

ONLINE WORKPLACE INTEGRATION LANGUAGE RESOURCES: FACILITATOR GUIDE

An interactive tool for awareness, knowledge and skills



CENTRE FOR EXCELLENCE IN
**INTERCULTURAL
EDUCATION**

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2011

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ACKNOWLEDGEMENTS

The *Online Workplace Integration Language Resources* project, undertaken by the Centre for Excellence in Intercultural Education at NorQuest College, has benefitted from the support and commitment of a number of individuals and organizations. Their dedication to this project has provided language teachers and intercultural trainers and facilitators internationally, nationally, and in Alberta, with a practical resource for exploring, understanding, and enhancing the effectiveness of multicultural classrooms and workplaces.

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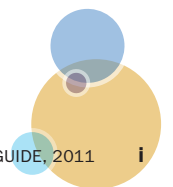
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The NorQuest CEIE team would like to thank Andrea Kushnir for the Canadian Language Benchmarks lesson plans she developed for this resource. Andrea exhibits the warmth, professionalism, and collaborative energy of a truly dedicated ESL practitioner.

PROJECT CONTRIBUTORS

Throughout the research, filming, and website development phases of the Online Workplace Integration Language Resources project, many individuals have shared their personal experiences and expertise in working in a multicultural workplace. We would like to express our appreciation to everyone who shared their stories with our team for the purpose of fostering productive teamwork, intercultural understanding, and rewarding intercultural relationships. Your involvement has made this resource possible and is a tribute to your commitment to making diverse communities stronger and more innovative. (For an extensive list of contributors, please see Appendix C at the end of this document.)

PROJECT SUPPORT

Thank you to Anna DeLuca, Patti Lefevre, Todd Odgers, Cheryl Whitelaw, Sarah Apedaile, Darcy McDonald, Jake Evans and Kerry Louw—the team at the Centre for Excellence in Intercultural Education at NorQuest College—for their valued support and insight. Without you this resource would not have been possible.



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CONTEXT

Immigration, global economics, and worker shortages have made the demographic profiles of staff in Alberta increasingly diverse. This diversity has created complex multicultural work environments. Given the cultural value differences impacting the multicultural workplace, both Canadian-born and foreign-born employees are now finding it essential to develop more multifaceted communication skills. Intercultural communicative competence has become in many ways the newest “essential skill.”

PURPOSE

This resource aims to contribute to enhancing effective communication in culturally diverse Canadian workplace contexts. These online language and culture study materials provide access to intercultural interactions in the workplace that can serve as a departure point for users to develop more complex interpretations and responses to intercultural situations. They provide language study notes, culture-specific Canadian workplace values, and more general cultural awareness-raising activities for users to build the foundational knowledge, skills, awareness, and experience required to communicate effectively in a culturally diverse workplace.

WHAT CAN THIS RESOURCE DO FOR YOU OR YOUR ORGANIZATION?¹

The Online Workplace Integration Language Resources support the following outcomes:

- Assist learners in achieving the necessary understanding to use language in a culturally-appropriate and effective manner in the Canadian workplace.
- Increase learners’ awareness of their own culturally determined interpretations and explanations of others’ individual or group behaviours (e.g., language use).
- Increase learners’ ability to identify cultural differences that might have contributed to particular problems, misunderstandings, or conflicts, or have influenced the various interpretations and explanations of the participants.
- Increase learners’ awareness of their attitudes about and responses to situations such as those described in the Something’s Up! Examples.

Note: Use of the Something’s Up! Examples in this resource assumes some experience and comfort in facilitating groups of people through activities and discussions of somewhat complex content.

¹We recognize that learners will be in different stages of the Developmental Model of Intercultural Sensitivity (DMIS) developed by Milton Bennett (1986, 1993), and therefore one or more of these outcomes may be unrealistic for certain groups of participants. The DMIS will be discussed in the next section of the guide.

HOW THE RESOURCES ARE ORGANIZED ONLINE

When you navigate to the NorQuest CEIE page at www.norquest.ca/cfe/intercultural, you can access the resource through the project tab where you will see a list of all the CEIE projects. By clicking on the Online Workplace Integration Language Resources (OWLS) project, you will see an index of the following:

1. Full Videos
2. Language Study Tables
3. Something's Up! Examples

By clicking on any one of these links, you will have access to intercultural and language learning online. What follows is a detailed description of each resource and how it can be used to facilitate intercultural and language learning.

FULL VIDEOS

Here you will find all of the videos in full length form. The objective of the videos is to raise awareness of both pragmatics and culture. The videos page has two tabs which represent two different workplace contexts: Office and Industry. There are five videos for each workplace context. The first video in each context is a meeting of a multicultural team. This meeting provides the thematic content for the other four videos, which are essentially breakout scenes of the initial meeting. The main meeting highlights a number of the cultural orientations. While streaming the video, you can choose to debrief each of these orientations as they come up or just stop the video to discuss interactions you feel are more relevant to your specific group.

All of the videos have titles as well as a brief description of the video content. The titles for the videos and their descriptors are as follows:

OFFICE

Building Effective Multicultural Workplaces: For the Office

Pat leads his multicultural team in a meeting.

Follow-up 1: Building Intercultural Competence

Pat talks to Rod about communicating to other team members.

Follow-up 2: Making Sense of Culture

Lin, Hui, and Javier ask each other questions about Canadian culture.

Follow-up 3: Adapting Behaviour Across Culture

Rod talks to Gobinda and Viktor about communication styles.

Follow-up 4: Working Towards Shared Understanding

Pat talks with Lin about communication and behaviour in meetings.



INDUSTRY

Building Effective Multicultural Workplaces: For Industry

Brian leads his team in a tailgate meeting.

Follow-up 1: Speaking Up for Safety

Jim talks to Daniel about refusing unsafe work.

Follow-up 2: Taking Initiative

Jim, Carlos, and Alex talk about workplace expectations.

Follow-up 3: Tell It Like It Is

Li and Alex give each other important advice.

Follow-up 4: My Crew is Changing

Brian and Jim talk about cultural differences on the crew.

THE LANGUAGE STUDY TABLES

The Language Study Tables were developed as a tool to help learners build their pragmatic competence in the Canadian workplace. This will likely be the primary resource used by English teachers. This section may also be valuable to large company representatives or small business leaders who are looking for language resources to recommend to their international employees. They provide a breakdown of language use that is unique to some Canadian workplace values. We realize that not all of the Canadian content in these tables can be generalized to every workplace across the country. We intend that this content be used as a departure point for making sense of how people use language in the workplace, and for identifying aspects of appropriateness that may differ from worker to worker, depending on cultural background.

There are a total of ten tables: five office and five industry. Each table informs on a particular speech act as follows:

Language Study Table 1: Idioms

Language Study Table 2: Requesting

Language Study Table 3: Responding to a Request

Language Study Table 4: Giving Feedback

Language Study Table 5: Disagreeing

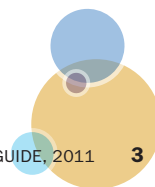
Language Study Table 6: Relating to Others

Language Study Table 7: Expressing Urgency

Language Study Table 8: Asking for Support

Language Study Table 9: Complaining

Language Study Table 10: Giving an Opinion/Advice



THE SOMETHING'S UP! EXAMPLES

Ten intercultural miscommunications or disconnects between characters have been drawn from the full videos and applied to the various stages of the Something's Up! Cycle. (See The Something's Up! Cycle: What It Is and How to Use It.) Learners are guided through the Something's Up! Cycle with multiple-choice or true/false questions. This provides one way facilitators can use the resources to practise making sense of culture. In our experience, we have found it very useful to have participants watch the full videos in the relevant context (i.e., either for office or industry) before a workshop. This way, when they come to the training session, they are more prepared to analyze the Something's Up! Examples. The ten examples are as follows:

Example 1: The Hockey Pool

Example 2: Meeting Deadlines

Example 3: Keeping the Client

Example 4: Following the Agenda

Example 5: Comparing Cultures

Example 6: Leaving Work Early

Example 7: Working Safely

Example 8: Driving Conditions

Example 9: Going to Site C

Example 10: Coming to the Meeting

CULTURE: A DEFINITION

There are many definitions of culture. Our team of facilitators defines culture as the **values** and **beliefs** that inform the **behavioural patterns** that exist within a social group. Individuals within a particular cultural group (e.g., Canadians) may demonstrate certain values and beliefs differently. For example, I might value time more than assertive communication, whereas my co-worker might value assertive communication more than time. I might therefore rank someone who is punctual as more professional than someone who speaks up in a meeting. My co-worker might not. Individual differences within a social group may also occur around personality. For example, I am an extrovert and my co-worker is an introvert, but we both value time more than assertive communication. Because facilitating discussions about culture in the workplace can get very complex, we find it important to focus the conversation on the values, beliefs, and behaviours at the group level. We can use the group patterns in values, beliefs, and behaviours as a starting point for making sense of some of the challenges the characters face in working on a multicultural team.



THE ICEBERG METAPHOR²

The iceberg represents the concept that culture can be divided into two parts: above and below the waterline. Anything above the waterline can be called “objective culture” (things we can see, such as common objects and norms of behaviour). Anything below the waterline is “subjective culture” (things we cannot see, such as values and beliefs). For example, above the waterline are paintings, literature, foods, music, holiday customs, facial expressions, gestures, eating habits, styles of dress, etc. Below the waterline we find religious beliefs, importance of time, child raising beliefs, concept of leadership, concept of fairness, nature of friendship, notions of modesty, understanding of the natural world, concept of self, general world view, concept of personal space, rules of social etiquette, etc.

The iceberg model also represents a proportional relationship above and below the waterline: as with an iceberg floating in the water, the part we can see is proportionally smaller than the part we cannot. Or essentially, all those things people can see and usually consider culture are only the tip of the iceberg and quite small compared to the vast amount of culture we cannot see. (This can be useful to keep in mind as you are facilitating.)

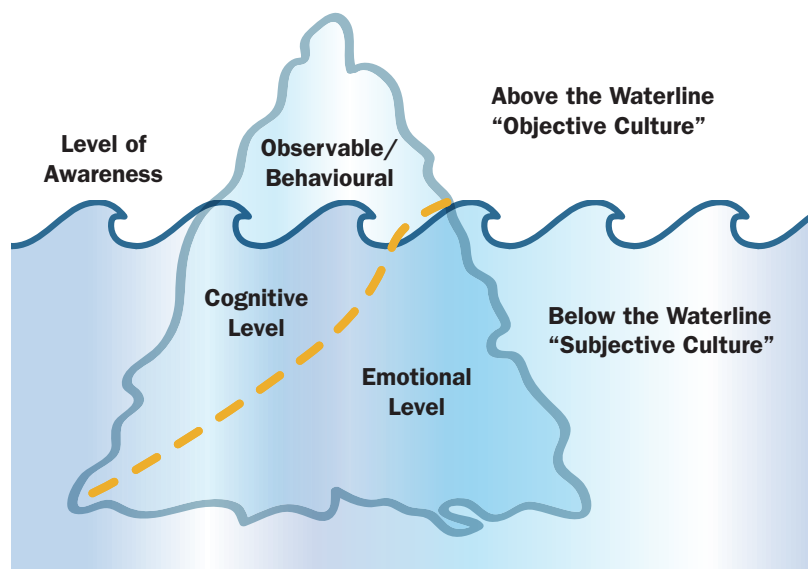


Figure 1. The Iceberg Metaphor

SAMPLE ACTIVITY

Ask participants about the kinds of things they think about when they think of the word “culture.” Compile a list of suggestions on a large, visible space such as a whiteboard. Draw an iceberg on the board and ask participants to brainstorm about which of their ideas

²Storti, C., Bennhold-Samaan, L., & U.S. Peace Corps. (1997). *Culture matters: The Peace Corps cross cultural workbook*. Washington, DC: Peace Corps Information Collection and Exchange.

about culture are visible above the waterline and which are hidden below. In cases such as “religion,” where participants might say “both above and below,” see if they can be more precise as to what specifically about religion fits above or below the waterline. To go deeper into the model and the discussion, ask about the connections between the behaviours we can see and the underlying values: Why do people behave in that way? What do they value?

THE FOUNDATIONAL THEORETICAL FRAMEWORKS: PRAGMATIC AND INTERCULTURAL COMPETENCE

PRAGMATICS: A DEFINITION

“...the study of language from the point of view of the users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their language has on other participants in the act of communication.”

(Crystal, 1997, p. 301)

When we use the word “pragmatics,” what we are referring to are the unwritten rules of language. Culture teaches us how and why to use language appropriately in different situations and contexts to achieve our communicative goals. Of course, people from the same culture may have variations in the way they use language, but are generally perceived as “appropriate” by their listeners if things like age, status, gender, and role are accounted for. If I think for example, of giving my boss a compliment at work to acknowledge, say, his recent commitment to exercise, I might say something like, “You look like you’ve lost a little weight. Have you been working out?” Conversely, in some countries in the world, saying the same thing to my boss would not be considered a compliment at all. Instead they would say, “You look like you’ve gained weight. You look so healthy.” The goal is the same—to pay a compliment; the language used to achieve this goal, however, is culturally informed and significantly different. The same goals can be applied to workplace introductions, interruptions, requests, giving advice, giving feedback, etc. These are all communicative goals (also called “speech acts”) but in a new culture the path to these goals (i.e., the unwritten rules) is challenging to learn. Researchers in the field of pragmatics say that learners may not acquire the important nuances of pragmatics on their own without some instruction and that they need opportunities in the classroom or in language study materials to notice pragmatics (Bardhovi-Harlig & Mahan-Taylor, 2003).

HOW IS PRAGMATIC COMPETENCE DEVELOPED?

In Canada, materials for teaching language to help immigrants achieve pragmatic competence use the Canadian Language Benchmarks (CLB) as a framework. This resource ranges from CLB 4–8. The theoretical foundation of the CLB (Bachman, 1990; Canale, 1983) divides pragmatics into functional and socio-cultural competencies. The theory is that if



language learners can develop these competencies, they will have both the language and socio-cultural tools to achieve social integration. Functional competence is essentially knowledge of how the language works so that a message can be conveyed to a reader or listener. Socio-cultural competence, on the other hand, is knowledge of why we use language the way we do. Referring back the previous example of the compliment, functional competence informs the word choice of the speaker, (i.e., focusing the message on weight loss instead of weight gain). Socio-cultural competence explains that focusing on weight loss is the most appropriate use of language in this context because the boss has chosen to discipline himself by cutting back on unhealthy foods and beginning to exercise. On the other hand, saying something like, “You look like you’ve gained weight!” might be considered a compliment in many cultures where resources are scarce, implying a recent raise in salary or position.

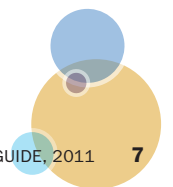
Therefore, in keeping with the CLB framework and recent theory on teaching pragmatics, these materials introduce learners to the *how* and *why* of some of the language used in the office and industry to raise awareness of cultural patterns of language use. This is a key piece in the development of pragmatic competence. By consistently using these materials as awareness-raising tools, teachers can then begin to focus class discussions on how to modify language patterns to achieve different results. In addition, teachers can provide learners with the opportunity to practise these new language patterns with assignments and discussions stemming from the video materials.

SPEECH ACTS TO TEACH PRAGMATICS

The term *speech acts* refers to the different kinds of actions we undertake when we use language. Requesting, complimenting and apologizing are all examples of speech acts. By dividing the resources into speech acts we make them more accessible to both language teachers and learners. In this resource, the project team has chosen speech acts that were rank-ordered for importance and impact on communicative success in the workplace by professional Alberta EAL teachers. We have cross-referenced these speech acts to our own applied research data and numerous pilots of pragmatics courses in both industry and corporate contexts to create the Language Study Tables. In addition to seeking the opinion of professional practitioners in choosing our speech acts, we have consulted work done in Australia by Linda Yates in the field of pragmatics in the workplace for a teaching approach to workplace pragmatics.

The Language Study Tables section of this resource builds on the pedagogical approach proposed by Yates (2004) and incorporates multimedia resources for teaching and learning pragmatics. Some of the key elements in effective pragmatics instruction include the following:

1. Using examples based on authentic language (video and audio samples of native speakers’ pragmatic language use)
2. Providing “noticing” activities to focus on language



3. Providing opportunities to reflect, compare, and discuss some of the workplace values in learners' first language (L1) and first culture (C1), and in Canadian English and culture
4. Debriefing personal reactions to the performance of different speech acts
5. Developing learners' ability to research pragmatic norms and seek culture-specific information

Materials for teaching pragmatic competence in the Canadian context still remain quite limited. Louw, Derwing, & Abbott (2010) identified this critical gap when researching job interviews by internationally educated engineers. To begin to mitigate this gap, the OWLS resource has been crafted to facilitate both the teaching and learning of pragmatics in two workplace contexts: industry (trades) and the office (corporate). It can be used as a self-study tool as well as classroom content for teachers and trainers. We realize, however, that although there are clearly benefits to noticing the how and why of language in workplace communication, there are also benefits to developing understanding around culture. Intercultural competence plays an important role in successful workplace interaction.

INTERCULTURAL COMPETENCE: A DEFINITION

*Intercultural competence is the ability to interact effectively and appropriately in intercultural situations; it is supported by specific attitudes and affective features, (inter)cultural knowledge, skills, and reflection.*³

Intercultural competence has three component dimensions⁴: A mindset, a heartset, and a skillset.

1. The mindset is **intercultural awareness** and refers to a person's ability to understand similarities and differences of others' cultures. The dimension includes two components: self-awareness and cultural awareness.
2. The heartset is **intercultural sensitivity** and refers to the emotional desire of a person to acknowledge, appreciate, and accept cultural differences. The dimension includes six components: self-esteem, self-monitoring, empathy, open-mindedness, nonjudgmental, and social relaxation.
3. The skillset is **intercultural adroitness** and refers to an individual's ability to reach communication goals while interacting with people from other cultures. The dimension contains four components: message skills, appropriate self-disclosure, behavioural flexibility, and interaction management.

³Stiftlung, B. & Cariplo, F. (2008). "Intercultural competence – The key competence in the 21st century?" (Retrieved Sept 22, 2010.) http://www.bertelsmann-stiftung.de/bst/de/media/xcms_bst_dms_30238_30239_2.pdf

⁴Fritz, W., Möllenberg, A. & Chen, G.M. (2000). *Measuring intercultural sensitivity in different cultural context*. Braunschweig: Technical University of Braunschweig. pp.1–16.



Intercultural competence relies on all of these capacities (in an increasingly complex capability) to understand, appreciate, and adapt in intercultural interactions and situations. The ability to develop this complexity of understanding can depend, as we have seen, upon a person's ability to recognize and appreciate cultural similarities and differences. The Developmental Model of Intercultural Sensitivity (DMIS) is one model the CEIE believes supports this skill development. Before we describe the DMIS, it may be useful to discuss the concepts of stereotypes and tendencies. These are often the ways we begin to make sense of, or categorize, cultural behaviours that are different from our own. Without distinguishing between the two, it has been shown that stereotypes may be reinforced, which can impede the development of intercultural sensitivity.⁵

STEREOTYPES AND GENERALIZATIONS

Diversity is everywhere. People have different personalities, backgrounds, and cultural identities. Someone from a different culture is likely to experience profound differences when adapting to a new learning, working, or living environment. Part of building intercultural competence is increasing our knowledge and awareness of the underlying sets of beliefs and values that ground a culture. We can use this knowledge and awareness about a culture, known as *generalizations* (or observable tendencies), to be proactive in predicting outcomes and behaviour or in interpreting situations after the fact. However, even though we are often obliged to make a number of generalizations to attach meaning to particular behaviours, we must keep in mind that such generalizations are only clues and are neither entirely representative of, nor true, for every individual in a group, nor even true for the group as a whole. *Therefore, cultural generalizations are statements of likelihood and possibility – not statements of certainty.* This knowledge allows us to make use of generalizations instead of falling into the trap of *stereotyping*. *Stereotypes then, are statements of certainty that label all people from a group as the same, and pigeonhole them without gaining knowledge or awareness, and therefore are not helpful in building intercultural competence.*

Stereotypes are . . .

- Inflexible – do not change
- Restrictive – do not allow for differences
- Prescriptive – make assumptions first

The behaviour of an individual applied absolutely to all members of a group.

Generalizations (observable tendencies) are . . .

- Flexible – can change
- Inclusive – can accommodate differences
- Descriptive – make generalizations from observations

The observable behaviours of a group applied for possible understanding of individuals.

⁵ Allport, G. W. (1954). *The nature of prejudice*. Cambridge, MA: Perseus Books.



“Culture hides much more than it reveals, and strangely enough what it hides, it hides most effectively from its own participants. Years of study have convinced me that the real job is not to understand foreign culture but to understand our own.”

Edward T. Hall, “The Silent Language”⁶

HOW IS INTERCULTURAL COMPETENCE DEVELOPED?

The Developmental Model of Intercultural Sensitivity (DMIS)

Intercultural competence training is a developmental process and one model for this development, used by the CEIE, is the Developmental Model of Intercultural Sensitivity (DMIS), developed by Milton Bennett. The Something’s Up! Examples in this resource build the capacity in learners to move along the DMIS continuum towards increasingly complex responses to working across cultural differences.

The DMIS five stages are denial, polarization, minimization, acceptance, and adaptation. Denial highlights the inability to make distinctions and/or a general disinterest toward cultural differences. Polarization implies an “us” and “them” position, often producing the notion that there is a right and a wrong way to “be” in the world (world view). Minimization explains a person’s tendency to minimize perceivable differences and highlight similarities (i.e., “people all over the world are generally just like me”). Acceptance is characterized by the recognition and appreciation of the fact that one’s own culture is just one of a diverse number of valid cultural world views. Adaptation takes this one step further: individuals are able to shift their behaviours and their thinking authentically in situations where other norms and values are needed to achieve success. Moving to the end of this stage is suggestive of an individual’s ability to identify and move with facility in multiple cultures (e.g., a bicultural person).⁷

⁶ Hall, E.T. (1973). *The silent language*. Toronto: Anchor Books.

⁷ For more information on the DMIS and NorQuest’s intercultural training methodology, refer to the CEIE website materials under Critical Incidents for Intercultural Communication in Healthcare, Roots and Connections and Intersections Phase 2: www.norquest.ca/cfe/intercultural

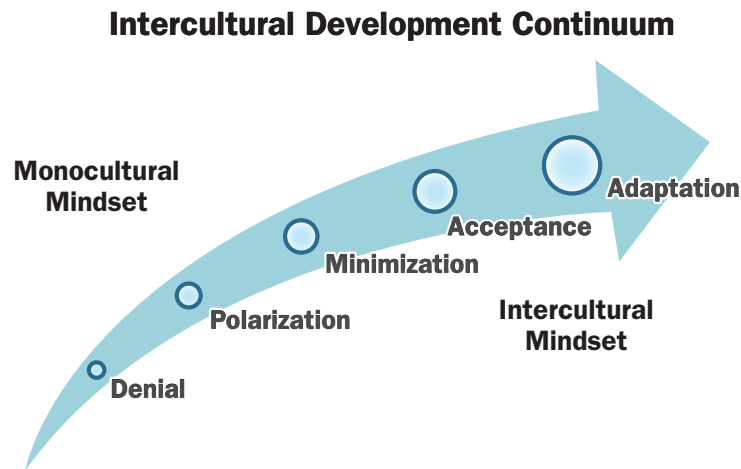


Figure 1. The DMIS Intercultural Development Continuum⁸

DMIS STAGE-SPECIFIC FACILITATION STRATEGIES AND ACTIVITIES

DENIAL AND POLARIZATION

Facilitation strategy: Draw out the similarities between the learners.

Sample Activity

Learners are paired together to share stories with the objective of identifying similarities in their experiences. For example, two very different people may discover that they are both mothers of teenaged daughters. This establishes a common experiential connection. Learners can then move to the next step of understanding some of the cultural differences in this parenting experience (e.g., exploring how their pregnancy, childbirth, and child-rearing experiences were similar and different).

MINIMIZATION

Facilitation strategy: Focus on how cultures differ.

Sample Activity

Learners are paired together to talk about the different ways of taking turns or sharing ideas in a workplace meeting in their cultures. By recognizing the behavioural differences—the “how” spoken about earlier (e.g., speaking louder than the next person in Argentina vs. having the leader decide each speaker in Japan)—learners deepen their awareness of how cultural values and beliefs influence workplace behaviour such as language use.

⁸ Hammer, M.R. (2008). The intercultural development inventory (IDI): An approach for assessing and building intercultural competence. In M.A. Moodian (Ed.), *Contemporary leadership and intercultural competence: Exploring the cross-cultural dynamics within organizations*. London: Sage Publications.

ACCEPTANCE AND ADAPTATION

Facilitation strategy: Deepen understanding of different cultural values while shifting behaviour to achieve communicative goals.

Sample Activity

Learners role play various workplace interactions, switching roles from employee to leader to middle manager. The facilitator debriefs each role play for cultural values and beliefs and encourages learners to notice and compare C1 and C2 behaviours while reflecting on the values that underlie these behaviours.

Facilitation Tip: Try using the Language Study Tables video examples as starting points for developing role plays.

CULTURAL ORIENTATIONS⁹

Cultural orientations can be used as general observational categories which provide clues to better understand the motivations and values that influence the characters' behaviours in the videos. They also help us recognize cultural differences that exist at a group, rather than at an individual, level. They are a type of **culture-general** framework—categories that can be used to make sense of cultural differences. Each cultural orientation is a continuum with two perspectives on opposite ends of the spectrum. While cultures (at the group level) may exhibit preferences which lean heavily to one or the other end of the spectrum, it's important to note that no culture exists at the extreme of either end. There is always variability in preferences, due to factors which vary within and between contexts.

Culture-specific information, on the other hand, comes from applying these general categories to a specific culture. In your facilitation, you may choose to attach culture-specific information to the orientations. (For example, Canadians tend to be more monochronic, where time is linear and less flexible.) It is important to reiterate for your participants the distinction between generalizations and stereotypes. Cultural orientations are observable tendencies that can help us understand "...how people from a particular culture *may* behave in a given situation (generalizations), but not necessarily how they *will* behave, nor how they *will always* behave (stereotypes)."¹⁰

The video resources are not meant as a culture-specific guide to the behavioural patterns, values, and beliefs of the characters represented. They are intended as awareness-raising tools to practise using the culture-general information found in the cultural orientations. The characters naturally bring their own unique beliefs, personalities, and behavioural patterns to each scene. We do not recommend that you debrief these in facilitation as definitive examples of a particular culture.

⁹ Adapted from Storti, C. (1999); Bennett, J. & Pusch, M.D. (1993), and Rosinski P. (2003). *Coaching across cultures: New tools for leveraging national, corporate and professional differences*. London: Nicholas Brealey Publishing.

¹⁰ Storti, C. (1999). *Figuring foreigners out: A practical guide*. Boston: Intercultural Press.

CULTURAL ORIENTATIONS GUIDE TO THE SOMETHING'S UP! EXAMPLES AND THE LANGUAGE STUDY TABLES

This facilitator guide has adapted Rosinski's (2003) cultural dimensions (Table 1), which can be used to help make sense of the character interactions in these resources. Table 1 includes the dimension definitions as well as the Language Study Tables and Something's Up! Examples that highlight those particular dimensions. This is by no means an exhaustive list and is meant only as a general guide. The more experienced facilitator could likely spend hours categorizing all the dimensions present in the videos.

Table 1: Cultural Dimensions (adapted from Rosinski, 2003).

Categories	Dimensions	Descriptions	Language Study Tables	Something's Up! Examples
Time Management Approaches	Scarce/Plentiful	Scarce: Time is a scare resource. Manage it carefully! Plentiful: Time is abundant. Relax!	8: Asking for Support	10: Coming to the Meeting
	Monochronic/Polychronic	Monochronic: Concentrate on one activity and/or relationship at a time. Polychronic: Concentrate simultaneously on multiple tasks and/or relationships.		10: Coming to the Meeting
	Individualistic/Collectivistic	Individualistic: Emphasize individual attributes and projects. Collectivistic: Emphasize affiliation with a group.		5: Comparing Cultures
	Achieved/Ascribed Status	Achieved: Respect and status must be earned. Promotion is based on performance. Achievements are highly valued. Position doesn't dictate relationships. Ascribed: Age/title confer respect/status. Promotion is based on age/seniority. Achievement is weighed with age/title. Position dictates relationships.	4: Giving Feedback	4: Following the Agenda
	Task/Relationship focus	Task: When time is limited, attention is focused immediately on completing a task. Relationship-management may not come into play. Relationship: When time is limited, there is still time for relationship-management at the expense of the task.	4: Responding to a Request	6: Leaving Work Early

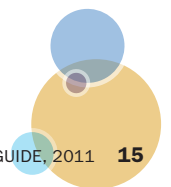
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Categories	Dimensions	Descriptions	Language Study Tables	Something's Up! Examples
Organizational Arrangements	Hierarchy/ Equality	<p>Hierarchy: Society and organizations must be socially stratified to function properly.</p> <p>Equality: People are equals who often happen to play different roles.</p>	<p>4: Giving Feedback</p> <p>9: Complaining</p>	<p>1: The Hockey Pool</p> <p>7: Working Safely</p> <p>8: Driving Conditions</p>
	Universalist/ Particularist	<p>Universalist: All cases should be treated in the same universal manner. Adopt common process for consistency and economies of scale.</p> <p>Particularist: Emphasize particular circumstances. Favour decentralization and tailored solutions.</p>		<p>2: Meeting Deadlines</p> <p>4: Following the Agenda</p> <p>7: Working Safely</p>
	Stability/ Change	<p>Stability: Value a static and orderly environment. Encourage efficiency through systematic and disciplined work. Minimize change and ambiguity; perceived as disruptive.</p> <p>Change: Value a dynamic and flexible environment. Promote effectiveness through adaptability and innovation. Avoid routine; perceived as boring.</p>	<p>2: Requesting</p>	<p>4: Following the Agenda</p>
Notions of Territory and Boundaries	Protective/ Sharing	<p>Protective: Protect yourself by keeping personal life and feelings private (mental boundaries), and by minimizing intrusions in your physical space (physical boundaries).</p> <p>Sharing: Build closer relationships by sharing your psychological and physical domains.</p>	<p>1: Idioms</p> <p>6: Relating to Others</p>	<p>1: The Hockey Pool</p> <p>5: Comparing Cultures</p> <p>6: Leaving Work Early</p>
Communication Patterns	High Context/ Low Context	<p>High Context: Rely on implicit communication. Appreciate the meaning of gestures, posture, voice, and context.</p> <p>Low Context: Rely on explicit communication. Favour clear and detailed instructions.</p>	<p>4: Giving Feedback</p> <p>5: Disagreement</p> <p>10: Giving an Opinion/Advice</p>	

continued -->



Categories	Dimensions	Descriptions	Language Study Tables	Something's Up! Examples
Communication Patterns <i>(continued)</i>	Direct/ Indirect	<p>Direct: In a conflict or with a tough message to deliver, get your point across clearly at the risk of offending or hurting others.</p> <p>Indirect: In a conflict or with a tough message to deliver, favour maintaining a cordial relationship at the risk of misunderstanding the message.</p>	<p>2: Requesting</p> <p>3: Responding to a Request</p> <p>4: Giving Feedback</p> <p>5: Disagreement</p> <p>7: Expressing Urgency</p>	<p>2: Meeting Deadlines</p> <p>6: Leaving Work Early</p> <p>7: Working Safely</p> <p>8: Driving Conditions</p> <p>9: Going to Site C</p>
	Affective/ Neutral	<p>Affective: Display emotions and warmth when communicating. Establishing and maintaining personal and social connections is key.</p> <p>Neutral: Stress conciseness, precision, and detachment when communicating.</p>	<p>2: Requesting</p> <p>3: Responding to a Request</p> <p>5: Disagreement</p> <p>7: Expressing Urgency</p> <p>8: Asking for Support</p>	<p>5: Comparing Cultures</p> <p>6: Leaving Work Early</p> <p>8: Driving Conditions</p>
	Formal/ Informal	<p>Formal: Observe strict protocols and rituals.</p> <p>Informal: Favour familiarity and spontaneity.</p>	<p>4: Giving Feedback</p> <p>6: Relating to Others</p> <p>9: Complaining</p>	<p>4: Following the Agenda</p> <p>7: Working Safely</p> <p>9: Going to Site C</p>
Modes of Thinking	Deductive/ Inductive	<p>Deductive: Emphasize concepts, theories, and general principles. Then, through logical reasoning, derive practical applications and solutions.</p> <p>Inductive: Start with experiences, concrete situations and cases. Then, using intuition, formulate general models and theories.</p>	<p>6: Relating to Others</p>	<p>3: Keeping the Client</p> <p>5: Comparing Cultures</p>
	Analytical/ Systematic	<p>Analytical: Separate a whole into its constituent elements. Dissect a problem into smaller chunks.</p> <p>Systematic: Assemble the parts into a cohesive whole. Explore connections between elements and focus on the whole system.</p>	<p>3: Keeping the Client</p>	<p>9: Going to Site C</p>



SAMPLE ACTIVITY

This activity can be done either before or after a video debrief.

Choose a Something's Up! Example, Language Study Table, or a video clip and examine the cultural orientations that can be used to make sense of the interactions among the characters involved. On several sheets of poster paper, draw these orientations as series of continua down the page. Don't worry about the descriptions, as those you can teach to the group—just draw the lines of the continua. Introduce and teach each of the cultural orientations and then divide your participants up into groups of 4 to 5 people—one group per poster sheet. Give each participant a different coloured marker and ask participants to mark with an X on each continua the orientation description they identify with most. After they've finished, have them draw a line vertically through all their Xs on all of the continua, like a "connect the Xs." Once each participant has done so, the resulting paper usually shows a map of their criss-crossing, intersecting lines. This is their group profile. Have participants discuss what might be the advantages of their profile and what might be the challenges for them working together on a team. What are the upsides of each way of doing things? What are the downsides?

WORKPLACE VALUES

In addition to the cultural orientations, there are a number of workplace values which, though connected to the cultural orientations, can be spoken about and debriefed in more detail as distinct issues.

People generally go about their day-to-day behaviours with purpose and a sense of meaning. Their acts are **intentional**, and **make sense to them** (their "normal"). The challenge in working cross-culturally, is that often the behaviours we see in people of other cultures either don't make sense to us, or we attribute an incorrect meaning to them because of the interference of our own cultural lenses (our "normal"). This highlights the often-seen differences between someone's **intention** vs. someone else's **perception**. In other words, our perception is informed by our cultural background, and both inform our interpretation of the intentions of others. This is natural, and part of the purpose culture serves us as human beings; yet it can be misleading without enough self- and other-awareness.

As you read through the following workplace values, and especially as you work with a group you are facilitating, keep in mind the difference between intention and perception, and also consider the roles and responsibilities of the people involved, their expectations, their senses of what's "normal," and the way their values inform their behaviours.

For newcomers, the discussions of both the Language Study Tables and the Something's Up! Examples around the following workplace values are often about learning how to describe the ways in which their established rules of behaviour are different from and/or similar to what they observe in the video examples and the learning materials. Helping students



gain understanding of the unwritten rules and expectations of the Canadian cultural context is an objective for any facilitator or language teacher. For Canadian-born folks, it's often about seeing different standards of conduct, understanding what their established rules of behaviour are, and being able to describe their unwritten rules and expectations more specifically. The aim here is twofold. First, following the Iceberg Model of culture, facilitators want to help participants dig deeper into the connections between values/beliefs and behaviours and really identify what those behaviours are—always asking, “What does it look like?” The second aim is to help facilitate participants’ continuous movement towards increased recognition, understanding, and adaptation to the complexity inherent in intercultural interactions.

Each subsection that follows will outline a number of questions that can be asked to bring this out in the discussion. These questions are just a starting point: augment each section as necessary either before or during a debrief and then see where the discussion goes.

Note: The workplace values here are adapted from another CEIE resource.¹¹ The workplace values in the Language Study Tables are worded to be accessible to varying language proficiency levels.

Building Rapport – Language Study Tables 1, 6, 9; Something’s Up! Examples 1, 5

Rapport means the sense of connection we have with others that forms part of the basis of relationships.

- What are the ways rapport is built?
- How is rapport established and maintained?
- Whose responsibility is it?
- Do you have rapport with everyone? Why or why not? How can you tell?
- How are groups composed and formed in the organization?
- How are social groups formed?
- What are the rules for group membership?

Building Trust – Language Study Tables 3, 4, 7, 8, 9; Something’s Up! Examples 2, 3, 6, 8, 9

Trust means the firm reliance on the integrity, ability, or character of a person.

- Is trust important for teamwork? Why or why not?
- What are the ways trust is established?
- What are the ways it is maintained?

¹¹ Evans, J. (2011). *Critical incidents in intercultural communication in healthcare*.
http://www.norquest.ca/cfe/intercultural/proj_CIHC.asp.



- What are the ways in which it can be lost? What are the implications?
- Once lost, can it be regained? How?
- Whose responsibility is it?
- Are there any differences in the levels of trust between groups in the organization?

**Delegating Responsibilities – Language Study Tables 2, 3, 4, 7;
Something’s Up! Examples 2, 3, 4, 6, 7, 8, 9**

Delegating means the allocation of tasks to people on the team.

- How are responsibilities divided on your teams?
- How then are they delegated? How are the decisions made?
- Who does the delegating? What are the criteria for this role? Always?
- How do you delegate a task to someone? What do you say?
- What is the expected response?
- What are the expectations of someone who has been delegated a task?

**Demonstrating Accountability – Language Study Tables 2, 3, 4, 7, 8, 10;
Something’s Up! Examples 2, 3, 4, 6, 7, 8, 9, 10**

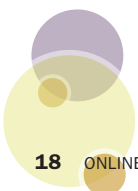
Accountability means an openness or willingness to accept responsibility or to account for one’s actions.

- How important is accountability in your workplace? What purpose does it serve?
- Who is accountable? Who is not? What are the criteria?
- How is accountability demonstrated? What are the behaviours?
- What happens if you’re not accountable? What are the consequences?
- Who monitors and verifies accountability of employees in your organization?

**Demonstrating Credibility – Language Study Tables 2, 3, 10;
Something’s Up! Examples 2, 3, 6, 7, 8, 9, 10**

Credibility means the quality or power of inspiring belief in one’s capacity and abilities.

- How important is credibility in your profession? What purpose does it serve?
- What are the ways credibility is established?
- What are the ways it is maintained?
- What are the ways in which it can be lost? What are the implications?
- Once lost, can it be regained? How?
- Are there any differences in the levels of credibility between groups in the organization?



Demonstrating Critical Thinking – Language Study Tables 2, 3;

Something’s Up! Examples 1-10

Critical thinking means the mode of thinking—about any subject, content, or problem—in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it.”¹²

- How important is critical thinking in your profession? What purpose does it serve?
- Who needs to think critically? Who does not? In what situations?
- How do you show you think critically? What are the behaviours? What kinds of things do you say?
- Are there situations where it’s not required? Where it’s not advisable?
- What happens if you don’t demonstrate critical thinking? What are the consequences?

Demonstrating Respect – Language Study Tables 2, 3, 4, 10;

Something’s Up! Examples 2, 3, 4, 6, 9, 10

Respect means holding someone or something in high or special regard, esteem, or deference.

- How important is respect in your profession? What purpose does it serve?
- What are the ways respect is established? Is it distributed equally?
- How is respect demonstrated? What are the behaviours? What kinds of things do you say to show it?
- What are the ways it’s maintained?
- What are the ways in which it can be lost? What are the implications?
- Once lost, can it be regained? How?
- Are there any differences in the levels of respect between groups in the organization?

Fitting In – Language Study Tables 2 ,10;

Something’s Up! Examples 1, 5

Fitting in means functioning, participating, and being regarded as a valued, fluid, and constructive member of a group.

- How important is for people to fit in, in your organization?
- What does it take to fit in on your team?
- What things get in the way of someone fitting in? What are deal-breakers?
- How are groups composed and formed in the organization?
- How are social groups formed?

¹²The Critical Thinking Community. <http://www.criticalthinking.org/aboutCT/ourConceptCT.cfm>



- What are the rules for group membership?
- Who helps people to fit in into those groups in your organization?

**Giving and Receiving Feedback Effectively – Language Study Table 4;
Something’s Up! Examples 4, 7, 8**

Feedback means the giving and receiving of evaluative or corrective information about behaviours, actions, events, or processes.

- How important is giving and receiving feedback on your team?
- When and where does it take place? In front of others? Privately?
- Is feedback given formally, informally, or both?
- Who gives feedback to whom?
- What does giving feedback well look like? What kinds of things do you say?
- What does receiving feedback well look like? What kinds of things do you say?

**Effective Language Use – All Language Study Tables;
Something’s Up! Examples 1, 2, 5, 6, 9**

Communicating with words has many components besides just vocabulary and grammar: tone, intonation, pauses, word stress, and volume can all be meaningful in spoken communication. Accents and first language (L1) interference in these areas can alter perceptions from what second-language (L2) speakers of a language intend to convey. In addition, the word choices we make are often very complex and can change depending on the context, who is present, and our goals in the situation. Word choices are also very culturally influenced.

- What are some of the experiences you’ve had learning other languages? What are some of the challenges? What are some of the rewards?
- What are the connections between language and culture?
- How do we use language to impact our relationships? To influence outcomes?
- Are there distinct ways professionals in your field use language? What about specifically in your organization?

**Effective Non-Verbal Communication – All Language Study Tables;
All Something’s Up! Examples**

Communicating without words has many components: how we look, move, sound, and smell; eye contact; the use of time and space; facial expression, body posture, touching, and smiling can all be significant in interactions.¹³

¹³Samovar, L.A., & Porter, R. E. (2004). *Communication between cultures*. (5th ed.). Toronto, ON: Thompson Wadsworth.



- How important is non-verbal communication in your profession? What purposes does it serve?
- What kinds of messages are sent through non-verbal communication?
- What are acceptable non-verbal behaviours from a Canadian perspective?
- When people exhibit these behaviours, how are they perceived? When they don't, how are they perceived?
- What are some of the non-verbal behaviours you have seen that differ from your norms?
- What do you consider unacceptable non-verbal behaviours? What are the impacts on you when you experience them?

Effective Distinction between Personal and Professional Relationships – Language Study Tables 1, 3, 4, 6, 9;

Something's Up! Examples 1, 5

Personal vs. professional relationships means the differences between those relationships of your life as a whole as opposed to those relationships which are maintained purely as a function of work.

- What defines a professional relationship? A personal one?
- What is considered appropriate behaviour for each? Inappropriate behaviour? How is this decided?
- When does a professional relationship become a personal one and vice versa? What are the criteria? Who decides? Who initiates?

Professionalism – Language Study Tables 4, 7, 8, 9, 10;

Something's Up! Examples 2, 3, 5, 7, 8, 9, 10

Professionalism means the values, attitudes, and behaviours associated with appropriate standing, practice, or methods of a profession.

- How is professionalism defined in your organization? Who defines it?
- What does professionalism look like? What kinds of things do you do or say?
- What is considered unprofessional? What kinds of things are not done or said?
- What are the ways professionalism is established? How is it maintained?
- What are the ways in which it can be lost? What are the implications?
- Once lost, can it be regained? How?
- Is there a code for your profession that helps define these things?



Safety – Something’s Up! Examples 7, 8

“Safety” means the values, attitudes, and behaviours related to practices, policies, and procedures that are regulated by the profession as part of its legal responsibility or for the purpose of keeping people safe.

- What does safety mean to you? What does it look like? To whom does it apply?
- What kinds of behaviours are typically included in safe practice? How are they regulated? Whose responsibility is it?
- What kinds of behaviours would be typical of unsafe practice? How are they regulated? How are they corrected? What are the repercussions?
- Does everything always happen according to the rules? Where are rules bent?
- What are the non-negotiable legal responsibilities of your profession? Of your organization?
- Where can this information be found? How easy is it to access and to understand?

Socializing at Work – Language Study Tables 1, 6; Something’s Up! Examples 1, 5

Socializing means actively participating in conversations and relationship-building activities that are considered meaningful and important for group membership.

- How important is socializing among the members of your team? In your organization?
- When and where does it take place? What are appropriate times and situations?
- How much time spent socializing is appropriate?
- Who socializes with whom? Who initiates?
- What does that socializing typically look like? What kinds of things do you say? What non-verbal cues do you give?
- What kinds of topics are appropriate? Which are inappropriate?
- What constitutes an enjoyable conversation? What constitutes a tedious one?

Taking Initiative – Language Study Tables 2, 4, 7, 8, 9, 10; Something’s Up! Examples 2, 6, 7, 9

Initiative means an openness and willingness to start various actions or interactions.

- How important is taking initiative? What purpose does it serve?
- Who needs to show initiative? Who does not? What are the criteria?
- How is initiative demonstrated? What are the behaviours? What kinds of things do you say to show it?
- What happens if you don’t demonstrate critical thinking in these ways? What are the consequences?



SAMPLE ACTIVITY

This activity can be done either before or after a video debrief.

Choose a video from the Full Videos, Language Study Tables or Something's Up! Examples and examine the Workplace Values that can be used to make sense of the interaction among the people involved. Divide participants into groups and give each group one of the Workplace Values for discussion. Have them outline their responses as specifically as they can: this might include a presentation, a poster, or even a role play demonstrating the results of their group discussion—or a combination of all three of these.

THE SOMETHING'S UP! CYCLE: WHAT IT IS AND HOW TO USE IT

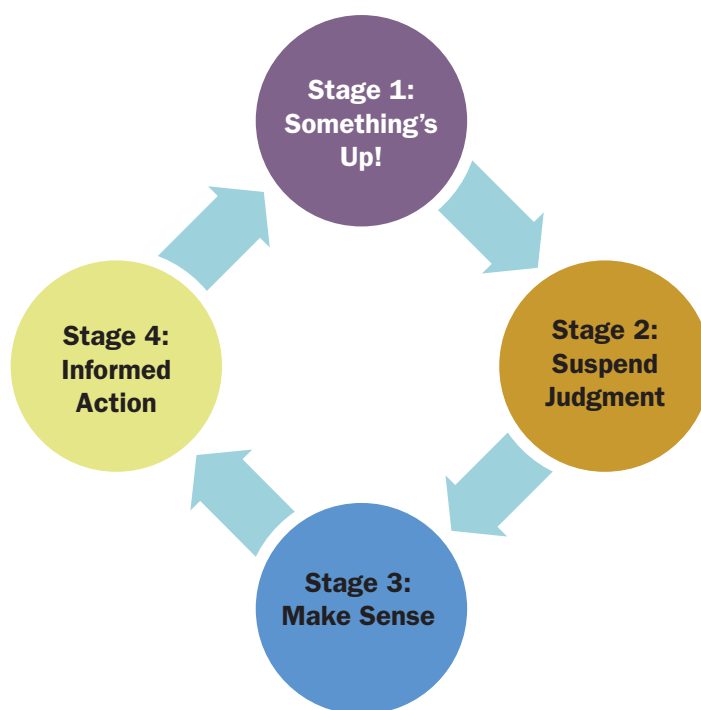
In this section, you will find a discussion of a very effective method which, when combined with the knowledge of the previous sections, provides enough context for using the videos to build cultural competence in your participants. The Something's Up! Cycle described in this section can be adapted to suit the DMIS stage and needs of your participants—either for probing quite deeply into differences in culture, values, and behaviours or for highlighting similarities and placing less emphasis on what might be perceived as challenging differences. The Something's Up! Cycle is a useful, straightforward framework to start building expertise if you lack experience as an intercultural facilitator.

WHAT IT IS

The Something's Up! Cycle¹⁴ is a four-step process for examining misunderstandings that are culture based, and a template for working through the complexities of the video resources. As a tool that moves beyond the videos themselves, it can be used to reflect on situations, or it can even lay the framework for discussing issues with another person or as a team—exactly the kind of ongoing reflection that can lead to increased intercultural competence, enhanced team cohesion, and more effective team performance.

¹⁴ This strategy is inspired by the “Personal Leadership” methodology described in *Making a World of Difference: Personal Leadership: A Methodology of Two Principles and Six Practices* by Schetti, Watanabe, and Gordon (2008).





The Something's Up! Cycle.

The Something's Up! Cycle has four stages.

Note: The following chart is organized such that the left side gives the Something's Up! Cycle explanation from the website and the right side provides additional information for facilitators.

Stage 1: Something's Up!	
What the learner sees online:	Facilitator notes:
<p>What Happened?</p> <p>The goal of the first stage of the Something's Up! Cycle is to notice when we have emotions (e.g., frustration, anger, confusion) because of the actions of another person. In this stage, we want to talk only about facts and feelings.</p>	<p>Signs that "something is up" include:</p> <ul style="list-style-type: none"> • Feeling confused, angry, or frustrated • A desire to avoid further interaction with or a general disinterest in the other person
<ul style="list-style-type: none"> • Describe what happened and how each person felt. • Don't try to make sense or solve the misunderstanding; that step comes later. 	<p>For examining a personal experience, the questions are:</p> <ul style="list-style-type: none"> • What happened? • How did I feel? • How did (might) others involved feel? <p>For observing and learning from the experiences of others, the questions are:</p> <ul style="list-style-type: none"> • What happened? • How might the person have felt?



Stage 2: Suspend Judgment

What are the judgments/conclusions of each person?

The two goals of the second stage of the cycle:

- Make a list of the judgments and/or conclusions both people have arrived at regarding each other.
- Suspend judgment about the other person. Don't react emotionally and make the situation worse.

Making a list helps us understand ourselves and how other people might see us. This step helps us notice that when we judge we might also make incorrect assumptions about others. Identifying and then suspending judgment opens the way to learning and understanding.

Judgment involves all the ways of coming to conclusions about what has been perceived. Judging something as right or wrong or good or bad is a normal, often automatic, response to many situations. In many ways, this reaction is a natural display reflecting cultural values and beliefs.

Our culture gives structure and meaning to our experiences and enables us to make sense of the vast amounts of information we receive every day.

In cultural interactions, however, judgments can get in the way of mutual understanding.

When we identify judgment, we can gain valuable insights into what is happening and increase our cultural self-awareness.

When you try to identify a judgment, consider the following categories of conclusions:

- **Credibility:** I am not convinced that he can do his job.
- **Leadership:** That person is not a good leader.
- **Professionalism:** That person is unprofessional.
- **Competence:** That person just doesn't seem to know how to do his job.
- **Trust:** I'm not sure I can trust this person.

At this stage of the cycle, the questions to be asked of the group are:

- What are the judgments of the people involved?
- What are each person's conclusions or perceptions of the other?

OR if this is being used to examine a personal experience, the questions are:

- What are my judgments?
- What are my conclusions or perceptions of the other?

continued -->

Stage 3: Make Sense

What is this about?

The goal of the third stage is to try to understand the Something's Up! using intercultural tools. Examples of this are differences in the following:

- **Language use** (ways of asking questions, greeting, making requests)
- **Body language** (levels of eye contact, speaking volume)
- **Time** (what is early? on time? late? in both people's cultures)

It is at this stage where we start to use some of the cultural orientations and also examine some of the topics discussed in the Workplace Values section.

These categories can help us make sense of “the way things are done” as well as understand the judgments or conclusions that come about when expectations are not met. If expectations are not met, misunderstandings can arise and influence the way people interact and perceive one another in terms of the following:

- Rapport
- Trust
- Responsibility
- Accountability
- Credibility
- Critical thinking
- Respect
- Fitting in
- Gender roles
- Feedback
- Language proficiency
- Non-verbal communication
- Personal vs. professional relationships
- Professionalism
- Safety
- Socializing at work
- Initiative

A Two-Step Process

At this stage of the Something's Up!, participants observe and reflect on general patterns of behaviour to make sense of a situation.

Two important steps contribute to developing intercultural sensitivity and self-awareness. The Cultural Orientations and the Workplace Values are of particular importance in both steps.

STEP 1:

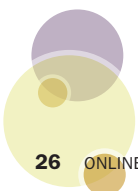
At this stage of the cycle, the questions to be asked are:

- What is this situation/ misunderstanding about?
- What did each person expect? (What is each person's “normal”?)

Or if this is being used to examine a personal experience, the questions are:

- What is the situation/ misunderstanding about?
- What did I expect? (What is my “normal”?)
- What did the other person expect? (What is his/her “normal”?)

continued -->



Stage 3: Make Sense

STEP 2:

This stage engages a deeper level of understanding by:

- Seeking commonality
- Acknowledging the value in different perspectives

This approach to breaking down culture acknowledges, rather than ignores or minimizes, differences.

Intercultural competence improves as team members practice **empathy**—the ability to recognize and appreciate multiple perspectives.

At this stage of the cycle, we can also ask:

- How are the expectations of the people involved similar and/or different?

OR if this is being used to examine a personal experience:

- How are our expectations similar and/or different?

Stage 4: Informed Action

What is the shared goal?

In this part of the Something's Up! Cycle, we look for a shared goal. Then we use the information we have learned from the “make sense” step to take action.

Examples:

1. Check perceptions.
2. Clarify goals.
3. Adapt behaviour.

In the fourth and final stage, participants are prepared to respond to the situation. Informed action implies that different perspectives have been considered and the best response possible has emerged.

At this stage of the, the questions to be asked are:

- What can be done to move forward?
- What are the short-term actions?
- What are the long-term considerations?

OR if this is being used to examine a personal experience, the questions are:

- What can I/we do to move forward?
- What are the short-term actions?
- What are the long-term considerations?

Some possible actions that may be decided upon include:

- Review goals to determine if the misunderstanding is getting in the way of important goals. Example goals: Be a high-performance team, be an inclusive team, learn, build a welcoming organization, build partnerships, build trust, establish credibility, ensure safety for all, etc.
- Use the cultural orientations and workplace values categories to have a meaningful conversation about cultural differences to seek mutual understanding.



HOW TO USE IT

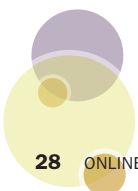
Something's Up! Example 5

Brian is leading a multicultural team in a morning meeting often referred to as a tailgate or tailboard meeting in the trades. While the team is waiting for a latecomer, Brian asks if there are any questions from the group. Alex then tells Brian that he has to leave work early to pick up his kids from school since his wife is too sick to go. The two then engage in a back-and-forth discussion that escalates to Brian asking Alex to come and talk to him about the issue later.

Stage 1: Something's Up!	
What happened?	Alex responds to a question with a direct statement, creating a Something's Up for Brian. Brian then responds by escalating his level of emotion and his level of power in the conversation, creating a Something's Up for Alex.
How does each person feel?	Brian likely feels angry, frustrated, confused, and disrespected. Alex likely feels angry, frustrated, confused, disrespected, and unsupported (a member of an out-group).

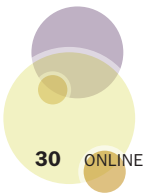
Stage 2: Suspend Judgment	
What are the judgments and conclusions?	<p>BRIAN Judgments: Alex is non-deferential, disorganized, not a team player, and too direct and aggressive with his language use.</p> <p>Conclusions: Alex needs to tone down his language and negotiate instead of just telling people when he needs to leave work. He should find someone else to pick up the kids or at least say that he has tried to find someone else but that no one was available. He should never challenge the boss in front of the other workers. Personal requests should be made one-on-one, not in a meeting.</p> <p>ALEX Judgments: Brian is inconsiderate, unsupportive, and unprofessional.</p> <p>Conclusions: He is inconsiderate of the roles and responsibilities of a parent and should be more focused on rearranging his priorities. Work should never come before family.</p>

continued -->



Stage 3: Make Sense	
<p>Step 1:</p> <p>What is this about?</p>	<p>Roles and Responsibilities</p>
<p>What did each person expect? (What is their “normal”?)</p>	<p>Brian’s normal: Brian’s emotionally neutral and indirect preferences for making requests cause this Something’s Up! He might expect that an employee who is requesting to leave work early would ask rather than tell him that he or she needs to go early, and would not use so much emotional engagement in an escalating conflict situation.</p> <p>Alex’s normal: Alex’s collectivistic and sharing notions of personal boundaries cause this Something’s Up! He might expect that a leader would relate to the priority of and affiliation to family over workplace responsibilities and agree to let Alex go home early without question.</p>
<p>Step 2:</p> <p>How are Brian’s and Alex’s expectations similar and/or different?</p>	<p>Similar: Alex and Brian are both protective of their roles as leaders (Brian of the team, Alex as a parent). They also most likely share the same deductive problem solving strategies. They are both applying logical reasoning to the problem of leaving early. Both Alex and Brian are also task-focused and have left relationship management as a secondary priority, thus causing a conflict.</p> <p>Different: Alex is using a more systematic mode of thinking for solving this problem. If he can leave early, the family system which he is attempting to balance will be taken care of. Brian, on the other hand, sees the problem from an analytical point of view. If Alex were just to find someone else to pick up his kids, there would be no issue. The values of individualism and collectivism are also evident in this Something’s Up! Alex is prioritizing his working life around the needs of his family, the private representation of collectivism. Brian, on the other hand, is focusing on team cohesion and the completion of a series of workplace responsibilities. His priority is on working—not private relationships. This is clearly evidenced in his suggestion that Alex find someone else to pick up the kids.</p>

Stage 4: Informed Action	
<p>What can be done to move forward?</p> <ul style="list-style-type: none"> • Short term • Long term 	<p>To improve the relationships Brian and Alex could take these actions:</p> <p>SHORT TERM</p> <ul style="list-style-type: none"> • Work together on clarifying their priorities and goals. • Get to know one another better and ask more questions. • Clarify each other’s “normal” of what concepts such as professionalism, credibility, rapport, and workplace relationships mean to everyone, and emphasize similarities and differences. This would help to increase understanding. • They should also try discussing what behaviours demonstrate these values, and talk about the different perceptions of the different behaviours. (Talk about similarities and differences.) <p>LONG TERM</p> <ul style="list-style-type: none"> • Come to some consensus on expectations for requesting time off (e.g., leaving early). • Try to recognize and work constructively with different ways of building relationships and communication styles. • Create an on-boarding process for new employees that better highlights the team expectations and norms.



APPENDIX A – CANADIAN LANGUAGE BENCHMARKS LEVEL 4 LESSON PLAN

Note: The following lesson plans and exercises were developed by Andrea Kushnir.

VIDEO: LANGUAGE STUDY TABLE 3 ASKING TO LEAVE WORK EARLY

PRELIMINARY NOTE TO TEACHERS

The online study notes are quite advanced for CLB Level 4 students. Rather than students trying to understand them, teachers might want to look over these useful notes for ideas of how this text can be used for different teaching purposes, and choose what to adapt for their students.

CLB LEVEL 4 SKILLS COVERED

- 1) **Listening** (Video Clip) *pp. 24-25 in CLB 2000*

Main Categories: Social Interaction and Information

Social interaction = Identify specific factual details and inferred meanings

Information = Demonstrate comprehension of mostly factual details and some inferred meanings

Context = Mostly familiar (today, children, wife, sick, going home, work, etc.)

- 2) **Speaking** (Class and group activities, especially role play) *pp. 12-13 in CLB 2000*

Main Categories: Suasion and Information

Suasion = Provide required information/description; ask relevant questions

Information = Relate a story about an everyday activity; express preference

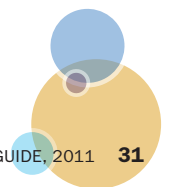
Context = Mostly familiar

- 3) **Reading** (If teachers use fill-in-the-blanks transcript activity or uses worksheets)

- 4) **Writing** (If teachers get students to write answers to any of the activities)

LESSON OBJECTIVES

Students will learn about making appropriate requests to superiors in the context of a typical Canadian workplace.



After completing this lesson, students will be able to do the following:

- 1) Utilize a general “Canadian” format for making requests to superiors.
(See section 5: Presentation of Canadian Norms for the format.)
- 2) Identify inappropriate vs. appropriate modals to use when making requests.
(For example, do not use *must*, *should*; use *can*, *could*, *would*, etc.)
- 3) Use polite and deferential formulaic expressions covered for making a request.
(For example, *would it be possible to*, *I was hoping that*, etc.)

EXAMPLE 1-HOUR LESSON PLAN OUTLINE FOR CLB 4 OWLS LANGUAGE STUDY TABLE 3: ASKING TO LEAVE WORK EARLY

1) Warm-Up (5 Minutes) (S/L)

Goal: Activate student schemata; provide background information.

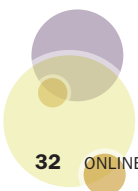
- i) Inform students that they will be watching a video of a meeting at a Canadian workplace.
- ii) Give them information that will help them to interpret the video. For example, provide vocabulary you know will likely be difficult for students, such as “all hands on deck.” Tell students the names of the main characters and explain a bit about how Canadian workplace meetings are usually conducted, etc.
- iii) Finally, brainstorm some vocabulary and phrases to help activate students’ schemata so that they will be better prepared to understand quickly the information in the video.

Example Introduction

“This video will focus on how to make a request to your boss at work. During a meeting, one employee asks his boss to leave work early. This employee’s name is Alex. Brian is his supervisor. Alex wants to leave work early because he needs to go pick up his children from school. Pay attention to how Alex makes his request, and how his supervisor Brian feels about this request.

Before we watch the video, let’s brainstorm some of the words that may come up when you need to make a request. I’ll start by writing the topic “request.” An example of words that relate to making a request is, “Can I . . .” What other words might you use?”

(Examples of related vocabulary/phrases: *please*, *would it be possible to*, *could I*, *sorry*, *excuse me*, *I was hoping*)



2) Presentation of Video: “Get the Gist” (2 Minutes) (L)

Goal: Help students become familiar with the video content.

Video clip length: 37 seconds.

Note to teachers: CLB 4 students may find that the actors speak quite fast in this video clip. Also, some of the words or phrases may be unfamiliar to your students. Assure your students that there is no pressure to understand every word; they should try their best to figure out the main ideas. Let your students listen to the clip two or three times.

3) Preliminary Class Discussion (8 Minutes) (S/L)

Goal: Get students to analyze what happened in the video.

- i) Ask the class if there were any unknown words in the video.
- ii) Provide students with the definition or ask a student who knows the word to tell the definition to the class.
- iii) Play the video clip one more time for the students. Hopefully, they will have understood a bit more of the speech now that they have had an opportunity to inquire about unknown vocabulary and phrases.
- iv) Ask students general comprehension questions. (Or, if you prefer to test their reading/writing skills, you can have students answer these questions in a multiple-choice or fill-in-the-blank format.)

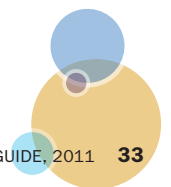
Suggested comprehension and inference questions:

- 1) Who is the employee in this video?
 - 2) Who is the supervisor? How do you know?
 - 3) What did Alex ask Brian?
 - 4) Why did Alex need to go home early?
 - 5) Was this a good time for Alex to ask this question? Why?
 - 6) Did Brian seem angry about Alex’s question?
 - 7) If yes, why do you think he was angry?
- v) Now conduct a class vote:
Is this a polite way to make a request in a Canadian workplace?
Answer = No. The remaining sections of this lesson will help students see why Alex’s request is impolite by Canadian standards and help students practise how to make polite requests to superiors.

4) Fill-in-the-Blanks Dictation (5 Minutes) (L/R)

Goal: A guided-writing format to help students become familiar with the video content, highlighting the specific words and phrases Alex uses to frame his request.

- i) Hand out the fill-in-the-blank exercise sheets (see attached documents). By now providing students with the written form of the video content, students will be able to understand the video more fully.



- ii) Play the video another two or three times without pausing, for students to practise their dictation skills.
- iii) Finally, play through the script line by line, pausing the recording and checking to make sure all the students have written down the correct missing information.

5) Presentation of Canadian Norms: Requests (10 Minutes) (R/L)

Goal: Introduce students to a common formula for making a request to a superior that is considered polite and appropriate in a Canadian context.

Making a Polite Request to a Superior

- 1) Start the conversation.
(Excuse me, do you have a minute?)
- 2) Explain the reason for the request.
(My wife has been sick all week...)
- 3) Show your understanding of the situation.
(and I know we are busy now, but...)
- 4) Make your request, being polite and with the option for rejection.
(I was hoping that I could leave early today.)
- 5) Optional offer to make up for inconvenience.
(I would be willing to stay late tomorrow to make up for it.)
- 6) Express gratitude for granting request.
(Thanks, I really appreciate this.)

You could also cover other common features of requests, such as softeners (just), openers (well), and appropriate use of body language, tone, etc.

6) Practice Using Request Formula (10 Minutes)

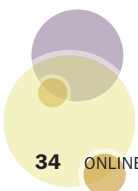
Goal: Have students practise using the above formula in a controlled and relatively easy way.

- i) Have students rewrite Alex's speech and convert it to an appropriate request.
(Students can work individually or in groups.)
- ii) Give students a practice worksheet where they must work with the above request formula. (For example, write a request from scratch, mark which requests are polite or impolite, rewrite impolite requests to make them more polite, etc.)

7) Small Group Discussion: Culture Differences & Similarities (15 Minutes) (S/L)

Goal: Have students work together to come up with answers.

- i) Arrange students in small groups of two to five.
- ii) Play the video clip one more time.
- iii) Have students answer questions about the appropriateness of Alex's request.



Example Group Questions

- 1) To a Canadian, Alex's request seems inappropriate and maybe a little rude. One reason is that Alex interrupts the meeting to ask to go home early, instead of waiting to talk to his supervisor after the meeting is finished. What are some other reasons that Alex's request is not appropriate?
- 2) Does Brian seem angry or annoyed at Alex's request? How does he show this?
- 3) Do you think that Alex will get permission to go home early? Why or why not?
- 4) How would you make this request in your country? Is it the same or different from the Canadian way?

8) Small Group Role Play (15 Minutes) (S/L)

Goal: Help students practise and become more fluent with the typical Canadian formula for making requests to superiors.

Note on Role Plays

Keeping role plays limited to familiar contexts will make this activity easier for your CLB Level 4 students. Also, try to give students a situation where they can fully utilize the request formula.

Example Role Plays

- 1) You have a doctor's appointment tomorrow morning. Ask your supervisor if it is okay to come to work late tomorrow.
- 2) Your family would like to go camping this weekend. Your children do not have school this Friday, so you want to leave on Friday. Ask your boss if you could have this Friday off work. (Hint: You are more likely to be successful if you offer to make up the time later. For example, "I could work an extra Saturday to make up for missing Friday.")
- 3) You work at a restaurant. You are supposed to work on Wednesday, but you would like to change shifts and work on Thursday instead. Ask your manager if it is possible to switch shifts with someone.

9) Teacher Feedback on Role Plays (Extra Time) (S/L)

Goal: Choose a few students to model one of the role plays for the class. Then give the students feedback; all students will benefit from this feedback. Be sure to give positive comments first so as not to embarrass the students.

Example Feedback

"John, you did an excellent job using polite modals to make your request. *Could I leave work early tomorrow?* You also did really well in offering to make up for missing the work and for expressing your thanks. However, don't forget to tell your boss the reason why you would like to leave work early, as this makes it more polite. If you don't give a reason, your boss might think the only reason you want to leave work is because you want to go to a hockey game with your friends or go early to the bar; you need a good reason to leave work early."



Other Potential Areas of Focus

1) Teachers could focus on the inferred meanings of Brian's disapproval.

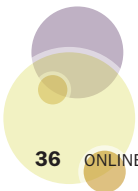
"Excuse me?" usually means *"Can you repeat that because I didn't hear you."* In this scene, Brian understood Alex, but is shocked and angry about these things:

- i) Alex interrupted the meeting to make a request.
- ii) Alex said "must" instead of politely asking to go home early.

Also, throughout the video, Brian's tone and body language show he is upset and annoyed at Alex.

2) Teachers could also focus on the use of modals.

Although the use of modals (such as *can*, *could*, *would*, *should*, *must*, etc.) is partly covered in the topic of making requests, teachers could focus more on modals by having students analyze the meaning of Alex's modal choice and seeing how Brian's response would change if Alex had used different modals.



CLB 4 – FILL-IN-THE-BLANKS GUIDED WRITING EXERCISE

Brian: Um, well while we're waiting, any questions? Anybody?

Alex: Yes, today _____, before end of the day.

Brian: _____?

Alex: My wife is sick, _____ from school.

Brian: Gee Alex, can't you get someone else to pick up your kids?

Alex: Who will pick them up?

Brian: Can't they take the bus or something?

Alex: No, no, _____!

Brian: But we've got so much due this week. We need all hands on deck.

Alex: My wife is sick since Friday.

Brian: _____ Alex, you come talk to me about it later, okay?

Alex: (shakes head)

TRANSCRIPT

CLB 4 TRANSCRIPT

Brian: Um, well while we're waiting, any questions? Anybody?

Alex: Yes, today I must go home early, before end of the day.

Brian: Excuse me?

Alex: My wife is sick, I must get children from school.

Brian: Gee Alex, can't you get someone else to pick up your kids?

Alex: Who will pick them up?

Brian: Can't they take the bus or something?

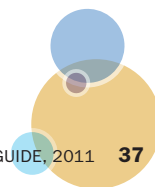
Alex: No, no, children too small!

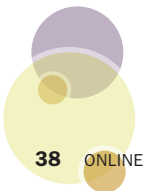
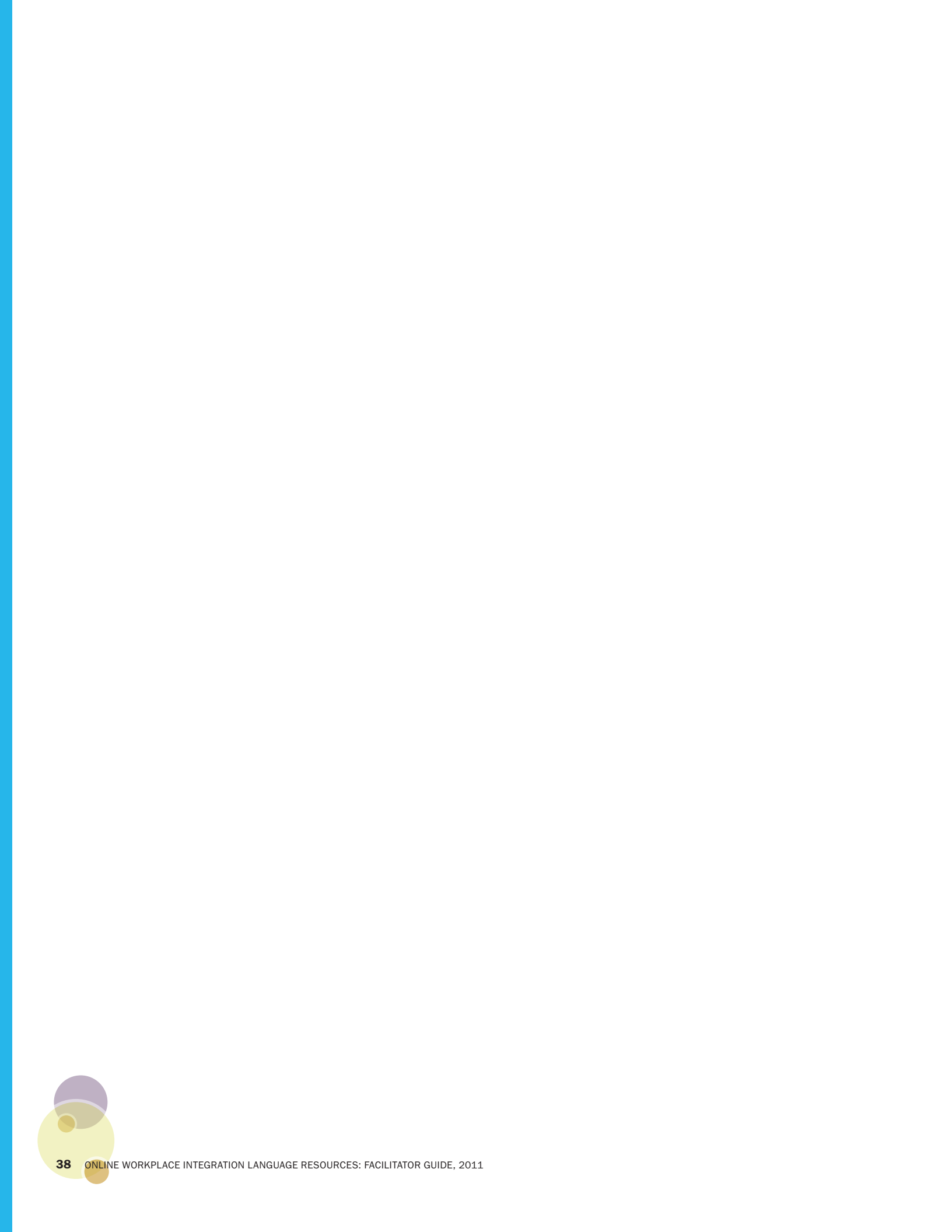
Brian: But we've got so much due this week. We need all hands on deck.

Alex: My wife is sick since Friday.

Brian: Tell you what Alex, you come talk to me about it later, okay?

Alex: (shakes head)





APPENDIX B – CANADIAN LANGUAGE BENCHMARKS LEVEL 7 LESSON PLAN

OWLS PROJECT ANDREA'S CLB 7, 1-HOUR LESSON PLAN SUGGESTION

VIDEO: LANGUAGE STUDY TABLE 7 EXPRESSING URGENCY AND SPEAKING IN AN EMOTIONALLY-NEUTRAL WAY

PRELIMINARY NOTE TO TEACHERS

The online study notes for Language Table 7 provide some helpful tips. This resource is utilized in Section 4: Comparing Audio Clips (below). If teachers choose to skip Section 4, it is recommended that they let students peruse this resource online to read the helpful culture tips provided.

CLB LEVEL 7 SKILLS COVERED

- 1) **Speaking** (Class and group activities, especially role play) *pp. 66-67 in CLB 2000*
Main Category: Information

Presentations = Describe, compare and contrast in detail two events.

Interaction one-on-one = Ask for and provide detailed information related to personal needs, varied daily activity, and routine work requirements.

Interaction in a group = Participate in a small group discussion; express and qualify opinions.

- 2) **Listening** (Video Clip) *pp. 80-81 in CLB 2000*
Main Categories: Social Interaction and Information

Social interaction = Identify stated and unspecified details, facts and opinions about situation and relationship of participants.

Information = Demonstrate comprehension of mostly factual details and some inferred meanings

- 3) **Reading** (If teachers use fill-in-the-blanks transcript activity or other worksheets)
- 4) **Writing** (If teachers get students to write answers to any of the activities)

LESSON OBJECTIVES

Students will learn how voice features (intonation, volume, pitch, etc.) and body language contribute to speaking appropriately in semi-formal and formal Canadian workplaces.

After completing this lesson, students will be able to do the following:

- 1) Identify which recording in a pair is emotionally neutral.
- 2) List at least three different tips for speaking in an emotionally neutral way.
- 3) Express an appropriate urgent request to a co-worker or superior.

EXAMPLE 1-HOUR LESSON PLAN OUTLINE FOR CLB 7

OWLS LANGUAGE STUDY TABLE 7: EXPRESSING URGENCY AND SPEAKING IN AN EMOTIONALLY NEUTRAL WAY

NOTE TO TEACHERS

Because CLB 7 students should have few problems understanding this short video clip, this lesson plan uses a “discovery learning” approach, which encourages the students to discover the language rules and patterns on their own with minimal teacher explanation. Teachers are encouraged to try to act as facilitators and guides rather than simply giving students the answers or rules.

1) Warm-Up (5 Minutes) (S/L)

Goal: Help students transition to this topic and activate their schemata.

- i) Write on the board: *Voice features: intonation, stress, volume, pitch.*
- ii) Ask students to provide definitions for these words. If students do not know a word, the teacher can provide a short definition and give examples using his or her own voice. (Intonation is the sentence pattern “ups and downs,” stress is for individual words, volume is how loud you speak, and pitch determines whether you sound like a squeaky Mickey Mouse or a deep Louis Armstrong.)
- iii) Ask if students have ever encountered a rude Canadian. (For example, students may have met an unpleasant bus driver, supervisor, restaurant server, etc.). Ask the students what made the Canadian seem rude. If students do not mention voice features, ask about volume, pitch, etc., as well as body language and word choice.
- iv) If students do not volunteer any stories, the teachers should provide their own narrative of when someone was rude to them, and act out the angry person to the class. Then have the students identify what characterizes the angry/rude behaviour.
- v) Finally, inform students that they will be watching a 30-second video clip. Do not give students any background information, as they will be able to infer this from the clip itself.



2) Presentation of Video Clip (2 Minutes) (L)

Goal: Help students become familiar with the video content. (Length: 23 seconds)

- i) Play the video clip once.
- ii) Ask if there are any questions about unknown vocabulary, the setting, etc.
- iii) Play the video clip once more.

Optional Writing Exercise (5 Minutes) (L/W)

Teachers can get students to practise their dictation skills by using the fill-in-the-blanks exercise that follows. This will help them to develop critical listening skills as well as help them to practise spelling.

- i) Hand out the worksheet. Tell students you will play the clip twice.
- ii) Play the video clip once.
- iii) Wait 15 seconds and then play the clip a second time.
- iv) Get students to compare their answers in small groups.
- v) Display the answers. (Put up the answers on an overhead, have students read their answers aloud one line at a time, etc.)

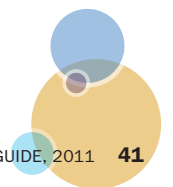
3) Preliminary Class Discussion (8 Minutes) (S/L)

Goal: Get students to analyze what happened in the video.

Ask students general comprehension questions. (Or, if you prefer to test their reading/writing skills, you can have students answer these questions in a multiple-choice or fill-in-the-blank written format.)

Example Comprehension and Inference Questions

- 1) *Who is the employee in this video?*
Viktor.
- 2) *Who is the supervisor? How do you know?*
Rod is the supervisor. He invites Viktor into his office and says, "Have a seat" instead of "Please sit down." He sits behind the desk, and he wants to talk about employee issues, etc.
- 3) *Why does Viktor mention Arden Millar when Rod says he want to talk?*
Viktor tries to say he is busy and now is not a good time to talk.
- 4) *Was this a good way for Viktor to say he is busy? Why or why not?*
No, this was not effective since Rod does not interpret this as an urgent request. Also, Rod's facial expression shows confusion; he does not understand why Viktor is mentioning Arden Millar.
- 5) *What would be a better way for Viktor to tell Rod he is busy?*
"I'm sorry Rod, could we maybe talk in 15 minutes? I have to call Arden Millar now to set up an appointment with him."



- 6) *What did Rod want to talk to Viktor about?*
Rod wanted to talk to Viktor about his attitude.
- 7) *What do you think Rod will talk about next?*
Possible answers: Viktor has a bad attitude at work, is not showing enough respect to his superiors, has a bad work ethic, etc.
- 8) *Did Viktor seem happy or upset with Rod? How can you tell?*
Viktor seemed upset with Rod because he shakes his head and seems annoyed that Rod didn't let him go call Arden Millar.

Now conduct a class vote:

Did Viktor make a clear and polite request to his boss?

No. Viktor did not sound like he was making an urgent request to talk to his boss after calling Arden Millar. Viktor's way of speaking sounded quite emotional, and sounded more like he was telling an interesting story than saying he was very busy.

4) Comparing Audio Clips (5 Minutes) (L/S/W/R)

Note: Resources required

This section requires that students have access to the OWLS website (Language Study Table 7) and preferably headsets so they can listen at their own pace. If this is not possible, then an alternative is for the instructor to play the audio clips for the entire class. There is one clip of a male Canadian repeating Viktor's same words, and one clip of a female Canadian who rephrases Viktor's request into a more appropriate format.

Example Chart

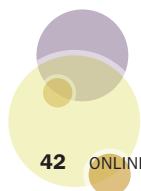
Voice Feature	Viktor	Male and Female Canadians
Intonation	Varies greatly	Stays fairly level
Volume	Loud	Medium
Pitch	Varies	Regular pitch

Teachers can give students a blank version of the chart above to guide students in comparing and analyzing what voice features help make a speaker sound more polite by Canadian standards.

In addition, teachers can use the video clip to help students analyze how body language and word choice (such as using a softener like "just") also convey politeness.

5) Discovering Canadian Norms: Emotionally Neutral Speech (15 Minutes) (R/L)

Goal: Provide students with guidelines on how to make their speech sound more professional by speaking in an emotionally neutral way.



Tips for Speaking in an Emotionally Neutral Way

i) **Speak with little variation in intonation.**

If your speech has lots of “ups and downs,” you tend to sound excited or as though you are telling an interesting story. To sound businesslike and professional, do not vary your intonation unnecessarily.

ii) **Use minimal body movement.**

Avoid any excessive body language, such as waving your hands, shaking your head, tapping your fingers, etc.

iii) **Use direct eye contact and nod your head when listening, and use occasional direct eye contact when speaking.**

For Canadians, direct eye contact and nodding your head while listening is a sign that you are paying attention. However, if you maintain direct eye contact for too long while speaking, it will make Canadians feel uncomfortable.

iv) **Use softeners such as “just” or “maybe” to soften a request.**

These little words go a long way in making your speech sound more polite.

6) **Practice Speaking in an Emotionally Neutral Way (10 Minutes) (S/L/R)**

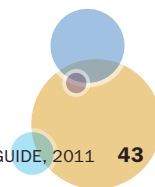
Goal: Have students practise using the above tips so they become more familiar, and so that students can get valuable feedback on their strengths and weaknesses.

Note to Teachers

Since this lesson focuses mostly on aspects that can be practised only while the students actually speak, teachers are advised to practise using mainly speaking activities rather than written ones.

Example Practice Activity

- i) Have your students practise repeating the two Canadian audio clips on the OWLS Website. To facilitate students focusing on the voice features, have the words available (on an overhead or screen, etc.). Students can do this either as a class, in pairs, or individually. The teacher should walk around the class and give feedback to students on their strong and weak points.
- ii) Have students record themselves repeating the above two audio clips. This will allow the students to compare how they sound to the actual clips. Additionally, teachers could then put students in pairs or groups and get the classmates to comment on the students’ work. Teachers could also collect the recordings and record their comments on the students’ work.
- iii) Teachers could split their class into two groups: one group sits at the back of the class and practises repeating the audio clips, while the other group is at the front of the class with the teacher. One by one, each student practises saying one of the sentences and the teacher gives feedback. When all the students in the first group have received teacher feedback, the two groups switch.



Teacher Note

The most important thing at this initial stage of practice is for teachers to give their students concrete, individualized feedback so that students know what they are doing well and what they need to work on.

7) Role Play Practice (10 Minutes) (S/L)

Goal: Get students to practise emotionally neutral language in slightly different situations to gain fluency and confidence.

Example Role Plays

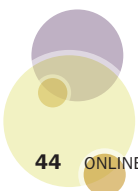
- i) Your supervisor would like you to photocopy some documents. However, you are working on a small project your manager has asked you to do as soon as possible. Politely tell your supervisor that you are working on a project that the manager needs finished, and ask if you could photocopy the documents in half an hour.
- ii) You are on your way back to your office to have a meeting with an important client. Your supervisor stops you and says he needs your help checking some documents in his office. Politely explain to your supervisor that there is a client waiting in your office, and ask if you can help him after you are finished.
- iii) You are on the phone with a client when your manager comes into your office. You put the client on hold for a moment so you can hear what your manager has to say. She tells you that she needs to see you in her office immediately to go over some important files. However, you are on the phone with an important client and do not want to make him wait. Politely tell your supervisor you are on the phone with an important client, and ask if you can finish the phone call and then come to your manager's office when you are done.

8) Teacher Feedback on Role Plays (5 Minutes/Time Remaining) (S/L)

Goal: Choose a few students to model one of the role plays for the class. Then give the students feedback; all students will benefit from this feedback. Be sure to give positive comments first so as not to embarrass the students

Example Feedback

"You did an excellent job using a calm and neutral tone of voice, Nika. You also had an appropriate volume. I noticed that you tended to avoid looking your partner in the eye when she was talking. Don't be shy; remember in North America it is a sign that you are paying attention when you have direct eye contact with the speaker. Also, you might want to watch your intonation; sometimes it went up and down unnecessarily, and that made it sound less businesslike."



Other Potential Areas of Focus

- 1) Teachers could focus further on the issue of body language, gestures, eye contact, etc.
 - Use the video clip as a springboard for further discussion.
 - Discussions of cultural differences in what is considered polite behaviour for listeners and speakers can also be beneficial.
 - Show some outside video clips of appropriate and inappropriate behaviour and see if your students can categorize them correctly.
- 2) Teachers could also discuss the differences between informal vs. formal situations. For example, it is inappropriate to speak in an emotionally neutral way with close friends, as your friends may think you are angry with them, or being cold.

CLB 7 – FILL-IN-THE-BLANKS EXERCISE

Rod: _____.

(Rod and Viktor both sit down.)

Rod: Viktor, _____ touch base _____.

Viktor: *(sighs)* You know what Rod, _____.

Arden Millar, _____ ?

Rod: _____ want to

discuss with you _____.

TRANSCRIPT

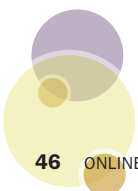
Rod: Have a seat.

(Rod and Viktor both sit down.)

Rod: Viktor, I just want to touch base with you on some issues.

Viktor: *(sighs)* You know what Rod, I was just about to talk to Arden Millar, that client, you know?

Rod: Yes, but before you do that, I just want to discuss with you some concerns I have, about attitude.



PERSONAL ACKNOWLEDGMENTS

NorQuest CEIE would like to thank the following individuals for their valued feedback during our presentation on this resource at the Alberta Teachers of English as a Second Language Conference on November 5, 2010.

Brenda MacDonald

David Loney

Shona Bagai

Diana Agudelo

Andrea Sage

Bonnie Nicholas

Joyanne Fredricks

Anne Marie Brose

Christina Constantinescu

Deborah Ricketts

Rebecca Shoemith

Monica De Maria

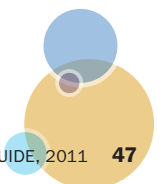
Jacqui Dumas

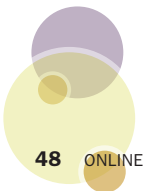
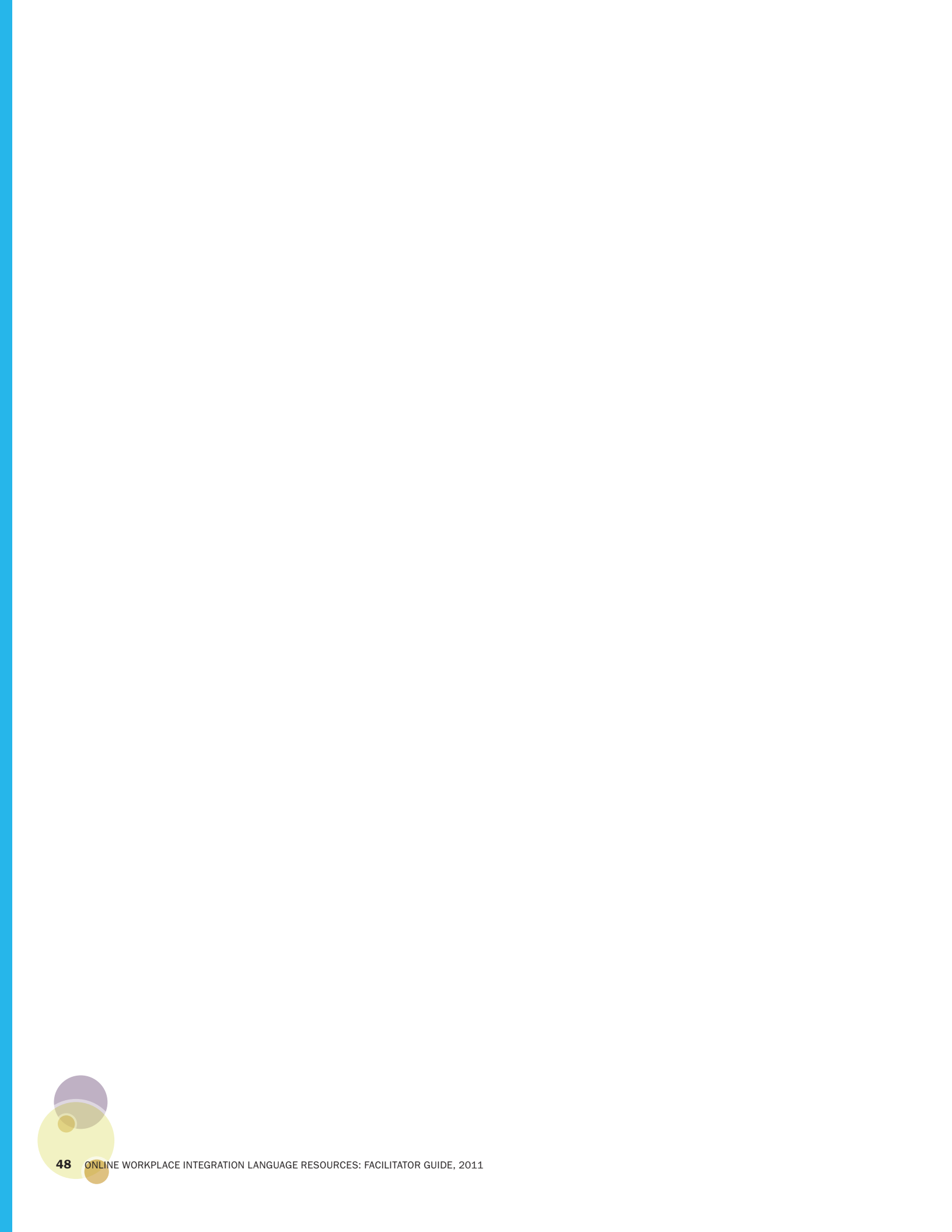
Pat Warkentin

Marthya Urquhart

Claudia Elsayed

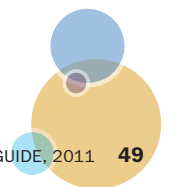
Ridha Atioui





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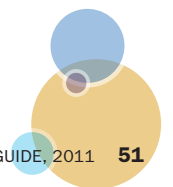
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