

SCENARIO 5

INTERCULTURALISM AND THE JOB MARKET

TARGET GROUP
STUDENTS AGED **15-18**

Objectives of the educational project:

- * to present the aspects of the modern intercultural job market as a challenge for young people,
- * to present the phenomenon of competences in the intercultural job market,
- * to raise awareness and knowledge of savoir vivre in different countries and cultures,
- * to present the advantages and disadvantages of an intercultural workplace,
- * to help students prepare for situations in which they are surrounded by different cultures.

End products of the educational project:

- * mini dictionaries of intercultural savoir vivre and workplace,
- * mind maps,
- * tables with information about the teacher's and students' own culture, tables where monocultural and intercultural workplaces are compared, etc.
- * short group scenes presenting chosen types of cultures,
- * visual works presenting savoir vivre in chosen countries/cultures and competences concerned with the representatives of a given country/culture.

PROPOSED LESSON PLAN

PROJECT STAGE	SUGGESTED ACTIVITIES	STAGE	TIME
1) SELECTION OF THE KEY ISSUE AND DEFINING PROJECT'S OBJECTIVES	1 Introduction: a. job offer analysis, b. candidates and job offers, c. summary.	1	1. approx. 1,5 hr a. 45 min. b. 30 min. c. 30 min.
	2 Decision to undertake the project.	2	2. 15 min.
2) PROJECT IMPLEMENTATION	3 Job market and competences: a. competences needed in the job market, b. criteria poker – game, c. competences in the intercultural job market.	3	3. 45 min. + distance learning work a. 15 min. b. 30 min. c. 30 min.
	4 Between cultural shock and dialogue: a. exercise 1, b. exercise 2, c. exercise 3, d. exercise 4, e. summary.	4	4. 60 min. a. 10 min. b. 10 min. c. 10 min. d. 10 min. e. 10 min.
	5 Savori vivre in various cultures: a. work with texts, b. mini dictionaries of intercultural savoir vivre and workplace.	5	5. 90 min. a. 40 min. b. 20 min.
	6 Cultures all around the globe: a. preparations, b. preparing works.	6	6. 90 min. a. 40 min. b. 50 min.
	7 Work presentations.	7	7. 45 min.
3) PROJECTS PRESENTATION	8 Project summary and information consolidation: a. mind maps and mini dictionaries revisited, b. project evaluation.	8	8. 45 min. a. 20 min. b. 25 min.
4) PROJECT EVALUATION			
ALTOGETHER	approx. 7 lesson hours + time for work out of workshop		
COMMENTS	*** the stars suggest a division into individual working days		

1

INTRODUCTION

The teacher writes down in capitals on the board MULTICULTURAL VS. INTERCULTURAL. Then the teacher asks how the students understand the 2 concepts and if they think that they differ.

In case of problems, the teacher guides the students in the right direction:

❖ *multicultural „refers to a society that contains several cultural or ethnic groups. People live alongside one another, but each cultural group does not necessarily have engaging interactions with each other. For example, in a multicultural neighborhood people may frequent ethnic grocery stores and restaurants without really interacting with their neighbors from other countries“ (<https://www.springinstitute.org/whats-difference-multicultural-intercultural-cross-cultural-communication/>),*

❖ *intercultural „describes communities in which there is a deep understanding and respect for all cultures. Intercultural communication focuses on the mutual exchange of ideas and cultural norms and the development of deep relationships. In an intercultural society, no one is left unchanged because everyone learns from one another and grows together“ (<https://www.springinstitute.org/whats-difference-multicultural-intercultural-cross-cultural-communication/>),*

❖ *for something to be intercultural it must be multicultural, the same, however, does not apply the other way around: the intercultural condition cannot exist without the multicultural condition, but the multicultural condition can exist without the intercultural condition.*

Next, the teacher introduces the students into the topic of the project which is the intercultural workplace. The following questions are asked by the teacher:

❖ *how do you understand the concept of the intercultural workplace?*

❖ *what is characteristic of the intercultural workplace? what are its advantages and drawbacks?*

❖ *do you agree with Stephen Convey's quotation, „Strength lies in differences, not similarities“? to what extent is this true in the context of the intercultural workplace?*

❖ *how do intercultural and monocultural workplaces differ?*

The answers to the 2 and 4 question are written down on the board, in 2 tables. In the first table, the advantages and disadvantages of the intercultural workplace are written down; in the second table, the intercultural and monocultural workplaces are compared.

Then the teacher writes down on the board some phenomenon that result in an increasingly intercultural job market and workplace, e.g.: globalization, the dynamic evolution of technology, among others, communication technology, the increased mobility of employees, massive immigration and emigration, etc.

A discussion is initiated during which the students talk about the points above and decide which ones have the biggest influence on the intercultural workplace. The teacher sums up the discussion by telling them that in the world job market, more and more projects based on international teams are undertaken. Such teams are strongly diversified in terms of characters, styles of communicating and culture. It is thus important to understand the general processes controlling the hiring of employees, what competences are extremely important in an intercultural workplace, what benefits can be achieved from such a diverse structure, as well as the potential difficulties that both employees and employers may face when working in an intercultural surrounding.

The introduction above is to introduce the students into the topic of the intercultural job market and workplace. It touches upon issues that will be looked into in depth in the successive stages of the project.

a

job offer analysis group work

The teacher divides the class into 4 groups. Every group receives a randomly chosen envelop – one of the four prepared by the teacher. They include information about a given work position (**Appendix nr 1 – simplified job offers**). The task of every group is to analyze the received offer and decide if:

- ❖ *the expectations towards the candidate for the position have been specified well?*
- ❖ *the scope of competences needed for the job has been specified well?*
- ❖ *the tasks to be carried out when occupying the position are understandable and specified well?*
- ❖ *it is a work offer for a job in dangerous and difficult working conditions?*
- ❖ *this is a job that can be taken up by a person from abroad? etc.*

After group analyses and discussions, the teacher asks every group to briefly present the work offer they have drawn. Next, the teacher asks questions, e.g.:

- ❖ *what could be added to the offers to help the potential candidate decide if this is an appropriate job for him or her?*
- ❖ *what potential problems could a person from abroad, working at the position from the work offer, have and why? how could such a person's work be facilitated?*

b

candidates and job offers group work

After analyzing and discussing the job offers, the teacher gives out simplified CVs of potential employees to the students (**Appendix nr 2 – simplified employee CVs**). Every group receives an identical set. The task of every group is to choose 2 candidates who they think would be worth inviting to a job interview concerned with the job offer they were assigned to. In groups, they discuss the issue and make a decision. They should try to come up with convincing arguments supporting their choice. It is possible that more than 1 group chooses the same person.

c

summary group work

To sum up the task, the teacher and the students discuss the latter's choices:

- ❖ *are their any employees who have been chosen by more than 1 group?*
- ❖ *what is the reason for such employees being appreciated, despite the fact that the job offers differed from one another in terms of positions, duties and responsibilities? which work position would be the best for such candidates?*
- ❖ *on what basis did you choose the people?*
- ❖ *what had the greatest influence on your choice of people?*
- ❖ *are any special competences needed in intercultural surroundings, such as corporations?*
- ❖ *without what competences would an employee in an intercultural workplace not be able to do without?*

2

DECISION TO UNDERTAKE THE PROJECT

The teacher, together with the students, makes the decision to undertake the project concerned with the intercultural job market and workplace. Together, they decide on the title of the project and its main objectives.

3

JOB MARKET AND COMPETENCES

The teacher writes down on the board, in capital letters, the phrase JOB MARKET and conducts a brainstorming activity with the students. The teacher asks them to list any words and phrases that they associate with the job market, and writes down all of the ideas and propositions, even those which undoubtedly are not connected with the topic. The teacher then initiates a discussion during which the students, monitored by the teacher, are to analyze all of the words and phrases written on the board. They should first start with those which aren't connected with the job market in any way. The next stage of the task is to decide which of the remaining elements are most connected with the job market and why. The teacher monitors the discussion and asks the students for additional explanations of their choices if need be. In case of any problems/shortages of ideas, the teacher writes down his/her own ideas for the job market and asks the students to comment on them. Words and phrases that should be the final elements on the board are, among others:

- ❖ *demand for work,*
- ❖ *supply of work,*
- ❖ *qualifications,*
- ❖ *education,*
- ❖ *unemployment,*
- ❖ *employer,*
- ❖ *employee,*
- ❖ *people searching for jobs,*
- ❖ *salary/payment/earnings.*

In order to sum up the discussion, the teacher gives out job market definitions to the students and asks them to read the materials. The teacher then asks the students if they agree with the received definitions (**Appendix nr 3 – definitions**). The teacher also asks if the students would like to change or add something to the materials. If so, the students and the teacher form their own definition and write it down: the teacher on the board, the students on their handouts.

a

competences needed in the job market group work

The teacher draws the students' attention to the fact that one of the most important things in the job market are competences: it's not enough to have a good education and qualifications. Alongside the globalization of the word, its transformation into a so called global village, the meaning of competences has increased, especially soft competences: those concerned with psychophysical and social features, e.g.: skills of communication, creativity, skills of working in teams, time management skills.

The teacher divides the class into 4 groups. Every group receives the same materials (**Appendix nr 4 – competences**). The groups analyze the materials. They discuss the universality of certain competences, as well as their usefulness in a diversified workplace. They can also add their own ideas to the handouts. At the end of the task, the groups compare their materials. The teacher encourages the students to further modify their handouts, and also asks which of the competences from the materials are their strong points, and which are their weak points worth working on.

b

criteria poker team game

The next stage of work with competences on the job market is the team game, Criteria Poker, during which the students will not only broaden their knowledge of competences, but will also work on their skills of negotiation and argumentation.

The teacher explains to the students the rules of the Criteria Poker ([Appendix nr 5 – criteria poker, rules](#)). The class is then divided into groups of four. Every group receives an identical game set indispensable to take part in the game. The sets consist of a game board and game cards ([Appendix nr 6 – criteria poker, game board and game cards](#)). After receiving the materials and listening to the teacher's instructions, the students begin the game.

To sum up the game, the teacher asks every group about the competences that turned out to be the most important for every group. The groups compare their choices. The teacher also asks questions about the game itself, e.g.:

- ❖ *did you have any problems supporting your choices with convincing arguments?*
- ❖ *what was the most difficult aspect in your group discussions?*
- ❖ *what benefits can be achieved from such a form of exercise?*

c

competences in the intercultural job market mind maps

After introducing the students into the topic of competences in the job market, the teacher informs the students that soft competences are especially important in the intercultural job market. The teacher asks the class the following questions:

- ❖ *what competences that appeared in the Criteria Poker are the most and the least useful in the intercultural workplace?*
- ❖ *what do you think, why are soft competences especially important in the intercultural job market?*
- ❖ *what kinds of problems and conflicts can arise in the intercultural job market? what can cause such problems and conflicts?*

After a class discussion, the students' task is to make mind maps connected with the discussed topic, based on the experience and knowledge they acquired during the previous exercises.

The students' task is to write down competences needed in the intercultural workplace. They work in the previously formed groups. They receive materials from the teacher: bristol sheets and markers. They can underline the competences without which, in their opinion, work in intercultural surroundings would be impossible.

After the presentations of all of the maps, every group can complete their maps with additional information that others have included.

4

BETWEEN CULTURAL SHOCK AND DIALOGUE

The teacher introduces the students into the topic of various cultures. The teacher asks the students about their opinions referring to the question of why cultures in the world differ (exemplary answers: history, educational aspects, social aspects, religion, economy, technology, etc.). A short discussion is held.

Next, the teacher gives out materials with definitions of various cultures to the students ([Appendix nr 7 – types of cultures](#)). The task of the students is to match the definitions with the correct type of culture. After this is done, the students discuss, in pairs or small groups, where would their own culture be situated in reference to the categories of cultures on the handouts.

4

BETWEEN CULTURAL SHOCK AND DIALOGUE PART 2

After the students' independent and group work, the teacher and the whole class check their answers. The teacher explains and addresses the students' potential problems and doubts. The teacher then divides the board into 5 columns. In every column, a pair of opposite cultures, from the handouts, is written down. Next, the teacher and the student try to situate their own culture in the appropriate places within 5 culture groups (monochronic vs. polychronic, collectivistic vs. individualistic, etc.). Arguments in favor of placing the teacher's and students' culture in a given group are written on the board, in the appropriate columns. This task's objective is to encourage the students to think deeper about their own culture and raise their awareness that it is difficult to assign a given country to particular culture groups with 100% certainty.

The next stage of work with cultures is concerned with completing a few exercises referring to the cultures from the handouts.

a

exercise 1 group work

The first exercise is concerned with the monochronic and polychronic culture pair. The class is divided into 2 teams. One group represents the former culture, the other group, the latter. Every group receives one big bristol sheet. Both teams are to make mind maps with words they associate with the culture assigned to them. After completing the task, the groups exchange their mind maps and present the map of the other group to the whole class and the teacher.

b

exercise 2 group work

The second exercise is concerned with the high and low context culture pair. The teacher divides the class into 4 teams. Every team is to prepare a short, 1-2 minute, scene of a topic of choice, presenting one of the two cultures. One by one they present their scenes, and the other groups, after in-group discussions, try to guess which of the two cultures was presented in a given scene. They give arguments supporting their opinions.

c

exercise 3 group work

The third exercise is concerned with the expressive and reserved culture pair. The teacher divides the class into 2 groups. Every group represents one of the two cultures. The task of every group is to imagine they are representatives of the culture assigned to them by the teacher. They are to write down as many characteristics of people from the opposite group that would irritate them and cause various negative emotions. At the end of the task, both groups try to respond to the criticism of the other group in a cultural way, using as convincing arguments as possible.

d

exercise 4 group work

The fourth, and last task concerned with the topic of various cultures, is concerned with the remaining two culture pairs: ceremonial vs. non-ceremonial cultures, and collectivistic vs. individualistic cultures. The teacher divides the class into 2 groups. Every group receives a big bristol sheets. Every sheet is signed differently: ceremonial vs. non-ceremonial culture; collectivistic vs. individualistic culture. The task of every groups is to write down the strong and weak points of both cultures assigned to them. At the end of the task, they present their work to the whole class.

e

summary discussion

To sum up the work with types of cultures, a short class discussion is initiated. The teacher asks the students questions, e.g.:

- ❖ *is it easy to communicate with a person from a different culture group?*
- ❖ *representatives of which cultures are the most problematic for you? with representatives of which cultures would it be most difficult for you to communicate successfully?*
- ❖ *in what cultures do you feel most comfortable?*
- ❖ *what problems in the intercultural job market can arise as a result of the existence of various cultures?*
- ❖ *between representatives of which cultures can conflicts difficult to solve in the intercultural job market arise?*
- ❖ *can benefits be achieved from spending time with representatives of different cultures at work? if so, why and what benefits? if not, then why?*

5

SAVOIR VIVRE IN VARIOUS CULTURES

The teacher introduces the students into the topic, by mentioning that competences alone and the awareness of the existence of various cultures is not always enough to create a harmonious and well-prospering intercultural workplace. It is also important to know what problems might arise in such a diversified surrounding, regardless of whether it is the professional surrounding or personal one, because the problems resulting from the contact of various cultures are universal.

a

work with texts

In order to familiarize the students with the topic, the teacher gives them a short text to read (**Appendix nr 8 – savoir vivre in various cultures – text 1**). Once the students read the text, the teacher asks them questions concerned with the material:

- ❖ *what issues cause conflict in intercultural surroundings? in which ways can the development of trusting, supportive and helpful relationships in intercultural surroundings be hindered?*
- ❖ *what 6 patterns of cultural differences are discussed in the text? explain all of them and decide which ones, in your opinion, are the most easy and the most difficult to deal with?*
- ❖ *how would you describe non-verbal communication in your country? is it as important as verbal communication? what do you think?*
- ❖ *in the text, there is a passage claiming that some cultures view conflict as a positive thing, to what extent would you agree? can conflict be seem as a positive phenomenon? why yes/why not?*
- ❖ *what is your approach to completing tasks? are you more like representatives of Asian cultures, or more like representatives of European cultures? why?*
- ❖ *what is the best way to work with different cultures, according to the text, and to you own opinion?*
- ❖ *what should we remember about cultural diversity? how can we benefit from cultural diversity?*
- ❖ *how do you understand the phrase cultural bias?*
- ❖ *in what ways do we learn about other cultures?*
- ❖ *what are the 3 products of cultural bias mentioned in the text? comment on all of them.*

Work with the text and a class discussion aims to ask the question of how to avoid or minimize conflicts with representatives of different groups often caused by stereotypes and stigmas. The teacher then gives out another text to the students, partially answering the question above.

a

work with texts part 2

The text is concerned with the phenomenon of intercultural awareness (**Appendix nr 8 – savior vivre in various cultures – text 2**).

After the students read the text, another discussion is held, functioning as a continuation of the previous one. The teacher emphasizes that when answering the questions, the students are encouraged to refer to the previous text as well, as to the knowledge they have so far acquired during the project.

The teacher asks questions, e.g.:

- ❖ *what is intercultural learning and what is its aim?*
- ❖ *how is the term culture defined in the text? do you agree with the way culture is presented in the text?*
- ❖ *is it possible to belong to more than one culture? why/why not? what cultures do you belong to?*
- ❖ *what is intercultural awareness? do you think it is important in the intercultural workplace?*
- ❖ *what intercultural awareness skills are listed in the text? how do you understand them?*
- ❖ *could you list other skills/competences that could be considered intercultural awareness skills?*
- ❖ *Which intercultural awareness skills mentioned in the text do you think are the most important in the intercultural workplace and why?*

To sum up the discussion, the teacher reminds the students that familiarizing oneself with basic social etiquette of various cultures is indispensable when spending time in an intercultural surrounding. Most importantly because it helps avoid inappropriate behaviors or gestures. Good manners result in positive emotions, emphasize respect, indicate kindness, all of which is extremely important in the intercultural workplace. However, it is also important to maintain one's own cultural awareness. It is a must to maintain a common sense balance between being open to new, various cultures, between the desire to learn about them, show respect, and respect towards oneself, one's own values, needs and cultural expectations.

b

mini dictionaries of intercultural savior vivre and workplace

At home, the students are engaged in searching for interesting information concerned with savior vivre in various countries, cultures, religions, which might prove useful in the final stage of the project.

Next, the teacher initiates a class brainstorming activity. On the basis of the knowledge acquired by the students so far, the students and the teacher write down information matching the topic of intercultural savior vivre and workplace.

The teacher writes down everything on the board and monitors the work. When the students run out of ideas, all of the students will create their own mini dictionaries of intercultural savior vivre and workplace. The work is done independently. The dictionaries should include key phrases concerned with competences in the intercultural job market, with aspects of intercultural awareness, and with differences between various types of cultures, etc. Every entry should be explained as to why it matches the topic of the task. In order to fulfil the task, the students should have access to colored paper, markers, crayons, colored pencils, and other indispensable office and school supplies.

6

COMPETENCES AND SAVIOR VIVRE

The teacher divides the class into groups of three to five and tells them what the topic of the final project is. Every group prepares 2 visual works. The first work is concerned with intercultural savior vivre, the second work with the intercultural workplace. The works should be created by visual methods. The teacher encourages the students to choose 2 different methods of creating their works. The students, together with the teacher, discuss the form they would like their works to take.

Every group chooses a country which they would like to work with. In the case of the first work, concerned with intercultural savior vivre, the task of the groups is to visually present the types of cultures that dominate in the countries they have chosen: what values are cherished and expected, etc. The groups should also include information such as what can be considered a cultural and social faux pas from the perspective of a representative of the presented country: what behavior is unacceptable, what can cause conflicts and difficulties in communication and cooperation for such a person. In the case of the second work, concerned with competences in the intercultural workplace, the task of the groups is to present skills and competences that are valued by representatives of the countries they have chosen. The students can also include competences with which the representatives of the discussed countries might have problems with and what effect, in turn, this can have on potential problems in maintaining harmonious cooperation in a diversified workplace.

a

preparations

The students divide the work and tasks between themselves, in their groups. They decide on the form they want their project to take. They also think about the country that their project will refer to. They gather the needed material and information and create an outline of their project.

b

preparing works

The students and the teacher accept the outline they have prepared, and then start to work on their project. It is important that the project is made neatly and aesthetically. The students can consult the teacher for help at any time.

The students create their works and prepare to present them. During this stage of the project, the teacher can suggest to hold a class evaluation of the students works, during which the groups will be able to exchange opinions, comments about their works and help each other. After such an evaluation, the groups will be able to introduce final changes to their projects and works before the final presentations.

7

WORK PRESENTATIONS

One by one, the groups present their works in front of the class. The students and the teacher discuss the prepared works, the process of their creations, and the achieved effects:

- ❖ *what did you enjoy the most when making the works?*
- ❖ *which presentations were the most interesting?*
- ❖ *which presentations need more work in order to strengthen the message they convey?*
- ❖ *what surprised you in preparing the works?*

7

CD. WORK PRESENTATIONS

- ❖ *what was the most difficult thing in preparing the works?*
- ❖ *did any of the information included in the works of other groups surprise you?*

The works can be temporarily exhibited, e.g., in the school corridor, in the common room, or in the library, so that people who did not participate in the project can familiarize themselves with the students' works. In this case, the students can prepare additional descriptions of their works, explaining the aims of and ideas behind them.

8

PROJECT SUMMARY AND INFORMATION CONSOLIDATION

At the end of the project, the teacher asks about the students' experiences:

- ❖ *are their issues concerned with the topic which haven't been touched upon in the project, but about which you would like to have talked about?*
 - ❖ *are there things you would have done differently?*
 - ❖ *did the project cause you any difficulties?*
 - ❖ *would it be easier for you to find your place in a diversified workplace thanks to the knowledge and experience acquired during the project?*
 - ❖ *do you think that the topic of competences in the job market and knowledge of intercultural savior vivre is a topic that should be discussed more often? why yes/why not?*
-

a

mind maps and mini dictionaries revisited

The teacher and the students revisit the mind maps from the beginning of the project (the mind maps concerned with competences in the intercultural workplace) a the mini dictionaries The students answer the following questions:

- ❖ *would you complete them differently now?*
- ❖ *would you like to add anything to them?*
- ❖ *would you like to erase something from them?*
- ❖ *do the mind maps and mini dictionaries help you organize your knowledge and acquired information?*
- ❖ *which form of gathering and organizing knowledge seems to be the most interesting and most efficient? which one is more time and work consuming?*

The teacher asks the students to modify their mind maps and mini dictionaries if they want to.

b

project evaluation

The teacher suggests to sum up the project by developing a way of evaluating such projects. *What factors would you include? What scale of points would you suggest?*

Exemplary factors of evaluation:

- ❖ *the diversity of gathered materials – referring to sources,*
- ❖ *the originality of particular elements/stages of the project,*
- ❖ *involvement and participation,*
- ❖ *the aesthetics of the prepared works,*
- ❖ *the method of presentation,*
- ❖ *group evaluation,*

Points from 0 to 5.



cd. project evaluation

Next, on the basis of the just developed way of project evaluation, the teacher asks the students to anonymously evaluate the project. The students are asked to write down their answers on sheets of paper, which the teacher then collects.

LIST OF PROJECT APPENDIXES

APPENDIX 1

SIMPLIFIED JOB OFFERS

APPENDIX 2

SIMPLIFIED EMPLOYEE CVs

APPENDIX 3

DEFINITIONS

APPENDIX 4

COMPETENCES

APPENDIX 5

CRITERIA POKER - RULES

APPENDIX 6

CRITERIA POKER - GAME BOARD AND GAME CARDS

APPENDIX 7

TYPES OF CULTURES

APPENDIX 8

SAVOIR VIVRE IN DIFFERENT CULTURES - TEXTS

APPENDIX NR 1

SIMPLIFIED JOB OFFERS OFFERS

KITCHEN ASSISTANT

I will hire a person willing to work as a Kitchen Assistant. The job includes peeling and chopping vegetables, preparing meat, doing the dishes, etc. Candidates must be of age. A medical record book for sanitary and epidemiological purposes would be appreciated.

Permanent work, seasonal work as well but for at least 3 months. The offer concerns work in the Kebab Zephyr restaurant. Shifts 9 am – 3 pm, and 3 pm – 10 pm, also weekends.

For more details please call 987 654 321.

CALL CENTER CLIENT ADVISOR

The Finance OK financial center is looking for a candidate for the position of a Client Advisor.

Requirements:

- Perfect pronunciation and articulation,
- Teamwork and fast, independent learning skills,
- Communication skills.

We offer:

- A flexible work schedule,
- Professional trainings,
- Work with a team of young professionals,
- A high salary + bonuses.

Obligations:

- Telephone contact with clients,
- Presenting and selling company offers.

Would you like to join us? Call us at 123 321 123.

APPENDIX NR 1

SECRETARY – PERMANENT JOB

Our personal counseling and career counseling agency Work It Out has been shaping the job market for the past 10 years. We support companies representing various industries in hiring the best employees with the best qualifications. We also aid people in search of jobs appropriate for them, and we help prepare for potential job interviews and recruitment processes.

Our innovative office with highly demanded services, located in the city center, is looking for a candidate for the position of a Secretary.

Who are we looking for?

- A person with previous office experience,
- A person with intermediate English language skills or higher,
- A person disposable Monday – Friday, 8 am – 4 pm,
- An independent and reliable person,
- A well-organized and systematic person, because the position of a Secretary involves multitasking.

What do we offer?

- An job contract with Work It Out,
- Work in an innovative office in the city center,
- Timely payment,
- Work in a friendly environment, conducive to professional development,
- Job satisfaction.

Should you be interested, please contact us at email@email.com, or 111 222 333.

SECRETARY – PERMANENT JOB

ConfCity, a company organizing conferences and various training courses and integration meetings is looking for a candidate for the position of a Receptionist.

Requirements:

- Higher education,
- English and French language skills at a communicative level,
- Advanced Microsoft Office skills,
- Reliability, communication skills,
- Good work organization skills.

Obligations:

- Operating the telephone exchange,
- Managing conference rooms,
- Handling incoming and outgoing correspondence,
- Supporting other divisions in their everyday work.

We offer:

- Work on the basis of a replacement contract,
- An attractive salary – \$11/h,
- Work in an intercultural environment.

Should you be interested, please contact us at email2@email2.com, or 222 111 333.

APPENDIX NR 2

SIMPLIFIED EMPLOYEE CVs

PERSONAL DETAILS

Name and surname: Juan Fernandez
Date of birth: 10.04.1996
Address: 22AB Trip Street, Place
Telephone: 123 400 000
E-mail: email5@email5.com



WORK EXPERIENCE

01.04.2017 – 01.05.2017 - Halo Pizza, Place, waiter

FOREIGN LANGUAGES

- native speaker of Spanish,
- basics of English.

ADDITIONAL SKILLS AND ABILITIES

- communication skills,

PERSONAL DETAILS

Name and surname: Ana Parker
Date of birth: 22.02.1992
Address: 8 Long Street, Place
Telephone: 111 222 777
E-mail: email7@email7.com



EDUCATION

01.10.2011 – 01.07.2016 – University Place, journalism, Master's degree

TRAINING COURSES

05.11.2013 – 05.12.2014 – voice and diction training course

FOREIGN LANGUAGES

- French at basic level,
- English at advanced level.

ADDITIONAL SKILLS AND ABILITIES

- communication skills,
- conscientiousness and systematicity,
- advanced IT skills.

APPENDIX NR 2

PERSONAL DATA

Name and surname: Micheal Smith
Date of birth: 13.08.1995
Address: 80C School Street, Place
Telephone: 111 000 111
E-mail: email9@email9.com



WORK EXPERIENCE

10.03.2016 – 10.04.2016 – work placements
22.05.2016 – 30.06.2016 – student project coordinator,
conference and public performances

EDUCATION

01.10.2014 – present – Technology University Place, management and
administration

FOREIGN LANGUAGES

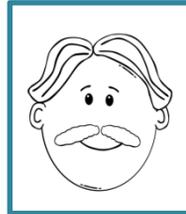
- English at advanced level ,
- French and Spanish at basic level.

ADDITIONAL SKILLS AND ABILITIES

- organization skills,
- advanced IT skills.

PERSONAL DETAILS

Name and surname: Alexandra Morgan
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WORK EXPERIENCE

15.06.2014 – 15.09.2014 – Magnet Hotel, Place, receptionist
01.07.2015 – 01.09.2015 – Centrum Restaurant, Place, waitress

Education

01.10.2017 – present - University Place, finances and accounting

Foreign languages

- English at intermediate level

Additional skills and abilities

- punctuality,
- openness,
- hard-working.

APPENDIX NR 3

DEFINITIONS

JOB MARKET

1. The number of jobs that are available in a particular place or for a particular type of work.

Cambridge Online Dictionary,
<http://dictionary.cambridge.org/dictionary/english/job-market>

2. The total number of vacant jobs open to those seeking employment; the aggregate of those persons seeking employment.

Dictionary.com, <http://www.dictionary.com/browse/job-market>

3. The job market is the market in which employers search for employees and employees search for jobs. The job market is not a physical place as much as a concept demonstrating the competition and interplay between different labor forces. The job market can grow or shrink depending on the labor demand and supply within the overall economy, specific industries, for specific education levels or specific job functions.

Investopedia, <http://www.investopedia.com/terms/j/job-market.asp>

APPENDIX NR 4

COMPETENCES

COMPETENCES NEEDED IN THE JOB MARKET

1. Decision Making

Uses sound judgment to make good decisions based on information gathered and analyzed. Considers all pertinent facts and alternatives before deciding on the most appropriate action. Commits to decision.

2. Teamwork

Interacts with people effectively. Able and willing to share and receive information. Co-operates within the group and across groups. Supports group decisions and puts group goals ahead of own goals.

3. Work Standards

Sets and maintains high performance standards. Pays close attention to detail, accuracy and completeness. Shows concern for all aspects of the job and follows up on work outputs.

4. Motivation

Displays energy and enthusiasm in approaching the job. Commits to putting in additional effort. Maintains high level of productivity and self-direction.

5. Reliability

Takes personal responsibility for job performance. Completes work in a timely and consistent manner. Sticks to commitments.

6. Problem Solving

Analyzes problem by gathering and organizing all relevant information. Identifies cause and effect relationships. Comes up with appropriate solutions.

7. Adaptability

Adapts to changing work environments, work priorities and organizational needs. Is able to effectively deal with change and diverse people.

APPENDIX NR 4

COMPETENCES NEEDED IN THE JOB MARKET

8. Planning and Organizing

Plans and organizes tasks and work responsibilities to achieve objectives. Sets priorities. Schedules activities. Allocates and uses resources properly.

9. Communication

Expresses ideas effectively. Organizes and delivers information appropriately. Listens actively.

10. Integrity

Shares complete and accurate information. Maintains confidentiality and meets own commitments. Adheres to organizational policies and procedures.

11. Initiative

Takes action to influence events. Generates ideas for improvement, takes advantage of opportunities, suggests innovations. Does more than required.

12. Stress Tolerance

Displays emotional resilience and the ability to withstand pressure on an on-going basis. Deals with difficult situations while maintaining performance. Seeks support from others when necessary and uses appropriate coping techniques.

Source:

<http://www.best-job-interview.com/12-core-competencies.html>

APPENDIX NR 5

CRITERIA POKER - RULES

GAME RULES

The Criteria Poker game is an interesting exercise dedicated to developing skills of negotiation and supporting one's own opinion, as well as to listening and reacting to that other people have to say and think. It also teaches how to negotiate and what to avoid to enable the processes to unfold in a cultural, productive and non-conflicting way.

The teacher divides the class into groups of four. Every group receives a board game with three areas of importance (1 – the most important, 2 semi-important, 3 – the least important). Apart from a board, every group receives a set of cards (56 cards with different competences and 8 empty ones). One person from every group shuffles the cards and hands out 14 cards to every member of the group. Every person in a group also receives 2 empty cards on which they can write down their own ideas for competences worth introducing into the game. The task of the students is to arrange all of the cards on the board in a way that illustrates their opinions about the hierarchy of competences in the intercultural workplace: the most important competences will be placed in the areas numbered 1, semi-important in 2, and the least important competences will be placed in areas numbered 3.

The person beginning the game chooses one of his/her cards and puts in on the board in the area numbered 1. He/she chooses the competence he/she considers the most important and supports his/her decision. The remainder of the group does the same. When all of the board's squares numbered 1 are filled, the students do the same with the areas numbered 2 and 3. If a player comes to the conclusion that his/her card should take the place of another player's card, he/she makes an appeal to exchange the cards. In such a case, the player who is making the appeal must justify the appeal and support his/her idea in a way that would convince the other players. If he/she is successful, then his/her card takes the place of the discarded one which returns to the player who placed it on the board. The game ends when all of the cards are arranged on the board. The person who first gets rid of all of his/her cards wins.

APPENDIX NR 6
CRITERIA POKER – GAME BOARD

3. THIRD PRIORITY CRITERIA

2. SECOND PRIORITY CRITERIA

1. FIRST PRIORITY CRITERIA

APPENDIX NR 6

CRITERIA POKER – GAME CARDS

ADMINISTRATIVE AND MANAGEMENT SKILLS	STRATEGIC PLANNING SKILLS	PROJECT COORDINATING SKILLS	PROBLEM AND CONFLICT SOLVING SKILLS
FLEXIBILITY	INNOVATION	MULTITASKING SKILLS	CREATIVITY AND IMAGINATION
COMMUNICATION SKILLS	PERSONAL DEVELOPMENT SKILLS	MOTIVATIONAL SKILLS	ESTABLISHING AND MAINTAINING RELATIONSHIPS SKILLS
WORKPLACE ORGANIZATION SKILLS	SYSTEMATICITY	ABILITY TO ACCEPT CRITICISM	UNDERSTANDING AND AWARENESS OF DIFFERENCES
PUBLIC PERFORMANCE SKILLS	WORKING UNDER TIME PRESSURE SKILLS	DEPENDABILITY AND RELIABILITY	RESOURCEFULNESS AND PURSUING RESULTS
NEGOTIATION SKILLS	MOTIVATION AND INVOLVEMENT	KNOWLEDGE OF FOREIGN LANGUAGES	ANALITICAL THINKING SKILLS
TEAMWORK SKILLS	IT SKILLS	FOCUS ON THE OBJECTIVE	STRATEGIC THINKING SKILLS
INDEPENDENCE AND SELF-RELIANCE	LOYALTY	IMMUNITY TO STRESS	FAMILIARITY AND ADHERING TO POCEDURES
PROFESSIONAL DEVELOPMENT SKILLS	PUNCTUALITY AND TIME AT WORK	INTERPERSONAL/SOCIAL SKILLS	LEADER SKILLS
COMMUNICATIVITY	FOCUS ON THE CLIENT	PERSONAL CULTURE	ATTITUDE TOWARDS ETHICS
PERSONAL IMAGE	PROFESSIONAL KNOWLEDGE	EFFICIENCY	SELF-CONFIDENCE
THE ABILITY TO STAND OUT	KNOWLEDGE OF YOUR WORK	IDENTIFICATION WITH THE COMPANY	MODESTY
TIME MANAGEMENT SKILLS AND ORGANIZING ONE'S OWN WORK SKILLS	CAPABILITY OF TAKING THE INITIATIVE	SKILLS OF PLANNING AND MAKING DECISIONS	CAPABILITY OF EVALUATING THE SITUATION AND MAKING APPROPRIATE DECISIONS
SKILLS OF OBSERVING AND DRAWING CONCLUSIONS	LISTENING TO OTHERS	CONSTANT LEARNING AND DEVELOPMENT SKILLS	RESPECT TOWARDS OTHERS

APPENDIX NR 7

TYPES OF CULTURES

TYPES OF CULTURES descriptions

Read the descriptions below and match them with the type of culture they describe.

CULTURE DESCRIPTIONS::

a) people often speak loudly and interrupt one another and are uncomfortable with silence. The spatial distance between people is small: half an arm, or less. Physical contact often accompanies conversations. Direct, intensive looking into other people's eyes is a sign of interest and honesty. Expressive facial expressions, lively gesturing.

b) is characterized by direct and open communication. Needless rituals are avoided, as well as beating around the bush, artificial ways of addressing one another, etc. Little attention is paid to body language. Time is of importance and work is separated from social contacts and relations.

c) time is of importance. It plays an important role and is counted in hours, minutes and seconds. The clock regulates the social, family and professional life.

d) communication is full of implied meanings and is based on careful world selection. Directness, implicitness and expressing opposite opinions is not welcome. Intuition and trust is more important than facts and statistics. For representatives of the opposite culture, people from this culture may be considered suspicious, insincere and cunning.

e) showing respect in social contacts is of extreme importance. Differences in social and professional status are emphasized in various interpersonal situations. Young people and woman have smaller authority than men. A lack of attachment to ceremonialism can be perceived as a sign of negligence, belittling and lack of respect. Representatives of other cultures may consider this culture to be obsessed and oversensitive with broadly understood status and position.

f) characteristic of Western cultures. Its origins date back to as early as Protestantism, which declared that man is meant to achieve successes as a single, independent entity. The most important individualistic values are the freedom to develop a unique personality, the freedom to carry out various undertakings and the freedom to express oneself. Position is achieved, not inherited; rights and obligations are formed by the law, but they may be questioned and challenged.

g) no attention is paid to social conventions and hierarchy. Everyone is equal. A lack of ceremonialism is not perceived as negligent and disrespectful, differences in social and professional status are smaller than in the opposite culture. Emphasizing differences in social and professional status results in social embarrassment and awkwardness.

Translated on the basis of:

<http://poradniknegocjatora.pl/roznice-kulturowe-w-negocjacjach/>

<http://komunikacja-miedzykulturowa.blogspot.com/2013/10/gowny-podzia-kultur.html>

APPENDIX NR 7

TYPES OF CULTURES
PART 2
descriptions

h) people speak in a more quite manner, do not interrupt one another too often and are comfortable with silence. The spatial distance between people is arm length. There is little physical contact apart from greeting handshakes. Intensive and constant looking into other people's eyes is avoided. Gesturing is less frequent. Facial expressions are limited.

i) no attachment to the value of time, a slow pace of life is the cardinal rule. Everything that is to be done will eventually be done. For representatives of the opposite culture, people of this culture may be perceived as untimely, unsystematic, undisciplined, unorganized, or even lazy.

j) focuses on collectivity. The main motive of the activity of a single entity is the collective good, whereas the entity takes advantage of its rights provided that they are in compliance with collective rights. The position of the state and law is not clear. Decisions are made by leaders on the basis of their personal objectives. Collectivity is characterized by avoiding confrontation, maintaining in-group harmony and the unquestionable authority of the elderly.

MATCH THE DESCRIPTION WITH THE CORRECT CULTURE

1. ceremonial culture	A
2. expressive culture	B
3. individualistic culture	C
4. collectivistic culture	D
5. monochronic culture	E
6. non-ceremonial culture	F
7. low context culture	G
8. polychronic culture	H
9. reserved culture	I
10. high context culture	J

APPENDIX NR 7

MATCH THE DESCRIPTION WITH THE CORRECT CULTURE

Correct answers

1. ceremonial culture	E
2. expressive culture	A
3. individualistic culture	F
4. collectivistic culture	J
5. monochronic culture	C
6. non-ceremonial culture	G
7. low context culture	B
8. polychronic culture	I
9. reserved culture	H
10. high context culture	D

APPENDIX NR 8

SAVOIR VIVRE IN DIFFERENT CULTURES - TEXTS

TEXT 1

Issues that cause conflict

Cross-cultural misunderstandings or conflict may arise whenever there are cultural differences. The following are some potential causes or situations in which conflicts or misunderstandings can happen:

- Misunderstandings or conflict between different nationalities, religious or ethnic groups.
- Cultural ignorance and insensitivity.
- Lack of awareness of different societal lifestyle practices.
- Differences in cultural practice.
- Differences in perception of illness and treatment.
- Miscommunication and misinterpretation.

When you work with people from culturally diverse backgrounds, it is often the difference in cultural values that causes misunderstandings and possibly conflict. You may misunderstand the other person and react in ways that can hinder the development of trusting, supportive and helpful relationships.

According to (DuPraw & Axner 1997), there are six fundamental patterns of cultural differences and these can all impact on service delivery. We have included some examples for you.

Select each of the six patterns below to see related examples:

1. Different verbal communication styles

Across cultures, some words and phrases are used in different ways. For example, 'yes' can vary from 'maybe I'll consider it' to 'definitely yes'. This can affect a worker's perception of the client's consent to a course of action. When they say 'yes' or tacitly agree to a worker's suggestion, it may not really mean that they do agree with the worker but rather that they do not want to offend the worker by disagreeing with them.

2. Different non-verbal communication styles

Non-verbal communication refers to facial expressions, gestures, seating arrangements, personal distance, and sense of time. For example, avoidance of eye contact is a sign of great respect in some cultures.

3. Different attitudes toward conflict

Some cultures view conflict as a positive thing, whilst others try to avoid it. For example, many Eastern countries deal with their conflict quietly. A written exchange might be the favored means to resolve the conflict.

4. Different approaches to completing tasks

People from different cultures tend to complete tasks differently. Some may be task-orientated, whilst others are relationship-orientated. For example, Asian cultures tend to attach more value to developing relationships at the beginning of a shared project and more emphasis on task completion towards the end, as compared with Europeans. Conversely, Europeans tend to focus immediately on the task at hand and let relationships develop as they work on that task.

APPENDIX NR 8

CD. TEXT 1

The fact that one group chooses task over relationship does not mean that they place different values on relationships or that they are less committed, rather that they just pursue different goals during the process.

5. Different decision-making styles

Decision-making roles vary widely from culture to culture. Some cultures delegate, while other cultures place higher value on holding decision-making responsibilities. When decisions are made in a group, some cultures may prefer majority rule, while others view consensus as the preferred mode for reaching a decision.

6. Different attitudes toward disclosure

When you deal with a conflict, ensure that you are aware of how people may differ in expressing their emotions. Some questions that may need to be asked, such as ‘What was the conflict about?’ may seem intrusive and personal.

The best way to work with different cultures is to be aware that cultural diversity exists and to talk about the differences.

APPENDIX NR 8

TEXT 2

You need to remember two things concerning cultural diversity:

It can be difficult to address cultural differences without resorting to stereotypes. Stereotypes should not exist, as no person is exactly like another person and no individual is a clone of another member of a group.

- ❖ As diversity in an organization grows, so does the complexity of communication and the necessity to make greater effort in developing improved communication skills.
- ❖ Diversity can create opportunities for character development by teaching tolerance and respect and encouraging concern for equity for people from culturally diverse backgrounds.

Cultural bias

During the socialization process we learn about other cultures through:

- ❖ Direct contact with these groups.
- ❖ Information and perceptions from other people.
- ❖ Books, news, newspapers and other forms of mass media.

These experiences may develop into assumptions about other cultures or about a particular cultural group. These assumptions may bias our perception of other cultures and so are known as cultural bias. Culturally biased assumptions fall into two categories:

- ❖ General bias assumptions about people who are not from your own background. For example, 'They're not like us'.
- ❖ Bias assumptions about a particular cultural group. For example, 'Indians only eat curry' or 'Today's youth have no respect'.

Both categories affect the quality of communication and may lead to inappropriate work practices. Most importantly, the individual differences existing within any cultural group make such assumptions irrelevant.

Consequences of culturally biased assumptions:

Culturally-biased assumptions result in perceptions that impact on your objectivity when working with culturally diverse groups. The consequences are stigma, stereotyping and discrimination.

Stigma refers to negative labelling of a group based on certain attributes which may eventually generate a negative image to the public. For example, thirty years ago being a single mother generated a stigma. The AIDS virus brought about a stigma to the gay community. Today, despite community education, mental health still carries a stigma.

Stereotyping involves making assumptions about the characteristics of an individual which are based on a standard, simplistic characterization of the culture (Cultural Awareness tool, 2003). People will often use stereotypes to describe a particular cultural group. These statements refer to behaviors or beliefs that may be a reaction to one particular individual rather than a whole subgroup. Stereotyping therefore only serves to limit a person's understanding of a group of people.

Discrimination in a cultural context refers to showing prejudice towards a certain group. Most of the time, discrimination involves the unfair labelling and treatment of others and is based on both stigma and stereotyping.

Chosen fragments from:

<http://etraining.communitydoor.org.au/mod/page/view.php?id=295>

APPENDIX NR 8

CD. TEXT 2

What is intercultural learning?

The process of becoming more aware of and better understanding one's own culture and other cultures around the world. The aim of intercultural learning is to increase international and cross-cultural tolerance and understanding.

What do we understand by the word 'culture'?

A way of life. A set of social practices. A system of beliefs. A shared history or set of experiences. A culture may be synonymous with a country, or a region, or a nationality or it may cross several countries or regions. A culture may be synonymous with a religion, though followers of Christianity or Judaism or Islam may also come from different cultures. It is highly possible to belong to or identify oneself with more than one culture.

Intercultural awareness

Intercultural awareness is often talked about as though it were a 'fifth skill' - the ability to be aware of cultural relativity. Intercultural awareness is not really a skill, but a collection of skills and attitudes better thought of as a competence.

Intercultural communicative competence is an attempt to raise students' awareness of their own culture, and in so doing, help them to interpret and understand other cultures. It is not just a body of knowledge, but a set of practices requiring knowledge, skills and attitudes.

Intercultural awareness skills

What are these attitudes and skills that make up the competence? Among them are:

- ❖ Observing, identifying and recognizing.
- ❖ Comparing and contrasting.
- ❖ Negotiating meaning.
- ❖ Dealing with or tolerating ambiguity.
- ❖ Effectively interpreting messages.
- ❖ Limiting the possibility of misinterpretation.
- ❖ Defending one's own point of view while acknowledging the legitimacy of others.
- ❖ Accepting difference.

Chosen fragments from:
<https://www.teachingenglish.org.uk/article/intercultural-learning-1>