrants can't wait to get out of Canada when they realize that it doesn't have any real culture.
<p>2. Caring</p> <p>There are cultural differences, but they are less important than the things we have in common as humans. Talking about cultural differences is divisive.</p>	<ul style="list-style-type: none"> • If you trust your intuitions, you won't go wrong when dealing with other cultures. • The key is good intentions. People can feel that and won't take offense at whatever you do wrong. • A smile is a smile all around the world. • I try to emphasize what we all have in common. It's rude to point out people's differences. • I think individual personality is a lot more important than culture. I'm not influenced very much by culture. I think for myself.
<p>3. Confusion</p> <p>There are so many cultures and so many differences. Now that I see how many differences there are, I'm afraid to say anything because it might offend someone.</p>	<ul style="list-style-type: none"> • I feel overwhelmed by all the dimensions of culture. I realize I don't really know myself and my culture. • I'm amazed that anyone can talk to anyone, considering how different we all are. • I love learning about different cultures, but the more I know, the less I know. • I think I was better off when I didn't realize how deep culture goes.
<p>4. Curiosity and Adaptation</p> <p>I'm learning about cultural differences. I will always belong to my own culture, but I'm not threatened by trying another culture's way of doing things. I like to experiment.</p>	<ul style="list-style-type: none"> • In my first country we showed respect by bowing. How do you show respect here in Canada? • How close should I stand to someone when I'm talking to them? • Why is it so important in Canada to say thank you for things. I notice my friends thank me again and again if I do something special for them. It's a little embarrassing because I'm not sure how I should reply. • I keep forgetting to hold the door open for the person coming behind me. Will this make Canadians angry?

Reacting to Cultural Differences

Listen to the recording. For each recording, choose a category or label from Handout 1 to describe the utterances you hear. Remember that we are labeling utterances, not people.

Recording #	Attitude to Cultural Differences
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

Reacting to Cultural Differences

Listen to the recording. For each recording, choose a category or label from Handout 1 to describe the utterances you hear. Remember that we are labeling utterances, not people.

Recording #	Attitude to Cultural Differences
1.	one
2.	one
3.	four
4.	one
5.	one
6.	two
7.	three
8.	four
9.	two
10.	three
11.	three
12.	one

Tape Script

Dialogue One

Speaker A: In my country, we would never invite people to dinner and have so little food.

Speaker B: I know. We also cook enough for our guests to take some home with them.

Speaker A: It's much more generous.

Speaker B: Yes, it's much nicer.

Dialogue Two

Speaker A: Canada is the best country in the world.

Speaker B: I know. I feel so free here. It's great. People are so kind and friendly.

Speaker A: Yes, things were never this good back home.

Speaker B: No, you're right. This is a much better culture for bringing up our children.

Dialogue Three

Speaker A: Does it matter in Canada if you forget to shake someone's hand at the end of a meeting?

Speaker B: Interesting question. In my country, you would always shake someone's hand, but I don't think it's as important here. If the other person didn't make an effort to shake your hand, then I don't know if it carries a lot of significance.

Speaker A: Okay, that's good to know. I forgot to shake a couple of people's hands. I don't want to cause offence.

Speaker B: It's hard to get it right exactly, isn't it?

Dialogue Four

Speaker A: The school system here doesn't give enough homework.

Speaker B: I know. I spoke to my son's teacher about that and he said that it wasn't good for kids to spend all of their time studying. I don't know what he's talking about. It didn't hurt me.

Speaker A: I know. And you know what! When I was talking to my daughter's teacher, she used her fingers to count with. She was counting the number of months left in the term and she used her fingers.

Speaker B: I know. I think we might send our son to a private school where he gets the thorough education he needs.

Dialogue Five

Speaker A: Last year, I went to Bali on vacation. It's paradise. People there are all artists and musicians. So much better than Canada where we are all obsessed with earning money.

Speaker B: We are a culturally impoverished society.

Speaker A: People in Bali asked how we did things in Canada. I said that we just do whatever we want; that each person does things their own way. We don't have any traditions.

Speaker B: I know. What does it mean to be Canadian? Nothing! A Canadian is someone who goes to bed at night worrying that they'll wake up an American.

Dialogue Six

Speaker A: I trust my gut. When I have to deal with people from other cultures, I just trust my gut to do the right thing.

Speaker B: It can't steer you wrong, can it?

Speaker A: It certainly can't. I listen to my gut and it tells me the right and wrong thing to do in any situation. After all, people are just people in the end.

Speaker B: You're right. Culture is less important than our shared humanity. Justice, equality, fairness, love of family ... every culture values these basic things.

Dialogue Seven

Speaker A: I made such a stupid mistake. I was talking with someone from Africa. He was a Muslim and I talked with him about my dog. Muslims hate dogs. He probably thought I was trying to insult him.

Speaker B: It's so hard, isn't it? Lately, I seem to be making all sorts of mistakes like that, too. I asked a man from Australia whether his family was descended from convicts. He was not amused.

Speaker A: There seems to be a hundred ways to insult people without even trying.

Speaker B: Sometimes I want to give up and put my head in the sand.

Dialogue Eight

Speaker A: I met a Muslim man at a party the other day and I started talking to him about my dog. Then I remembered that many Muslims consider dogs unclean. I told him that I was sorry and asked him if he was disturbed by my talking about dogs.

Speaker B: Oh, yeah. This sounds interesting. You're so brave. What did he say?

Speaker A: Brave. What's so brave about that? He was happy to talk about it. I mean, I asked it gently so that there would be no loss of face – his or mine – if it was an inappropriate question.

Speaker B: So, what did he say?

Dialogue Nine

Speaker A: I'm so annoyed at that salesman from South America.

Speaker B: Why? I thought you liked him.

Speaker A: Well, I thought I did, too. But then he started flirting with me. I'm sure that he knows it's not appropriate. I mean, I do have a wedding ring on, so it's obvious no matter what culture you come from.

Speaker B: Yeah, he'll probably plead ignorance, like because you were friendly to him it was okay for him to flirt, but every culture knows when a guy's crossed the line.

Dialogue Ten

Speaker A: This book is giving me a nervous breakdown.

Speaker B: Why? I thought you said it had a lot of useful information about do's and don'ts in different cultures.

Speaker A: Well, it seems it's not that simple. I thought there would be a bunch of rules that I could learn and that would be enough, but it seems that culture is really based on values and assumptions about the world.

Speaker B: And how are you supposed to learn about these assumptions.

Dialogue Eleven

Speaker A: Do you remember years ago when I went to Mexico and had that big confrontation with the restaurant owner?

Speaker B: Yeah, it rings a bit of a bell. Why?

Speaker A: Well, I've been studying about cultural differences and I realize that I totally misinterpreted what was happening. I thought he was trying to rip me off, but in fact, he was trying to help me.

Speaker B: So would you handle the situation differently now?

Speaker A: Good question. I see how I misunderstood what he was doing, but I don't really know how I could have reacted any differently.

Dialogue Twelve

Speaker A: Have you noticed how often Canadians say they'll give you a call, but never do.

Speaker B: They're superficial.

Speaker A: I don't think they can have very many friends.

Speaker B: No, they're very lonely people.

Activity Plan 182

LESSON 7	Writing Thank You Notes for Meetings and Other Social Interactions ♦	
	40 MINUTES	HANDOUT(S): 2
<p>Set-up Stage 5 min</p> <ul style="list-style-type: none"> • Discuss answers to the three questions on Handout 1, Section I. • Let learners know that in the Canadian workplace, it is common to circulate cards for a group of people to sign. <p>Activity 1 15 min</p> <ul style="list-style-type: none"> • In small groups, learners choose an appropriate card for each situation described in Section II. • Circulate to ensure that learners are on the right track. <p>Activity Variation: The instructor may choose to incorporate some inappropriate entries for the cards and see if the learners can recognize them and discern why they are inappropriate.</p> <p>Activity 2 15 min</p> <ul style="list-style-type: none"> • Using Handout 2, learners write appropriate responses to situations as described in section 3. Learners may do this in small groups or individually, according to teacher’s preference. <p>Wrap-up 5 min</p> <ul style="list-style-type: none"> • Pairs exchange cards and comment on each other’s written responses. • Teacher asks several learners to volunteer to read responses to class. <p>Ways to Add Support</p> <ul style="list-style-type: none"> • Begin with a discussion of learners’ use of greeting cards, and why we give greeting cards. <p>Ways to Add Challenge</p> <ul style="list-style-type: none"> • For Handout 1, Section III, ask learners to identify what, if any, gifts might be appropriate under these varied circumstances for co-workers to give. How might gifts be purchased or paid for? <p>**NOTE: There are various options. Usually, people are asked to contribute voluntarily, a fixed amount, or they might rotate purchasing gifts for birthdays, for example.)</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 ✓ Handout 2 <p>Bring in several greeting cards that are appropriate for birthday, retirement, get well, congratulations and bereavement.</p> <p>Purpose</p> <ul style="list-style-type: none"> • Reviewing and discussing appropriate greeting cards for workplace situations • Making suggestions for personal messages to write on greeting cards 	

Writing Thank You Notes for Meetings and Other Social Interactions

I. Questions for discussion

For which occasions, situations or special days do we send/circulate greeting cards in the workplace?

To whom do we send/circulate these greeting cards? Who sends/circulates the greeting cards?

In what situations might we not send a card in the workplace?

II. Look at the cards on the table

Which card(s) is appropriate for a colleague who has decided to leave the company and go to university full-time to complete a doctoral degree? _____

Which card(s) is appropriate for a colleague whose wife of 25 years has just passed away? _____

Which card(s) is appropriate for a colleague who has just recently had heart surgery? _____

Which card(s) is appropriate for a female colleague who has just had a baby and will be taking six months off for maternity leave? _____

Which card(s) is appropriate to send to a colleague who has written a reference letter for you to help your application for an internal posting? _____

Which card(s) is appropriate to send to a colleague who is celebrating their 50th birthday?

III. Write a personal message to go inside the following types of cards:

1. Sympathy (for loss of a loved one)
2. Thank you (for hosting a surprise get together for a wedding shower, with drinks)
3. Congratulations (for retirement after 35 years with the company)
4. Congratulations (for leaving the company in order to take on a better job – person is leaving on good terms)
5. Get well (for a broken leg in a skiing accident)
6. Get well (for a diagnosis of advanced prostate cancer)

Personal Messages on Greeting Cards

(most serious / formal to least serious / casual)

Birthdays

(usually only for a decade marker in the workplace)

- Have a wonderful birthday, all the best ...
- You have the energy of someone ten years younger ... Enjoy your birthday.
- You don't look a day over 29! Happy Birthday.

Retirement

- Enjoy your new beginning. You have done a tremendous job here over the years.
- It's been great working with you. Whenever I needed help, I always knew I could count on you.
- Thanks for all you've done. Enjoy this next phase in your life.
- We will miss you lots. Enjoy a new and exciting time in your life.
- Take care and keep in touch.

Get well soon

- I'm sure this is a difficult time. We're all thinking of you and wishing for your best.
- We heard of your accident and hope for your speedy recovery.
- Just rest and follow the doctor's instructions.
- We hope to see you back at work – healthy and fully recovered – soon.

Congratulations

- Congratulations on the new baby! Enjoy this time with the new addition to your family. Don't expect to sleep for a while!
- Congratulations on your wedding. You're a wonderful couple. May you have many years of happiness.
- Congratulations on the completion of your master's degree. I know it's been a lot of work. Good for you!

Condolences / Sympathy

- We're very sorry to hear of your loss. This must be a difficult time. Our thoughts are with you.
- Our thoughts and hearts are with you during this difficult time. We're very sorry for your loss.

Thank you / Appreciation

- Thank you for all the extra work that you have done on the project. We really appreciate it!
- You've put in a 200% effort. Thanks for all your hard work. We couldn't have done it without you.
- You've really gone the extra mile! Thanks so much.

Activity Plan 183

LESSON 7	Individualism and Collectivism Reflected in the Use of Language ♦	
	60 MINUTES	HANDOUT(S): 2 OVERHEAD(S): 9
<ul style="list-style-type: none"> • Dominant Canadian culture is highly individualistic when compared with other world cultures. While there is great diversity in Canadian culture, even the most collectivist oriented Canadian will probably seem individualistic compared with an average member of a collectivist culture. For example, think of the most collectivist (group oriented) Canadian you know. Now imagine telling that person that they had to do something a certain way because that was the way it was to be done. They'd probably object, right? That's individualism at work. "I'm a collectivist because I choose to be" – which is, actually, individualistic. • This strong individualistic orientation is reflected in the way we express things on a day-to-day basis. The purpose of this activity is to help learners from collectivist cultures identify why some of their messages might not be hitting the mark when they speak to people from individualistic cultures. It will also be useful for learners from individualistic cultures, since it helps them better understand how cultural norms are actually reflected in the words we use. • Stress the high value placed on oral self-expression in an individualistic culture. <p>Set-up Stage 20 min</p> <ul style="list-style-type: none"> • Divide learners into groups. Using Overhead 1, ask each group to write down how individualism and collectivism are reflected in the behaviour of the workplace. As learners have already been introduced to this cultural value difference, this may be something of a review, and is a chance for the instructor to gauge how well learners are grasping these concepts. • Discuss the answers. Use Overheads 2 and 3 to provide sample answers. <p>Application Stage 20 min</p> <ul style="list-style-type: none"> • Distribute Handout 1. Ask learners to identify which utterances are by an individual from a collectivist culture and which from an individualist culture. They should also identify how they know this. • Use Overheads 4 to 9 to provide sample answers. <p>Practice Stage 20 min</p> <ul style="list-style-type: none"> • Using Handout 2, learners transform collectivist utterances into individualistic utterances. • Discuss possible answers using overhead of Answer Key Handout 2. • Briefly, the emotional impact of "getting it wrong". Generally, when members of an individualistic culture hear things expressed in a collectivist way, it may sound dependent, victim-like or authoritarian. When members of a collectivist culture hear things said in an individualistic way, it sounds self-centered, self-aggrandizing or out of control (no tradition, no central authority). 		<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 ✓ Handout 2 • Make overhead of Answer Key Handout 2 • Prepare Overheads 1 to 9 <p>Purpose</p> <ul style="list-style-type: none"> • Describing how individualism and collectivism play out in the workplace • Developing awareness of how language is used to express individualistic or collectivist values • Considering the impact of expressing things from a collectivist or individualistic perspective across cultures • Considering the value placed on oral self-expression among professionals in Canada

Activity Plan 183

Individualism and Collectivism Reflected in the Use of Language

(page 2 of 2)

Ways to Add Support

- Begin with a simple example to help learners understand the difference between individualistic and collectivist cultures. Discuss practices in learners' home cultures and the implications of the difference.
- For example serving tea: In Canada or, even more so in the USA, it is considered acceptable to put an individual tea bag in a cup and drink. Compare this to how tea might be served at high tea in the UK or in a Japanese tea ceremony.

Ways to Add Challenge

- Begin with a more complex example to help learners understand the difference between individualistic and collectivist cultures.
 - Visual art: the art of modernism (e.g., Pablo Picasso, Emily Carr or Lawren Harris) in which the artist is elevated higher than the art and what is valued most is innovation and novelty. Contrast this, with forms of "traditional" art in which the artists are almost irrelevant in the perpetuation of the "craft" and tradition (e.g., carpet weaving, porcelain pottery, Tibetan mandalas).
 - Music: The same could be shown with the example of music – individualistic vs. collectivist approaches to music (e.g., improvisational jazz vs. Indian ragas).

How do Individualism and Collectivism Shape the Use of Language? Part 1

Look at the six sentences below. Next to each one, check (✓) **individualistic** or **collectivist**, to indicate that the sentence is probably spoken by someone from such a culture. Below, explain why you came to this conclusion.

1. "I have been looking hard, but I haven't been able to find an appropriate job yet." **individualistic or collectivist**
Why:
2. "When I was working in England, I gained skills in concept design and campaign implementation. I was part of an award-winning campaign." **individualistic or collectivist**
Why:
3. "You express yourself so well. You're a really great employee." **individualistic or collectivist**
Why:
4. "Although I'm trained as a professional, they don't recognize my qualifications in Canada and they won't give me a job." **individualistic or collectivist**
Why:
5. "I worked in England. It wasn't a high level job. I did my best. I enjoyed working with the people on my team." **individualistic or collectivist**
Why:
6. "Our team looked good because you spoke well. We feel warmly about you." **individualistic or collectivist**
Why:

Stop HERE – The teacher will want to go over your answers before you do any additional work.

How do Individualism and Collectivism Shape the Use of Language? Part 2

The following utterances are from a collectivist perspective. How would people express a similar idea OR express the perspective that is valued in an individualistic culture? The first answer has been done for you.

1. **Collectivist:** He's not good at working on a team. He needs to do everything his own way.

Individualistic: He's very independent. You give him something to do and he runs with it.

2. **Collectivist: They've left me to do this all on my own. It's too much.**

Individualistic: _____ .

3. **Collectivist: You're the boss. I'll do whatever you say.** (you don't agree with what the boss has asked you to do)

Individualistic: _____ .

The following utterances are from an individualistic perspective. How would people express a similar idea OR express the perspective that is valued in a collectivist culture?

4. **Collectivist:** (trying to identify why she is unhappy in the workplace)

_____ .

Individualistic: (trying to identify why she is unhappy in the workplace) **They never show us any appreciation around here.**

5. **Collectivist:** _____ .

Individualistic: I want to develop my professional ability to have more opportunities.

6. **Collectivist:** _____ .

Individualistic: No, I don't think that's a good idea.

How do Individualism and Collectivism Shape the Use of Language? Part 2

Sample Answers:

- Collectivist:** He's not good at working on a team. He needs to do everything his own way.
Individualistic: He's very independent. You give him something to do and he runs with it.
- Collectivist: They've left me to do this all on my own. It's too much.**
Individualistic: I'm responsible for this project. I'll need some assistance.
- Collectivist: You're the boss. I'll do whatever you say.** (you don't agree with what the boss has asked you to do)
Individualistic: If you insist, of course I'll do it the way you ask. I do want the record to show that in my professional judgment, we should consider doing it differently.
- Collectivist:** (trying to identify why she is unhappy in the workplace) There's a lack of team spirit. OR: He's not a strong leader.
Individualistic: (trying to identify why she is unhappy in the workplace) **They never show us any appreciation around here.**
- Collectivist:** I hope that I can learn new ways to contribute to our team.
Individualistic: I want to develop my professional ability to have more opportunities.
- Collectivist:** That's an interesting idea. Let's consider it further another time.
Individualistic: No, I don't think that's a good idea.

Work in Groups

Make a list for each of the following:

1. What behaviours would you expect in an individualistic workplace (Canada, US)?
2. What behaviours would you expect in a collectivist workplace (India, China, Vietnam, Korea, Japan, the Philippines)?

Consider authority, recognition, work relationships, self-expression and value placed on oral skills.

Individualism at Work

Independence

- Internal control, initiative highly valued
- Workers want employer/peer recognition for personal achievements
- People resent close supervision

Relationships

- Flexible and egalitarian
- Insider / outsider groupings weak
- Individuals attempt to “stand out” so they are remembered
- Creativity, self-expression and oral skills are highly valued

Collectivism at Work

Interdependence

- External authority highly valued
- Workers want a clear role and a stable environment
- People respect close supervision

Relationships

- Hierarchical and clear
- Insider/outsider groupings strong
- Individuals attempt to fit in
- Importance placed on saving face
- Self-expression and oral skills are not highly valued and are not necessarily a sign of professionalism

Individualism reflected in speech 1

“I have been looking hard but I haven’t been able to find an appropriate job yet.”

Notice that the emphasis is on personal effort. I am not entitled to a job and my success or failure will be due to my own hard efforts. People will sympathize with me because I have made an effort, and all individualists know what hard work and how lonely it is to be out there on your own trying to succeed.

Individualism reflected in speech 2

“When I was working in England, I gained skills in concept design and campaign implementation. I designed an award-winning campaign.”

Notice that the emphasis is on personal abilities and achievement. I developed myself further by being in England. I am not shy about pointing out my personal successes.

Individualism reflected in speech 3

“You express yourself so well. You’re a really great employee.”

Notice the importance placed on the ability to express oneself. An individual flowers by displaying her or his abilities, expertise and professionalism using language – especially oral. Not everyone can do this, but it is seen as admirable.

Also, note that the individual is being praised. Recognition for personal achievement is reward enough for hard work and self-sacrifice.

Individualism reflected in speech 4

“Although I’m trained as a professional, they don’t recognize my qualifications in Canada and they won’t give me a job.”

Notice that the emphasis is on a social contract that is not being honoured. I’ve done my part by showing my loyalty to Canada by coming here. Now it is up to Canadian society to let me in. The authority / control lies outside of me and I respect this. People will sympathize with me because I have shown my loyalty by deferring to the group, and all collectivists know how disappointing it is to be let down or excluded by the group.

Individualism reflected in speech 5

“I worked in England. It wasn’t a high level job. I did my best. I enjoyed working with the people on my team.”

Notice that the emphasis is humility and knowing one’s place. I will be valued because I will try to fit in to the team and will not be self-serving.

Individualism reflected in speech 6

**“Our team looked good because you spoke well.
We feel warmly about you.”**

Note that the personal ability to express oneself well reflects well on the team, more than the individual.

The feeling of warmth may often be shown, rather than stated. The emphasis is on a warm bond created by belonging to the group. This is reward enough for hard work and self-sacrifice.

Activity Plan 184

LESSON 7	Prepare for Workplace Visit 2 (Part A)	
	15 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 15 min</p> <ul style="list-style-type: none"> • Introduce the purpose of the second workplace visits. They will be checking their interpretations from their workplace observation with a company representative that has agreed to act as their cultural informant in the workplace. <p>Ways to Add Support</p> <ul style="list-style-type: none"> • Provide learners with a two-column chart to record their observations to contrast with those of their cultural informant's. <p>Ways to Add Challenge</p> <ul style="list-style-type: none"> • Explore the workplace visit as an example of ethnography, a method used by anthropologists. The cultural informant, often referred to as "the key informant" in ethnography, provides the anthropologist with an insider's perspective to help them to understand the meaning or significance of the culture from an insider's perspective. • Learners could prepare their own two-column chart to compare and contrast their perspective with those of the key informant. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 • Make overheads as required <p>Purpose</p> <ul style="list-style-type: none"> • Reviewing learner overview of component 4 	

Learners' Component 4: Overview

Module: Language and Culture in the Workplace Component 4: Presenting Using PowerPoint

You will visit the same workplace for a second time to confirm your findings. Then you will prepare a PowerPoint presentation.

- a) In consultation with your instructor, you will have arranged **two work place visits, the second including an interview**. During these visits, you will observe and document the workplace culture in notes. Ideally, you would visit a worksite related to your occupational sector, but this is not so important. The key purpose of the workplace visits is to understand key dimensions of workplace culture.
- b) **Preparing a PowerPoint:** You and your partner will prepare a five-minute PowerPoint presentation using no more than five slides and the following subheadings. (**See Activity 186 Handout 1 and Rubric for Component 4a: Preparing a PowerPoint Presentation**).
 - Introduction
 - Company Background
 - Summary of Observation and Interpretations
 - Cultural Insights
 - Considerations for Successful Integration into the Workplace.
- c) **Presenting Using a PowerPoint:** Using a PowerPoint presentation, you and your partner will, together, present the key findings from your interview to the class. You will present together, but will be marked individually, so ensure that each partner has time to speak during the interview (**See Activity 186 Handout 1 Homework 189-EXT, and Rubric for Component 4b: Presenting a PowerPoint Presentation**).

NAME: _____ **CLASS:** _____

Rubric for Component 4a: Preparing a PowerPoint Presentation

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	Assessing Poster Overall	Writes short texts about familiar, concrete topics -related mostly to personal experience.	Writes clear, moderately complex texts on familiar and mostly concrete topics within predictable, practical and relevant contexts of daily work-related life experience.	Good structure, with clearly expressed main ideas and good supporting details. Text contains an introduction, development of ideas and conclusion.	- Adequate organization of ideas; develops topic - Main ideas are clearly conveyed and supported with details - Adjusts length to suit the task	CLB = (holistic criteria)
	Indicator 1: Writing I	Reduces a page of information to an outline or summary. Takes notes and reduces written or oral information to key points with accurate details.	Reduces a text of up to about two pages to an outline or summary. Reduces information to important points with accurate details and no major omissions. (adequately)	Reduces a text of up to about two pages to an outline or summary. Reduces information to important points with accurate details and no major omissions. (fluently)	Reduces complex information from sources such as notes, outlines or summaries for defined audiences (with main points and supporting details and no factual omissions or errors.)	
Analytic Criteria	Indicator 2: Writing	Takes notes and reduces information to important points with accurate details.	Conveys the essential information to the reader.	Conveys the intended and implied meaning; reader can follow.	Proofreads and revises own work with occasional input from others.	
	Functional: Summarize	Reproduces some information.	Reproduce and reduces some information.	Reproduces and reduces information when taking notes and writing summaries.	Reproduces and reduces information when taking notes and writing summaries and abstracts, etc.	
	Textual: Design	Developing Design: Uses common conventions such as point form.	Adequate Design: Records main ideas or key details in point form.	Fluent Design: Conveys a sense of audience in language format and content.	Advanced Design: Synthesizes and integrates multiple pieces of information into a coherent text.	
	E.S.	Developing Thinking: Finding information (research).	Adequate Thinking: Finding information (research).	Fluent Thinking: Finding information (research).	Advanced Thinking: Finding information (research).	
	Vocabulary	Adequate vocabulary for the topic. Some awkward-sounding phrases and word combinations.	Wording may still be typical of first language and seem somewhat unnatural.	Occasionally, wording may seem awkward or unnatural.	Some errors in word combinations and word choices still occur.	
	Grammar	Good control of simple structures. Difficulty with complex structures. Adequate spelling, punctuation and format.	Adequate control of complex structures Good control of spelling, punctuation and format	Good control of complex structures. Good control of spelling, punctuation and format.	Some errors in grammar still occur.	

COMMENTS:

NAME: _____ **CLASS:** _____

Rubric for Component 4b: Presenting a PowerPoint Presentation



		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	Assessing Presentation	Identifies main ideas, supporting details and implied meanings. May occasionally rely on contextual clues.	May use contextual clues to enhance comprehension Has difficulty following faster conversations.	Identifies main ideas, even when not explicitly stated, supporting details and implied meanings.	Communicates with some confidence in demanding non-routine work situations (presentation). Understands an adequate range of complex formal and informal communication.	CLB = (holistic criteria)
	Indicator 1: Speaking IV	Gives detailed presentation Asks for and give information in some detail Provides necessary information. Asks relevant questions.	Gives presentation about moderately complex processes Gives detailed information Asks and addresses relevant questions. Summarizes information.	Give presentations to describe and explain complex structures, systems or processes based on research. Asks relevant questions to gather, share, analyze and compare information.	Give demonstrations, briefings, oral reports on familiar or researched topics.	
Analytic Criteria	Indicator 2: Listening IV	Understands presentations. May require repetition.	Understands extended presentations on work-related topics.	Understand extended presentations on technical / work-related issues in own field. Identifies the main idea (not explicitly stated) and detailed information.	Understands extensive presentations. Identifies detailed factual information. Identifies main ideas not explicitly stated. Identifies how details develop main ideas.	
	Textual	Recognizes main ideas and a variety of levels of subordinate ideas.	Understands main ideas and a variety of levels of subordinate ideas.	Uses main ideas and a variety of levels of subordinate ideas.	Selects, evaluates, synthesizes and integrates multiple pieces of information for coherent oral presentations.	
	Functional	Recognizes typical discourse formats for workplace presentation.	Understands typical discourse formats for workplace presentation.	Uses typical discourse formats for workplace presentation.	Language and discourse formats relating to specific workplace situations (presentation).	
	Socio-Cultural	Recognizes body language and other visual clues in presentation.	Understands and begins to use body language and other visual clues in presentation effectively .	Uses body language and other visual clues effectively .	Advanced, but often has difficulty interpreting humour, low-frequency idioms and cultural references.	
	Vocabulary	Recognizes reporting and describing in oral discourse.	Understands reporting and describing in oral discourse.	Uses reporting and describing in oral discourse effectively.	Uses a range of concrete, abstract and idiomatic language appropriate to the context or purpose.	
	Pronunciation	Recognizes loudness, pitch, speech rate.	Understands and begins to use loudness, pitch, speech rate effectively .	Uses loudness, pitch, speech rate effectively .	Grammar, vocabulary and pronunciation errors rarely impede communication.	

COMMENTS:

Activity Plan 185-EXT

LESSON 7	Workplace Visit and Poster Preparation	
	75 MINUTES	HANDOUT(S): 0
Assignment 1 <ul style="list-style-type: none">• Learners can use this time for their workplace visits.• If learners have completed their first workplace visit, they can work together on their posters.		
Assignment 2 <ul style="list-style-type: none">• To be taken up in Activity 187 in preparation for assessment in Activity 200:<ul style="list-style-type: none">✓ Learners complete a culture map for one or more (teacher discretion) of the new situations provided in Activity 164 Handout 1.✓ Learners think up a list of five new situations that they would like to map out. The situations must fit the overall authenticity and relevance criteria Activity 164 Handout 2.		

Activity Plan 186

LESSON 8	 PowerPoint Presentation, Criteria and Timelines	
	45 MINUTES	HANDOUT(S): 5
<p>Set-up Stage 5 min</p> <ul style="list-style-type: none"> Go over purpose of Workplace Visit 2 and Handout 1. Workplace Visit 2 is an opportunity for the learners to meet with an employee who will act as a workplace informant. The learners will share some of their observations of the workplace and discuss these with the employee. Most employees are surprisingly open and honest. For example, learners may say that they observed this was a very friendly, casual workplace, based on the small talk and the casual clothing of the workers. The employee may alert them to the fact that on the surface it looks casual, but that it is actually very competitive and a bit stressful, although a wonderfully challenging place to work. <p>Model Power Point Presentation 20 min</p> <ul style="list-style-type: none"> Model sample PowerPoint presentation provided. This presentation is based on the movie In Good Company, and all work done in Activities 161, 165, 169 and 177. Speaking notes are included with the PowerPoint presentation. <p>**Note: This sample presentation was developed as if two people were presenting; teacher should adapt accordingly.</p> <ul style="list-style-type: none"> Distribute Handout 2 as an example of what learners need to produce, based upon any interaction that they observed at the workplace or that would be appropriate for that workplace. Indicating stress is not required. Learners look at Rubrics from Activity 184 and discuss instructor's PowerPoint. <p>Work Plan and Timelines 20 min</p> <ul style="list-style-type: none"> Brainstorm steps that need to be followed in order to set up and prepare for workplace interview and presentation as a whole class. Distribute Handout 3. Have learners sequence the activities (the steps). Then, distribute Answer Key Handout 3 for everyone. In pairs, learners develop a timeline and work plan for the project. They should assign responsibility for each step (using Answer Key Handout 3). 	<p>Advanced Preparation</p> <p> Teacher Alert!</p> <p>Let learners know that they should bring their observation sheets from Workplace Visit 1 and all material from Activities 177 and rubrics from Activity 184.</p> <ul style="list-style-type: none"> Book computer lab Prepare: <ul style="list-style-type: none"> ✓ 186_PowerPoint_Sample.ppt (available on course disk) Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1-3 ✓ Answer Key Handout 3 Make overheads as required <p>Purpose</p> <ul style="list-style-type: none"> Providing a clear model for the presentation Clarifying purpose and content of second workplace visit Developing timelines and work plan for project with partner Presenting assessment criteria for presentations 	

Ways to Add Support

Set-up Stage

- Review and have a few learners describe what they will do during their second workplace visit to ensure that they understand what is expected of them during the observations, interview, and in preparing the presentation.

Ways to Add Challenge

Model PowerPoint Presentation

- Before beginning to model PowerPoint presentation, brainstorm what makes an effective presentation and/or PowerPoint. This will draw out learners' past experiences with both presentations and PowerPoint.

Presentation on Significant Findings from Workplace Investigation

After completing your research at a Canadian workplace, you will have the opportunity to return and check your observations and interpretations with a company representative who has agreed to act as your cultural informant at that workplace.

After your second visit, using a PowerPoint presentation, you and your partner will together present the key findings from your interview to the class. You will present together, but will be marked individually, to ensure that each partner has time to speak during the interview.

During a PowerPoint presentation, it is important to be as concise and clear as possible. Use the following guidelines to prepare your presentation using not more than five (5) slides. You will have only five minutes to present and five minutes for a demonstration role play of the culture map you make in **Activity 200**, and for questions from the audience.

1. Introduction

Briefly introduce yourself and your partner, and set the context of your presentation.

2. Company background

Give some basic information about the company.

3. Summary of observation and Interpretations

Summarize some of the observations and interpretations that you noted from that workplace. You may have to limit the number that you can present. Choose the ones that were most surprising or of greatest interest.

4. Cultural Insights

Present what you learned from the cultural informant during the interview. Highlight the insights that most interested or surprised you.

5. Considerations for successful integration into the workplace

Give suggestion or tips on how a foreign trained professional could effectively integrate into that Canadian workplace.

6. Role play of culture map (include a handout for the audience)

7. Questions and feedback

Your instructor will model a sample presentation based on the movie clip from *In Good Company*. (**Note: Some information has been fictionalized for this presentation as not enough data was gathered from the research.)

Culture Map – Interrupting Someone and Asking Permission to Enter the Office

A. (Approaching)

Employee A: You need to ask your supervisor a question. You see that his office door is open and he is working at his computer. At this workplace, an open door means that the supervisor is available for consultation. However, your supervisor seems busy, so make your request brief and use direct language.

Employee B: You are busy working at your computer when you hear a knock at your door. Make eye contact with the employee. Ask for a minute to save your work and then give the employee your full attention. Think about how you are going to appear open, welcoming and friendly.

B. (Bridging)

Employee: Stick your head in the door and knock lightly. When you have his or her attention, you can say *"SORry to interRUPT (NAME), do you HAVE MINute?"*

Adding the person's name is optional, but it can seem as more forceful or assertive. This may be necessary if you really need to get the person's attention. For example, he or she may be looking down or away from you and is not picking up on your facial cues.

Supervisor: Briefly make eye contact, and say, *"YES, JUST a SEC."* When ready, give the employee your full attention.

C. (Communicating Message)

Employee:

"I NEED to GET a COpy of the DOUGlas rePORT?"

GAIL said YOU HAD a COpy?

(Take a few steps into the office)

Supervisor:

"NO, I PASSED it ON to HENry. CHECK with HIM. If HE DOESn't HAVE it, then LET GAIL KNOW and SHE can MAKE MORE COpies. We REALLY SHOULD HAVE MORE THAN ONE ANyway."

D. (Developing Closure)

Employee:

"oKAY, I'll DO THAT. THANKS."

Supervisor: Nods and goes back to work.

Developing Timelines for Workplace Visit 2

Below is a list of the activities required to complete the workplace interview. You'll need to put the activities in the list in the order that you think they'll need to be completed. Once you have finished re-ordering the list, develop a tentative timeline and decide who is responsible for completing each activity.

Put the following activities in the order that you think they need to be done. Numbers 1, 4 and 11 have already been done for you.

Correct Sequence	Incorrect Sequence of Activities
	Call employer to set up meeting time and location. Confirm meeting time with partner.
	Check list with instructor.
11	Develop culture map and make copies.
4	Develop list of "tips" to be an effective communicator.
	Develop list of interpretations to check with contact.
	Email interpretations and questions to informant.
	Email thank you letter to informant.
1	Gather research materials from observation and poster preparation materials and handouts.
	Get name and contact information for company cultural informant.
	Plan interview process e.g., who will take lead / take notes, etc.
	Prepare and plan PowerPoint presentation. e.g., who will speak when.

Developing Timelines for Workplace Visit 2
Suggested Activities – timelines will vary


Identify the activities required to complete the workplace interview. Develop a tentative timeline and decide who is responsible for completing that activity.

Activity	Date	Name	Completed
1. Get name and contact information for company cultural informant.			
2. Call employer to set up meeting time and location. Confirm meeting time with partner.			
3. Gather research materials from observation and poster preparation materials and handouts.			
4. Develop list of interpretations to check with contact.			
5. Develop list of “tips to be an effective communicator”.			
6. Check list with instructor.			
7. Email interpretations and questions to informant.			
8. Plan interview process e.g., who will take lead/take notes, etc.			
9. Email thank you letter to informant.			
10. Prepare and plan PowerPoint presentation, e.g., who will speak when.			
11. Develop culture map and make copies.			

Activity Plan 187

LESSON 8	More Work on Culture Maps	
	45 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 15 min</p> <ul style="list-style-type: none"> Review Activity 164, Handout 3: <i>What to Include in a Culture Map</i> to make sure that they understand the criteria. This criteria sheet will also be used for Activity 187 and the assessment in Activity 200. Have learners share and write up what they wrote for the five new situations they were asked to complete in the culture maps for Activity 164, Handout 1. Review the maps for the situations with the whole class. <p>Communication Stage 15 min</p> <ul style="list-style-type: none"> Ask learners to share the three new situations that they were asked to think of for their assignment. As a class, choose ten situations that fit the authenticity and relevancy criteria from the culture map criteria sheet. <p>Mapping Stage 20 min</p> <ul style="list-style-type: none"> Divide up the chosen new ten situations and have learners begin mapping them out. Explain that you will be making up five similar situations for the culture mapping assessment in Activity 199. <p>Verification Stage 10 min</p> <ul style="list-style-type: none"> Once they have attempted to map them out, allow learners to contact native speakers to validate the maps for cultural norms and language. <p>**Note: Depending on your situation, learners could go out on campus to ask for native speaker help, you could ask instructional assistants to help, learners could phone native speaker friends, or you could verify all the maps yourself. Learners could even verify the maps with a native speaker any time before the assessment in Activity 200.</p> <ul style="list-style-type: none"> Stress that learners should attempt making the maps first themselves and not just have the native speaker write them all out for them. <p>📌 Teacher Alert!</p> <p>Instructors will need to make up their own assessment for Activity 200 based on the ten culture maps that their learners chose in Activity 187. We recommend that you make up five new similar situations and learners choose two of them to map out. A template is provided for you. Use Activity 164, 187, 200: Handout 2: <i>Culture Map Criteria Sheet</i> when assessing the maps.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Activity 164, 187, 200 Handout 3: <i>What to Include in a Culture Map</i> <p>Purpose</p> <ul style="list-style-type: none"> Practising making culture maps for new situations 	

Activity Plan 188

LESSON 8	 Applying the Laroche Reading Concepts	
	70 MINUTES	HANDOUT(S): 2
<p>Set-up Stage 5 min</p> <ul style="list-style-type: none"> Remind learners that they have practised this type of task in Activity 178. <p>Activity 1 30 min</p> <ul style="list-style-type: none"> Distribute Handout 1. Learners complete this on their own. They can refer to the reading. In pairs or small groups, learners compare their answers. Go over the answers with entire class. <p>Activity 2 35 min</p> <ul style="list-style-type: none"> Distribute Handout 2. In groups, learners negotiate appropriate answers (some level of agreement should be reached). Teacher elicits answers from group representatives. <p>Class members are encouraged to discuss the variations in each group's answers and reflect on their personal opinions. However, the point of the activity is to decide what Laroche would advise (i.e., what is expected in the dominate culture).</p> <p>Ways to Add Support</p> <ul style="list-style-type: none"> Provide learners with a two-column chart to take notes. Then, before the assessed task, review as a class differences in the hierarchical and egalitarian orientations of managers and employees as described in the reading. <p>Ways to Add Challenge</p> <ul style="list-style-type: none"> Provide learners with a two-column chart to complete to compare and contrast the respective cultures of the managers and employees in the team. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 ✓ Handout 2 <p>Remind learners to bring their copy of the Laroche reading.</p> <p>Purpose</p> <ul style="list-style-type: none"> Understanding further how cultural differences manifest and are perceived in the workplace Practising reading Moving from concepts to examples and applications 	

Reading Applied: “Managing Technical Professionals” by Lionel Laroche

1. A new manager has arrived at a high tech complex in New Zealand. He is from Brazil and has never worked outside his country, although he is very well educated and quite experienced as a manager in Brazil. Assume that he is typical of individuals from his culture and that most of the people he is working with are typical New Zealanders. The column on the left describes some of **the manager’s behaviours**. Put a tick (✓) in the middle column next to the boxes that capture the New Zealander’s likely response to those behaviours, and an ✕ next to those response that are not typical of New Zealanders. Note that this activity takes the opposite perspective of the activity you did in **178**.

Brazilian boss’s behaviour	NZ team response is ✓ = typical ✕ = not typical	New Zealand team members’ responses.
1. When the Brazilian boss announces his decision, he considers it final.	<input type="checkbox"/>	a. The New Zealand team members consider all decisions open to discussion.
2. The Brazilian boss likes to know a lot of details about what’s going on in each project.	<input type="checkbox"/>	b. The New Zealand team members keep detailed records and report at least daily to the boss, with precise details of the progress of each project.
3. The Brazilian manager keeps tightening the rules on his employees because they seem like “loose cannons”; they get involved in projects without consulting him.	<input type="checkbox"/>	c. The New Zealand team members appreciate the boss’s strong leadership. Somebody has to run the ship.
4. The Brazilian manager keeps overruling decisions made by the team because he feels that they are making the decisions that are his to make.	<input type="checkbox"/>	d. The New Zealand team members consider the boss a micromanager and an autocrat.
5. When the Brazilian boss hears third-hand about a problem facing one of his employees, he calls that person up to offer his experience and insights.	<input type="checkbox"/>	e. The New Zealand team members feel the boss is interfering. They are not really interested in hearing about suggestions and insights because it seems to underestimate their abilities.
6. The Brazilian boss shows a lot of deference to his bosses and to all those who are in positions more senior than his. His subordinates notice this.	<input type="checkbox"/>	f. The New Zealand team members realize that this is a way to show respect, and they start to show more deference to their boss, just as he does to his boss.
7. The Brazilian boss asks members of his team to explain to him their relative rank in relationship to each other. In other words, he wants to know the team’s hierarchy.	<input type="checkbox"/>	g. The New Zealand team members have a very clear idea of the hierarchy on the team and they all agree. They give a list of their ranks to the boss.

Brazilian boss's behaviour	NZ team response is ✓ = typical ✗ = not typical	New Zealand team members' responses.
8. The Brazilian boss provides a great deal of information about the project and its challenges to his boss. His subordinates hear of this.	<input type="checkbox"/>	h. The New Zealand team members wonder about the boss's competence and team loyalty if he is passing on so much to his managers.
9. The Brazilian boss is clear that he wants to make decisions about even small details of a project.	<input type="checkbox"/>	i. The New Zealand team members are glad to have the input from their boss because it takes the responsibility off their shoulders.

2. With reference to the team members in question 1, put a tick (✓) next to those things Laroche suggests might be helpful for them to do to get along better with their boss. **Don't be confused with Laroche's advice for the more hierarchical boss, as this is sometimes the exact opposite of the advice he gives to the less hierarchical team members.**

✓ = Laroche's advice	Advice to less hierarchical team members working with a more hierarchical boss
<input type="checkbox"/>	1. The team members should report to their boss more often so that he knows what's going on.
<input type="checkbox"/>	2. They should explain the situation to their boss's boss, and ask her to intervene.
<input type="checkbox"/>	3. They should have a discussion with the boss about which decisions are okay for them to make for themselves and which decisions he would like to be involved in.
<input type="checkbox"/>	4. They should openly discuss cultural differences and explain why the boss needs to adapt to the New Zealand culture if he wants to work there.
<input type="checkbox"/>	5. The team members that feel the need to be the most independent and should consider working for a different manager.
<input type="checkbox"/>	6. They should show more deference to the Brazilian boss, perhaps by addressing him more formally.
<input type="checkbox"/>	7. They should ask the boss to give them more leeway, to cut them some slack.
<input type="checkbox"/>	8. The team members that feel the need to be the most independent should consider working on projects that the boss considers less significant.
<input type="checkbox"/>	9. Any time that they plan to take initiative related to a new or existing project, they should run it by their boss to let him know what they are up to.
<input type="checkbox"/>	10. They should ask the boss to explain his involvement so that they can understand why he is over-involved.
<input type="checkbox"/>	11. They should try to bridge some of the cultural gaps or differences by adopting behaviours that will put the boss more at ease because they meet his expectations.

A professional from a more hierarchical culture gets a job in a Canadian company in Vancouver. It is her first experience working on a Canadian team. She is very well educated and quite experienced as a professional in her first country. Assume that she is typical of individuals from her culture and that most of the people she is working with are typical Canadians and therefore less hierarchical. The column on the left describes her behaviours. In the column on the right, describe the boss’s likely reaction to these behaviours. The first question has been done for you as an example.

<p>More hierarchical professional’s behaviour</p>	<p>Less hierarchical Canadian-born boss’s response (she’s a clever woman – she may feel the reaction or judgment described below, but that doesn’t mean she says anything inappropriate)</p>
<p>The more hierarchical professional feels she is not given enough details about a project and so she goes to the manager quite often and asks for details.</p>	<p>Example: The boss wonders about the more hierarchical professional’s competence and confidence because she seems to need the reassurance of a lot of details. The boss also finds it very time consuming answering all of these questions and so she doesn’t give the Indian professional important projects that need to be done quickly.</p>
<p>1. The more hierarchical professional asks a lot of open-ended questions such as “What shall I do now?” or “What would you like me to do next?”</p>	
<p>2. The more hierarchical professional doesn’t think a lot about ways of achieving an objective before she asks the boss for input because she assumes the boss already has a desired approach and solution.</p>	
<p>3. The more hierarchical professional is very respectful and often gives the boss small presents or items she has cooked at home.</p>	
<p>4. The more hierarchical professional is feeling a little insecure by the cultural differences, and so she requests less important projects so that she can find her way.</p>	
<p>5. The more hierarchical professional cannot accept any shortcomings on her own part because she wants to be a very good employee. Occasionally she will do nothing rather than risk doing it wrong.</p>	
<p>6. When the boss asks the more hierarchical professional to figure something out, the more hierarchical professional looks carefully for any hint of the correct answer that the boss wants to hear.</p>	

Reading Applied: “Managing Technical Professionals” by Lionel Laroche

1. A new manager has arrived at a high tech complex in New Zealand. He is from Brazil and has never worked outside his country, although he is very well educated and quite experienced as a manager in Brazil. Assume that he is typical of individuals from his culture and that most of the people he is working with are typical New Zealanders. The column on the left describes some of **the manager’s behaviours**. Put a tick (✓) in the middle column next to the boxes that capture the New Zealander’s likely response to those behaviours, and an ✗ next to those response that are not typical of New Zealanders. Note that this activity takes the opposite perspective of the activity you did in **178**.

Brazilian boss’s behaviour	NZ team response is ✓ = typical ✗ = not typical	New Zealand team members’ responses.
1. When the Brazilian boss announces his decision, he considers it final.	✓	a. The New Zealand team members consider all decisions open to discussion.
2. The Brazilian boss likes to know a lot of details about what’s going on in each project.	✗	b. The New Zealand team members keep detailed records and report at least daily to the boss, with precise details of the progress of each project.
3. The Brazilian manager keeps tightening the rules on his employees because they seem like “loose cannons”; they get involved in projects without consulting him.	✗	c. The New Zealand team members appreciate the boss’s strong leadership. Somebody has to run the ship.
4. The Brazilian manager keeps overruling decisions made by the team because he feels that they are making the decisions that are his to make.	✓	d. The New Zealand team members consider the boss a micromanager and an autocrat.
5. When the Brazilian boss hears third-hand about a problem facing one of his employees, he calls that person up to offer his experience and insights.	✓	e. The New Zealand team members feel the boss is interfering. They are not really interested in hearing about suggestions and insights because it seems to underestimate their abilities.
6. The Brazilian boss shows a lot of deference to his bosses and to all those who are in positions more senior than his. His subordinates notice this.	✗	f. The New Zealand team members realize that this is a way to show respect, and they start to show more deference to their boss, just as he does to his boss.
7. The Brazilian boss asks members of his team to explain to him their relative rank in relationship to each other. In other words, he wants to know the team’s hierarchy.	✗	g. The New Zealand team members have a very clear idea of the hierarchy on the team and they all agree. They give a list of their ranks to the boss.

Brazilian boss's behaviour	NZ team response is ✓ = typical ✗ = not typical	New Zealand team members' responses.
8. The Brazilian boss provides a great deal of information about the project and its challenges to his boss. His subordinates hear of this.	<input checked="" type="checkbox"/>	h. The New Zealand team members wonder about the boss's competence and team loyalty if he is passing on so much to his managers.
9. The Brazilian boss is clear that he wants to make decisions about even small details of a project.	<input checked="" type="checkbox"/>	i. The New Zealand team members are glad to have the input from their boss because it takes the responsibility off their shoulders.

✓ = Laroche's advice	Advice to less hierarchical team members working with a more hierarchical boss
<input checked="" type="checkbox"/>	1. The team members should report to their boss more often so that he knows what's going on.
<input checked="" type="checkbox"/>	2. They should explain the situation to their boss's boss, and ask her to intervene.
<input checked="" type="checkbox"/>	3. They should have a discussion with the boss about which decisions are okay for them to make for themselves and which decisions he would like to be involved in.
<input checked="" type="checkbox"/>	4. They should openly discuss cultural differences and explain why the boss needs to adapt to the New Zealand culture if he wants to work there.
<input checked="" type="checkbox"/>	5. The team members that feel the need to be the most independent and should consider working for a different manager.
<input checked="" type="checkbox"/>	6. They should show more deference to the Brazilian boss, perhaps by addressing him more formally.
<input checked="" type="checkbox"/>	7. They should ask the boss to give them more leeway, to cut them some slack. (Laroche says that the boss should give them more leeway, but he does not suggest that the employees ask for it, as this approach probably wouldn't work).
<input checked="" type="checkbox"/>	8. The team members that feel the need to be the most independent should consider working on projects that the boss considers less significant. (Laroche doesn't word it exactly like this, but he suggests that employees ask their hierarchical boss for projects of low importance to her / him).
<input checked="" type="checkbox"/>	9. Any time that they plan to take initiative related to a new or existing project, they should run it by their boss to let him know what they are up to.
<input checked="" type="checkbox"/>	10. They should ask the boss to explain his involvement so that they can understand why he is over-involved. (Laroche suggests that the manager take the initiative to explain why he feels the need to be so involved. This is not the same as the team members calling him to account for his involvement – an approach like to make him defensive).
<input checked="" type="checkbox"/>	11. They should try to bridge some of the cultural gaps or differences by adopting behaviours that will put the boss more at ease because they meet his expectations. (Essentially this is a summary of the approach Laroche takes with his suggestions. He doesn't spell it out using exactly these words.)

Many answers are possible. Give one answer for each relevant idea.

<p>More hierarchical professional's behaviour</p>	<p>Less hierarchical Canadian-born boss's response (she's a clever woman – she may feel the reaction or judgment described below, but that doesn't mean she says anything inappropriate)</p>
<p>The more hierarchical professional feels she is not given enough details about a project and so she goes to the manager quite often and asks for details.</p>	<p>Example: The boss wonders about the more hierarchical professional's competence and confidence because she seems to need the reassurance of a lot of details. The boss also finds it very time consuming answering all of these questions and so she doesn't give the Indian professional important projects that need to be done quickly.</p>
<p>1. The more hierarchical professional asks a lot of open-ended questions such as "What shall I do now?" or "What would you like me to do next?"</p>	<p>The boss doubts the more hierarchical professional's competence and confidence, is annoyed at how much time she is taking and wishes she would take more initiative.</p>
<p>2. The more hierarchical professional doesn't think a lot about ways of achieving an objective before she asks the boss for input because she assumes the boss already has a desired approach and solution.</p>	<p>The boss wonders why the more hierarchical professional hasn't done her homework, why she hasn't used her professional expertise to consider various specific options and ranked them according to best options. It feels like the more hierarchical professional is looking to her for the answer, but she doesn't have an answer.</p>
<p>3. The more hierarchical professional is very respectful and often gives the boss small presents or items she has cooked at home.</p>	<p>The boss likes the respect and the presents but wonders if the more hierarchical woman thinks that she can get ahead by showing respect and giving presents rather than doing her job.</p>
<p>4. The more hierarchical professional is feeling a little insecure by the cultural differences, and so she requests less important projects so that she can find her way.</p>	<p>The boss thinks that the more hierarchical professional isn't very interested in her job, or that she doesn't want to be challenged because she asks for the least important projects.</p>
<p>5. The more hierarchical professional cannot accept any shortcomings on her own part because she wants to be a very good employee. Occasionally she will do nothing rather than risk doing it wrong.</p>	<p>The boss thinks that the more hierarchical professional lacks initiative and is not keen to impress others because sometimes she does nothing. She thinks that the Indian woman isn't interested in being a good employee.</p>
<p>6. When the boss asks the more hierarchical professional to figure something out, the more hierarchical professional looks carefully for any hint of the correct answer that the boss wants to hear.</p>	<p>The boss wonders why the more hierarchical professional can't think for herself, why she gives such weight to the boss's casual comments and why she seems to think the boss knows everything.</p>

Activity Plan 189-EXT

LESSON 8	Effective Presentation Delivery Skills	
	75 MINUTES	HANDOUT(S): 1
<ul style="list-style-type: none">In Activities 210, 215 and 218, partners / groups will give a 10-minute PowerPoint presentation (five minute presentation and five-minute demonstration of the culture map and answering questions) on Workplace Visit 2 and what they have learned. For an assignment during the extension period, the learner reviews the components of an effective presentation in a Canadian workplace context – Handout 1.Partners / groups practise and give each other feedback based on these presentation tips. Note that in Activity 205, 105 minutes is allocated to the partners / groups preparing their PowerPoint, and that some of this time may be used for practising. <p>**Note: Activity repeated in Activity 202-EXT.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none">Prepare photocopies of:<ul style="list-style-type: none">✓ Handout 1 <p>Purpose</p> <ul style="list-style-type: none">Developing an understanding of Canadian cultural expectations regarding effective presentation skills	

Effective Presentation Delivery Skills

Before you begin your presentation, check the seating, lighting, handouts and technical components (computer, laptop, memory stick, digital projector) ahead of time to ensure that everyone can see and follow the presentation. Find out ahead of time – who will provide technical support. Also check with any group presenting before or after you to make sure the transition is smooth.

When making presentations, Canadians try to communicate enthusiasm for their ideas through body language, gestures and voice. Even in a formal presentation, the audience likes to see signs that the presenter is friendly and is connecting to them. Here are some ways to communicate enthusiasm and friendliness:

Posture: Stand up straight, but not stiff and still. It is unusual to sit to deliver a presentation.

Movement: Don't shift your weight quickly from one leg to another. Don't stay frozen in one spot, but occasionally take a step or half step towards the audience or to either side.

Gestures: Don't keep your hands in your pockets, hold them behind your back, or hold them on your hips. Don't cross your arms or wring your hands. Use natural hand gestures. Canadians move their hands when speaking in conversations. Try to observe these hand gestures and use them in your presentations. Experiment with one or both hands open and palm up, pointing (use an open hand, not just one finger) emphasizing with a raised finger, or pondering (finger to side of mouth).

Eye Contact: Canadians use eye contact to build rapport. Let your eyes move slowly around the room and settle for 1-3 seconds on a person, then move on to another person. You don't need to look at every person.

Voice: Avoid a monotone. Intonation patterns are exaggerated in presentations. Stressed syllables are even more stressed and the pauses between thought groups are longer. The larger the audience, the more exaggeration is used. Also, we tend not to use fillers during presentations. In conversations, fillers (um, er, well, actually) are important conversation management techniques for holding the floor. However, in a presentation, the speaker already has the floor and does not need fillers to keep it.

Volume: Ask the audience "Can you hear me in the back?"

Questions: If you want the audience to ask questions all the way through your presentation, say: "*Please interrupt me / us if you have questions*". If you want them to ask questions at the end, say: "*Please save your questions till the end.*"

After you finish your presentation, step towards the audience, raise a hand and ask “*Does anyone have questions for me / us?*” or “*What questions do you have?*” Your raised hand signals to the audience to raise their hand when they want to ask a question.

- When listening to the questions, keep your hands neutral, arms at your sides, fingers open.
- Repeat the question or restate it, to make sure everyone hears and that you understand.
- PAUSE to give everyone time to think.
- When you answer the question, give 25 per cent of your attention to person who asked the question and 75 per cent to the rest of the audience.
- If you don’t know the answer, say: “I don’t know, but I’ll find out and get back to you later”. Don’t apologize. (*Sorry, I don’t know*).
- Signal the end of the presentation by saying: “*Thank you all for your questions*”. If there is another group presenting after you, you may say, “*Now we are going to hear from _____ about _____*.” In a more formal situation, a chair or moderator will thank you for your presentation and introduce the next speaker.

The Role of the Audience

Presentations involve both a speaker and the audience. People in the audience play a role in how well a presentation goes and should:

- Show interest by listening, making occasional eye contact with the speaker, taking notes, and controlling any signs of boredom (negative facial expression, putting your head down on the table, tilting your head back to sleep, constantly checking your watch).
- Not show too much interest or enthusiasm, as this can be distracting for the speaker.
- Prepare to pose a question for the question and answer (Q&A) period.
- Remain attentive and seated throughout the Q&A – speakers will dismiss their audience.

Activity Plan 190

LESSON 9	Socio-Cultural Warmer: Asking Someone to be a Cultural Informant	
	40 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 10 min</p> <p>In almost any Canadian workplace, learners are surrounded by Canadian cultural experts. By making a connection with a Canadian co-worker who is willing to act as a cultural informant, learners can tap into that expertise. Just as native speakers have an intuitive understanding of what is normally said in a language, people who have grown up in a culture know the expected behaviour without usually knowing the values underlying that behaviour.</p> <ul style="list-style-type: none"> • Brainstorm with learners – the notion of a cultural informant. Why are people willing and even pleased to be cultural informants? There are many possible answers to that question, but one reason is that most people find it surprising and delightful to realize, through questioning, that they have a large body of unexpected expertise around cultural norms. • Brainstorm with learners – how they might ask someone to be a cultural informant. • Distribute Handout 1. • Model with one learner. <p>Practice Stage 30 min</p> <ul style="list-style-type: none"> • Circulate among learners, offering pronunciation feedback. <p>Ways to Add Support</p> <p>Discuss qualities of a good cultural informant (e.g., age, experience, education, “insider”). Also, you could ask learners whether they have ever served as cultural informants in the past (e.g., helping outsiders understand a culture).</p> <p>Ways to Add Challenge</p> <p>Have learners interview one another on a specific cultural topic first: e.g., table manners in their culture. Then ask them how it feels to be a cultural informant before turning to the scripted exchange in Handout 1. Also, you might discuss the challenge of over-generalization and stereotyping in the study of culture. You could use the analogy of blindfolded people touching different parts of an elephant and being asked to describe elephants. One person described a long, narrow, snake-like shape (the trunk), while another described a tree trunk shape (the leg), etc. Culture is like the elephant.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 <p>Purpose</p> <ul style="list-style-type: none"> • Developing an understanding of the concept of “the cultural informant,” and why many Canadian-born individuals enjoy taking on this role • Practising language and pronunciation (intonation and stress) to ask someone to be a cultural informant 	

Culture Map – Asking Someone to Be Your Cultural Informant

A. (Approaching)

Immigrant Newcomer: You have chosen the person you would like to be a cultural informant. Choose a time when he or she seems relaxed and accessible. Get ready to approach the person by taking a deep breath and thinking of what you will say. Try to be aware of your body language and voice language. Smile and refrain from crossing your arms. Speak with expression in your voice.

Canadian Informant: You are experienced and comfortable working in your occupation in Canada. You are open and enjoy learning about different cultures.

B. (Bridging)

Immigrant Newcomer: Walk up to the other person. Make eye contact. Say the person's name. Ask if they have a moment to talk. You can say:

*"BILL. D'ya **HAVE** a MOment? I **HAVE** a **FAV**our to **ASK**."*

Canadian Informant: Respond to your name by looking towards the speaker and allowing him or her to approach. Let them make eye contact. Then say:

*"**SURE**. **WHAT IS** it? **WHAT** do you **NEED**?"*

C. (Communicating Message)

Immigrant Newcomer: Maintain friendly and relaxed body language. Stand a comfortable distance away. (This can vary, but at least a metre should work.) Look at the person and smile. Take a deep breath and ask your prepared question:

*"As you **KNOW**, I am **NEW** to **CAN**ada and **OB**viously the **CUL**ture **HERE** is **DIF**ferent from back **HOME**. I **NEED** **HELP** some**TIMES** **KNOW**ing **HOW** **THINGS**'re **DONE** here in **CAN**ada. I was **WON**dering if you'd be **WILL**ling to **HELP** me **OUT** from **TIME** to **TIME**."*

Canadian Informant:

*"I'm no **CUL**tural **EX**pert, but... **WHAT** **SORT** of **THINGS** do you want to **KNOW**?"*

Immigrant Newcomer:

*"**WELL**, for **eXAM**ple, in **MY** **COUN**try, it's **po**LITE to **ar**RIVE **HALF** an hour **EAR**ly if you are **in**Vited **Over** for **DIN**ner, but I've **HEAR**D that **THAT**'s a "**NO**, **No**" **HERE**. **THINGS** like **THAT**. I **JUST** want to **TRY** not to **of**FEND **PEO**ple and fit **IN**."*

Canadian Informant:

*"**OH!** **THOSE** **SORTS** of **THINGS**. **SURE**. I'd be **HAP**py to **HELP** you **OUT**."*

D. (Developing Closure)


Immigrant Newcomer:

*"**GREAT**. **THANKS**. I **REALLY** **ap**PREciate it."*

Canadian Informant:

*"**NO** **PROB**lem. **ANY** **TIME**."*

Activity Plan 191

LESSON 9	 Prepare for Workplace Visit 2 (Part B) – Listening to Model Interview	
	60 MINUTES	HANDOUT(S): 2
<p>Set-up Stage 2 min</p> <ul style="list-style-type: none"> • Distribute Handout 1 only (the Answer Key Handout 1 and Tape Script are distributed at the end). • Inform learners that they will be hearing a short sample of an interview in which two learners are interviewing a workplace representative to find out if their workplace observations are accurate. <p>Listening Stage 50 min</p> <ul style="list-style-type: none"> • Play the recording. Learners listen and begin to fill in the information on Handout 1. • Play the recording a second time. • Have learners compare their answers, then play the recording a third time. <p>Analysis Stage 8 min</p> <ul style="list-style-type: none"> • Have file managers distribute Answer Key Handout 1. Learners check their answers and if there is time, listen once more. Tape Script 1 is optional. Learners may want to see it for any sections that they cannot understand. • Discuss any questions raised by learners. <p>Ways to Add Support</p> <p>Review some of the vocabulary before listening for the first and second times. Record the words on the board. You could play four rather than three times. (NOTE: The tape is 7.5 minutes long).</p> <p>Ways to Add Challenge</p> <p>Have learners record three to five new words or phrases that they hear and ask one another to clarify meanings of the new vocabulary when they compare their answers.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare: 146 Listening • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 ✓ Answer Key Handout 1 ✓ Tape Script 1 • Prepare 190 Model Interview.mp3 for listening (optional) <p>Purpose</p> <ul style="list-style-type: none"> • Presenting a model for the interview that learners will do in Activity 198-EXT (Workplace Visit 2) • Drawing learners’ attention to the language used by interviewees to present their interpretations • Drawing learners’ attention to the language used by the interviewee to confirm or disagree with the interpretations <p>**Note: Learners will have an opportunity to further identify and practise this language in Activity 194.</p>	

Model Workplace Investigation Interview

Listen to the interview and make notes in the table below. The interviewers, Paul and Joan, present seven observations and their interpretations to Georgina, the interviewee. Listen and note what the observations and interpretations are. Then listen again and note whether Georgina confirms the interpretations or disagrees, and also whether she clarifies or gives an example.

Interviewers Observations and Interpretations	Interviewee confirms, disagrees, clarifies or gives an example
1.	
2.	
3.	
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5.	
6.	
7.	
How to be a good communicator	
1.	
2.	
3.	
4.	

Model Workplace Investigation Interview

Interviewers Observations and Interpretations	Interviewee confirms, disagrees, clarifies or gives an example
1. People work in cubicles and don't stay in them. People are working in teams and have to consult all the time.	Confirms: Team members have cubicles close to one another.
2. It was noisy in the office. People were talking a lot.	Confirms. Senior managers also drop by to check in with the team.
3. People are from many different countries.	Disagrees. Most of the employees are born in Canada. Only two were trained in another country.
4. People talk about what they do on the weekend while they are working. People are very good friends outside the office.	Disagrees. People might be friends, but it is important that they get along at work with their team members.
5. Some people dress casually and other people wear suits. Senior managers wear suits.	Disagrees. The dress code is business casual, not suits. People wear suits when they meet clients. The receptionists are dressed professionally because they meet clients everyday.
6. People call each other by their first name, including clients.	Confirms.
7. Volunteer sign-up sheet on bulletin board. Company expects employees to volunteer.	Disagrees. It is not expected, but it is noticed and valued by the company.
How to be a good communicator	
1. Don't use direct formal language.	Confirms.
2. Use friendly social talk.	Confirms.
3. Maintain harmony.	Confirms.
4. Know how to communicate in a team.	Confirms. The last person who was fired had excellent technical skills and poor team communication skills.

Model Workplace Investigation Interview

Joan and Paul are learners. They are having an interview with Georgina, the workplace representative, to find out if their interpretations about the workplace are accurate.

Joan and Paul are waiting in the reception area, talking quietly. Georgina is a couple of minutes late.

(Note: the recording may differ slightly from the script)

G Hi, you must be Joan and Paul. I'm Georgina.

J Hi, I'm Joan; nice to meet you.

P And I'm Paul. Nice to meet you. (handshakes)

G Well, let's head down to my office. How was traffic coming in?

J Not bad. The rain slowed everyone down.

G Here we are. Have a seat. I'll grab another chair. There you go.

J Thanks.

P Thanks.

P So, we really appreciate you taking the time to have this interview with us. We sent the questions by email yesterday. Do you have any questions?

G No, no, I just read them briefly.

P Great, I'll start out by asking you some questions while Joan takes notes and we'll switch half way through. The interview will only take 20 to 30 minutes.

G Okay, sounds good.

P And before we begin, just to let you know again that if any of the questions seem unusual, we don't intend to be offensive, but do let us know.

G Okay, no problem.

P Okay, now. Let me just look at my questions here. Uhm m m m m m, oh yeah, we noticed that a lot of employees work in cubicles and don't necessarily stay in their cubicles. We thought that was because people were working in teams and had to consult frequently with other members of the team. Is that correct?

G Yeah, that's right. We use cubicles to provide some privacy, but consultation is really critical. In fact, we make sure that the team members have cubicles that are close to one another.

P Yeah, well, that makes sense because we also noticed that the noise level in the office was pretty high. People were talking either in pairs or small groups. At my previous company in Edmonton, consultation was more formal and usually took place in someone's office, usually after making an appointment.

G Hmm ... interesting. Let me think ... I guess even our senior managers drop by to see how things are going.

J Another thing we observed was that your company hires people from many different countries. We noticed that there is quite a diverse workforce.

G Ha, actually, I think that most of our employees are Canadian born. I think, let me see, we probably have two people who were trained in another country, but I think most people here are from Canada.

J Oh, okay, I didn't think of that. I just assumed that they spoke English as their second language. That's interesting. Okay, another question we have is about social talk. Sometimes people were talking about what they did on the weekend and they seemed to be working at the same time. To me, it seemed that people were very collegial and good friends outside the office. Does this seem right to you?

G I wouldn't say that everyone is good friends outside of work. Some, maybe. But you're right; we do get along well here, and it is important to get to know your fellow team members. You know what they say? You spend more time at the office than you do with your families.

Everyone laughs.

J We were also wondering about the dress code here. We noticed that there was a real mix in dress styles; some were dressed quite casually but a few men were wearing suits and ties, and women were in suits as well. We weren't sure but we thought that maybe senior managers dressed more formally.

G No, no. I can see how you might think that, but no. We have a business casual office here, so men wear casual pants and golf shirts with collars; no ties. The women wear nice but casual clothes as well. Of course, no jeans or runners. We are expected to dress more professionally if we are meeting with clients, either here or outside of the office. You might have noticed that our two receptionists were dressed more professionally because they see clients every day.

J Oh, I see, very interesting. That is very different than in my country. Everyone dresses very formally at work. Actually, I think in my country that the workplace is much more formal than here. We use Mr. or Ms. and last names when we speak to managers to show respect. We saw that everyone at this office was calling each other by their first name. I was wondering if you would also call clients by their first name.

G Yes, we do. I think that is common in most workplaces here.

J One last observation. We noticed a bulletin board in the staff room with a sign-up sheet to volunteer at a local food bank on the weekend. I thought that was very interesting. Is this company involved in many community events?

G Yes, we do sponsor a few things. We help at the food bank two or three times a year.

J Is everyone expected to volunteer?

G No, not at all. We know that people have busy lives and cannot always give up a Saturday to volunteer, but we get a good turnout, actually. It's a great cause and also a good way to get to know colleagues outside of work. Actually, several of our senior managers usually are there. I think they appreciate those who volunteer. We have a company newsletter that HR puts out and the names of those who help out are in it.

P Well, those are all of our questions. It was interesting to see your workplace and it helps us to see differences and similarities from our countries and Canada. Joan and I, after our observation, were talking about what would make a good communicator in this office and we came up with a few ideas. Could you give us your opinion on these?

G Sure.

P Direct and formal language would be out of place at this office. Everyone is quite friendly and social talk is important. Value is placed on harmony at this workplace.

G Yes, I would say that's true.

J Working in teams is important here. So knowing how to communicate within the team is critical to being a successful communicator.

G Yes, in fact the last person that was let go at this company was fired because of his teamwork communication. His technical skills were excellent, but if you can't work well in a team, it's difficult for everyone.

J Well, I think that's all the time we have. Thank you very much for meeting with us, Georgina.

P Yes, we really do appreciate it. It was wonderful to have your input on our observations. You've been very helpful.

G No problem. Nice to have met you and good luck in your careers in Canada.

Activity Plan 192

LESSON 9	Poster Session	
	75 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 15 min</p> <ul style="list-style-type: none"> • Explain procedure for poster display session. • Distribute Handout 1 and ensure that learners understand the audience’s task. They will have only half an hour to answer the questions about each poster. It is up to the audience to manage their time to complete the task. • Set up the classroom with the classes’ posters displayed on the wall, allowing room for learners to circulate. <p>Poster Session 60 min</p> <ul style="list-style-type: none"> • Half of the class will be presenters and half of the class will be the audience. Presenters stand in front of their posters and talk briefly about their posters to their audience. Audience circulates and answers the questions on Handout 1. After half an hour, the audience and the presenters change positions. <p>Ways to Add Support</p> <p>Review some of the vocabulary before listening for the first and second times. Record the words on the board. You could play four rather than three times. (NOTE: The tape is 7.5 minutes long).</p> <p>Ways to Add Challenge</p> <p>Have learners record three to five new words or phrases that they hear and ask one another to clarify meanings of the new vocabulary when they compare their answers.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 <p>Purpose</p> <ul style="list-style-type: none"> • Displaying results of workplace observation in a conventional poster format • Learning about other workplace cultures 	

Poster Session

Find the following answers from your classmates' posters:

Poster 1

Name of presenters:

1. What is the name of the company and its primary purpose?
2. What discovery about the workplace most surprised the presenter?
3. Write two or three socio-cultural factors that were observed in that workplace.

Poster 2

Name of presenters:

1. What is the name of the company and its primary purpose?
2. What discovery about the workplace most surprised the presenter?
3. Write two or three socio-cultural factors that were observed in that workplace.

Poster 3

Name of presenters:

1. What is the name of the company and its primary purpose?
2. What discovery about the workplace most surprised the presenter?
3. Write two or three socio-cultural factors that were observed in that workplace.

Poster 4

Name of presenters:

1. What is the name of the company and its primary purpose?
2. What discovery about the workplace most surprised the presenter?
3. Write two or three socio-cultural factors that were observed in that workplace

Activity Plan 193-EXT

LESSON 9	Matching Observations and Interpretations	
	75 MINUTES	HANDOUT(S): 1
<ul style="list-style-type: none">• Go over directions for assignment with learners. Number 1 has been done as an example.• This is a matching activity where they match the observation to the interpretation. Point out that there are two sides to the page.		<p>Advanced Preparation</p> <ul style="list-style-type: none">• Prepare photocopies of:<ul style="list-style-type: none">✓ Handout 1 <p>Purpose</p> <ul style="list-style-type: none">• Providing a model for the types of observations and interpretive statements that learner will be developing for the workplace interview in Activity 194

For the workplace visits, you will need to check that your interpretations from your observation of the workplace are accurate with a contact at that company. It is important that you phrase your observations and interpretations in a positive way.

Match the following observations taken from Grid A, B and C of the D.I.E. Model with interpretations that could be shared with the workplace contact. The first one has been done for you.

Note: Three of the following observations and / or interpretations are inappropriate to discuss with the company informant. Identify the three inappropriate observations and consider why they shouldn't be asked.

Observation	Interpretation
1. We observed that the majority of the employees we saw were in their 40s or older.	___ As this is a sports magazine, we thought that maybe women were not interested in working here. Could that be right?
2. We were surprised to see that there were many more men than women.	___ We believed that this could mean that employees are able to drop by a manager's office at any time without an appointment. Is that the right?
3. We remarked that the employees were dressed very professionally.	___ We thought that maybe a great many of the employees were about to retire and job positions may be opening up here. Did I get that right?
4. We noticed that one of the men was dressed very casually.	___ We thought this might mean that a lot of experience was necessary to work here, and that the company really values experience. Is that correct?
5. We didn't observe that any of the employees had accents. Everyone seemed to speak English as their native language.	___ We thought that she may possibly be an assistant or support staff person? Is that right?
6. We noted that employees were gathering and talking in the foyer outside the elevator. They seemed to be worried about something.	___ We thought that might mean that you regularly hold meetings with important clients in your office and wondered if the employees here who do not have their own offices interact with clients in person or on the phone. Is that true?
7. We noticed that some of the offices are very nicely decorated and have comfortable furniture, beautiful views, and are spacious.	___ It occurred to us that collegiality is encouraged here, and so employees must know each other well and support each other with work problems. Do you think that is accurate?
8. We saw only one employee under the age of 40.	___ It suggested to us that it is a formal workplace and that perhaps many high level executives work on this floor. Is that true?
9. We saw that there were many personal pictures of family and children's artwork on the walls in one of the offices.	___ We wondered if he does not have an important position at this company. Is that true?
10. We didn't see any of the office doors closed.	___ We were wondering if the employees here all know each other's families.

Observation	Interpretation
11. We observed a manager telling her assistant that the assistant had sent out some advertising materials before they were approved.	___ We thought that maybe attention to detail is very important and that each employee must take responsibility for his or her own work. What do you think?
12. We observed that one employee who worked in a cubicle had many binders and paperwork on her desk and bulletin board.	___ We guessed that the client base of this company must be only in North America or English speaking countries. Is that a correct assumption?

Which three observations are inappropriate to ask and why? Can you suggest another to say them?

1. _____

2. _____

3. _____

For the workplace visits, you will need to check that your interpretations from your observation of the workplace are accurate with a contact at that company. It is important that you phrase your observations and interpretations in a positive way.

Match the following observations taken from Grid A, B and C of the D.I.E. Model with interpretations that could be shared with the workplace contact. The first one has been done for you.

Note: Three of the following observations and / or interpretations are inappropriate to discuss with the company informant. Identify the three inappropriate observations and consider why they shouldn't be asked.


Observation	Interpretation
1. We observed that the majority of the employees we saw were in their 40s or older.	<u>2</u> As this is a sports magazine, we thought that maybe women were not interested in working here. Could that be right?
2. We were surprised to see that there were many more men than women.	<u>10</u> We believed that this could mean that employees are able to drop by a manager's office at any time without an appointment. Is that the right?
3. We remarked that the employees were dressed very professionally.	<u>8</u> We thought that maybe a great many of the employees were about to retire and job positions may be opening up here. Did I get that right?
4. We noticed that one of the men was dressed very casually.	<u>1</u> We thought this might mean that a lot of experience was necessary to work here, and that the company really values experience. Is that correct?
5. We didn't observe that any of the employees had accents. Everyone seemed to speak English as their native language.	<u>12</u> We thought that she may possibly be an assistant or support staff person? Is that right?
6. We noted that employees were gathering and talking in the foyer outside the elevator. They seemed to be worried about something.	<u>7</u> We thought that might mean that you regularly hold meetings with important clients in your office and wondered if the employees here who do not have their own offices interact with clients in person or on the phone. Is that true?
7. We noticed that some of the offices are very nicely decorated and have comfortable furniture, beautiful views, and are spacious.	<u>6</u> It occurred to us that collegiality is encouraged here, and so employees must know each other well and support each other with work problems. Do you think that is accurate?
8. We saw only one employee under the age of 40.	<u>3</u> It suggested to us that it is a formal workplace and that perhaps many high level executives work on this floor. Is that true?
9. We saw that there were many personal pictures of family and children's artwork on the walls in one of the offices.	<u>4</u> We wondered if he does not have an important position at this company. Is that true?
10. We didn't see any of the office doors closed.	<u>9</u> We were wondering if the employees here all know each other's families.

Observation	Interpretation
11. We observed a manager telling her assistant that the assistant had sent out some advertising materials before they were approved.	11 We thought that maybe attention to detail is very important and that each employee must take responsibility for his or her own work. What do you think?
12. We observed that one employee who worked in a cubicle had many binders and paperwork on her desk and bulletin board.	5 We guessed that the client base of this company must be only in North America or English speaking countries. Is that a correct assumption?

Which three observations are inappropriate to ask and why? Can you suggest another to say them?

1. Observation Number 4 is inappropriate. Don't comment on an individual's dress or behaviour; it could be embarrassing for the employee. It would be better to state the observation in this way: "*We noticed that most of the male employees were dressed in suits and ties*". And the interpretation: "*We thought that this could mean that they are senior managers*."
2. Interpretation Number 8 is not appropriate. Your contact might think you're asking for a job.
3. Observation Number 11 is inappropriate. Rephrase: "*We noticed a situation where one person took action before getting approval and this seemed to cause a problem*." It's okay to comment on negative interactions as long as the people can't be identified.

Activity Plan 194

LESSON 10	Prepare for Workplace Visit 2 (Part C): Developing Questions	
	60 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 10 min</p> <ul style="list-style-type: none"> Go over answers to Activity 193-EXT, Handout 1 that learners completed in the extension time. These statements serve as a model for the following activity. Discuss the three inappropriate statements and suggest ways to reframe them so that they are more culturally appropriate. <p>Presentation Stage 10 min</p> <ul style="list-style-type: none"> Go over the language frames and format for developing questions for the interview. (Handout 1). <p>Develop Questions 40 min</p> <ul style="list-style-type: none"> In pairs, learners develop observations and interpretations that they will confirm with the company informant during the interview. Learners will need to refer to their research from the first workplace visit and the materials that they produced from Activity 177 and Activity 192 (poster session). Check each pair's questions. <p>**Note: They will send these questions to the informant in the next activity.</p> <p>Ways to Add Support</p> <p>Review turn-taking and cues to start or to stop speaking. Explore how the time between one speaker stopping and their interlocutor beginning vary by culture. Discuss as a class – non-verbal and verbal signs to encourage another to speak.</p> <p>Ways to Add Challenge</p> <p>Have learners identify good one-on-one communication strategies together, including: a) turn-taking; b) non-verbal messages to encourage one's partner to speak; (e.g., nodding); c) verbal messages to encourage another to speak (e.g., "Oh yes ... I see." "Interesting.").</p>	<p>Advanced Preparation</p> <p> Teacher Alert!</p> <p>Activities 193-EXT, 195 and 196 are all in preparation for the workplace visit. Adjust timing of activities to fit class needs.</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 Make overheads as required <p>Purpose</p> <ul style="list-style-type: none"> Presenting a clear model and language frames for developing questions for workplace visit Giving learners time to apply model and language frames to own observations and interpretations Checking with instructor that statements are culturally appropriate 	

Workplace Visit 2 – Developing Questions for Workplace Interview

In your second workplace visit, you will meet with an employee from that workplace. They will discuss your interpretation of their workplace with you.

Decide which observations and interpretations you would like to check with your informant. **Remember to phrase your interpretations in a positive way.** It is not appropriate to discuss evaluations during this interview. The interpretations that you share should be based upon the workplace, not on individuals.

e.g., **Don't say:** *We saw two women at the front desk discussing weekend plans for 10 minutes.*

Do say: People working here seem relaxed and comfortable. It is a workplace where you can share aspects of your personal life and talk about things that you do in your free time.

Work in pairs to develop five or more questions to ask at the workplace interview. You and your partner will need to refer to your workplace observation sheets and the information that you prepared for your poster display.

Following the format in **Activity 184**, your questions should be asked after you state an observation and interpretation.

e.g., We noticed in several interactions that the language was very direct and directions were given concisely. We wondered if people were working under a deadline and trying to use time efficiently. Does that sound right?

The company representative may be interested in knowing about cultural norms in your country as well. Try to share some of these.

e.g., That is common in my country as well. We are always working towards deadlines.

Observations

We noticed...

We remarked ...

We were surprised to...

We saw...

We found...

We discovered...

We observed....

We noted...

We expected to see.....

We thought we might find.....

Seeking confirmation

Is that correct?

Does that sound right?

Is that right?

Have I got that correct?

Interpretations

It occurred to us that this ... could be,

... might be

... could mean

... might mean

We wondered if....

We weren't sure but...

To hazard a guess, ...

I'm guessing that...

It seems to me that...

It looked like...

We thought that...

Maybe, ...

Possibly, ...

Write the observations, interpretations and confirmation questions on the lines below. Check with your instructor to make sure that they are culturally appropriate.

1. _____


2. _____

3. _____

4. _____

5. _____

Activity Plan 195

LESSON 10	 Email Communication with Informant	
	40 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 10 min</p> <ul style="list-style-type: none"> Go over Handout 1 with learners. If the appointment has not been set up yet, learners could compose the email and save it until the appointment has been arranged. <p>Email Composition 30 min</p> <ul style="list-style-type: none"> Learners work in pairs to compose emails. <p>**Note: It is important that instructor check the emails before they are sent.</p> <p>Ways to Add Support</p> <p>Prepare a checklist of key points for learners to cover in the email. Have them send the email to you first, then email them back with feedback, and have them cc you again on the final email that they will send to the informant.</p> <p>Ways to Add Challenge</p> <p>Have the learners prepare a checklist for the email for key components before working on their own. Also, ensure that they send the email to their informant to confirm the interview. Ask them to cc-you so that you can offer feedback.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 Make overheads as required <p>Purpose</p> <ul style="list-style-type: none"> Providing a clear model for the email to be sent to the company informant 	

Workplace Visit 2 – Email to Company Informant

You will be given the number of a person you can speak with for your second workplace visit. You need to call them to arrange the time for the visit.

Once you have set up the appointment with the company informant by telephone, it is wise to confirm by email. This is also a good opportunity to further explain the purpose of the interview and to send the interpretations that you will be discussing during the interview.

Using the following email as a guide, write an email to your company informant. Attach the questions that you wrote in **Activity 194**.

****Note:** Make sure that your instructor has checked your questions before you send them.

Hi Ms. Roberts,

Thank you for taking the time to meet with my classmate, June Ho, and me on Thursday, October 22nd, at 2:30 p.m. at your office on West Georgia Street.

It was very interesting to visit West Coast Energy last week, and we were able to observe how things are done in a Canadian workplace. The purpose of the research is to help us understand the subtleties of language and culture in the workplace. From our observation, we've made several assumptions about communication in this workplace and we would like to confirm them with you. If some of our observations seem unusual or completely off-base, please let us know. It is not our intention to offend anyone.

Please find attached, the observations that we would like to confirm with you. We've sent these to you so you will have an idea of the information we are looking for. Please do not prepare answers in advance.

If anything should come up and you would like to reschedule, please contact either myself or June at this email address.

Looking forward to meeting with you,
Michael Leung

Activity Plan 196

LESSON 10	Prepare for Workplace Visit 2 (Part D): Role Play	
	60 MINUTES	HANDOUT(S): 2
<p>Set-up Stage 10 min</p> <ul style="list-style-type: none"> Go over Handout 1 with learners. Discuss the structure for the workplace interview. This structure builds on the work that the learners did in preparation for the informational interview. <p>Interview Planning 15 min</p> <ul style="list-style-type: none"> During the interview, each learner will take a turn in leading and taking notes. Learners plan the interview and decide when each one will lead and when they will take notes. <p>Role Rehearsal 35 min</p> <ul style="list-style-type: none"> Each pair of learners joins with another pair to form groups of four. Learners, along with their partners, will role play the interview with the other pair. One learner will play the role of the employer making up plausible answers and the other learner will fill out the observation sheet. (Handout 2) In the small group, the observer gives feedback. Switch roles with the second pair practising their interview. Circulate and monitor each group. <p>Ways to Add Support</p> <p>Model the process, with you as the interviewer and another learner as the note-taker, and a learner as the interviewee. Use and review Handouts 1 and 2 as you do so.</p> <p>Ways to Add Challenge</p> <p>Encourage the pair watching the role-play to take notes and to use the checklist to give very detailed feedback.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 and 2 Learners will need the list of questions that they prepared in Activity 194 Make overheads as required <p>Purpose</p> <ul style="list-style-type: none"> Providing a clear structure for the interview with the company informant Giving the opportunity for learners to engage in role rehearsals in preparation for the workplace visit 	

Workplace Visit 2 – Language Focus: Confirming Interpretations

During the interview, the interviewers are responsible for leading the interview. You and your partner will take turns leading the interview and writing notes. Decide in advance which part of the interview you will lead and when you will take notes. Following is a suggested structure for the interview and some sample phrases to help you manage the conversation. You can also use other suitable phrases that you have practised during the informational interview. The sample script is meant as a guide to remind you of the structure of the interview and to help you in case you get tongue-tied. Read through the structure and add the interpretations that you plan to discuss with the company representative. **Be sure to use phrases for probing and managing the conversation in points 11-18 of on the back of the sheet.** Be aware of displaying positive body language and using a friendly tone of voice.

Interview Structure	Sample Script
<p>Greeting and Thanking</p> <ol style="list-style-type: none"> Introduce yourself and your partner. Make eye contact, smile and have a firm handshake. Thank the person for taking the time to meet with you. 	<ol style="list-style-type: none"> <i>Hello, I'm _____ from the _____ program at _____.</i> <i>Thanks for taking the time to meet with us. OR: We really appreciate you taking the time to meet with us.</i>
<p>Opening</p> <ol style="list-style-type: none"> Take charge, initiate and direct the conversation. State the purpose of the interview. Verify that the informant has received your email. Tell the company representative that you will be comparing cultural norms from your workplace to those here. Invite him or her to ask questions. Ask if he or she has any questions. State the length of time involved (20 to 30 min.) Explain that you and your partner will be sharing the lead in the interview, and that one of you will be taking notes. 	<ol style="list-style-type: none"> <i>I am a foreign-trained _____ (state your occupation) and _____ (state your partner's occupation). We have had the opportunity to observe your workplace on _____ (date of observation) and we've drawn some conclusions about some of the cultural norms here. We'd like to ask you about our interpretations to see if they're accurate. Some of our interpretations may sound unusual, but we don't mean to offend, so please let us know if we do.</i> <i>We will be sharing some of the cultural norms from our workplaces in _____ (name of your countries). Please ask questions if you'd like.</i> <i>We sent you an email yesterday about the purpose of our interview and the assumptions that we would like to check with you. Have you had a chance to look at it?</i> <i>Do you have any questions before we begin?</i> <i>The interview will only take 20 or 30 minutes.</i> <i>_____ (name of partner) and I will take turns asking the questions while the other one takes notes.</i>
<p>Body</p> <ol style="list-style-type: none"> Lead in by stating and confirming what you already know about the company. Say that you have prepared a list of questions that you would like to get through – time permitting. Suggest that you start asking the questions. 	<ol style="list-style-type: none"> <i>I understand that you are a _____ (occupation of interviewee). We did a bit of research on this company and we know that _____. Is that right?</i> <i>We have prepared a list of questions that we'd like to get through, time permitting. All right then, shall I start? (Refer to list of questions to begin).</i>

Interview Structure	Sample Script
<p>Probing and Managing the Conversation</p> <p>11. Listening actively – you have a responsibility to indicate that you are interested in the interviewee’s answers and understand them. Be sure to add small comments to indicate this.</p> <p>12. Asking for clarification – if you don’t understand, you are expected to ask for clarification. Remember, you are there to learn. You will not be looked down upon for not understanding, and people are generally happy to explain.</p> <p>13. Asking for repetition.</p> <p>14. Asking for spelling – English is not an easy language to spell – even for native speakers, at times, so don’t be afraid to ask for help.</p> <p>15. Checking for comprehension – slow things down so that you can check your notes. Restate and summarize your ideas out loud.</p> <p>16. Keeping the interview on track – the interviewee may get off topic and you may need to politely steer them back to the intended focus of your questions.</p>	<p>11. <i>I see ... really ... hmmm ... oh, that’s interesting... oh, that’s good to know ... oh, that’s useful information... great ... uh-huh ...</i></p> <p>12. <i>I’m sorry, I don’t understand. What do you mean by...? Sorry, may I interrupt you for a minute. Could you please explain what you mean by...?</i></p> <p>13. <i>I’m sorry. I didn’t catch that. Could you repeat that, please?</i></p> <p>14. <i>How do you spell that? Would you mind spelling that for me, please? OR: Would you mind writing that down for me, please?</i></p> <p>15. <i>One moment, please ... I just want to make sure that my notes are correct. You said ... OR: Could we stop for a moment, please? I just want to make sure that I have understood you correctly. You said,... OR: Basically, what you’re saying is ...</i></p> <p>16. <i>I’m sorry to cut you short, but I’m aware of the time. May I ask you another question from my list? OR: I’d really like to hear your answers to a few more questions on my list before I go. OR: That’s very interesting, but we’re getting a little off topic / track. I’d like to return to my list of questions, if you don’t mind.</i></p>
<p>Closing</p> <p>17. Be aware of the time and be prepared to end the interview within the requested time (30 minutes max).</p> <p>18. Thank the interviewee for the interview. Collect your things, stand up and offer your hand while thanking the interviewee. Both of the interviewers should thank interviewee.</p>	<p>17. <i>I’m aware that our time is up / I am conscious of the time. We should end now. OR: There are just a couple of minutes left; would you be willing to answer one more question?</i></p> <p>18. <i>Thank you so much / once again, for taking the time to meet with us. It has been very nice meeting you and it was interesting for us to confirm our interpretations with you about the cultural norms here.</i></p>

When finished, join with another pair of learners and role play the interview. One learner playing the interviewee needs to make up plausible answers to the questions while the other learner needs to give feedback on your performance.

Checklist for Observation

Use the following checklist as a guide for giving feedback to the two interviewers during the role play. If you have time, jot down any phrases that you notice to support your observations.

Example:

- Listened attentively

I see... How interesting...

- Appropriate greeting and introduction
- Thanked interviewee
- Stated purpose of interview
- Explained how the interview would proceed
- Invited interviewee to ask questions
- Listened attentively
- Asked for clarification or repetition
- Checked comprehension
- Kept the interview on track
- Ended the interview appropriately
- Thanked the interviewer
- Used positive body language
- Spoke with friendly tone of voice

Activity Plan 197

LESSON 10	Making Your Own Culture Maps	
	15 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 10 min</p> <ul style="list-style-type: none"> • Take some time to go over the instructions for creating a culture map from a situation that they saw during the workplace visits. • Ask learners to volunteer any situations that they saw that would be appropriate to map. • Remind learners that can use all culture map material that they worked with before. They do not need to come up with original phrases. The purpose of the exercise is to choose language that is appropriate for that situation in that particular workplace. • Point out that they need to come prepared with photocopies for the instructor and the learners. <p>Ways to Add Support and Challenge</p> <p>This activity plan is intended to assist learners to get ready for the culture mapping activities the following week, which include an in-class culture mapping “test” and a role-play enactment of the culture map. Therefore, the learners’ planning process could involve either adding support or challenge in the following ways:</p> <p>Adding Support: Prepare a schedule and review it with learners, including the planning and preparation stages. Review the handouts.</p> <p>Adding Challenge: Ask learners to generate planning schedules in small groups, using their weekly plans, module and component overviews.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 <p>Purpose</p> <ul style="list-style-type: none"> • Assessing learners’ abilities to build their own culture maps based on their previous workplace visits 	

Build Culture Maps Based on Workplace Visit

Names of Presenters: _____

The culture map is a valuable tool in helping you integrate into the Canadian workplace. The aim of developing your own culture map is so that you will be able to use this technique for situations that may happen in your current or future Canadian workplace.

As part of your presentation, you and your partner will demonstrate a role play from a situation that you observed during your workplace visit. It is not necessary to reproduce the language that you heard in the workplace, but rather to describe the situation and then map out the conversation using the appropriate language for that workplace. Look at the following example of a situation:

You've heard a rumour that a new senior manager has been hired. You want to confirm this with a colleague. You know his or her name, but you don't know him or her very well.

If you did not observe any interaction that would be suitable for this activity, create one based upon the company that you observed. For example, if you saw a large lunchroom, you might create a dialogue based upon small talk during lunch.

Use the following template to first describe the situation, and then map out the conversation. Be sure to refer to the *What to Include in a Culture Map (Activity 164 Handout 3)* as a guide.

Your instructor may ask for a copy of your culture map before you demonstrate your role play. Hand out a copy of your map to the audience after you finish your demonstration. It is difficult to keep the audience's attention if they are reading instead of watching the role play.

Situation:

Approaching:

Bridging:

Communicating:

Developing Closure:

Activity Plan 198-EXT

LESSON 10	Reflective Journal: Presentation Skills	
	75 MINUTES	HANDOUT(S): 1
<ul style="list-style-type: none">• Make sure each presenter has a copy of Handout 1.• If appropriate, you may suggest that each presenter finds a quiet place outside the classroom immediately following their presentation, and takes 10 minutes to jot down his or her ideas.• Remind learners that notes are fine. They don't need to make paragraphs or use full sentences.• Remind learners to hand in their reflections to you. Return the reflections with any comments related to helping them to build their presentation delivery skills.	<p>Advanced Preparation</p> <ul style="list-style-type: none">• Prepare photocopies of:<ul style="list-style-type: none">✓ Handout 1, 1 for each presenter <p>Remind learners that they may also want to refer to Activity189-EXT, Handout 1</p> <p>Purpose</p> <ul style="list-style-type: none">• Allowing learners to reflect on their presentation skills and set some goals for areas to work on for next time• Allowing instructors an opportunity to respond to any challenges identified, suggest strategies and provide encouragement	

Reflective Journal – Presentation Skills

1. What was successful about the delivery of your presentation?

2. Which parts of the presentation were less successfully delivered?

3. What was challenging for you about delivering a presentation?

4. What do you know now that you didn't know before this presentation?

5. What will you try differently in your next presentation?

Activity Plan 199

LESSON 11	Socio-Cultural Warmer: Checking Assumptions with a Cultural Insider ♦	
	30 MINUTES	HANDOUT(S): 1
<p>The learners have practised asking someone to be a cultural informant. In this culture map, they will ask a question of that cultural informant.</p> <p>Set-up Stage 10 min</p> <ul style="list-style-type: none"> Brainstorm with learners what kinds of cultural puzzles they might investigate with their cultural informant. Point out that before they ask someone the meaning of some incident that they have seen, they might want to consider the D.I.E. approach. How can they describe the incident without passing judgment on anyone involved? They should also consider what the norm would be in their first country, since the Canadian cultural informant will probably be very interested in hearing that. They should try to express their own cultural norms without too much justification, since this can sound defensive. They should not be surprised if the Canadian cultural informant reacts with surprise or even judgment to the cultural norm that they describe for their first country. Learners should consider that there may be times that they think something is a cultural issue, when the informant says that it is a personal or political issue related to office personalities and their interactions. The cultural informant can sometimes get it wrong, especially if they are being asked about something that is a sensitive topic for them. Brainstorm with learners, the language they might use to ask someone about a specific point. Hand out cultural maps. Model with one learner. <p>Practice Stage 20 min</p> <ul style="list-style-type: none"> Circulate among learners, offering pronunciation feedback. <p>Ways to Add Support</p> <p>Provide some examples of what might appear to be a cultural issue to the learner, but the cultural informant may say it's personal or political. For example, giving colleagues gift cards on their birthdays may be considered a cultural, personal or political action by different observers.</p> <p>Ways to Add Challenge</p> <p>Consider situations like that described in the culture map, in which the cultural informant is not as eager or able to help. What if he or she says that they are busy but can do it tomorrow? What if they say that they do not have time? Explore when people are making valid delay requests and when they might be saying no, using what is called mitigated (i.e., indirect) speech. Talk about how important it is to have a willing cultural informant</p>		<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 <p>Purpose</p> <ul style="list-style-type: none"> Developing a further understanding of the concept of “the cultural informant” and why many Canadian-born individuals enjoy taking on this role Practising language and pronunciation (intonation and stress) to ask someone about a particular cultural issue or incident

Culture Map – Checking Assumptions with a Cultural Insider

A. (Approaching)

Immigrant Newcomer: You have found someone who has agreed to be your cultural informant. You have a cultural question that you'd like to ask him or her. Choose a time when he or she seems relaxed and accessible. Get ready to approach the person by taking a deep breath and think of what you will say. Try to be aware of your body language and voice language. Smile and don't cross your arms. Speak with expression in your voice.

Canadian Informant: You have agreed to answer questions about Canadian culture for your new colleague who is an internationally educated professional. You take responsibility for this role by portraying positive body language when your colleague approaches you with a question.

B. (Bridging)

Immigrant Newcomer: Walk up to the other person. Make eye contact. Say the person's name. Ask if they have a moment to talk. You can say:

*"Hey **BILL**. Are you **BU**sy **RIGHT NOW**? OR Could I **TALK** to you for a **SEC**?"*
OR *Do you **HAVE** a **MIN**ute?"*

Canadian Informant: Respond to your name by looking towards the speaker and allowing him or her to approach. Let them make eye contact. Then say:

*"**SURE**. **WHAT IS IT**?"*

C. (Communicating Message)

Immigrant Newcomer: Maintain friendly and relaxed body language. Stand a comfortable distance away (this can vary, but at least a meter should work). Look at the person and smile. Take a deep breath and ask your prepared question:

*"**WELL**, ...reMEMber how I SAID I'd NEED to ASK you THINGS from TIME to TIME about **CULT**ural STUFF?"*

Canadian Informant:

*"**YEAH**, **SURE**. What **IS** it? (**FIRE aWAY**)."*

*"**WELL**, I NOticed at the LUNCH table toDAY that the SECretery reFUSed to HELp PEter with the **FAX** maCHINE beCAUSE she was on her **LUNCH BREAK**. She MADE him **WAIT** until her LUNCH BREAK was **Over**! **WHAT**'s UP with **THAT**?"*

Canadian Informant:

*"WHAT do you **MEAN**? WHAT did you ex**PECT** her to DO?"*

Immigrant Newcomer:

*"She **SHOULD**'ve **JUMPED** up and **HELPED** 'im."*

Canadian Informant:

*"**NO**, THAT'S **NOT** how THINGS **WORK** here. sup**PORT** STAFF are en**TIT**led to their **BREAKS**. A **PER**son's po**SIT**ion **DOES**n't **MAT**ter. **Be**SIDES, we can **GET** into a lot of **TROU**ble with the Union if we **DON'T** re**SPECT** their **RIGHTS**."*

Immigrant Newcomer:

*"**WOW!** I'm **GLAD** I **TALKED** to you 'CAUSE it's com**PLETE**ly **DIF**ferent **BACK** **HOME**. In **MY** country sup**PORT** STAFF are ex**PECT**ed to **BE** at our **BECK** 'n' **CALL**."*

Canadian Informant:

*"**WELL**, **HERE** we **NEED** to **BE** **CARE**ful to **TREAT** **Every**one **Equally** and with **re****SPECT**. You **NEED** to be **CARE**ful. You **DON'T** want to **STEP** on **ANY**one's **TOES**."*

D. (Developing Closure)



Immigrant Newcomer:

*"**NO**, I **DON'T**. **GEE**. **THANKS** for **CLEAR**ing **THAT** **UP** for me."*

Canadian Informant:

*"No **PROBLEM**. **ANY**time."*

Activity Plan 200

LESSON 11	 Culture Mapping: Making Your Own Culture Maps	
	90 MINUTES	HANDOUT(S): ?
<p>Set-up Stage 15 min</p> <ul style="list-style-type: none"> • Take some time to review the 10 situations that the class chose. Quiz learners on some particularly useful phrases that they found when mapping out these situations. Generate suggestions for alternate phrases. • If desired, distribute Activity 164 Handout 3: <i>What to Include in a Culture Map</i>, and Rubrics 3a and 3b. • Review Rubrics. • Explain the steps: work alone, then share to validate. <p>Test Writing Stage 60 min</p> <ul style="list-style-type: none"> • Distribute the Assessment handout (with teacher chosen situations). • Learners work alone to map two situations out of the five given. • Circulate to make sure learners are adding to their maps. <p>Sharing and Validating 15 min</p> <ul style="list-style-type: none"> • Allow learners time to share and validate their maps. They may use any available resources: other learners, the teacher, other teachers, teaching assistants, people in the halls, the telephone, etc. • Have learners check their maps against the <i>Culture Map Criteria Sheet</i> before handing them in. • Have learners hand the Assessment handout and criteria sheet in together. <p>Note: This is an assessed activity and does not require additional supports or challenges.</p> <p> Teacher Alert!</p> <p>Instructors will need to make up their own assessment for Activity 200 based upon the 10 culture maps learners chose in Activity 187. We recommend that you make up five new similar situations and that learners choose two of them to map out. A template is provided.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Assessment Handout (Instructor needs to add five similar situations to the 10 situations that were chosen by the class in Activity 187) ✓ Fresh copies of Activity 164, 187, 200 Handout 2: <i>Culture Map Criteria Sheet</i> <p>Purpose</p> <ul style="list-style-type: none"> • Assessing learners' ability to build their own culture maps 	

Build Culture Maps

Names of Presenters: _____

Choose two situations from below to map.

Situation 1

Instructors must choose their own situations based upon the 10 situations that their classes came up with in Activity 187.

Situation 2

Situation 3

Situation 4

Situation 5

Write your maps below.

This map is for Situation _____.

Approaching:

Bridging:

Communicating:

Developing Closure:

This map is for Situation _____.


Approaching:

Bridging:

Communicating:

Developing Closure:

Activity Plan 201

LESSON 11	 Job Performance Appraisals	
	55 MINUTES	HANDOUT(S): 1
<p>This activity and Activity 216-EXT build on language from the giving and receiving feedback practised in Module 2 Activity 34. In this activity, learners listen to the model of one learner giving feedback to the other – on their partner’s teamwork. Because the style of feedback in Canada is often less direct than in other countries, learners may be confused as to whether they have received a positive or negative evaluation.</p> <p>Set-up Stage 5 min</p> <ul style="list-style-type: none"> Distribute Handout 1. Clarify the purpose of the three parts. <p>Part A = General understanding. How did Debbie rate Mary’s performance? Part B = Questions – Focusing on the language used for giving and receiving feedback. You may want to clarify what “I” statements are. For example: <i>“I felt unappreciated when you didn’t thank me for giving you a copy of my notes.”</i> Instead of: <i>“You hurt my feelings when you didn’t bother to thank me ...”</i></p> <p>There is also some attention given to talking about an area rather than the person, especially when giving negative feedback. <i>“Some improvement is needed in the area of adaptability”</i> rather than: <i>“You are unable to adapt.”</i></p> <p>Part C = The sequence of the conversation. This part underlines the responsibility of both people to participate actively in the conversation. The person receiving the feedback must acknowledge that they have heard and understood the feedback that he or she has been given.</p> <p>It is also underlines the importance for the person giving the feedback to support his or her comments with examples and suggestions.</p> <p>Listen 30 min</p> <ul style="list-style-type: none"> Allow learners time to listen and complete the three parts of the handout. <p>Debrief 20 min</p> <ul style="list-style-type: none"> Take up the handout as you see fit. There is an answer key available. Ask learners to talk about how job performance appraisals are given in their countries. <p>Ways to Add Support</p> <p>You could discuss feedback and learners’ past experiences in a general ways. Then, you might listen to the audio recording together first (N.B., it is five minutes in duration). Then, distribute the handout and review the three parts as described. You could even break the activity into three parts and review Parts A, B and C as they are completed, with learners listening again to the exchange each time.</p> <p>Ways to Add Challenge</p> <p>Have learners complete the form in pairs, which will increase their listening time significantly through the negotiation of their answers.</p>		<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare 201 Listening Book time computer or listening lab Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 Answer Key Handout 1 available <p>Purpose</p> <ul style="list-style-type: none"> Increasing the understanding of language and style for job performance appraisals Building the listening comprehension of language, for giving and receiving positive and negative feedback

Job Performance Appraisal – Giving Feedback to Your Partner on Teamwork

A. Listen to the model conversation of Debbie performing a job performance appraisal for Mary. Rate how well Debbie ranked in the following areas. Circle one choice in each area.

Overall Teamwork	Unsatisfactory	Satisfactory	Excellent
Adaptability	Unsatisfactory	Satisfactory	Excellent
Responsibility	Unsatisfactory	Satisfactory	Excellent
Quality of Work	Unsatisfactory	Satisfactory	Excellent
Email	Unsatisfactory	Satisfactory	Excellent
PowerPoint	Unsatisfactory	Satisfactory	Excellent
Interview-leading	Unsatisfactory	Satisfactory	Excellent
Cooperation	Unsatisfactory	Satisfactory	Excellent

B. Answer the following questions about the giving and receiving feedback language in the conversation.

1. What phrase does Debbie use to suggest which area to start with? Can you think of another way to say this?

“Let’s start with responsibility.”

2. What phrase does Mary use when she hears the positive feedback about responsibility?

3. How does Debbie word her feedback when she wants to talk about an area that Mary didn’t ask for feedback on?

4. Suggest another way (perhaps a more gentle way) that Debbie could have brought this up? Perhaps a way that asks for permission to give feedback on cooperation.

5. In the negative feedback around cooperation and teamwork, what are some “I” statements that Debbie used to talk about how she felt? (e.g. “I felt ... when ... ” instead of “You let me down when ... ”)

6. Why do you think “I” statements are important when giving feedback?

7. What phrase does Mary use to accept the feedback that Debbie gives her about teamwork?

8. What phrase does Debbie use to show empathy for Mary's situation?

9. What phrase does Mary use to accept the positive feedback about the quality of work in email?

10. How does Debbie phrase the negative feedback on the area of note-taking? (Notice how she is careful to talk about the area and not the person.)

11. What example does Debbie give to support this comment?

12. What comment does Debbie make to "soften the blow" of the negative feedback? What weakness does she reveal?

13. How does Debbie phrase her suggestion on how to cope with taking notes?

14. What does Mary say to accept this suggestion?

15. What does Debbie say to soften this suggestion and to show that sometimes she needs to follow this same advice?

16. What positive feedback does Debbie give next? What does she say?

17. What example does she support the comment with?

18. How does Debbie phrase the next suggestion?

19. What does Mary ask in order to make sure that she has understood the suggestion?

20. Why do you think Debbie repeats the positive feedback about Mary always completing her part of the timeline before mentioning the last piece of feedback on adaptability?

21. What were some of the "I" statements or indirect statements that Debbie uses to make the feedback less accusatory?

22. What does Mary say to show that she has heard the feedback and can understand Debbie's point of view?

23. What positive general statement does Debbie make to end on a good note?

C. Put the following steps in order for giving and receiving feedback similar to the model conversation.

- 8 The two people end the conversation with a positive comment and thank each other.
- The person giving the feedback makes a suggestion for improvement.
- The person receiving the feedback makes a comment to accept the suggestion.
- 1 State the area of feedback.
- The person giving the feedback says how they felt because of an action or inaction of the person receiving the feedback.
- The person receiving the feedback makes a comment to accept the feedback.
- 3 Make a positive or negative comment about that area (not the person).
- Mention any previously agreed upon procedures around that area.

Job Performance Appraisal – Giving Feedback to Your Partner on Teamwork

A. Listen to the model conversation of Debbie performing a job performance appraisal for Mary. Rate how well Debbie ranked in the following areas. Circle one choice in each area.

Overall Teamwork	Unsatisfactory	Satisfactory	Excellent
Adaptability	Unsatisfactory	Satisfactory	Excellent
Responsibility	Unsatisfactory	Satisfactory	Excellent
Quality of Work	Unsatisfactory	Satisfactory	Excellent
Email	Unsatisfactory	Satisfactory	Excellent
PowerPoint	Unsatisfactory	Satisfactory	Excellent
Interview-leading	Unsatisfactory	Satisfactory	Excellent
Cooperation	Unsatisfactory	Satisfactory	Excellent

B. Answer the following questions about the giving and receiving feedback language in the conversation.

1. What phrase does Debbie use to suggest which area to start with? Can you think of another way to say this?

"Let's start with responsibility."

2. What phrase does Mary use when she hears the positive feedback about responsibility?

"Great. Thanks. I really appreciate hearing that."

3. How does Debbie word her feedback when she wants to talk about an area that Mary didn't ask for feedback on?

"I know you didn't ask for feedback on ... but I wanted to say something about that."

4. Suggest another way (perhaps a more gentle way) that Debbie could have brought this up? Perhaps a way that asks for permission to give feedback on cooperation.

"I know you didn't ask for feedback on ..., but would you mind if I gave you some anyway? Would it be all right if I gave you some feedback on ...?"

ANSWERS WILL VARY.

5. In the negative feedback around cooperation and teamwork, what are some "I" statements that Debbie used to talk about how she felt? (e.g. "I felt ... when ... " instead of "You let me down when ... ")

"I was really worried about making the phone call to the employer."

"I would have liked to have role played it with you before I called."

"So, I was disappointed that you didn't have the time to do this with me."

6. Why do you think “I” statements are important when giving feedback?
They are less direct and less accusatory. The speaker is taking responsibility for their feelings.
7. What phrase does Mary use to accept the feedback that Debbie gives her about teamwork?
“OK. Yeah. I think that’s a fair comment.”
8. What phrase does Debbie use to show empathy for Mary’s situation?
“I can relate.”
9. What phrase does Mary use to accept the positive feedback about the quality of work in email?
“Great. That’s good to hear.”
10. How does Debbie phrase the negative feedback on the area of note-taking? (Notice how she is careful to talk about the area and not the person.)
“One area where I thought some improvement was needed was with the note-taking during the interview.”
(This is much more constructive than saying: You didn’t take notes very well during the interview.)
11. What example does Debbie give to support this comment?
“It was difficult, sometimes, to prepare for the PowerPoint presentation because some of the information was missing from the notes.”
(Notice how she avoids a direct criticism. She doesn’t say. “You missed a lot of information in the notes, so I couldn’t do a good job of the PowerPoint presentation.”)
12. What comment does Debbie make to “soften the blow” of the negative feedback? What weakness does she reveal?
“I know I find it very difficult to rely on memory.”
(She concedes that taking notes and remembering everything that someone has said is also difficult for her.
13. How does Debbie phrase her suggestion on how to cope with taking notes?
“Maybe you could try some of the strategies about asking people to repeat key information ... or paraphrasing.”
14. What does Mary say to accept this suggestion?
“Yeah. That’s a good suggestion.”

15. What does Debbie say to soften this suggestion and to show that sometimes she needs to follow this same advice?

"I found that helpful when I was taking notes."

16. What positive feedback does Debbie give next? What does she say?

"I really liked the way you lead the interview. You were always in control of the interview."

17. What example does she support the comment with?

"I noticed that several times, George went off topic and you were able to bring him back to our questions."

18. How does Debbie phrase the next suggestion?

"I have a suggestion. You could practise some of the pronunciation of some key terms in our interpretations."

19. What does Mary ask in order to make sure that she has understood the suggestion?

"Could you think of an example of a word I said ... that was hard for people to understand?"

20. Why do you think Debbie repeats the positive feedback about Mary always completing her part of the timeline before mentioning the last piece of feedback on adaptability?

She wants to soften the blow of the negative feedback.

21. What were some of the "I" statements or indirect statements that Debbie uses to make the feedback less accusatory?

"I think there was opportunity for us to modify our work plan."

"I felt you weren't willing to negotiate after the timeline and work plan was finished."

"This was a challenge for me."

22. What does Mary say to show that she has heard the feedback and can understand Debbie's point of view?

"OK. I can see that."

23. What positive general statement does Debbie make to end on a good note?

"In the end, overall, I think we did quite well in our presentation."

C. Put the following steps in order for giving and receiving feedback similar to the model conversation.

- 8 The two people end the conversation with a positive comment and thank each other.
- 6 The person giving the feedback makes a suggestion for improvement.
- 7 The person receiving the feedback makes a comment to accept the suggestion.
- 1 State the area of feedback.
- 4 The person giving the feedback says how they felt because of an action or inaction of the person receiving the feedback.
- 5 The person receiving the feedback makes a comment to accept the feedback.
- 3 Make a positive or negative comment about that area (not the person).
- 2 Mention any previously agreed upon procedures around that area.

Suggested Sequence:

1. State the area of feedback.
2. Mention any previously agreed upon procedures around that area.
3. Make a positive or negative comment about that area (not the person).
4. The person giving the feedback says how they felt because of the action or inaction of the person receiving the feedback.
5. The person receiving the feedback makes a comment to accept the feedback.
6. The person giving the feedback makes a suggestion for improvement.
7. The person receiving the feedback makes a comment to accept the suggestion.
8. The two people end the conversation with a positive comment and thank each other.

Woman: Hey, Debbie, how's it going?

Debbie: Pretty good.

Woman classmate: Ya, so, I guess we need to do those job performance appraisals today?

Debbie: We do.

Woman classmate: Ya, so do you feel like going first?

Debbie: Okay.

Woman classmate: Okay.

Debbie: Um, I, I made some notes.

Woman classmate: Great.

Debbie: And I thought about the areas that you asked for feedback on.

Woman classmate: Ya.

Debbie: Let's start with responsibility.

Woman classmate: Okay.

Debbie: I really like that you completed all the tasks that you were responsible for on time.

Woman classmate: Uh-huh.

Debbie: And I knew I could depend on you to complete those.

Woman classmate: Great. Um. Thanks, I really appreciate hearing that.

Debbie: I know you didn't ask for feedback on cooperation ...

Woman classmate: Uh-huh.

Debbie: ... but I wanted to say something about that and I think it's related to the timelines.

Woman classmate: All right.

Debbie: At first, when we divided the responsibility for the work plan ...

Woman classmate: Uh-huh.

Woman classmate: ... we talked about helping each other out if something was something was difficult.

Woman classmate: Right.

Debbie: Well, I was really worried about making the phone call to the employer.

Woman classmate: Oh, were you? Okay.

Debbie: I would've liked to role play it with you before I called.

Woman classmate: Mmm ...

Debbie: So, I was disappointed that you didn't have the time to do this with me ...

Woman classmate: Oh.

Debbie: ... so, for me, teamwork is more than just dividing up the work ...

Woman classmate: Okay.

Debbie: ... it's also helping the other person with their responsibilities, especially when they're struggling.

Woman classmate: Well, okay, ya, I think that's a fair comment. I'm just so busy juggling family and school, sometimes it's hard to fit things in.

Debbie: Mmm. I can relate.

Woman classmate: Okay.

Debbie: All right, um. I also thought your quality of work in most areas was good ...

Woman classmate: Mm-hmm.

Debbie: And I especially like the thank you email ...

Woman classmate: Oh, okay.

Debbie: ... that you sent to our company contact.

Woman classmate: Mm-hmm.

Debbie: I think you summarized what we learned really well, and the tone of the email was very professional.

Woman classmate: Great. That's ... that's good to hear.

Debbie: One area where I thought, uh, some improvement was needed was with the note-taking ...

Woman classmate: Mm-hmm.

Debbie: During the interview. It was difficult sometimes to prepare for the PowerPoint presentation, um, because some of the information was missing from the notes. So ...

Woman classmate: Oh.

Debbie: I know I find it really difficult to rely on memory.

Woman classmate: Ya, I found it difficult to take notes during the interview. He was just talking so quickly.

Debbie: I agree. He did speak quickly, and he used lots of issues.

Woman classmate: He sure did.

Debbie: Maybe you could use some of the strategies we learned about asking people to repeat key information ...

Woman classmate: Ya.

Debbie: ... or paraphrasing?

Woman classmate: Mm-hmm. Ya, that's a good suggestion.

Debbie: I found that helpful when I was taking notes.

Woman classmate: Ya.

Debbie: Okay. I really like the way you led the interview.

Woman classmate: Mm-hmm.

Debbie: I thought you were always in control of the interview.

Woman classmate: Ya.

Debbie: And I noticed that several times, George went off topic.

Woman classmate: Ya.

Debbie: And you were able to bring him back to our questions.

Woman classmate: Oh great, I'm glad you didn't think that was too much? I thought I was being a little bit hard on him?

Debbie: No, it was good.

Woman classmate: Oh, good – perfect.

Debbie: And, um, I have a suggestion.

Woman classmate: Mm-hmm.

Debbie: You could practise some of the pronunciation of some of the key terms in our interpretations ...

Woman classmate: Mm-hmm.

Debbie: Uh, specifically with the stress. I noticed that George sometimes had trouble understanding you.

Woman classmate: Oh.

Debbie: and this was actually truer in the presentation as well.

Woman classmate: Oh, okay.

Debbie: I know that to change takes time and practice.

Woman classmate: Ya, sure does.

Debbie: When you know in advance what words you need to say ...

Woman classmate: Ya.

Debbie: I think it's a good idea to practise them.

Woman classmate: Can you think of an example of a word I said ...

Debbie: Uh.

Woman classmate: ... that was hard for people to understand?

Debbie: When we were talking about hierarchy, you pronounced it, heer, heer-arch-y.

Woman classmate: And how do you say it?

Debbie: Hierarchy.

Woman classmate: Oh, no wonder he couldn't understand me. Hierarchy. Oh, okay. Good. Well, I know that I need to work on speaking clearly. I know I've improved, though, quite a bit in the last month, but I need to keep working on that.

Debbie: Mmm. Okay. And you also asked for feedback on adaptability.

Woman classmate: Uh-huh.

Debbie: Like I said before, you always completed your end of the timeline ...

Woman classmate: Mm-hmm.

Debbie: But I think there was an opportunity to modify our work plan.

Woman classmate: Mm-hmm.

Debbie: And that would've improved our final presentation.

Woman classmate: Hmm.

Debbie: So, um, I felt you weren't willing to negotiate after the timeline and work plan was finished.

Woman classmate: Okay, I'm not sure I understand what you mean by that. Could you give me an example?

Debbie: Well, I wanted to review the presentation before we gave it.

Woman classmate: Uh-huh.

Debbie: We hadn't planned on that in our timeline, but I think we really needed the extra practice.

Woman classmate: Okay.

Debbie: I understand you don't really have as much time as I do outside the class ...

Woman classmate: Mm-hmm.

Debbie: But this was a challenge for me.

Woman classmate: Okay. Okay, I can see that.

Debbie: In ... well, in the end, overall I think we did quite well with our presentation.

Woman classmate: Ya. So do I.

Debbie: We got some positive feedback from the class.

Woman classmate: Mm-hmm.

Debbie: Your computer skills with the Power Point presentation ...

Woman classmate: Ya.

Debbie: ... were great.

Woman classmate: Oh, good.

Debbie: I learned a lot from using this program with you. So, thank you.

Woman classmate: Okay, well, thanks for giving me that feedback, I really appreciate it. And now it's my turn to give you some feedback.

Debbie: Okay.

Activity Plan 202-EXT

LESSON 11	Effective Presentation Delivery Skills	
	75 MINUTES	HANDOUT(S): 1
<p>Note: this activity is repeated; originally done in 189-EXT.</p> <p>Assignment 1:</p> <ul style="list-style-type: none">In Activity 210, 215 and 218, partners / groups will give a 10-minute PowerPoint presentation (five minute presentation and five-minute demonstration of the culture map and answering questions) on Workplace Visit 2 and what they have learned. For an assignment during the extension period, the learner reviews the components of an effective presentation in a Canadian workplace context – Handout 1.Partners / groups practise and give each other feedback based on these presentation tips. Note that in Activity 205, 105 minutes is allocated to the partners / groups preparing their PowerPoint, and that some of this time may be used for practising. <p>Assignment 2:</p> <ul style="list-style-type: none">Learners may be conducting their second workplace visit during this time.	<p>Advanced Preparation</p> <ul style="list-style-type: none">Prepare photocopies of:<ul style="list-style-type: none">✓ Handout 1 from 189-EXT <p>Purpose</p> <ul style="list-style-type: none">Developing an understanding of Canadian cultural expectations regarding effective presentation skills (Assignment 1)Confirming cultural conclusions (Assignment 2)	

Activity Plan 203

LESSON 12	Socio-Cultural Warmer: Choosing Not to Discuss Something ♦	
	40 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 5 min</p> <ul style="list-style-type: none"> Briefly discuss situations in which you may not wish to answer a question that is asked of you. Elicit language that is used to indicate that you do not wish to discuss something. Divide class into two roles and distribute handout. Model the task with a learner. Emphasize tone. <p>Communication Stage 25 min</p> <ul style="list-style-type: none"> Participants circulate to perform the task. If time allows, switch roles. <p>Debriefing Stage 10 min</p> <p>Ask:</p> <ul style="list-style-type: none"> What did you learn from doing this activity? Why is it important to memorize the exact phrases used in these socio-cultural warmers? (Answer: Because they are formulaic and using them correctly will greatly decrease the burden on the listener.) <p>Ways to Add Support</p> <p>Suggest categories of topics that may make people uncomfortable. Have learners brainstorm these with you (e.g., finances, sexuality, age, religion, politics, voting.) Give examples from your own life in which you did not wish to answer a question asked of you (to keep it concrete and real, if you can). Offer learners a number of appropriate non-verbal strategies beyond tone. For example, smiling at the person so as not to offend them, even while politely refusing.</p> <p>Ways to Add Challenge</p> <p>Have learners generate alternative ways to refuse to answer or to respond to someone who has refused to answer a question that they have posed to them.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 Make overhead of handout if desired <p>Purpose</p> <ul style="list-style-type: none"> Modeling common language used for indicating that you do not wish to discuss something Assisting with assertiveness 	

Culture Map – Choosing Not to Discuss Something

A. (Approaching)

You see someone who you want to talk to. You know that they often ask difficult questions. Prepare yourself to be clear with your boundaries.

B. (Bridging)

Walk up to the other person.
Greet them.
Start talking.

C. (Communicating Message)

One person asks an awkward or difficult question such as: “How much do you make?”, or “How much do you weigh?”, or “What religion are you?”, or “Which party did you vote for in the last election?”.

If you don’t want to answer the question, you can say:

*“You **KNOW**, **NOR**mally I **DON’T** TALK a**BOUT** STUFF like **THAT**.”* OR:

*“**THAT’S** an un**Usual** **QUEST**ion. I **DON’T** **REAL**ly **FEEL** COM**fort**able **disCUS**sing about **THAT**.”*

OR *“No of**FENCE**, but **THAT’S** not a **QUEST**ion I **WANT** to **ANS**wer.”*

If you are the person who asked the awkward question you can say:

*“**SOR**ry. I **DID**n’t **MEAN** to be **NO**sy.”* OR *“**FAIR** e**NOUGH**. **SOR**ry for **ASK**ing.”*

OR *“**Ok**ay. Sure **DID**n’t **MEAN** to be inap**PRO**priate.”*


D. (Developing Closure)

Close the small talk conversation by saying:

*“**WELL**, I **SHOULD** GET **GO**ing. **IT’S** been **REAL**ly **GREAT** **TALK**ing with you.”* OR:

*“**WELL**, **BET**ter **GET** **BACK** to **WORK**. Nice **CHAT**ting you.”*

Activity Plan 204

LESSON 12	 Asking about Humour	
	30 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 2 min</p> <ul style="list-style-type: none"> • Have File Managers distribute Handout 1. • Inform learners that they will be hearing two short dialogues in which an Immigrant Newcomer (IN) is asking questions to try to understand the humour. The actual humour involved is not the focus; the focus is put on how the Internationally Educated Professional (IEP) asks about and clarifies the meaning of the humour. <p>Prediction Stage 10 min</p> <ul style="list-style-type: none"> • Have the learners read the dialogue and use the prompts in parentheses to try to guess what language the IN may use for each line. • Have the learners write their guesses in the blanks provided. <p>Listening Stage 12 min</p> <ul style="list-style-type: none"> • Play the audio recordings for Dialogue 1 and 2. • Learners listen and write what they hear for the missing lines. • Compare to what they wrote before listening. <p>Analysis Stage 6 min</p> <ul style="list-style-type: none"> • Present learners with individual copies of Answer Key Handout 1. • Go through the dialogues, paying particular attention to the strategies and reasoning for the IN lines in parentheses. • If time allows, go through page 2 of the handout, which has some suggested phrases for responding to humour. <p>Ways to Add Support</p> <p>In the classroom, try to simulate or re-enact what is described as happening in the transcript and dialogue so that learners can see and get a feel for the situation.</p> <p>Ways to Add Challenge</p> <p>Discuss with learners how these scenarios might have unfolded in a workplace in their home culture, to understand cultural differences or similarities in the use of humour at work.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare 204 Listening • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 ✓ Answer Key Handout 1 <p>Purpose</p> <ul style="list-style-type: none"> • Learning strategies to clarify humour and get in on humour at the workplace 	

Asking about Humour

You are going to hear two dialogues with humour. An Internationally Educated Professional (IEP) hears his colleagues laughing and wants to find out what was so funny. Before listening, read the situation and then use the prompts in parentheses to help guess what the IEP says to try to understand the humour.

Dialogue 1: Situation – A lunchroom sandwich mix up

Everyone:	HA HA HA HA HA HA. That's hilarious!
IN:	_____
	(You come into the lunchroom and everyone is laughing. You want to know why. Ask.)
Sandra:	Oh, you just missed it. Just before you came in, Mary sat down at the lunch table and started eating Bill's sandwich.
IN:	_____
	(You don't understand why Mary did that. Ask.)
Sandra:	Well, she didn't do it on purpose! Their sandwiches were side by side and she just picked up the wrong one and started eating.
Mary:	The funniest thing is that Bill didn't even notice, and I was half-way through his sandwich before I even noticed!
BILL:	Hey! I wasn't about to let on! You make better sandwiches than I do!
IN:	_____
	(Paraphrase what you heard to confirm that you understood.)
BILL:	Sure did! Down to the last crumb! It was scrumptious.
IN:	_____
	(You now understand what happened and you think it was funny, too. What have others already said when they thought it was funny?)
BILL:	Hey, Mary, could you add a little more mustard next time?!
Mary:	Yeah! I'll get right on that! Hands off my sandwiches – from now on!
Sandra:	Yeah, watch out, Bill. You don't want to get on her bad side!
IN:	Yeah. That's for sure.
Everyone:	HA HA HA HA HA HA

Dialogue 2: Situation: Commenting on how embarrassed someone looked.

Sandra:	Did you see how red Mary got when she realized she was eating your sandwich!
Bill:	Yeah! She looked so sheepish!
Sandra:	I know! It was hilarious!
IN:	_____
	(You don't understand the word Bill used. Repeat it and ask about it.)
Bill:	Oh, you know ... embarrassed. Her faced turned all red!
IN:	_____
	(You understand now, but you still don't understand the connection with sheep. Ask.)
Bill:	HA HA? You're right! Come to think of it, it is kind of a strange expression! I hadn't thought about it before. What does it have to do with sheep?
IN:	_____
	(You misunderstand this as a direct question to you.)
Sandra:	Well, no-no! He wasn't asking you .
IN:	OH ...
Sandra:	He was just asking in general!
IN:	_____
	(You don't understand the use of the word "general" here.)
Bill:	Yeah! Who's general?
Sandra:	Ha, ha, ha
IN:	_____
	(In fun, you are showing some frustration with not understanding you colleagues.)

Asking about Humour

You are going to hear two dialogues with humour. An Internationally Educated Professional (IEP) hears his colleagues laughing and wants to find out what was so funny. Before listening, read the situation and then use the prompts in parentheses to help guess what the IEP says to try to understand the humour.

Dialogue 1: Situation – A lunchroom sandwich mix up

Everyone: HA HA HA HA HA HA. That's hilarious!

IN: **Hey, what's so funny? What are you guys laughing about?**
(Appropriate work humour is inclusive, so show that you expect to be included in the humour by asking about it.)

Sandra: Oh, you just missed it. Just before you came in, Mary sat down at the lunch table and started eating Bill's sandwich.

IN: **Why'd she do that? (Asking for clarification)**

Sandra: Well, she didn't do it on purpose! Their sandwiches were side by side and she just picked up the wrong one and started eating.

Mary: The funniest thing is that Bill didn't even say anything, and I was half way through his sandwich before I even noticed!

BILL: Hey! I wasn't about to let on! You make better sandwiches than I do!

IN: **So you mean you ate Mary's sandwich?**
(Repeat and paraphrase as a way to check your understanding.)

BILL: Sure did! Down to the last crumb! It was scrumptious.

IN: **Oh! How funny! That's hilarious! (Fit in by copying what others have said)**

BILL: Hey, Mary, could you add a little more mustard next time!

TOM: Yeah! I'll get right on that! Hands off my sandwiches – from now on!

Sandra: Yeah, watch out, Bill. You don't want to get on her bad side!

IN: **Yeah, that's for sure.**

Everyone: HA HA HA HA HA HA.

Dialogue 2: Situation: Commenting on how embarrassed someone looked.

Sandra:	Did you see how red Mary got when she realized she was eating your sandwich!
Bill:	Yeah! She looked so sheepish!
Sandra:	I know! It was hilarious!
IN:	<u>Sheepish!? What do you mean by sheepish?</u> <i>(Repeat the word that you don't understand and ask for an explanation.)</i>
Bill:	Oh, you know, embarrassed. Her faced turned all red!
IN:	<u>Oh! Now I get it! But what does that have to do with sheep?</u> <i>(Show that you understand, but don't be afraid to ask for further explanation if necessary)</i>
Bill:	HA-HA? You're right! Come to think of it, it is kind of a strange expression! I hadn't thought about it before. What does it have to do with sheep?
IN:	<u>I don't know ... I'm asking you. (You've misunderstood the question)</u>
Sandra:	Well, no-no! He wasn't asking you
IN:	<u>OH ...</u>
Sandra:	He was just asking in general!
IN:	<u>General. What do you mean (by) general?</u>
Bill:	Yeah! Who's general? (Your colleagues find the possibilities of misunderstanding funny - you're helping them look at the language in ways they've never thought of before.)
IN:	<u>Oh! You guys! You know (OR: No wonder!) I can't understand you guys half the time!</u> <i>(A little bit of self-deprecating humour. Adding "No wonder!" adds a little exasperation – all in fun.)</i>

Language to initiate telling something humorous

You'll never believe what happened to me (time). I was-----ing-----when---

Guess what happened to me?

Do you want to hear something funny?

Responses

Disbelief: No way! Are you serious?

You think it's funny: That's hilarious! How funny!

Language for jokes

Do you want to hear a joke? Ok

I'll give it a try, but I hope I don't screw up the punch line.

Ok, well, there was this guy...


Misunderstanding jokes

Sorry, jokes are hard for me. Could you explain that one for me?

Sorry, I missed the punch line. Could you repeat the last part for me?

Sorry, I still don't get it. Why's that so funny?

Activity Plan 205

LESSON 12	 Intro to PowerPoint and Preparation of Presentation	
	105 MINUTES	HANDOUT(S): 0
<p>Introduction to PowerPoint 25 min</p> <ul style="list-style-type: none"> Using the PowerPoint presentation provided, demonstrate steps needed to create a basic PowerPoint presentation. The PowerPoint presentation can be printed out and given to learners or emailed. <p>Development of PowerPoint Presentation 80 min</p> <ul style="list-style-type: none"> Review Activity 186 – Handout 1 which gives directions for content of presentation. Learners have already seen a sample presentation in Activity 186. With a partner, learners prepare their PowerPoint presentations. Instructor is available to help learners, as required. <p>**Note: If learners would like a handout of the PowerPoint samples and tutorials, follow the steps for printing handouts in PowerPoint, as explained in slide 10 of Activity 205: Basic PowerPoint Tutorial.</p> <p>Ways to Add Support</p> <p>Run the session as a workshop (in the computer lab), where you take learners through the steps involved in starting to prepare a PowerPoint presentation together. Review some of the tools and graphics they could use, but keep it simple.</p> <p>Ways to Add Challenge</p> <p>Encourage learners' to focus on design functions, such as the use of various colour functions, bold or shading, shapes and animation.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Book a computer lab Book a digital projector Prepare the following items: <ul style="list-style-type: none"> ✓ 186 Power Point-Sample (on course disk) ✓ 205 Basic PowerPoint Tutorial (on course disk) ✓ photocopies of Activity 186 Handout 1 for learners If you and your learners are unfamiliar with PowerPoint and need more practice than the Activity 205 tutorial, there are online tutorials at the following website: http://office.microsoft.com/en-ca/training/CR061832731033.aspx 20/07/11 <p>Purpose</p> <ul style="list-style-type: none"> Giving direction for a basic PowerPoint presentation; these skills will be further developed in the e-portfolio module Giving an opportunity for learners to prepare for presentation 	
<p>Additional Resource</p> <p>"PowerPoint 2003 Courses". Microsoft Office Online. (2007). Microsoft Corporation. (accessed April 23, 2007) http://office.microsoft.com/en-ca/training/CR061832731033.aspx 20/07/11</p>		

Activity Plan 206-EXT

LESSON 12	Preparation for Activity 208 Inclusive Language: Part 1	
	75 MINUTES	HANDOUT(S): 1
<p>Assignment 1:</p> <ul style="list-style-type: none">• Distribute Activity 206-EXT/208 Handout 1 – <i>Inclusive Language</i>.• Ask learners to read the handout and complete Exercises 1, 2 and 3.• Assure them that more discussion and suggestions (especially for Exercise 2) will occur in class in Activity 208, but for now, they should just take a guess at the inclusive way to write the sentences. They could also ask a cultural informant for some advice. <p>**Note: This topic can feel like a challenge to some learners' values. Inform the learners that this is meant to help them understand the terms of address that they may hear being used in the Canadian workplace, and can also help them from unintentionally offending others.</p> <p>Assignment 2:</p> <ul style="list-style-type: none">• Learners may be conducting their second workplace visit during this time. <p>Assignment 3:</p> <ul style="list-style-type: none">• Learners may also be working on their PowerPoint presentations at this time.	<p>Advanced Preparation</p> <ul style="list-style-type: none">• Prepare photocopies of:<ul style="list-style-type: none">✓ Activity 206-EXT/208 Handout 1: <i>Inclusive Language</i>• Answer Key Handout 1 available <p>Purpose</p> <ul style="list-style-type: none">• Helping learners be aware of inclusive language that is considered a respectful way of addressing others in the diverse Canadian workplace culture	

Inclusive Language – Part 1

Language is very versatile and powerful. It can be used in a positive way to please, support and inform, or with a slight change in wording, it can be used in a negative way to offend, harm and discriminate against a particular group of people. **Inclusive language is language that attempts to include and respect everyone – regardless of gender, age, marital status, ethnicity, ability, sexual identity or religion.** Using inclusive language embraces diversity and is considered respectful. It is important to use inclusive language at the workplace to foster a harmonious and productive working environment, where everyone feels accepted and included.

A. Types of Language to Avoid

1. Invisibility

This is using a label that excludes members of a group and makes them invisible.

For example: “chairmen”, “postmen”, “policemen”, etc.

This excludes women in these positions.

A person can make others feel invisible by assuming that other people share the same beliefs or marital status or sexual identity.

For example: “Have a Merry Christmas, everyone.”

This assumes that everyone celebrates Christmas. OR

“You are welcome to bring along your husbands and wives.”

This assumes that everyone is married and heterosexual.

2. Undue Emphasis on Difference

This is putting too much emphasis on the personal characteristics of a minority group that are unnecessary or irrelevant. It emphasizes strangeness, difference or peculiarity.

For example: “Have you met the new male secretary?” OR

“The politician, who is missing his left arm, made a speech to the crowd.”

If you want to check whether or not you are emphasizing difference too much, try thinking about how the sentence would sound when talking about the dominant group for that culture.

For example: “Have you met the new female secretary yet?” OR

“He’s a great male doctor.”

Also, be careful not to make assumptions about people’s appearance or religious dress. Many visible minority Canadians were born here and English is often their only language.

For example: A: “Tom, you’re Chinese. Maybe you could talk to our new clients from China. Their English isn’t very good.”

B: “Sorry, I can’t help you out. I don’t speak Chinese. I was born here.”

3. Stereotyping

This is making an overly generalized statement about a group of people. It doesn't allow for individual differences or exceptions. It is often (but not always) negative or derogatory.

For example: *"Old men in hats are bad drivers."* OR
"Lesbians are all so masculine looking."

4. Discriminatory or Put-down Humour

This is making a joke at the expense of someone from a minority group.

For example: *"What's the matter with you today? Are you off your meds?!"*

Also, put-downs can often be disguised as compliments or as terms of endearment.

For example: *"Wow, you hammer like a man!"*, OR: *"Could you be a sweetie and bring me a cup of coffee?"* (This is not his wife.)

Exercise 1: Categorize these statements. Put the number of the category in the blank. Some may fit more than one category.

1. Invisibility	3. Stereotyping
2. Undue Emphasis on Difference	4. Discriminatory or Put Down Humour

1. A Vietnamese man was charged with illegal clamming. _____
2. Germans are organized and punctual. _____
3. The postmen are on strike. _____
4. Have you met the new male nurse yet? _____
5. You are welcome to bring your husbands or wives. _____
6. Men are so insensitive. _____
7. The child's mother and father should make that decision. _____
8. Is that your last name or your Christian name? _____
9. Ask the dark security guard wearing the turban by the door. _____
10. Sandy, be a sweetie and make ten copies of this. _____
11. She dances so well, she could almost be Black! _____
12. You're such a gimp! Can't you even slice an onion?! _____

B. Transforming Non-Inclusive Language into Inclusive Language

Exercise 2: On another piece of paper, rewrite the sentences above by changing the language to make them less discriminatory and more inclusive. What could you say instead?

C. Avoiding the Generic “He”

In English, there is a gender distinction when referring to a third person (he or she). For years, “he” has been used generically to include men and women. However, these days, this is not considered inclusive language, so whenever possible, it is advisable to change the grammar of the sentence to avoid using the generic “he”. It is sometimes difficult to find a gender neutral alternative, but following are some suggestions:

Use plural pronouns. For example, **change:**

*“If a worker wants to do well at this job, all he has to do is organize his time well.” **to:***

“If learners want to do well in this class, all they have to do is organize their time well.”

Replace pronouns with articles. For example, **change:**

*“Each participant must contact his supplier.” **to:***

“Each participant must consult with the supplier.”

Use both pronouns. For example, **change:**

*“Each union member must consult with his union.” **to:***

“Each union member must consult with his or her union.”

Eliminate the pronoun. For example **change:**

*“Anyone can participate if he likes.” **to:***

“Anyone can participate.”

Exercise 3: Eliminate the generic “he” from the sentences below.

1. “A new employee should ask for help if he needs it.”

2. “Everyone should notify his boss.”

3. “Each worker is responsible for supplying his own safety gear.”

4. “Everyone should take his time.”

5. “A new immigrant needs to adapt to his new environment.”

Inclusive Language – Part 1

A. Types of Language to Avoid

Exercise 1: Categorize these statements. Put the number of the category in the blank. Some may fit more than one category.

1. Invisibility	3. Stereotyping
2. Undue Emphasis on Difference	4. Discriminatory or Put Down Humour

1. A Vietnamese man was charged with illegal clamming.	<u>2</u>
2. Germans are organized and punctual.	<u>3</u>
3. The postmen are on strike.	<u>1</u>
4. Have you met the new male nurse yet?	<u>2</u>
5. You are welcome to bring your husbands or wives.	<u>1</u>
6. Men are so insensitive.	<u>3</u>
7. The child’s mother and father should make that decision.	<u>1</u>
8. Is that your last name or your Christian name?	<u>1</u>
9. Ask the dark security guard wearing the turban by the door.	<u>2</u>
10. Sandy, be a sweetie and make ten copies of this.	<u>4</u>
11. She dances so well, she could almost be Black!	<u>4,3</u>
12. You’re such a gimp! Can’t you even slice an onion?!	<u>4</u>

B. Transforming Non-Inclusive Language into Inclusive Language

Exercise 2: On another piece of paper, rewrite the sentences above by changing the language to make them less discriminatory and more inclusive. What could you say instead?

Answers may vary.

1. A person has been charged with illegal clamming.

This sentence does not put undue emphasis on the person’s ethnicity or gender.

2. My friend, Uli is so organized and punctual.

It’s not wise to make blanket statements (generalizations) about groups of people, even if they are meant as complimentary. It’s best to comment on what you know about an individual through your own interaction or experience with him or her.

3. The postal workers are on strike.

The term “*postal workers*” is more inclusive. It doesn’t leave out the female workers.

4. Have you met the new nurse yet?

Leaving out the fact that the new nurse is male is more inclusive because it doesn't put undue emphasis on difference. Male nurses are a minority within a female-dominated profession. Putting too much stress on difference is a way for the status quo to be maintained. It is a way of pointing out differences and holding up the majority group as the norm. This does not make a person in the minority feel included or welcomed in the group. This should be avoided.

5. Partners or significant others are welcome.

By saying husbands and wives, this leaves out people who are not married or have same-sex partners. It makes those people feel that they don't fit in and are not being included.

6. He's so insensitive.

It is not fair to judge a whole group of people based upon the actions or personality traits of an individual.

7. The child's parents/caregivers should make that decision.

It cannot be assumed that all children live with their biological mother and father. "Parents" or "caregivers" is a more inclusive option.

8. Is that your family name or your given name?

It should not be assumed that everyone is Christian or that the name they say first is their given name. Therefore, even the terms first name and last name can be confusing to some people. In some cultures, the family name is said first and the given name is said last. Also, some cultures only use one name, while others use several.

9. Ask the security guard by the door?

This sentence is neutral; it does not pay undue attention to appearance or dress.

10. Sandra, could you please make 10 copies of this?

Sandy is an altered form of the more formal name Sandra. Be sure to call people by the name they prefer. In this case "Sandy" could be alright; as long as that is the name she prefers to be called. Also, refrain from using terms of endearment, such as "sweetie," "honey," "little lady," "doll," "baby," "handsome," etc. Although often not meant that way, these terms are demeaning and should be avoided.

11. She dances so well.

This is meant to be a compliment, but it is at the expense of stereotyping a group of people. It's best to focus on the attributes of the individual.

12. Cutting an onion is so much harder than the chefs make it look, isn't it?

It is not respectful or considerate to make fun of someone's weaknesses. It's always better to find a way to empathize and make a person feel comfortable. The term "gimp" is also a very derogatory term for a physically disabled person and should never be used even when making fun of yourself.

C. Avoiding the Generic "He"

Exercise 3: Eliminate the generic "he" from the sentences below.

Answers may vary.

1. "A new employee should ask for help if he needs it."
A new employee should ask for help if need be.
New employees should ask for help if necessary.
New employees should ask for help if they need it.
2. "Everyone should notify his boss."
Everyone should notify his or her boss.
Everyone should notify their bosses. (grammatically incorrect, but often said)
Bosses should be notified.
3. "Each worker is responsible for supplying his own safety gear."
Each worker is responsible for supplying his or her own safety gear."
Each worker is responsible for supplying their own safety gear."
4. "Everyone should take his time."
Everyone should take their time. (grammatically incorrect, but often said)
Be sure to take your time.
5. "A new immigrant needs to adapt to his new environment."
A new immigrant needs to adapt to his or her new environment."
A new immigrant needs to adapt to their new environment." (grammatically incorrect, but often said)

Activity Plan 207

LESSON 13	Socio-Cultural Warmer: The Grapevine ♦	
	30 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 5 min</p> <ul style="list-style-type: none"> Briefly discuss what the grapevine is and what participating in gossip means. Ask learners to share an experience if they feel comfortable. Elicit language that you might hear when people are passing on gossip. Divide the class into two roles and distribute Handout 1. Model the task with a learner. Emphasize tone. <p>Communication Stage 20 min</p> <ul style="list-style-type: none"> Participants circulate to perform the task. If time allows, switch roles. <p>Debriefing Stage 5 min</p> <p>Ask:</p> <ul style="list-style-type: none"> What did you learn from doing this activity? <p>**Note: Clarify that the purpose of this model is NOT to teach how to gossip, but rather to teach how not to participate if someone tries to pass on unfounded gossip.</p> <p>Ways to Add Support</p> <p>Discuss with learners – their view of gossip. What is good and what is not good about gossip? Professional ethics tend to suggest NOT to talk about people behind their backs, yet it can be a way to build relationships, too.</p> <p>Ways to Add Challenge</p> <p>Have learners brainstorm possible gossip topics, and then have them decide what would be acceptable or unacceptable topics to gossip about at work in Canada.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 Make overhead of handout if desired <p>Purpose</p> <ul style="list-style-type: none"> Modeling common language used in gossiping Modeling language for choosing not to participate in gossip 	

Culture Map – The Grapevine

A. (Approaching)

Employee A: You have some interesting gossip to tell. Approach your colleague. Use a quiet but excited tone of voice. Show your excitement in your facial expression. Gesture for your colleague to come closer to hear the secretive news.

Employee B: You see that your colleague is excited to tell you something. Be open to hearing what he or she has to say. Mirror his or her body language.

B. (Bridging)

Employee A:

"Guess **WHAT?!...**"

Employee B:

"**WHAT?!"**

C. (Communicating Message)

Employee A:

"You're **NEVER** going to be**LIEVE** this!" OR "I've got some **REAL**ly **JUL**cy **GO**ssip."

Employee B:

"**WHAT? WHAT? What IS** it?"

Employee A:

"**WELL**, I've **HEARD** through the **GRAPE**vine that they're **PLAN**ning on re**PLAC**ng **BILL** with his **EX**."

Employee B:

"**NO WAY! REAL**ly? Are you **SER**ious?"

Employee A:

"**YEAH!** **DAN** just **TOLD** me. It's a **DONE DEAL!**"

Employee B:

"**OH, DAN.** Well, I'M not so sure he's a re**Ll**able **SOURCE**. He's a **BIT** of a **Gossip**-monger, **ISn't** he? Are you **SURE** he's **NOT** just **TRY**ing to **STIR** things **UP** a bit?"

Employee A:

"I don't know. He's Usually **PRE**Tty re**Ll**able. **HE** heard it from **SAN**dra in the head **Office**."

Employee B:

"**OH, SAN**dra. Well, I think she's **HAD** it **IN** for **BILL** Ever since he **TRANS**ferred her to that **Office!** I **THINK** I'd **TAKE** what **SHE** says **ABO**UT **HIM** with a grain of **SALT!**"

D. (Developing Closure)

Employee A:

"**Suit** your**SELF**, but **YOU WATCH**. I've got a **FUN**ny **FEEL**ing it's **GO**ing to **HA**ppen."

Employee B:

"Well, thanks for **SHAR**ing, but I'M **GO**ing to keep **QUI**et un**TIL** I **HEAR** it from /**BILL** him**SELF**/ OR the **HOR**se's **MOUTH**. I **DON'T** like to **SPRE**AD (Idle/**ma**llicious) **GO**ssip."


Activity Plan 208

LESSON 13	Inclusive Language: Part 1 ♦	
	30 MINUTES	HANDOUT(S): 0
<p>Continuous learning is covered across several activities in Module 3; you may choose to refer back to those activities if they have already been completed in class or you may wish to drop this activity all together.</p> <p>Set-up Stage 5 min</p> <ul style="list-style-type: none"> • Elicit the meaning of “inclusive language” from the class. • Elicit why it is important to use inclusive language as a member of a professional community. • Review the meaning of the following headings in Handout 1: <ul style="list-style-type: none"> ✓ Invisibility ✓ Undue Emphasis on Difference ✓ Stereotyping ✓ Discriminatory or Put-down Humour <p>Communication Stage 25 min</p> <ul style="list-style-type: none"> • Take time to go over Exercises 1, 2 and 3 however you see fit. <p>**Note: This topic will challenge learners’ belief systems.</p> <p>Ways to Add Support</p> <p>You could shift the emphasis from reading to listening and speaking by having learners complete the handout in groups or together as a class.</p> <p>Ways to Add Challenge</p> <p>You could shift the emphasis from reading to listening and speaking by having learners work in four groups to read and discuss the four types of non-inclusive language and present the ideas with examples. Then, they could complete the rest as a group or in pairs.</p>		<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Materials already distributed in Activity 206-EXT • Answer Key Handout 1 <p>Purpose</p> <ul style="list-style-type: none"> • Helping learners be aware of and learn inclusive language
<p>Resource</p> <p>For more information and a great Canadian resource, the Calgary Health Region at www.calgaryhealthregion.ca: <i>Inclusive Language Diversity Services and Aboriginal Health Program May 2005.</i></p>		

Activity Plan 209

LESSON 13	Vocabulary: Review and Practise Phrasal Verbs ♦	
	30 MINUTES	HANDOUT(S): 0
<p>Review and practise the phrasal verbs and idioms from this module.</p> <ol style="list-style-type: none">1. to get dressed up2. at last3. as usual4. to find out*5. to look at6. to look for7. look forward to8. all along9. little by little10. to tire out*11. to spend time*12. never mind <p>To practise, you can use pair work, sentence writing, and quick quizzing – at the teachers discretion and comfort level.</p>		<p>Advanced Preparation</p> <ul style="list-style-type: none">• Prepare a list of phrasal verbs and idioms from this module <p>Purpose</p> <ul style="list-style-type: none">• Reviewing and practising vocabulary from this module• Preparing for quiz

Activity Plan 210

LESSON 13	 Assessed 5-Minute PowerPoint	
	40 MINUTES	HANDOUT(S): 1
<ul style="list-style-type: none">• Activity 210 is scheduled for three days. Learners with partners or in groups of three give their PowerPoint presentations as modeled and planned in Activities 186 and Activity 205.• They also role play a culture map developed in Activity 197.• The 30 minutes is divided so that two or three presentations can be given, depending upon the size of the class. If there are three presentations, remind the learners that their ten minutes INCLUDES transition time.• The audience should be reminded of their role, as described on Activity 189-EXT Handout 1.• Instructor assesses each presenter individually using the rubrics.		<p>Advanced Preparation</p> <ul style="list-style-type: none">• Learners should have presentation materials all ready, from Activity 205• Prepare a schedule of presentations• Plan with each partner/ group the order of the presentations and ensure that learners make appropriate transitions to the next presentation <p>Purpose</p> <ul style="list-style-type: none">• Giving a PowerPoint presentation summarizing their workplace visits, including a role play of a culture map• Assessing each presenter individually on their presentation skills


Ways to Add Support

Be flexible with time. Also, presenting in pairs makes it easier.

Ways to Add Challenge

Be strict with time. To add challenge, put more emphasis on the learners Q&A interactions following the presentation and role play.

Activity Plan 211

LESSON 13	 ES Continuous Learning	
	45 MINUTES	HANDOUT(S): 2
<p>Set-up Stage 10 min</p> <ul style="list-style-type: none"> Find out what continuous learning means to the learners. Do they expect to keep on being learners after they secure a job in their fields? Explain that in Canada, it is expected that professionals continually keep up to date. Also, it is important to point out the importance of Soft Skills in the Canadian workplace culture. Read through and discuss Handout 1. <p>Communication Stage 25 min</p> <ul style="list-style-type: none"> Distribute Handout 2: <i>Continuous Learning Investigation</i>. Have learners go online to investigate learning opportunities for their particular needs. Some help may be necessary to direct learners to learning institutions in their communities. <p>Debriefing Stage 10 min</p> <ul style="list-style-type: none"> Have learners get together in groups to share what they found in their investigations. <p>Ways to Add Support</p> <p>Brainstorm equivalent terms to “<i>continuous learning</i>” such as “<i>lifelong learning</i>,” “<i>professional development</i>,” “<i>personal development</i>,” and “<i>continuing education</i>.” Assist them in doing Web searches using these terms; while brainstorming, search terms that might make it easier to find the relevant information (e.g., community centres for personal development, university “<i>continuing education</i>” centres, etc.).</p> <p>Ways to Add Challenge</p> <p>Have learners find the equivalent terms (identified above) by doing searches and keyword searches themselves on the Web.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Book computer lab Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 ✓ Handout 2 You may want to do a preliminary search yourself to locate learning opportunities in your community Possible source for professional associations: <p>Industry Information and Professional Associations</p> <p>http://www.canadiancareers.com/sector.html 20/07/11</p> <p>Canadian Information Centre for International Credentials</p> <p>http://www.cicic.ca/en/profess.aspx?sortcode=2.19.21.21 20/07/11</p> <p>Purpose</p> <ul style="list-style-type: none"> Helping learners understand that continuous learning is considered an essential skill in the work world in Canada Helping learners be aware of opportunities for continuous learning in their communities 	

Continuous Learning

Definition of Continuous Learning

Continuous learning is a commitment to continually better yourself and be up-to-date as a professional, an employee or an employer. Continuous learning is considered an Essential Skill for the workplace. More and more jobs require continuous upgrading of skills and knowledge, and workers must continue to learn in order to get, keep, or grow in their jobs. Keeping up-to-date and continually refining one's skills is seen as primarily, an employee's responsibility. However, many organizations will gladly support continuous learning by fully or partially footing the bill (subsidizing) for courses, training, workshops, conferences, etc., because it is in their best interest for their employees to improve their skills and work well together.

The Conference Board of Canada has put together a list of Employability Skills that are described as the "skills, attitudes and behaviours that you need to participate and progress in the world of work." They also have an Innovation Skills Profile. These lists are very insightful as to the skills that are valued by Canadian employers. To download them, go to:

http://calsca.com/conference_board.htm 20/07/11 changed

It is in an employee's best interest to take advantage of many opportunities for continuous learning and to document his or her learning in those areas. The initiative you take as an employee to continually upgrade your skills and learn how to be good team player is an important bargaining chip to use when you are being considered for a job or a promotion.

Learning activities you undertake should help strengthen the core skills in your profession and/or help you communicate better with people in your field. Following are some examples of these skills:

The Hard Core Skills – Knowing Your Stuff

This involves:

- getting certified, upgrading or refreshing your occupation specific skills
- staying up-to-date with current trends in your field
- knowing your job responsibilities
- working safely
- thinking critically – making informed decisions
- identifying and solving problems creatively
- assessing, weighing and managing risk
- documenting your achievements
- using technology well

The Soft Skills – Working Well with Others

This involves:

- demonstrating positive attitudes and behaviours
- showing initiative, interest and effort
- being responsible and reliable
- making others see you as a valuable team player
- communicating well
 - speak and write so that others pay attention and understand
 - listen actively and appreciate the points of others
- accepting and providing feedback in a constructive manner
- working out conflict to finding an agreeable solution
- respecting people’s diversity
- leading and supporting, when appropriate
- planning, adapting and carrying through on what you set out to do

It’s also important to note that a common misconception is that Soft Skills are not all that important. However, research has shown that the number one skill that employers value in employees is a positive attitude and the ability to work with others. If someone “knows their stuff” and has impressive credentials but they can’t work with others, they are undesirable as an employee because they don’t have the ability to share their knowledge and create a harmonious working environment.

In this day and age, workers need to continually look for new learning opportunities in order to stay competitive. In order to do this, they must know how to learn, understand their own learning styles and gaps in their skills, and know how to gain access to a variety of learning materials, options and opportunities.

Opportunities for Continuous Learning

Self Study

Learning opportunities are always around you, especially when you’re trying to integrate into a new culture. Know what kind of learning situations work best for you and set some learning goals or challenges for yourself, such as making and reviewing vocabulary lists that you’ve compiled at work, making reading lists, reading professional association newsletters, offering to do a presentation, etc. Reading the newsletter of your professional association would be a good way to stay informed about your field.

Mentoring

This is learning from a more experienced co-worker who has been charged with or has volunteered to coach you in your job. A good mentor is worth their weight in gold, especially if you get along with him or her and feel comfortable asking questions about cultural norms.

In-service Training

Many organizations will organize and offer training courses for their employees. It is a good idea to participate in as many of these as possible. This shows an interest in both learning and in the organization.

Professional Associations in Your Field

Check out the websites and newsletters from the professional associations in your field to find up-to-date information, expectations and learning opportunities. Here are a couple useful sites:

Industry Information and Professional Associations

<http://www.canadiancareers.com/sector.html> 20/07/11 not found

Canadian Information Centre for International Credentials

<http://www.cicic.ca/en/profess.aspx?sortcode=2.19.21.21> 20/07/11

Attending Conferences and Workshops

Depending upon your profession, there are often conferences that you can attend to get up-to-date information about trends and new discoveries in your field. They are also a great way to network and meet new people in your field. It is seen as good professional development to present at conferences.

Colleges and Universities

Colleges and universities are the places to go to upgrade your knowledge and certify in your field. On-line courses are another option, but if you are looking for credit, it is important that the program or courses are accredited by a longstanding, established institution in Canada, such as UBC or UVic.

Continuing Education courses and certificates

Many learning organizations, such as universities and colleges, have courses designed for people to take in their free time. The courses are found in departments such as Continuing Studies (CS), Continuing Education (CE) or Community Education (CE).

Libraries and Recreation (Community) Centres

Also, libraries and recreation centres often offer short certificate courses, such as computer courses. Taking courses at your local community centre can be a way to meet new people and make connections. The more Canadians you can connect with, the more opportunities you make for successful integration.

Conflict (or Dispute) Resolution Centres or Justice Institutes

For such things as assertiveness training and conflict management, investigate the offerings at such places as conflict resolutions centres or justice institutes. Managing conflict and being assertive rather than aggressive are skills that are highly respected in the Canadian work culture.

Continuous Learning Investigation

Identify areas in your skill bank that you would like to upgrade or refresh and areas that are gaps. Go Online to find learning opportunities. Look for activities that would enhance both your (hard) core skills and soft skills. Start with local institutions and make note of any courses, activities, workshops or conferences that interest you. This is just an interest list. You don't need to consider the logistics of being able to undertake them just yet. For the moment, pretend that you have lots of money and free time!

Hard Core Skills – Knowing Your Stuff		
Continuous Learning Activity	Location	Reason this interests you

Soft Skills – Working with Others		
Continuous Learning Activity	Location	Reason this interests you
For Example: <i>CR110B-Resolving Conflict in the Workplace</i>	<i>Justice Institute of BC (JBIC)</i>	<i>I would like to know how to diffuse and manage conflict before it gets out of hand.</i>

Activity Plan 212-EXT

LESSON 13	Reflective Journal: Self-Assessment on Job Performance	
	75 MINUTES	HANDOUT(S): 1
Assignment 1 Go over Handout 1. Answer any questions. Learners will need to identify two of four areas that they would like feedback from their partners on during Activity 216-EXT . Ask them to bring their timelines from Activity 186 . It will be useful in Activity 216-EXT . <ul style="list-style-type: none">Remind learners to review language for giving and receiving feedback from Module 2 Activity 34. **Note: Learners will get out as much as they put in to this activity. Learners who take the reflection to a deeper level are doing the necessary work to make an identity shift, which can be a difficult, yet necessary step in adapting to a new culture. Often, learners will tend to keep to the surface self-reflection. Many of them may never have attempted this sort of self-reflective practice before. Perhaps asking a learner who has tackled the areas at a deeper level to model their self-reflection on their job performance may provide the needed guidance that the other learners require. All that being said, a deeper level of reflection cannot be forced upon the learners.	Advanced Preparation <ul style="list-style-type: none">Prepare photocopies of:<ul style="list-style-type: none">✓ Handout 1Make overheads as required Purpose <ul style="list-style-type: none">Assessing own job performanceReviewing language for giving and receiving feedback	
Assignment 2 <ul style="list-style-type: none">Realistically, it may not be easy to have all the second workplace visits completed by this point. Some learners may not have had a chance yet to conduct their second workplace visit. They could do so at this time and present their findings in the next two lessons, or even during a later Module.		

Reflective Journal Self-Assessment of Job Performance in the Area of Teamwork

Choose four of the following criteria for assessment and reflect on your job performance in all activities related to the second workplace visit. You might find it helpful to refer to the timeline that you and your partner developed in **Activity 186: Answer Key Handout 4** for the second workplace visit. Feel free to be specific within each category if you wish (e.g., quality of work – workplace interview or presentation skills). Give examples of your strengths and / or accomplishments and identify areas for improvement; think about how an improvement could be made in the future.

You and your partner will have an opportunity to give each other feedback on job performance. Think of three or four areas in which you would like feedback from your partner. For now, it is enough to just identify those areas. In class, your instructor will ask you to discuss those areas with your partner.

In preparation for giving and receiving feedback on job performance, you may want to review the materials on *Giving and Receiving Feedback (Activity 34)*.

Areas for Assessment

Timelines	Cooperation	Responsibility	Adaptability	Quality of Work
Initiative	Dependability	Attendance	Communication	Contribution

1. _____

2. _____

3. _____

4. _____

Activity Plan 213

LESSON 14	Inclusive Language: Part 2	
	60 MINUTES	HANDOUT(S): 1

<p>Set-up Stage 5 min</p> <ul style="list-style-type: none"> Discuss with the learners what they think <i>politically correct</i> language is. What's the difference between <i>inclusive language</i> and <i>politically correct</i> language? (Inclusive language is always politically correct, but politically correct language isn't always inclusive, in that it doesn't attempt to include everyone.) Distribute Handout 1. <p>Communication Stage – Part 1 25 min</p> <ul style="list-style-type: none"> Direct learners to work together to go through Exercise 1 and 2 in Part A. Take up as you see fit. An answer key is available. <p>Communication Stage – Part 2 10 min</p> <ul style="list-style-type: none"> Open the discussion up to terms that the learners have heard and would like to know if they are politically correct. (Be prepared to hear questions about swear words and words that you may not have even heard before.) <p>Communication Stage – Part 3 20 min</p> <ul style="list-style-type: none"> Go through and have discussion on Parts B, C, D and E. Perform some role play, if time allows. <p>Ways to Add Support</p> <p>To understand the “politically” correct, you may first discuss the concept of “<i>diplomatic</i>” and the function of a diplomat. How does a diplomat communicate and why? There is the associated idea of politically correct speech being polite, indirect and respectful.</p> <p>Ways to Add Challenge</p> <p>This is a good opportunity to introduce register (informal, standard and academic). Much politically incorrect language is in the informal (idiomatic) register, whereas the polite register in English is the standard register. You might use, or encourage learners to complete, a register chart such as the following:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Informal (e.g., politically incorrect)</th> <th style="text-align: left;">Standard (e.g., polite or politically correct)</th> <th style="text-align: left;">Academic</th> </tr> </thead> <tbody> <tr> <td>Old man</td> <td>father</td> <td>Paternal figure</td> </tr> <tr> <td>kid</td> <td>child</td> <td>offspring</td> </tr> <tr> <td>“girls”</td> <td>women</td> <td>females</td> </tr> </tbody> </table>	Informal (e.g., politically incorrect)	Standard (e.g., polite or politically correct)	Academic	Old man	father	Paternal figure	kid	child	offspring	“girls”	women	females	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 Answer Key Handout 1 available <p>Purpose</p> <ul style="list-style-type: none"> Helping learners be aware of and learn politically correct language
Informal (e.g., politically incorrect)	Standard (e.g., polite or politically correct)	Academic											
Old man	father	Paternal figure											
kid	child	offspring											
“girls”	women	females											

Inclusive Language: Part 2

Inclusive language must be chosen carefully so as not to offend a person or group of people. This type of language attempts not to discriminate against or demean others. It is considered more polite and respectful. As a professional, it is important to use politically correct language.

Politically correct language has to do with referring to people with a name that they choose and are comfortable with. Some groups take offense to government-chosen labeling or majority-group labeling of their community, so it is always best to ask how people prefer to be addressed or referred to.

Basically, politically correct language is language that portrays people in the best possible light and does not denigrate or put undue emphasis on differences or weaknesses.

A. Language to Avoid

Exercise 1: Match up the politically incorrect word or phrase with its politically correct language partner.

Politically Incorrect Language	Respectful Language
1. ___ guys	a) Polish-Canadian; of Polish descent; Canadian (more inclusive)
2. ___ Indian	b) gay
3. ___ saleswoman; salesgirl	c) the police; the police officers (more inclusive); the constables
4. ___ the policemen; the pigs	d) Black; visible minority
5. ___ Polish (born in Canada)	e) Asian (preferably: Chinese; Korean, etc.); or Chinese/Korean-speaking Canadian, etc.; Canadian (more inclusive)
6. ___ Oriental	f) White; Caucasian
7. ___ tradesman	g) seniors; senior citizens; elders
8. ___ girls; ladies; chicks; broads	h) sales representative; sales associate; sales assistant
9. ___ husbands and wives	i) lesbian
10. ___ spinster; old maid	j) physically disabled
11. ___ dyke	k) First Nations; Aboriginal
12. ___ homo; fag	l) partners; significant others
13. ___ elderly; pensioners; old folks	m) single
14. ___ colored	n) everyone; folks
15. ___ whitie; honkie	o) co-worker; women
16. ___ handicapped; crippled	p) intellectually impaired
17. ___ crazy; loony; mental; a nutcase; psycho; a schizo	q) tradesperson
18. ___ mentally retarded; mongoloid	r) mentally disabled; a schizophrenic; bi-polar

****Note: Beware that the development of inclusive language is evolutionary. It is constantly being re-vamped, so you will need to keep your eyes and ears open for the latest acceptable language.**

Exercise 2: Take a look at the politically correct language in the right column in the chart above and decide why it is more professional and acceptable.

Choose from the categories below. More than one choice is possible.

A	B	C
more inclusive	doesn't magnify weakness or portray in terms of weakness	a name chosen by the community

B. Respectful Ways of Addressing a Particular Group of People

It's important to call a person or a group of people by the name that they prefer. If you are not sure how to refer to a minority group, you could ask.

"What do people of your _____ community _____ prefer to be called?"
ethnicity
cultural group

OR: *"What's the respectful term for people _____ in your community?"*
of your ethnicity?"
in your cultural group?"

C. Respectful Ways of Addressing Individuals

If you are not sure how to address a person directly, you could ask:

"How would you like me to address you?" OR: *"What shall I call you?"*

If you're not sure how to pronounce someone's name, ask. Do not shorten names unless someone asks you to.

When using a title, be sure to use parallel titles for men and for women. For example, use *Mr.* for men and *Ms.* for women. Neither term indicates marital status. However, if a woman prefers her marital status to be known, address her with *Mrs.* or *Miss*, accordingly. Also, do not assume that a man and a woman who are married to each other share the same last name. In addition, children may also have different last names from their parents. If you're not sure, it's always best to ask. People will appreciate your effort to get their names right.

D. What to Do if Someone Offends You

Often people offend others unintentionally, out of ignorance. It is your responsibility to inform others that they have offended you with their choice of words. If someone refers to you in a way that you do not like, tell them, and then ask them to stop.

"You may not know that _____ is an offensive name for people from my community. A preferable name is _____."

"I feel offended when you call me _____. Please refer to me by _____."

*"I would prefer it if you would not refer to me _____ in that way."
by that name."*

****Note: If it appears that someone in the workplace is intentionally trying to demean you by calling you names and they do not stop after you have told them, you should be sure to document the occurrences with what happened, the dates, times, locations and witnesses, and consider approaching your manager or union representative.**

E. What to do if you make an inclusive language mistake

"You seem upset. Did I say something that offended you? If I did, please excuse me. I'm not up on the politically correct language in English. Please inform me of the more politically correct language to use."

"Please tell me what I said that offended you and I'll remember not to say it again."

"What should I say instead of that so that I don't cause offence?"

Inclusive Language: Part 2

A. Language to Avoid

Exercise 1: Match up the politically incorrect word or phrase with its politically correct language partner.

Politically Incorrect Language	Use Politically Correct Language	ABC
1. <u>n</u> guys	a) Polish-Canadian; of Polish descent; Canadian (more inclusive)	A, C
2. <u>k</u> Indian	b) gay	C
3. <u>h</u> saleswoman; salesgirl	c) the police; the police officers (more inclusive); the constables	A
4. <u>c</u> the policemen; the pigs	d) Black; visible minority	C
5. <u>a</u> Polish (born in Canada)	e) Asian (preferably: Chinese; Korean, etc.); or Chinese/Korean-speaking Canadian, etc.; Canadian (more inclusive)	A, C
6. <u>e</u> Oriental	f) White; Caucasian	C
7. <u>q</u> tradesman	g) seniors; senior citizens; elders	B, C
8. <u>o</u> girls; ladies; chicks; broads	h) sales representative; sales associate; sales assistant	A
9. <u>l</u> husbands and wives	i) lesbian	C
10. <u>m</u> spinster; old maid	j) physically disabled	C
11. <u>i</u> dyke	k) First Nations; Aboriginal	C
12. <u>b</u> homo; fag	l) partners; significant others	A
13. <u>g</u> elderly; pensioners; old folks	m) single	C, B
14. <u>d</u> colored	n) everyone; folks	A
15. <u>f</u> whiteie; honkie	o) co-worker; women	A, C
16. <u>j</u> handicapped; crippled	p) intellectually impaired	C
17. <u>r</u> crazy; loony; mental; a nutcase; psycho; a schizo	q) tradesperson	A
18. <u>p</u> mentally retarded; mongoloid	r) mentally disabled; a schizophrenic; bi-polar	C


****Note: Beware that the development of inclusive language is evolutionary. It is constantly being re-vamped, so you will need to keep your eyes and ears open for the latest acceptable language.**

Exercise 2: Take a look at the politically correct language in the right column in the chart above and decide why it is more professional and acceptable.

Choose from the categories below. More than one choice is possible.

A	B	C
more inclusive	doesn't magnify weakness or portray in terms of weakness	a name chosen by the community

Activity Plan 214

LESSON 14	 Vocabulary: Quiz	
	60 MINUTES	HANDOUT(S): 1
Take Quiz Stage 25 min	<ul style="list-style-type: none">• Do the phrasal verb and idiom quiz individually.	Advanced Preparation <ul style="list-style-type: none">• Photocopy two sets of the quiz. Purpose <ul style="list-style-type: none">• Testing, practising and reviewing vocabulary from the culture vocabulary module
Re-Do Stage 20 min		
<ul style="list-style-type: none">• When everyone is finished, put learners in groups and give them another copy of the test to work through and discuss together.		
Review Stage 15 min	<ul style="list-style-type: none">• Go over answers as a class.	

QUIZ: Phrasal Verbs and Idioms from CULTURE

Use the following list of the vocabulary items we talk about this week to do the following exercises.

1. to get dressed up	7. look forward to
2. at last	8. all along
3. as usual	9. little by little
4. to find out*	10. to tire out*
5. to look at	11. to spend time*
6. to look for	12. never mind

Part 1: Close

Using the expressions above, complete the following sentences. Be careful, you may need to add a pronoun or change the form.

- At first, Qiao thought his manager was not very supportive and gave him very little direction, but after learning about the differences in power distance from culture-to-culture, he realised that his boss was actually being supportive _____.
- John promised to _____ the report and make sure it is correct before sending it to the printers.
- Do not _____ too much _____ on what your documents look like. They will all be reformatted at the printer.
- Jennifer is late for almost every meeting and today was no exception. She was 20 minutes late _____.
- Not everyone was excited about _____ for the holiday party. Some people don't want to go.
- _____ worrying about what that grumpy customer said. They were not being fair to you.
- Yu Tang was having a very hard time understanding the culture of her workplace, but _____ she began to get more and more comfortable with it.
- There is a message from a customer who has a question about a back order. I'd better _____ what has happened to it.
- Joan was completely _____ after pulling a double shift at the factory. Her back was really aching!
- Shawn was _____ having a few days off. He had been working for 12 days straight.
- For months, the workers had been waiting for the results of the labour negotiations and _____ they are about to get some news.
- If you are not satisfied with your current job, why not _____ a new one?

Part 2: Rewrite the sentences

The words in the following sentences have been mixed up. Order them and where possible, put the object between the two parts of the phrasal verb. The first one is done for you as an example. (2 marks each)

1. **(to get dressed up*)** a never construction get As work worker I dressed have up to for

Answer: As a construction worker, I never have to get dressed up for work.

2. **(as usual)** was late Norma meeting for the usual as

3. **(never mind)** mind customers now that we Never are to going to help have the out front.

4. **(all along)** been along saying all I've that media is important today really social.

5. **(to find out)** The wanted supervisor to out find who was much the internet surfing too during workday the

6. **(to tire out)** long They working had been proposal hours on were the and now out tired.

Part 3: Sentence Writing

Write complete sentences using each phrasal verb or idiom. You may change the form or tense of the verbs if you need to. (2 marks each)

1. little by little

2. to look for

3. to look forward to

4. to spend time

5. to find out

QUIZ: Phrasal Verbs and Idioms from CULTURE

Part 1: Close

Using the expressions above, complete the following sentences. Be careful, you may need to add a pronoun or change the form.

1. all along
2. look at
3. spend/time
4. as usual
5. getting dressed up
6. never mind
7. little by little
8. tired out
9. find out
10. looking forward to
11. at last
12. look for

Part 2: Rewrite the sentences


The words in the following sentences have been mixed up. Order them and where possible, put the object between the two parts of the phrasal verb. The first one is done for you as an example. (2 marks each)

1. Norma was late for the meeting, as usual.
2. Never mind that now; we are going to have to help the customers out front.
3. I've been saying all along that social media is really important today.
4. The supervisor wanted to find out who was surfing the internet too much during the workday.
5. They had been working long hours on the proposal and were now tired out. **Or**
They had been working long hours on the proposal and were tired out now.

Part 3: Sentence Writing

Answers will vary.

Activity Plan 215

LESSON 14	 Assessed 5-Minute PowerPoint
	40 MINUTES
See Activity Plan 210	

Activity Plan 216-EXT

LESSON 14	Giving Job Performance Feedback to Your Partner	
	75 MINUTES	HANDOUT(S): 2
<p>Assignment 1:</p> <p>Set-up Stage 10 min</p> <ul style="list-style-type: none"> • Distribute Handout 1 • Explain procedure to learners • Learners meet with their partner and ask for feedback in areas identified in Activity 212-EXT. <p>Preparing for Job Performance Feedback 30 min</p> <ul style="list-style-type: none"> • Learners make notes in preparation for giving the feedback to a partner. It is important that they provide examples for all feedback. • Learners plan on what language they will use to give the feedback <p>**Note: Writing should be in note form only. It is not acceptable to read during the performance appraisal. Written notes will not be given to the partner.</p> <ul style="list-style-type: none"> • Circulate and ensure that learners are preparing to give feedback. It must be given in a supportive manner. <p>Job Performance Feedback 40 min</p> <ul style="list-style-type: none"> • Encourage learners to find a private spot to give and receive their job performance appraisals, e.g., cafeteria, empty classroom. • Learners give feedback to each other. <p>Debriefing Stage 10 min</p> <ul style="list-style-type: none"> • Class discussion on how the process went. <p>Assignment 2:</p> <ul style="list-style-type: none"> • Realistically, it may not be easy to have all the workplace visits completed by this point. Some learners may not have had a chance yet to conduct their second workplace. They could do it in this time and present in the next lesson or even during a later Module. 		<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 • Learners may want to use the handouts on giving and receiving feedback as a resource (Activity 34) <p>Learners should have a copy of their timelines from Activity 186</p> <p>Purpose</p> <ul style="list-style-type: none"> • Practising assessing job performance on a paired activity • Reinforcing language for giving and receiving feedback

Job Performance Appraisal – Giving Feedback to Your Partner on Teamwork

Your partner will ask you for feedback on two or four of the following criteria for assessment. Find out what those areas are and circle them. Ask if there is anything specifically within each category (e.g., quality of work: presentation, interview, follow-up email).

Areas for Assessment

Timelines	Cooperation	Responsibility	Adaptability	Quality of work
Initiative	Dependability	Attendance	Communication	Contribution

Think carefully about what you want to say. Comment on the strengths of your partner’s work as well as the weaknesses, or on areas of improvement. Give examples whenever possible.

Plan what you will say to your partner and make notes. Use the language from the *Giving Feedback Handout (Activity 34)* that you have practised before.

One strategy that is common in providing job performance assessments is to start with one or two positive statements and then finish with a positive statement. This strategy is most useful when giving negative feedback – as a way to suggest that the person could make an improvement.

Your partner will also give you feedback on areas that you have identified. Remember to use the language from the *Receiving Feedback Handout*.

On the lines below, make your notes on the feedback you will give to your partner. Also think about a way to begin and to conclude the job performance appraisal. End on a positive note!

1. _____

2. _____

3. _____

4. _____

Activity Plan 217

LESSON 15	Socio-Cultural Warmer: Being the Brunt of a Joke ♦	
	40 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 10 min</p> <ul style="list-style-type: none"> • Briefly discuss what being the brunt of a joke means. • Ask learners to share an experience if they feel comfortable. • Elicit language you might use to ask to ask not to be made fun of. • Divide class into two roles and distribute Handout 1. • Model the task with a learner. • Emphasize tone. <p>Communication Stage 25 min</p> <ul style="list-style-type: none"> • Participants circulate to perform the task. • If time allows, switch roles. <p>Debriefing Stage 5 min</p> <p>Ask:</p> <ul style="list-style-type: none"> • What did you learn from doing this activity? <p>Ways to Add Support</p> <p>Discuss feeling and empathy and what these terms mean? Discuss the effects of shame or humiliation, including the symptoms.</p> <p>Ways to Add Challenge</p> <p>Extend the discussion and activity into a consideration of workplace bullying.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 • Make overhead of handout if desired <p>Purpose</p> <ul style="list-style-type: none"> • Modeling common language used for asking not to be made fun of • Modeling standing up for yourself, as expected in the Canadian workplace 	

Culture Map – Being the Brunt of a Joke

A. (Approaching)

Employee A: You are in distress watching the photocopier as it keeps printing out a document after you have tried to cancel the job. A colleague approaches. Make eye contact, smile and prepare to talk.

Employee B: You come to the photocopier to make some copies, but find Employee A there looking sheepish with a huge stack of papers.

B. (Bridging)

Employee A:

"Hi (Name)!" I guess you can SEE I'm a little **STRESSED**. I CAN'T figure OUT this **CO**pie!"

C. (Communicating Message)

Employee B:

"What's going **ON**? OR: What's **UP**?"

Employee A:

"Well, I **MUST** have screwed **UP** sending the **DOC**ument to the **PRIN**ter. I thought I had just asked it to print **ONE** PAGE of a **rePORT**, but when I **GOT** here it was **SPEW**ing OUT the **WHOLE** **rePORT**!"

Employee B:

"**NICE MOVE!** OR: **SMOOTH MOVE!** It **LOOKS** like it's printed OUT about a **THOU**sand **PAGES!**" HA HA ... What's **WRONG**? **DON'T** they have **PRIN**ters where **YOU'RE** from?!"

Employee A:

"Hey, **LAY** off! OR: **GIVE** me a **BREAK!** (Omit this line in more formal settings)

It was an **HON**est **miSTAKE**. **MAY**be you could be **HELP**ful **inSTEAD** of **MAK**ing **FUN** of me. How **DO** you **CAN**cel a **JOB** on this thing **ANY**way?"

Employee B:

"How 'bout **HIT**ting the **CAN**cel button right **HERE!**"

Employee A:

VEry **FUN**ny. (I) **TRIED** that, but it **DIDn't** **WORK**.

Employee B:

"**BEATS ME!**"

Employee A:

"**SEE**. It's **NOT** that straight **FOR**ward **AF**ter all."

D. (Developing Closure)


Employee B:

"Yeah, well, **SO**rry I **GAVE** you a **HARD** **TIME**. I **GUESS** you're **RIGHT**. **ASK** **SAN**dy. **SHE'LL** know."


Employee A:

"Yeah, you're **RIGHT**. She **KNOWS** this **THING** **IN**side and **OUT**."

Activity Plan 218

LESSON 15	 Assessed 5-Minute PowerPoint
	135 MINUTES
See Activity Plan 210	

Activity Plan 219-EXT

LESSON 15	 Project Feedback	
	75 MINUTES	HANDOUT(S): 1
Assignment 1 <ul style="list-style-type: none">• Tell learners they have an opportunity to let the instructor know how the materials and structure of the last project, Language and Culture in the Workplace, are working. Indicate that the instructor is the only person who will read this feedback.• Direct learners to review the Project Overview from Activity 156.• Direct learners to check their email and download the attached feedback form: Handout 1.• Emphasize that learners need to save this form, complete it, and then save it again before they email it back to the instructor.• Learners may work individually or in groups. They may find discussion of the project helpful as they fill in the project reflection form.• Learners complete their feedback form and email it to their instructor before the next class. <p>Note: A sample of the form that you email to learners follows as Sample 1. The Handout 1 that you email to learners is a form available on the curriculum CD. The formatting is locked to preserve the special features. Should you want to unlock the form to make changes to the Feedback form, you will need to modify the electronic version available on CD. In Word 7, you look under Review and go to Protected document at the far right end of the navigation bar. Choose Restricted Formatting and Editing and click on Stop Protection at the bottom of the right-hand column. When asked for a password, enter: pass4efw. If you are not using Word 7, search for help using the term <i>Protected Document</i>.</p> <p>Ways to Add Support</p> <p>Take time, initially, to discuss how important feedback is to instructors and how you will use their feedback to inform your teaching. You might discuss how, sometimes, it is anonymous, and why.</p> <p>Ways to Add Challenge</p> <p>Discuss and reinforce the notion of “constructive feedback,” and how it is used in education, workplaces and businesses in Canada.</p> <p>Assignment 2</p> <ul style="list-style-type: none">• You may need extra time for the presentations. <p>Assignment 3</p> <p>Realistically, it may not be easy to have all the workplace visits completed by this point. Some learners may not have had a chance yet to conduct their second workplace visit. They could do this during this time and present it during a later module.</p>	Advanced Preparation <ul style="list-style-type: none">• Email Handout 1 to the learners• Have extra copies of Project Overview from Activity 156 <p>Purpose</p> <ul style="list-style-type: none">• Providing feedback on Language and Culture in the Workplace• Practising filling in a computer-based form with fields, and then returning it as an email attachment	

Language and Culture in the Workplace: Feedback Form

Complete the feedback form and email it to your instructor as an attachment. This is an opportunity for you to give feedback on the materials and activities for this module. It is not an evaluation of your instructor. When your instructor emails you this form, you need to save it first, then complete the form and save it again before emailing it back to your instructor.

In order to choose an answer, click on the grey box, and then click on the answer. In order to type a comment, click on the grey comments box and begin typing. Use the tab key to move between boxes.

- For the introduction to language and culture in the workplace (**Activities 153, 154**)
I received enough information. choose one answer
COMMENTS: type any comments here
- For the introduction to the module overview (**Activity156**)
I received enough information. choose one answer
COMMENTS: type any comments here
- The introduction to D.I.E. Analysis Model in **Activities 155, 158, and 162-EXT** were an effective way to practice applying this type of analysis to culture in the workplace.
I received enough information. choose one answer
I spent enough time practising using the model. choose one answer
COMMENTS: type any comments here
- For preparing for the workplace visits (**Activities 157-EXT, 163, 165, 169, 170-EXT and 180-EXT**)
I received enough information. choose one answer
I spent enough time practising with the model. choose one answer
COMMENTS: type any comments here
- For preparing and presenting the poster sessions (**Activities 156, 157-EXT, 162-EXT, 177, and 192**)
I received enough information. choose one answer
I spent enough time practising with the model. choose one answer
COMMENTS: type any comments here
- For identifying and analyzing assumptions in the workplace (**Activities 167 and 168**)
I received enough information. choose one answer
I spent enough time practising with the model. choose one answer
COMMENTS: type any comments here
- For refusing an unreasonable request (**Activity 171**)
I received enough information. choose one answer
I spent enough time practising with the model. choose one answer
COMMENTS: type any comments here

8. For humour (especially sarcasm) in the Canadian workplace (**Activities 176 and 217**)
I received enough information. choose one answer
COMMENTS: type any comments here

9. For gestures and body language (**Activity 179**)
I received enough information. choose one answer
I spent enough time practising with the model. choose one answer
COMMENTS: type any comments here

10. For understanding the Laroche Reading Concepts (**Activities 178, 188**)
I received enough information. choose one answer
COMMENTS: type any comments here

11. For effective presentation and delivery skills (**Activity 189-EXT**)
I received enough information. choose one answer
I spent enough time practising with the model. choose one answer
COMMENTS: type any comments here

12. For using inclusive language (**Activities 206-EXT, 208 and 213**)
I received enough information. choose one answer
I spent enough time practising with the model. choose one answer
COMMENTS: type any comments here

13. For cultural knowledge such as asking someone to be a cultural informant, checking assumptions, and choosing not to discuss something (**Activities 190, 199 and 203**)
I received enough information. choose one answer
I spent enough time practising with the model. choose one answer
COMMENTS: type any comments here

14. For the workplace visits (**Activities 157-EXT, 165, 170-EXT, 180-EXT, 196 and 198-EXT**)
I received enough information. choose one answer
I spent enough time practising with the model. choose one answer
COMMENTS: type any comments here

15. Overall, I found the learning activities very helpful in preparing me for the workplace visits.
choose one answer
COMMENTS: type any comments here

16. Overall, what was useful about this module for you?
COMMENTS: type any comments here