



SVEUČILIŠTE U SPLITU
SVEUČILIŠNI ODJEL ZA STRUČNE STUDIJE

Readings for a Course in Communication Skills

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FOREWORD

The textbook „Readings for a Course in Communication Skills“ is primarily intended for students enrolled in the course „Komunikacijske vještine I“ at the undergraduate study of Mechanical Engineering at the University Department of Professional Studies, of the University of Split. Its main objective is to provide the core materials for a complete 30-contact hour course over a period of one semester (15 weeks). It may also complement other teaching materials and other English language courses as it focuses mainly on practical approach to developing basic communication skills in business environment.

It textbook is aimed at intermediate users.

The first unit contains theoretical introduction into the subject matter, followed by key concepts necessary to develop communicative competence. The subsequent units concentrate around practical tasks designed to develop speaking, listening, writing or reading skills in an academic and business setting. While reading and writing are the key focus of the course “Komunikacijske vještine II”, rudimentary skills emphasized in this course are listening and speaking. Therefore, the crucial areas of development involve presenting and producing spoken output on selected topics and active participation in communication aiming to develop not only business communication skills but also transversal skills, practiced and utilized in a variety of settings and work situations. While focusing on developing inter- and intra-personal skills, critical and innovative thinking, the students are also being taught global citizenship of tolerance and intercultural openness through a series of “culture at work” sections that appear in each unit, followed by “style guide”. The style guide section offers tips and examples on clear and concise styles and techniques of business communication in order to avoid common mistakes.

In present circumstances where online learning is gaining momentum, literacy and ability to use new media and information technologies are becoming a crucial prerequisite to a new type of learning. Therefore, an interactive portfolio of student’s works is created on the Department’s Moodle platform to accompany this textbook. The students are asked to record, upload and send their elevator pitches and oral presentations on given topics as well as to communicate with the instructor and analyze and evaluate different online content.

I hope you will find this textbook helpful in improving your English. Good luck!

Dr. Silvana Tokić, college professor

NAZIVPREDMETA		KOMUNIKACIJSKE VJEŠTINE I				
Kod		Godina studija	2./ 3. semestar			
Nositelj/i predmeta	Dr.sc. Silvana Tokić, prof.v.š.	Bodovna vrijednost (ECTS)	2			
Suradnici		Način izvođenja nastave (broj sati u semestru)	P	S	V	T
			10		20	
Status predmeta	Obavezni	Postotak primjene e-učenja	25%			
OPIS PREDMETA						
Ciljevi predmeta	Cilj kolegija je upoznati studente sa osnovnim teoretskim i praktičnim znanjima vezanim uz komunikacijsku kompetenciju, kroz opće i poslovno komuniciranje na engleskom jeziku.					
Uvjeti za upis predmeta i ulazne kompetencije potrebne za predmet	Nema					
Očekivani ishodi učenja na razini predmeta (4-10 ishoda učenja)	<ol style="list-style-type: none"> 1. Definirati temeljne pojmove vezane uz komunikacijske vještine 2. Razviti znanja, vještine i sposobnosti komunikacije i kompetencije 3. Razumjeti specifičnosti komunikacije ovisno o kulturi 4. Primijeniti stečena znanja kroz pripremu i prezentiranje zadane teme 					
Sadržaj predmeta detaljno razrađen prema satnici nastave	Tjedan	Sati	Oblik nastave	Tema		
	1.	1	Predavanja	Uvod u kolegij, metode rada Studentske obveze, ispitna literatura Temeljni komunikacijski pojmovi UNIT 1: COMMUNICATION		
		1	Predavanja	WHAT IS COMMUNICATION Key concepts in communication		
	2.	1	Predavanja	Communication process Types of communication Verbal, nonverbal, oral and written communication		
1				Vježbe	Style guide: The seven Cs of communication	

			Let's practice: speaking Culture at work
3.	1	Predavanja	UNIT 2: IS ANYBODY LISTENING? How to listen effectively?
	1	Vježbe	Let's practice listening reading and speaking Culture at work
4.	1	Predavanja	UNIT 3: PRESENTING YOURSELF PROFESSIONALLY Defining identity Personal introduction
	1	Vježbe	Let's practice speaking Preparing the elevator speech
5.	1	Vježbe	The 30-second elevator speech
	1	Vježbe	Let's practice: speaking Delivering speeches
6.	1	Predavanja	Culture at work: UNIT 4: PUBLIC SPEAKING/PRESENTING
	1	Vježbe	Let's practice speaking and writing Short presentations Preparation for the 1 st progress test
7.	2	Vježbe	1. Progress test
8.	1	Predavanje	Preparing and presenting reseach findings
	1	Vježbe	Let's practice: speaking Students' presentations
9.	1	Vježbe	Presenting research findings and reporting Evaluating a presentation
	1	Vježbe	Let's practice speaking Students' presentations
10.	1	Predavanja	UNIT 5: SOCIALIZING AND DISCUSSING BUSINESS MAKING SMALL TALK Introducing topics

			Keeping it moving Ending politely	
	1	Vježbe	Culture at work Let's practice listening and speaking Telephoning and dealing with problems Style guide Culture at work	
	11.	1	Predavanje	UNIT 6: NEGOTIATION What is negotiation? The art of negotiating
		1	Vježbe	Let's practice speaking Preparing to negotiate a job offer Style guide
	12.	2	Vježbe	Case study: negotiation preparation Collaborative negotiating Practicing negotiation
	13.	1	Predavanje	UNIT 7: RECRUITMENT PROCESS/ INTERVIEWING Recruitment
		1	Vježbe	Applying for a job How to ace an interview? Pair work Culture at work
	14.	2	Vježbe	Pair work exercises What have we learnt?
15.	2	Vježbe	2. Progress test	
Vrste izvođenja nastave:	<input checked="" type="checkbox"/> predavanja <input type="checkbox"/> seminari i radionice <input checked="" type="checkbox"/> vježbe <input type="checkbox"/> <i>on line</i> u cijelosti <input checked="" type="checkbox"/> mješovito e-učenje <input type="checkbox"/> terenska nastava		<input checked="" type="checkbox"/> samostalni zadaci <input checked="" type="checkbox"/> multimedija <input type="checkbox"/> laboratorij <input type="checkbox"/> mentorski rad <input type="checkbox"/> demonstracijske vježbe	
Obveze studenata	<ul style="list-style-type: none"> Nazočnost na predavanjima u iznosu od najmanje 70% predviđene satnice (za izvanredne studente obveza je 50% nazočnosti). 			

	• Samostalan rad					
Praćenje rada studenata (<i>upisati udio u ECTS bodovima za svaku aktivnost tako da ukupni broj ECTS bodova odgovara bodovnoj vrijednosti predmeta</i>):	Pohađanje nastave	1 ECTS	Istraživanje		Praktični rad	
	Ekperimentalni rad		Referat		Demonstracijske vježbe	
	Esej		Seminarski rad		Samostalno učenje	0,6 ECTS
	Kolokviji	0, 2 ECTS	Usmeni ispit	0,1 ECTS	Konzultacije i završni ispit	0,1 ECTS
	Pismeni ispit		Projekt		(Ostalo upisati)	
Ocjenjivanje i vrjednovanje rada studenata tijekom nastave i na završnom ispitu	KONTINUIRANO VREDNOVANJE					
	Pokazatelji kontinuirane provjere				Uspješnost A_i (%)	Udjel u ocjeni k_i (%)
	Nazočnost i aktivnost na nastavi (predavanja i seminari)				70 - 100	10
	Usmeni ispit				50-100	30
	Prvi kolokvij				50-100	30
	Drugi kolokvij				50-100	30
	Studenti koji nisu položili ispit putem kolokvija polažu završni ispit koji se sastoji od teorijskog dijela. Isto vrijedi i za popravne ispite.					
	ZAVRŠNA OCJENA					
	Pokazatelji provjere - završni ispit (prvi i drugi ispitni termin)				Uspješnost A_i (%)	Udjel u ocjeni k_i (%)
	Pismeni ispit				50 - 100	60
	Prethodne aktivnosti (uključuju sve pokazatelje kontinuirane provjere)				50 - 100	40
	Pokazatelji provjere - popravni ispit (treći i četvrti ispitni termin)				Uspješnost A_i (%)	Udjel u ocjeni k_i (%)

	Pismeni ispit	50 - 100	60
	Prethodne aktivnosti (uključuju sve pokazatelje kontinuirane provjere)	50-100	40
<p>Ocjena (u postotcima) formira se temeljem svih pokazatelja koji opisuju razinu studentskih aktivnosti prema relaciji:</p> $Ocjena (\%) = \sum_{i=1}^N k_i A_i$ <p>k_i - težinski koeficijent za pojedinu aktivnost, A_i - postotni uspjeh postignut za pojedinu aktivnost, N - ukupan broj aktivnosti.</p>			
ODNOS POLUČENOG USPJEHA I PRIPADNE OCJENE			
	Postotak	Kriterij	Ocjena
	od 50% do 62,4%	<i>zadovoljava minimalne kriterije</i>	dovoljan (2)
	od 62,5% do 74,9%	<i>prosječan uspjeh s primjetnim nedostacima</i>	dobar (3)
	od 75% do 87,4%	<i>iznadprosječan uspjeh s ponekom greškom</i>	vrlo dobar (4)
	od 88,5% do 100%	<i>izniman uspjeh</i>	izvrstan (5)
Obvezna literatura (dostupna u knjižnici i putem ostalih medija)	Naslov	Broj primjeraka u knjižnici	Dostupnost putem ostalih medija
	<ol style="list-style-type: none"> Cotton, D. , Falvey, D., Kent, S. (2010) <i>Market Leader Intermediate</i>, (case studies and skills sections) third edition, Longman, Pearson Education Limited Jandrić, Petar, Communication Skills, e-book, (2012) TZV, http://nastava.tvz.hr/komunikacijske-vjestine/index.php/en/ 		

<p>Dopunska literatura</p>	<ol style="list-style-type: none"> 1. Coates, Gordon (2009), Notes on Communication. Wanterfall Online. 2. Hofstede, Geert, Hofstede, G. J., Minkov, M. (2010) Cultures and Organizations: Software of the Mind: intercultural cooperation and its importance for survival, 3rd ed., Mc Graw-Hill, USA 3. Gesteland, Richard, (2012) Cross-Cultural Business Behaviour: A guide for global management, Copenhagen Business School Press. Copenhagen. 4. Schein, Edgar, H. (2010) Organizational Culture and Leadership, Jossey-Bass. San Francisco.
<p>Načini praćenja kvalitete koji osiguravaju stjecanje utvrđenih ishoda učenja</p>	<ul style="list-style-type: none"> • Evidencija pohađanja nastave i uspješnosti izvršenja ostalih obveza studenata (nastavnik). • Ažuriranje detaljnih izvedbenih planova nastave - DIP (nastavnik). • Nadzor izvođenja nastave (zamjenik pročelnika Odjela za nastavu, pročelnici odsjeka). • Kontinuirana provjera kvalitete svih parametara nastavnog procesa u skladu s Akcijskim planovima (pomoćnik pročelnika Odjela za kvalitetu). • Semestralno provođenje studentske ankete sukladno „Pravilniku o postupku studentskog vrednovanja nastavnog rada na sveučilištu u Splitu“ (UNIST, Centar za unaprjeđenje kvalitete).
<p>Ostalo (prema mišljenju predlagatelja)</p>	<p>DIP-ovi predmeta nalaze se unutar sustava za podršku nastavi (MOODLE) i dostupni su studentima i nastavnicima Odjela. Skraćeni izvedbeni programi - IP (hrvatska i engleska inačica) su u cilju javnosti informiranja izravno dostupni na web stranicama Odjela.</p>

UNIT 1 COMMUNICATION

The first unit covers theoretical introduction into the area of communication, including key concepts and notions in communication.

What is communication?

Communication is old as human history. From the beginning of human existence people tried to create, transmit and interpret meaning using different medium. Some early demonstrations of communication are human-hand cave paintings or petroglyphs, found on the walls of caves, such as a 35,000-year-old Leang Timpuseng cave in Sulawesi in Indonesia. Another example of communication is using pigeons as couriers to carry messages from one place to another. Natives of Northern America used smoke signals in a similar fashion as seamen today use fire flares to send warning signals or messages across distances. Nowadays, we are experiencing tremendous changes in digital and information technologies, which are constantly changing the landscape of human communication and interaction.

These are examples of plentiful visual, physical, digital, verbal and non-verbal indications people use to communicate information. The Latin word “*communicare*” means to share, to make common. According to the Merriam-Webster dictionary, communication is defined as “a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.”

Communication is the process of transferring information from the source (sender/input) to the receiving end (receiver/output) through the communication channels using common systems of language.

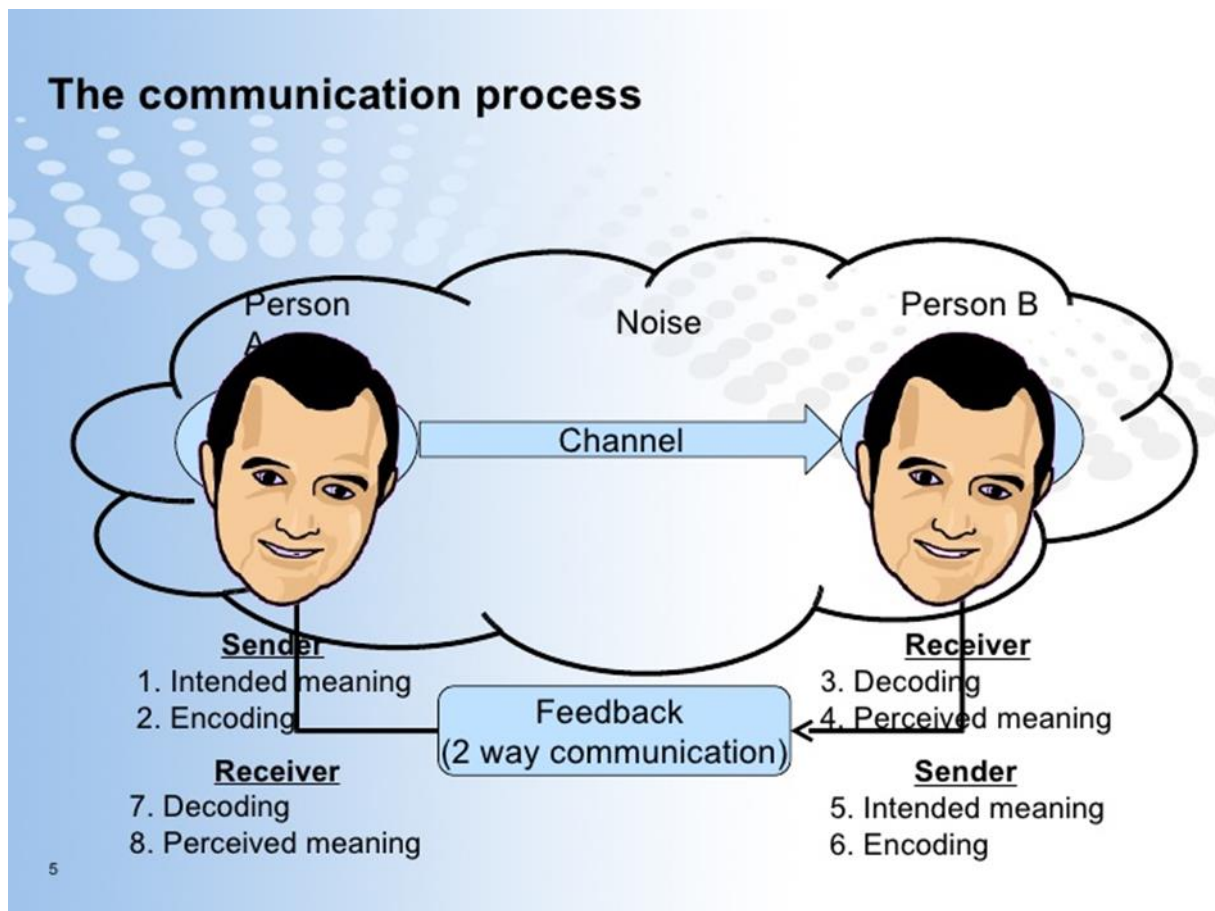
Starting from the 1948, the first models of communication were devised to explain the social process of information sharing. The first created model was the *Linear model*, devised by Shannon and Weaver in 1948. Soon it became clear that this model was too limited because it provided only the sender sending the message to the receiver through the communication channel for only one message. Since the communication is rarely that linear, having a distinct beginning and a distinct end, the model was followed with *Interactional models* which included two channels of communication: the message and the feedback, demonstrating that the communication was an ongoing process where the sending message and receiving signals of comprehension worked in interaction and where people involved in communication can be both: senders and receivers of the message. This model also included experience and individual differences, embracing uniqueness of communication of every sender and/or receiver. The third model entitled *Transactional model* perceives communication as collaborative transaction because “people both send and receive messages” and “co-create the process, outcome and effectiveness of the interaction. Unlike the linear model in which meaning is sent from one person to another, also unlike the interactional model in which understanding is achieved through feedback, people create shared meaning in a more dynamic process in the transactional model.” This model acknowledges the uniqueness of each interlocutor, but declares that there needs to be a common context or “degree of overlap in culture, language, or environment if people are to communicate at all. This model also

recognizes that messages will influence the responses, or subsequent messages, produced in the communication interaction. This means that messages do not stand alone, but instead are interrelated.”

<https://ecampusontario.pressbooks.pub/evolutionhumancommunication/chapter/chapter-1/>

In short, the third model acknowledges that cultural upbringing and context influence our behavior and way of conveying messages. Communication is understood as a dynamic and interactive process taking place in a specific setting.

Here is one such communication model:



KEY CONCEPTS OF COMMUNICATION

Source: it is the origin of information. The sender or receiver both can be the source as both are participants in the communication. The **sender** is sharing thoughts, ideas, and feelings while the **receiver** is the target of the message.

A language: a type of code that consists of words, rules and context and entails coding (encoding and decoding). Common language is a prerequisite: all the participants in the communication process must **use agreed sounds or other symbols in order to exchange information.**

Coding- encoding: the process of converting thoughts into a message

Decoding: converting the message into meaning

Channel: is the route through which messages are transmitted

Noise: all the factors that impede the flow of communication and full understanding of the transmitted message. Noise can be physical (etc. music, car horns, dog barking), psychological (nervousness), and semantic (different interpretations of the message).

Feedback: the response by the receiver upon receiving the message (Liu, Volčič, & Gallois, (2019, 55-77, Chapter 3)

Understanding this unit:

1. One of the basic principles of communication theory is that one “cannot, not communicate.” Do you think this is true? Why or why not?
2. There are three basic models of communication discussed in this chapter. Do you think that it is time to develop a fourth model? Perhaps one that addresses the interactivity of digital and internet communication? What would it look like?
3. Multiple Online Games like *Fortnite* are virtual worlds where people congregate and interact using avatars. How would you define this type of communication?

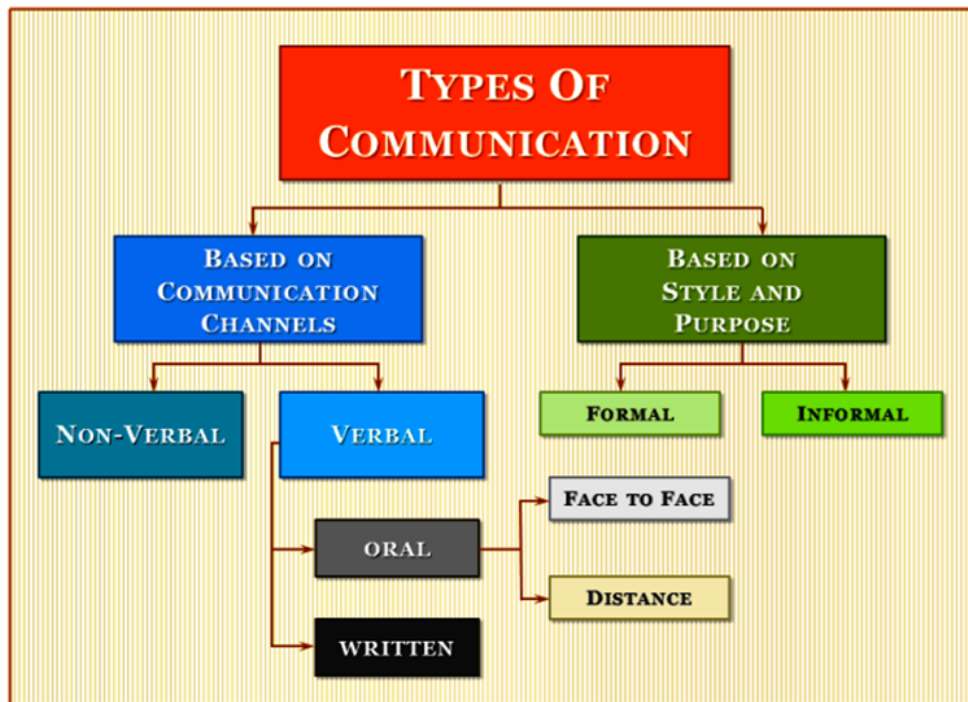
<https://ecampusontario.pressbooks.pub/evolutionhumancommunication/chapter/chapter-1/>

TYPES OF COMMUNICATION

There are two broad types of communication based on communication channels or the medium through which a message is sent to its intended receiver.

They are:

- **Verbal:**
 - spoken: speaking and listening
 - written: reading and writing
- **Non-verbal;**
 - facial expression
 - gestures
 - proximity
 - body language
 - touch
 - silence
 - personal appearance



NON-VERBAL COMMUNICATION

Non-verbal communication is a communication conducted without words. It conveys feelings, attitudes, personal characteristics, and is expressed by facial expression, tone of voice, gestures, posture, touch and eye contact. According to most scientists, non-verbal

communication makes up about two-thirds of all communication between two people or between one speaker and a group of listeners (Hogan and Stubbs, 2003). However, that percentage depends on the context of every single situation, so it should be cautiously used. Non-verbal communication is partly inborn, partly culturally determined. Non-verbal and verbal communication are inseparable from each other, but they differ significantly in form and content.

VERBAL COMMUNICATION

MEANING

Meaning is never fully transferable

We already said that the purpose of language is to transfer meaning, but, while always present within an individual mind, **meaning is never fully transferable**. This simply means that the imperfect transfer of meaning, a limitation inherent in all communication, inevitably applies to language and everything it is used for.

The meaning attributed to any message by **the receiver** can never be the same as the meaning intended by **the sender**, because they are **different people, with different sense organs, different cognitive function and different cultural upbringing**. There are also **many other factors** which influence the degree to which the receiver's meaning differs from the sender's meaning. In the case of a word or phrase, the surrounding words or phrases usually provide useful clues. Language features (such as **formal, informal and idiomatic language**) and sentence structure (sometimes called **syntactical grammar**) also provide extra information. In the case of speech, factors such as **timing, stress and intonation** are very significant.

The overall structure and organization of communication (sometimes called **textual grammar**) must also be considered, as should the individual characteristics of the sender and the receiver. Any concurrent messages, especially **non-verbal** ones, will exert an influence, as will the **pre-existing knowledge** possessed by each person, and the relationship between them.

The method by which a message is delivered, and the form in which it arrives, will inevitably have an impact on the receiver, too. The **purpose of the communication, and the audience** to which it is directed, are also very relevant. **The overall situation** in which the communication occurs, and the local and more distant events surrounding it, also play their part. These various things, which influence the meaning attributed to an instance of communication, are often referred to as **the context of that communication**. However, context is not always applied in such a broad way. Sometimes it is used to refer to particular aspects of the influences surrounding a message.

ORAL COMMUNICATION

Oral channels depend on the spoken word. They are the richest mediums and in the context of companies and work life include **internal and external communication, face-to-face, in-person presentations, mobile phone conferences, group presentations, telephone, video meetings, conferences, speeches, and lectures**. They allow for immediate feedback of the communication to the sender.

WRITTEN COMMUNICATION

Written communications, especially within companies, include **e-mails, texts, memos, letters, documents, reports, newsletters, spreadsheets**, etc. Even though e-mails are electronic, they are digital versions of written memos. With written communications, the writer must provide enough context that the words can be interpreted easily. The receiver should be alert for ambiguity and ask for clarification if needed. An e-mail sender cannot take receipt for granted. Sometimes the answer is never received. **Formal business communications, such as job offer letters, contracts and budgets, proposals and quotes, should always be written**. In the 21st century, this means that the paper-based communication of information and technical knowledge needed to do the job will be replaced by the electronic communication.

ELECTRONIC (MULTIMEDIA) COMMUNICATION

Television broadcasts, web-based communications such as social media, interactive blogs, and public and intranet company web pages, LinkedIn, Facebook, and Twitter belong in this growing category of communication channels. Electronic communications allow messages to be sent instantaneously and globally. People can talk face-to-face across enormous distances.

LANGUAGE AND COMMUNICATION

As already stated, language is an important method of communicating, though certainly not the only method. A language is simply a system whereby agreed sounds or other symbols are used for the purpose of exchanging information. Many languages have evolved gradually as humans interact, but there are others, which have been designed deliberately.

The term **natural language** is applied to any language that has evolved spontaneously within a community. An example is the English language. This natural, spontaneous evolution distinguishes the natural languages from **the artificial languages**. The latter include computer programming languages, as well as languages, which have been deliberately designed and constructed for human use, such as Esperanto.

Communication by means of a language can obviously only work if the sender and the receiver have **a language in common**, at least to some degree, and use it. This common language

requirement is not negotiable. After all, the representation and transfer of information would be useless if the representation meant nothing to the receiver upon its arrival. Whether natural or artificial, **any language is a type of code, which relies on agreed rules** for its functionality. Essentially, these rules determine the meanings of the elements of the language, and the ways in which those elements are used. However, the "rules" in a natural language are rather fluid! The most basic elements of a natural language are its words, and the rather fluid rules governing the usage of the words are generally called its **grammar**¹. The **context**² in which words are used also provides vital information about their meaning. That is a nice simple way of looking at language, but in fact, everything about language is hotly debated, and the debates are often far from simple. Firstly, it must be remembered that the meanings ascribed to words change constantly, and there are many deliberate changes instituted by subcultures, for example. Secondly, grammar is no longer thought of simply as a set of rules governing structure and usage. Rather, it has come to be seen as a way to describe what can be observed as recurring language patterns and the way those patterns function, in different cultures and subcultures.

Despite the rather uncooperative tendencies of words and grammar, and the variable dimensions of context, information encoded as a natural language can be exchanged in practice by one person listening while another person is speaking, or by one person reading what another person has written. Each of the four activities mentioned: listening, speaking, reading and writing depends on vocabulary, grammar and context.

In some languages, pictograms (or pictographs) are used instead of alphanumeric characters. Pictograms are graphic representations, which to some extent evoke the thing represented, so a new or modified character is needed for every word. This results in a very large number of characters, which takes a great deal of time and effort to learn. On the other hand, these languages can be very efficient, as a single character can represent a whole word, or a whole idea. A message consisting of words may thus be received by any of the three main inputs: visual, auditory or tactile. Writing, printing, pictograms and sign language can be seen; spoken words or words reproduced via loudspeakers or headphones can be heard; and braille symbols can be felt. Alphanumeric text, braille, sign language and pictographic symbols can all be considered as types of writing, in that they represent words by using symbols, which are different from the original sounds of those words. Further, the various automated

¹ Linguists expand this simple description considerably, using words like lexicology, morphology, phonetics, semantics and syntax among others. (Artificial languages also have rules analogous to vocabulary and grammar, but they are usually given other names, such as "commands" and "syntax").

² The context, as previously discussed, includes the surrounding words, the way the words are delivered, any concurrent messages, and the overall circumstances. This in fact adds up to a very large part of language, including such things as word placement, timing, stress, intonation, other non-verbal factors, pre-existing knowledge, the relationship between sender and receiver and the situation in which the communication occurs.

representations of text, such as typing, text displayed on a screen, and printing, are (almost) equivalent to handwriting, as they use the same characters (allowing for slight morphological differences) in the same ways.

Adapted from: Coates, G.T. 2009. **Notes on Communication:** A few thoughts about the way we interact with the people we meet. Free e-book from www.wanterfall.com available at <http://www.wanterfall.com/Downloads/Communication.pdf>

Understanding this unit:

1. What is a language?
2. Name the basic communication channels.
3. What is the difference between a natural and an artificial language?
4. What is the key requirement of communication?
5. Why is context important?
6. Define grammar.
7. Name the four language skills.

STYLE GUIDE: The seven Cs of successful communication are principles in written and oral communication that should be considered if we are to communicate in a clear and effective way.

These are the 7 Cs of successful communication:

1. **Clear** – express clearly your goal or message
2. **Correct** – be specific in your choice of words, grammar and syntax
3. **Coherent** – use logic
4. **Complete** - provide all the necessary information
5. **Courteous** - be friendly, open and honest, do not insult anyone
6. **Concrete** – provide precise information
7. **Concise**- stick to the point and be brief

LET'S PRACTICE SPEAKING

1. What makes a good communicator?
2. What are the key areas of communication in the context of non-native speakers of a language?
3. What makes a bad communicator?

INTRODUCE YOURSELF

This exercise helps you to prepare a short presentation about yourself, your experiences, and your aims or ambitions.

TASK 1: Preparing personal information

Make brief notes on the following points, and then answer questions 1 and 2 for each point.

-Your education experience in the last 1-2 years: for example, where you studied, the main subjects you studied, any inspiring teachers.

-Your recent experience: for example, work experience, places you have traveled to, new skills you have learnt.

1. What did you learn from the experience?

2. What difficulties did you have? How did you overcome these difficulties?

TASK 2 Using questions to discuss experiences

Complete questions 1-5 below using question words (how, what, when, why) and /or did.

1. _____ is the most useful thing you learnt? How _____ you learn it?
2. _____ you decide to go there?
3. _____ you spend most of your free time when you were studying?
4. _____ you ever think about studying something different?
5. _____ this experience help you?


CULTURE AT WORK

When asking people to do things you can be either **direct** or **indirect**. In some cultures, it is possible to be very direct without being impolite. In other cultures, it is considered too rude and aggressive to be too direct. How would you describe your own culture?

	Direct	Indirect
Form of request	Prefer to use the imperative: e.g. Send me your report this week, please.	Prefer question forms: e.g. Could you please send me your report this week?
Use of expressions	Make simple statements and use fewer points: e.g., I need those figures today.	Use more wordy expressions: e.g., I was wondering if you could let me have those figures today? It would really help if you could...

Please and thank you	Use please and thank you less often.	Use please and thank you frequently.
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Look at the following ways to make the same request. Which would you use to talk to a colleague?

<p>Very indirect</p>  <p>Very direct</p>	I am so sorry to trouble you. I wonder if you would mind getting me those figures?
	Do you think you can possibly get me those figures, please?
	Would you please get me those figures?
	Can you get me those figures?
	Get me those figures?

UNIT 2 IS ANYBODY LISTENING?

How often have you had a conversation with someone, and thought you were paying attention to him or her, only to realize shortly afterwards that you cannot remember what he/she said? Or, perhaps you got distracted while he/she was speaking and missed the message that he/she was trying to deliver. Communication is as much about listening as it about telling things, and perhaps the most important skill connected with socializing is listening. So, how can we listen more effectively?

Lead-in game: The power of active listening

The aim of this game is to raise awareness of the importance of active listening skills. The class is divided into pairs and the students are given the role-cards for Student A, Student B and Student C (page 73).

STUDENT A

You are going to talk for two minutes about a time when you didn't know anybody and had to try to build relationships with strangers. Your story could be a success (you managed to build relationships) or a failure (you failed). If you can't think of a true story, use your imagination and invent one.

Use some of the following ideas to help you plan your story. Remember, you will need to speak for two minutes.

- Where were you? Why where you there?
- Who were the other people?
- Why didn't you know anyone?
- What did you do? Did it work?
- How did you feel?
- What did you learn?

Effective listening is what makes a good communicator.

The great Dalai Lama said: "When you talk, you are only repeating what you already know. But if you listen, you may learn something new". Listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness, and on the quality of your relationships with others. Good communicators are people who are first of all good listeners, and really take in what others have said. They notice the little things that are important to people, such as important names and dates.

Here are some of the most important reasons for effective listening:

- We listen to obtain information.
- We listen to understand.
- We listen for enjoyment.
- We listen to learn.

Did you know that...

- only **7%** of our message comes through the **words** we use
- **38%** comes through the **tone of voice**
- **55%** comes through our **body language**
- an average speaker talks about 160 words/minute
- we can absorb information at three times that rate
- we listen to only **25%** efficiently
- many misunderstandings occur

Good communication skills require a high level of self-awareness and mindfulness. Active listening, in short, is basically a process of properly listening then responding. These responses are usually follow-up questions to try to gain a perfect understanding of what the speaker is saying.

Mindful listening is a way of listening without judgment, criticism or interruption, while being aware of internal thoughts and reactions that may get in the way of people communicating with you effectively.

When you listen mindfully, you are present in the moment, which means you can absorb the speaker's whole message, and he can feel heard and respected.

By being present, cultivating empathy, and listening to your own cues, you can learn to let go of reactions and other distractions that block your understanding, so that you remain open and receptive to other people's ideas.

Tips:

- Understanding **your own personal style of communicating** will go a long way toward helping you to create good and lasting impressions with others.
- **Listen carefully! Use non-intrusive verbal and non-verbal signals to encourage speakers to keep talking** (e.g. nodding, saying: "I see"...)
- **Don't assume you know what the speaker is going to say**
- **Don't interrupt with unsolicited advice**
- **Don't play the role of psychologist or psychiatrist nor project your own feelings onto someone else**

- **Accept everyone's differences**

Qualities of a good listener:

- Good listeners have the ability to **empathize** with a speaker
- Good listeners **read** clues: body language, tone of voice
- Good listeners may use "openers" or "encouragers" and may paraphrase someone else's words to reflect understanding
- Good listeners communicate /signal their interest in what the speaker is saying- nodding heads, making eye contact with the speaker, using phrases such as "that's interesting"
- Good listeners listen 60% of the time and talk 40% of the time

LET'S PRACTICE READING AND SPEAKING

Active listening quiz

1. What are the differences between the ways you listen and respond in the following situations?

- a. You have met someone for the first time and are finding it difficult to keep the conversation going.
- b. You are engaged in a good conversation with someone you've just met.
- c. A friend is telling you a personal story, such as a sad or unpleasant experience.
- d. A boring person is telling you a dull story and showing no interest in giving you the chance to speak.

2. Imagine you are a counsellor or therapist. When one of your clients is telling you a personal story, what is the best and the worst thing to do with...

- a. ... your face?
- b. ... your head?
- c. ... your hands?

3. What "listening noises" can you use to encourage the other person to keep talking? Are there any dangers with these listening noises?

- | | | | |
|------------|------------|-----------|-------------|
| a. Really? | b. Mmm | c. Wow! | d. OK |
| e. Right | f. I see. | g. Go on. | h. Oh dear. |
| i. Oh. | j. Uh-huh. | k. A-ha. | l. Oh no! |

4. Imagine you are a counsellor or therapist. Your client has just finished telling you about a problem they have had. What is the best way to respond?

- a. Explain what the person did wrong, e.g. *Do you know what you did wrong?*
- b. Suggest a solution to the problem, e.g. *I think you should...*
- c. Tell a story about a similar problem you once had, e.g. *A similar thing happened to me a few years ago. I was at the ...*
- d. Comment on the story, e.g. *That must have been really disappointing.*
- e. Ask for more details, e.g. *Where did this happen?*
- f. Summarize the story in your own words, e.g. *So, in other words,...?*
- g. Ask about the underlying reasons for someone's behavior, e.g. *Why do you think she behaved like that?*
- h. Ask about the speaker's emotional reaction, e.g. *How did that make you feel?*
- i. Explain that you know how the other person feels, e.g. *I know exactly how you feel.*

STYLE GUIDE: BECOMING AN ACTIVE LISTENER

There are five key active listening techniques you can use to help you become a more effective listener:

1. Pay Attention

Give the speaker your undivided attention and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly. Look at the speaker directly.

Put aside distracting thoughts.

Don't mentally prepare a rebuttal!

Avoid being distracted by environmental factors. For example, side conversations.

"Listen" to the speaker's body language

2. Show that you're listening

Use your own body language and gestures to show that you are engaged.

Nod occasionally.

Smile and use other facial expressions.

Make sure that your posture is open and interested.

Encourage the speaker to continue with small verbal comments like yes, and "uh huh."

3. Provide feedback

Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect on what is being said and to ask questions.

Reflect on what has been said by paraphrasing. "What I'm hearing is..." and "Sounds like you are saying..." are great ways to reflect back.

Ask questions to clarify certain points. "What do you mean when you say..." "Is this what you mean?"

Summarize the speaker's comments periodically.

Tip: If you find yourself responding emotionally to what someone said, say so and ask for more information: "I may not be understanding you correctly, and I find myself taking what you said personally. What I thought you just said is XXX. Is that what you meant?"

4. Defer judgment

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

Allow the speaker to finish each point before asking questions.

Don't interrupt with counter arguments.

5. Respond appropriately

Active listening is designed to encourage respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting her down.

Be candid, open and honest in your response.

Assert your opinions respectfully.

Treat the other person in a way that you think she would want to be treated.

LET'S PRACTICE LISTENING

These exercises focus on understanding main ideas in a presentation, taking notes and recognizing signposting in a presentation. (Chazal&Rogers, Oxford EAP, Intermediate B+, Unit 1, p. 008-009)

Task 1: Thinking about listening

Read questions 1-4 and think about your own answers. Give reasons and examples.

1. What do you listen to in English?
2. How often do you do this in a typical week?
3. What do you find most difficult about listening to English?
4. How can you improve your listening skills?

Task 2. Understanding the introduction to a presentation.

You are going to watch three people presenting their experiences of education courses.

Watch extract 1 and complete sentences 1-5

1. Ok. My name is Muhammed. I'm _____ my experience of the pre-season course I took here at my university.
2. So, firstly, _____ my experience of the course itself and then _____ how the course...
3. I'm here today _____...
4. I've _____ three main parts...
5. Just to _____ overview...

Task 3. Understanding the main ideas in a presentation

Watch Extract 2 and take notes on topics 1 and 2.

Presentation 1 (Muhammed)

Academic reading – differences. Useful things learnt

	School	University
Reading		
Writing		

Watch Extracts 3 and 4 and take notes on the following topics or both presentations.

	At university
Getting good marks	
Work experience- importance	
Dissertation	
Professional and academic skills- importance	
Student's backgrounds	

Task 4. Recognizing phrases for signposting a presentation

Match each phrase 1-5 to functions a-e.

- | | |
|--|---|
| 1. To give you an idea of what I mean | a to return to an important point... |
| 2. To go back to what I was saying earlier | b to summarize the main idea... |
| 3. OK, let's move on and talk about | c to change the subject |
| 4. As you all know | d to give an example |
| 5. So, to sum up | e to refer to the audience's knowledge... |

CULTURE AT WORK: INTERRUPTIONS IN CONVERSATIONS

Not all cultures interpret interruptions as a sign of rudeness and whether one person interrupts another depends on whom you ask, but also on cultural differences and conversational styles.

DOMINANT CONVERSATIONAL CULTURES			
Examples:	WAIT	INTERRUPT	CALL OUT SUPPORT
WHITE MIDDLE-CLASS AMERICA	People are expected to remain largely quiet and let whoever is speaking complete what they're saying before they take their turn to speak.	It is unspeakably rude to say anything at all while someone else is speaking	Would be considered rude
AMERICAN BLACK COMMUNITIES			It is permissible for listeners to call out support for what the speaker is saying during someone else's speech (traditionally, "Amen", but this can take other forms).
CROATIA		In this conversational style, it is generally acceptable to interrupt another speaker, even mid-sentence, to expand upon, correct, or disagree with what the speaker is saying. This often appears to be "finishing what the other person is trying to say".	

UNIT 3 PRESENTING YOURSELF PROFESSIONALLY

If you were asked to present yourself briefly how would you do it? Who are you? How do you identify yourself? This unit will teach us not only to prepare a strong professional introduction at a job interview, when meeting a mentor or supervisor or new connection, but it will also make us acquainted with the definition of identity and teach tolerance and sensitivity towards different others and various social groups.

Defining identity

According to Liu, Volčič & Gallois (2019, 135-157, chapter 6) identity is primarily a person's subjective experience of himself or herself in relation to the world.

Identity:

- ▶ personal (individual, self-image) / collective level (we belong to various social group, memberships)
- ▶ is formed through cultural processes (acceptance, socialization, behavioral norms and cultural traditions)
- ▶ provides a sense of place in the world (where do I belong?/national/regional)
- ▶ Manifesting personal or group characteristics
- ▶ Not always self-defined and can be ascribed by others
- ▶ Not a fixed category

Multifaceted nature of our identities.

Whereas one can share character traits with many people, the sharing of such traits does not require any active engagement on one's part; however, sharing an identity implies that we actively engage part of our being in order to identify with a certain group or activity. This notion of active engagement indicates that one's identity is formed through cultural processes. The multifaceted nature of our identities is experienced and negotiated by us in our everyday life. (Social and cultural identity theories).

Sources of identities.

All human beings, regardless of culture, belong to groups. Throughout our lives, we identify with various social groups, and develop multiple identities.

Culture, religion, gender, class, race, ethnicity, political orientation, social groups, occupation, and geographic region can all be used to define groups and hence identities.

Task 1: What do you identify with?

A. How do you identify yourself? Think about how you would define yourself in terms of these categories. Which are the three most important for you? Explain to your partner.

My age -e.g. young, middle aged, old
 My gender
 My nationality
 My sexuality
 My hometown
 What I do -e.g. my job, studies
 My region
 My continent
 My hobbies-what I do in my free time
 The football club that I support
 The music I listen to
 The people I spend time with
 My family-e.g. my family name and history
 My role in my family -e.g. sister, brother, cousin, father, daughter
 The clothes I wear
 My beliefs -e.g. political, moral or religious

B. Now discuss these questions with a partner.

Which of these things have changed over time?
 Which of these things do you think will change in the future?
 Do you think any of these are always fixed? Which ones?

Task 2: Them and Us

A. Discuss these questions: What do you understand by the terms 'them' and 'us'?

Who do these pronouns usually refer to?
 What does it mean to 'put people in boxes'? Does this have a literal meaning, or something else? Can you match the groups of people in A with their opposites in B?
 For example: 'Us'–'Them'

A	B
Us	Those that have never seen a cow
High earners	Those that have always been here
Those we trust	Those we don't share anything with
Immigrants	The self-confident
The people from the countryside	Those just getting by

The religious	Those we try to avoid
Those we share something with	Them

Now watch a short video clip (<https://www.youtube.com/watch?v=jD8tjhVO1Tc>) up to 0:42 seconds and check your answers.

B. Watch the rest of the video.

Which other groups are formed?

Make a list of the ones you can remember: What is interesting about each of these groups?

Which are the largest groups?

And the smallest?

Understanding this unit through a classroom debate.

Is identity what we have or what we perform?

LET'S PRACTICE SPEAKING: PERSONAL/PROFESSIONAL INTRODUCTION

THE 30 SECOND ELEVATOR SPEECH

An elevator speech or a pitch is a clear, brief message or “commercial” about you. It communicates who you are and what your experiences are. It also tells us what your goals are. It’s typically about 30 seconds, the time it takes people to ride from the top to the bottom of a building in an elevator. (The idea behind having an elevator speech is that you are prepared to share this information with anyone, at any time, even in an elevator.) At a career fair, you can use your speech to introduce yourself to employers. It is important to have your speech memorized and practiced. Rehearse your 30 second elevator speech with a friend or in front of a mirror. The important thing is to practice it **OUT LOUD** (preferably three times). You want it to sound natural. Get comfortable with what you have to say so you can breeze through it when the time comes.

This elevator speech is:

- absolutely no longer than 25 to 30 seconds
- or - in words - approximately 80 to 90 words
- or - in sentences - 8 total to 10 sentences

A SAMPLE ELEVATOR SPEECH OUTLINE

These 10 speech topics will help to write a carefully planned and prepared presentation that grabs attention and says a lot in a few words. This format suggestion helps you to avoid creating a sales pitch. Use each idea to write one short powerful sentence.

ABOUT YOU

1. Smile to your counterpart, and open with a statement or question that grabs attention: a hook that prompt your listener to ask questions.
2. Tell who you are: describe you and your company.
3. Tell what you do and show enthusiasm.

WHAT DO YOU OFFER?

4. Tell what problems you have solved or contributions you have made.
5. Offer a vivid example.
6. Tell why you are interested in your listener.

WHAT ARE THE BENEFITS?

7. Tell what very special service, product or solutions you can offer him or her.
8. What are the advantages of working with you? In what do you differ from competitive companies/other individuals?

HOW DO YOU DO IT?

9. Give a concrete example or tell a short story, show your uniqueness and provide illustrations on how you work.

CALL FOR ACTION

10. What is the most wanted response after your elevator speech? Do you want a business card, a referral or an appointment for a presentation after your elevator speech?

OTHER BUSINESS QUESTIONS

These are other questions you could ask yourself:

- Who is your target?
- What is your background, major milestones and your achievements?
- What is your Unique Selling Proposition? Are there special patents or technology? Do you have a special approach in client management? And so on.

CHECKLIST FOR FINETUNING

STEP 1: First, write down all what comes up in your mind.

STEP 2: Then cut the jargon and details. Make strong short and powerful sentences. Eliminate unnecessary words.

STEP 3: Connect the phrases to each other. Your elevator address has to flow natural and smoothly. Don't rush.

STEP 4: Memorize key points and practice.

STEP 5: Have you really answered the key question of your listener: what's in it for me?

STEP 6: Create different versions for different business situations of your elevator speech. Note them on professional business cards.

What information might you include in your elevator speech for a career fair? Consider sharing your name, year in school, major skills and career goals. Include personal information only if it is relevant to the work for which you are applying.

Here are some examples to help you get started developing your 30 second elevator speech.

STYLE GUIDE: EXAMPLES OF ELEVATOR SPEECHES

Example 1:

Hi, my name is Simon Johansen, and I am a senior Environmental Sciences major. I'm looking for a position that will allow me to use my research and analysis skills. Over the past few years, I've been strengthening these skills through my work with a local watershed council on conservation strategies to support water quality and habitats. Eventually, I'd like develop education programs on water conservation awareness. I read that your organization is involved in water quality projects. Can you tell me how someone with my experience may fit into your organization?

Example 2:

Nice to meet you, I'm Alexis Biondo. I'm currently a senior and am studying Computer and Information Science. I hope to become a computer programmer when I graduate. I've had a couple of internships where I worked on several program applications with a project team. I enjoy developing computer applications for simple business solutions. The position you have listed in UO-JobLink seems like it would be a perfect fit for someone with my skills. I'd like to hear more about the type of project teams in your organ.

Example 3:

Hi, my name is Sean. I am currently a sophomore student attending XYZ University in Austin, Texas. In college, I plan to major in business, specifically in the area of finance. This summer I did an internship with the Groundhog Hedge Fund Group and I hope to work in my college's credit union when I return to school this fall. Ever since I can remember I have always had an interest in numbers, and I feel certain that this is something I want to do in my future career. Next summer I'm hoping to get another internship learning more about how the international financial market operates. I also want a career working with people since I enjoy assisting others with their finances and I had a blast this year preparing a presentation as a team with a group of other students for my business management introductory course."

Here's how it could be adapted for a jobseeker:

- Who am I? (introduce yourself) -- No change
- What business am I in? -- What field or industry am I in?
- What group of people do I service? (be specific -- do you have a niche?) -- What position am I in? In what capacity do I serve?
- What is my USP (Unique Selling Proposition)? What makes me different from the competition? -- No change
- What benefits do my customers derive from my services? -- What benefits can employers derive from skills, based on my proven accomplishments?

Similarly, in a job-hunting situation, the listener's tacit question may be "Why should I (or any employer) hire you?"

If the students don't feel comfortable saying their pitch in front of the whole class, they can record their elevator pitches on their school computer, cell phone, or recording device. After completing their recording, students should upload their video to the course's Moodle page.

STYLE GUIDE: PVLEGS FOR EFFECTIVE SPEAKING

PVLEGS is a model developed by Erik Palmer (2011) that helps students improve presentation skills and make public speaking more effective. Paying attention to poise, voice, life, eye contact, gestures and speed while delivering a presentation is a set of skills that need to be integrated and practiced to become better speakers.

POISE	Appear calm and confident and avoid distracting behaviors
VOICE	Speak every word clearly Use just the right volume for the space
LIFE	Express passion and emotion with your voice
EYE CONTACT	Connect visually with the audience Look at each audience member
GESTURES	Hand motions Move your body Have an expressive face
SPEED	Talk with appropriate speed, not too slow, not too fast Use pauses for effect and emphasis

Let's watch the TED talk about public speaking: *How to Sound Smart in your TEDex Talk* by Will Stephen at <https://www.middleweb.com/35561/helping-students-speak-more-effectively-in-class/>

Self-reflection phase: Watch your recording and/ or your peers' presentations and answer the reflection questions below:

1. Reflect on how you used PVLEGS (Poise, Voice, Life, Eye Contact, Gestures, Speed) to help record your elevator pitch. Which aspect of PVLEGS is your greatest strength? Explain.
2. Which point of PVLEGS could you continue to improve? Explain.

CULTURE AT WORK: ATTITUDES TO TIME

Some cultures place a lot of importance on precise timing. Other cultures feel that the timing of an activity should be approximate only. These different attitudes can affect the way people give presentations. How would you describe your culture?

	Precise timing	Approximate timing
Timing	Presenters plan their presentation to fit the time available. They expect to start and finish at a precise time.	The timing is flexible and changes to the schedule can be tolerated.
Structure	Presentations have a tight structure with an introduction, a sequence of points and a summary.	Presenters prepare a rough outline, but often make changes as they deliver the talk.
Sequencing	Presenters move from one section to the next in a specific order.	Presenters may move back and forth between sections or points.
Following the plan	Presenters follow the plan exactly and often time each section of the presentation precisely.	Presenters are more spontaneous, responding to the situation and audience interest.

UNIT 4: PRESENTING / PUBLIC SPEAKING

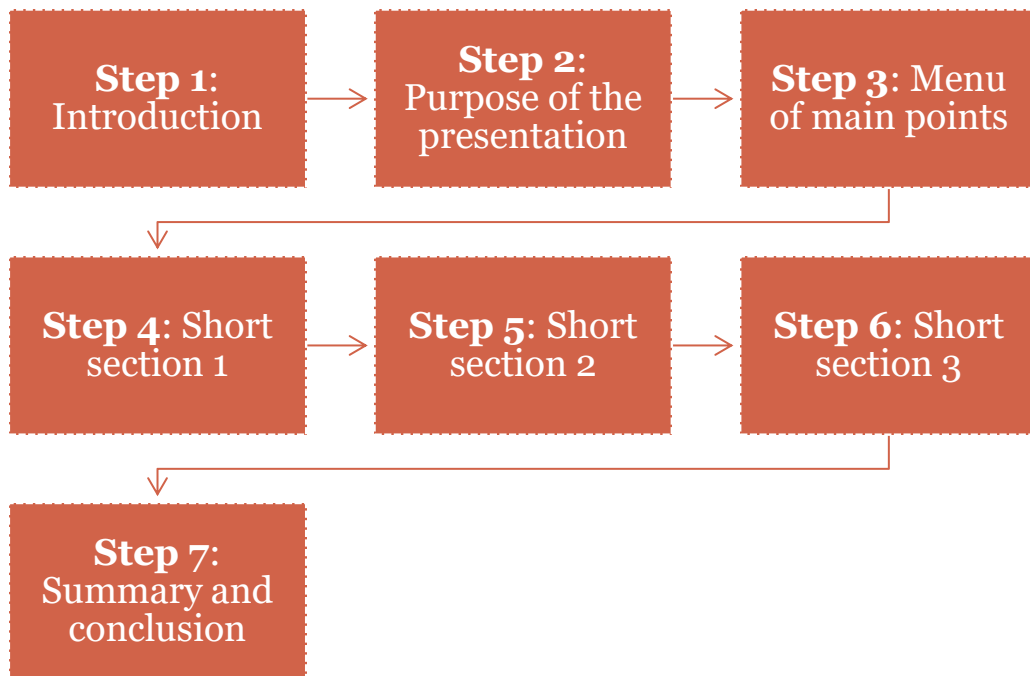
Presentation skills are important in many academic and business contexts and to be able to deliver an effective talk is one of the most valuable communicative skills. You might have to give a short presentation in a seminar or a more formal presentation to a particular audience at work.

Public speaking is not easy. You need to think about what to say, and what language to use. In addition, stage fright, often manifested with dry mouth, sweaty hands, rapid pulse, nervous stomach, is considered to be among the top 10 fears people face.

In this unit we will practice how to make stage fright work for us, and how to channel our energy into thorough preparation and organization, which will make our presenting a success. As well as preparing what you will say, we will listen carefully to other student’s presentations. As you listen try to 1) contextualize information and 2) understand the speaker’s main points. It is also useful to make brief notes as you listen so that you can refer to them later.

Structuring a presentation

These are the common steps we need to think about when structuring a presentation. They can be used for organizing and sequencing points in the presentation.



TASK 1: Structure

Read phrases a-g. At which step in the presentation would you use each phrase? Match phrases a-g with steps 1-7. (Chazal&Rogers, Oxford EAP, Intermediate B+, Unit 1, p. 011)

- a) My second point is....
- b) So first, I'm going to tell you about...
- c) My objective is to...
- d) Now let me summarize the main points again.
- e) The subject of my presentation is...
- f) I've divided my talk into three parts. First,... Second,... And third,...
- g) Now I'll come to my last point

Task 2 Understanding a short presentation

Watch a short presentation by a Japanese student and complete the notes.

Example: Focus of presentation: *educational experience and aims*

- 1. Aim of presentation: _____
- 2. Ryo's first main aim: _____
- 3. Ryo's university: _____
- 4. Ryo's chosen department: _____
- 5. Ryo's second main aim: _____
- 6. Ryo's main message: _____

Watch the presentation again and notice the language Ryo uses to organize his ideas. Tick the phrases in each column (A, B or C) that you hear.

A	B	C
Today, I'd like to talk to you about...	OK, so first let me tell you about...	My first main aim was to...
What I want to talk about today is...	The next stage of my presentation is...	I plan/hope /aim/ want to...
The focus of this presentation is...	And this brings me on to my second main point.	What I would really like to do is...
	I'd like to finish my presentation by...	My main aim/ ambition is to...

LET'S PRACTICE SPEAKING

PREPARING AND GIVING A PERSONAL PRESENTATION

TASK 1. Prepare a short presentation about your personal experience for three to five minutes. Here is a list of potential topics:

- 1. Talk about your own experience of education or work.
- 2. Talk about the time you cheated and were/weren't caught.
- 3. Talk about an event that made you realize you were growing.

4. Talk about a difficult decision you had to make.
5. Talk about getting fired or quitting.
6. Talk about going back to school/university/job after your best summer vacation.
7. Talk about your job.

Use guidelines 1-4 to plan your ideas. Aim to speak clearly and not too fast. Evaluate your own presentation. Note down two things you would like to improve.

1. Decide on a maximum of three points that you want to make. Note them down in order. For example: your recent experience; your present situation; your future plans, aims and ambitions (academic/other).
2. Think of a way of introducing yourself and your presentation.
 - Hi, my name is... and today I want to talk about...
 - In this presentation I'd like to tell you about...
3. Think about the language you will use to...
 - Talk about your experiences in the past
 - Move from one point to the next
 - Talk about your future plans, aims and ambitions.
4. Think of a phrase to end your presentation. For example:
 - I'd like to finish my presentation by saying...
 - The main thing I learnt from this experience was...

TASK 2: PREPARING AND PRESENTING RESEARCH FINDINGS

Choose the project topic from this non exhaustive list of presentation topics and articles for research and follow the guidelines on how to structure the Power-point presentation on our Moodle page.

Read the chosen article and if necessary further research your topic in magazines such as *The Engineer* <https://www.theengineer.co.uk/>, *Machine Design* <https://www.machinedesign.com/> or other magazines in STEM areas. Define the purpose and the key points of your presentation.

Prepare the PowerPoint presentation following the provided guidelines on the Moodle and present the research findings in duration of 7-10 minutes.

LIST OF PRESENTATION TOPICS AND ARTICLES FOR RESEARCH

1. **Theoretical approaches regarding the Venturi effect**
<https://www.researchgate.net/publication/308792278> Theoretical Approaches Regarding the VENTURI Effect
2. **Sustainability Challenges from Climate Change and Air Conditioning Use in Urban Areas**
<file:///C:/Users/Silvana/Downloads/sustainability-05-03116.pdf>
3. **Autonomous vehicles: „Crate Expectations“**
https://theengineer.markallengroup.com/production/2020/03/TE_March2020.pdf
 (taken)
<https://theengineer.markallengroup.com/production/2018/12/NOVEMBER-2018.pdf>
4. **Collaborative robots - Helping Hands,**
https://theengineer.markallengroup.com/production/2020/03/TE_March2020.pdf
5. **Future prosthetic: towards the bionic human**
<https://www.theengineer.co.uk/future-prosthetic/>
6. **Robot is star turn of new medical centre in Wales**
<https://www.theengineer.co.uk/robot-is-star-turn-of-new-medical-centre-in-wales/>
7. **Gas leaking: “Drones to smell pipeline dangers”**
https://theengineer.markallengroup.com/production/2019/04/TE_010419.pdf
8. **Recycled metals to transform alloys**
https://theengineer.markallengroup.com/production/2019/04/TE_010419.pdf
9. **AI helps to reshape**
https://theengineer.markallengroup.com/production/2019/02/TE_010219.pdf
10. **The brains of the operation, pages 34-36**
<https://theengineer.markallengroup.com/production/2018/12/MAY-2017.pdf>
11. **Corona, Testing times,** Quicker diagnostic tests are needed for Covid-19 but the challenges in making them are considerable (The Engineer, April 2020) (pdf)
<http://www.journal-download.co.uk/digitalmagazines/theengineer/the-engineer-april2020/>
12. **Green machines: sowing the seeds of farming 4.0**
<https://www.theengineer.co.uk/green-machines-farming-4-0/>
13. **Conservation transformation**
https://theengineer.markallengroup.com/production/2019/03/TE_010319.pdf

14. **Getting inked: 3D printed organs and smart tattoos to transform future of biomedicine and electronics**
<https://www.theengineer.co.uk/3d-printed-organs-biomedicine/>
15. **In the frame: the 3D printed bike**
<https://www.theengineer.co.uk/frame-3d-printed-bike/>
16. **How the CAL 3D printing process transforms liquids to solid objects in minutes (taken)**
<https://www.theengineer.co.uk/how-the-cal-3d-printing-process-transforms-liquids-to-solid-objects-in-minutes/>
17. **Made in space**
https://theengineer.markallengroup.com/production/2019/07/TE_010719.pdf
18. **Decarbonising heat becomes a hot topic**
<https://www.theengineer.co.uk/district-heat-networks-decarbonising-uk/>
19. **Direct action: Carbon capture gears up for climate battle**
<https://www.theengineer.co.uk/carbon-capture-climate-battle/>
 or
https://theengineer.markallengroup.com/production/2019/06/TE_010619.pdf
20. **Tidal energy: "Rising tide"**
https://theengineer.markallengroup.com/production/2020/03/TE_March2020.pdf
21. **Hydraulic Wind Turbines?**
<https://www.machinedesign.com/markets/energy/article/21831694/hydraulic-wind-turbines>
22. **Solar power**
<http://www.journal-download.co.uk/digitalmagazines/theengineer/the-engineer-april2020/>
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Evaluating a presentation

Peer evaluation and self-assessment offer a valuable learning process for all. Being able to evaluate and feedback on our and someone else’s work helps us to reflect on our own performance and benefits us in understanding our weaknesses so that we can improve. Please use the following checklist for evaluation of your or your peer’s presentation. Finally, teacher feedback will follow.

The checklist for evaluation of your/your peer’s presentation

		Yes	No
1.	Is the aim of the presentation clear?		
2.	Is the aim achieved by the end of the presentation?		
3.	Is the presentation well organized and easy to understand?		
4.	Is it clear when the presenter moves from one part of the presentation to the next?		
5.	Think about the order in which the information is presented. Is it logical and clear?		
6.	Does the presenter speak clearly and give clear explanations?		
7.	Is there anything that could be improved?		

STYLE GUIDE: HOW TO BECOME A GOOD PRESENTER?

The following tips may help you become a better presenter.

Leave nothing to chance	Know exactly how to start
Get straight to your point	Talk to your audience
Know what works	Be concise
Speak naturally	Know your audience
Treat your audience as equals	Be yourself
Don't make a special effort to be funny	Take your time
Let your visuals speak for themselves	Finish strongly
Never compete with your visuals	Develop your own style
Welcome questions from your audience	Enjoy the experience

SIGNALLING WORDS

Besides thorough preparation, which is essential for an effective presentation, certain keywords and signaling words can come in handy during a presentation, that's why it is a good idea to memorize and use them.

GETTING STARTED	
GREETINGS	
<i>FAIRLY FORMAL</i>	<i>MORE FRIENDLY</i>
Perhaps we should begin.	OK, let's get started.
Good morning, ladies and gentlemen.	Morning, everyone.
My name's ...	I'm ...
I'm responsible for...	I'm in charge of...
If you have any questions to ask...	Feel free to ask any questions
I'll be happy to answer them.	you like as we go along.
Perhaps we can leave any questions	And, don't worry, there'll be
you may have until the end of	plenty of time left over for
presentation.	questions at the end.
OPENING REMARKS / STATING YOUR PURPOSE	
This morning I'd like to ...	What I want to do this morning is...
discuss	- talk to you about
report on	- tell you about
and present	- and show you

OUTLINING THE SCOPE OF THE TALK

I have divided my talk into sections:

I'd like firstly to talk about...

The second part will concern...

In the third part I'll deal with...

And finally, I shall raise briefly the issue /address the problem...

OPENING THE MAIN SECTION

So, I'll start off by...

bringing you up-to-date on...

making a few observations...

giving you an overview of...

I'd like to start by drawing your attention to / suggesting that...

MOVING TO A NEW POINT (SIGNPOSTING)

Simple phrases guiding the audience:

To move on	To go back	To summarize
To expand on	To recap	To turn to
To digress	To conclude	To elaborate on

HIGHLIGHTING

I'd like you to ask yourselves a simple question.

WHAT... I'd like you to do now IS ...

We can't expect too much too soon.

WHAT we can't do IS ...

It is important / significant / interesting to point out...

The important / significant / interesting thing to point out is ...

INDICATORS OF THE COMPLETION OF A SECTION / POINT

Well	Well now	Well right
Okay	OK. So...	Right
Right then	Good	Now

SUMMARIZING OR REPEATING THE MAIN POINTS

I'd like to recap the main points of my presentation

-first, I covered

-then we talked about

-finally, we looked at

I'd now like to sum up the main points which were

CONCLUSION

I'm going to conclude by...saying that/inviting you to/quoting

In conclusion, let me...leave you with this thought/invite you to

QUESTIONS

Finally, I'd be happy to answer your questions

Now I'd like to invite any questions you might have

Do you have any questions?

CULTURE AT WORK: FORMAL AND INFORMAL PRESENTATIONS

In some cultures, people expect business presentations to be formal. They don't believe that an informal presentation can be serious. Other cultures prefer presentations to be informal and think that formal presentations are dull and ineffective. How would you describe your culture?

	Formal	Informal
Dress	Business suit, e.g. jacket and tie for a man	Casual
Body language	Tightly controlled; limited	A lot of movement and gestures
Relationships to audience	Not much interaction with the audience; no use of humor	A lot of interaction – asking and answering questions; use of humor
Language	Professional or technical vocabulary; longer sentences; more elaborate expressions	Everyday expressions and even slang

UNIT 5: SOCIALIZING AND DISCUSSING BUSINESS

MAKING SMALL TALK

Many businesspeople say that the worst part of business meeting is lunch but socializing over drinks and meals is often essential in the course of hammering out a business agreement or a contract. Building trust and rapport with your customer is important everywhere in the world, not only in relationship-oriented markets. The best way to get to know your local counterpart varies from one culture to another. In much of the Arab world, steaming platters of rice and lamb take the place of booze. Tipping back slivovitz at 6:30 AM upon first meeting of the management is not uncommon in the Balkans. Brazilian and Mexican executives love to talk about their art, music, literature, sports and films. And then there is golf. The big difference is that with Arabs, Africans, Latin Americans and most Asians you need to develop that climate of trust before you start talking business. In such markets, first you make a friend, then you make a deal.

Starting conversations with strangers and keeping them going can be challenging. It can be difficult to find “safe” non-business topics when you do not know your business partner very well but keeping in mind that the real purpose of socializing is turning contacts into business partners helps.

Topics for small talk

Task 1. Look at the topics below and discuss which ones are safe and which might cause offense. Can you think of other examples of safe topics or topics that might cause offense?

Personal topics:	General interest topics:
Family	Films
Marriage or relationships	Sport
Hobbies or special interests	Travel
Religious beliefs	Art and architecture
The other person’s country	Topics people have strong opinions about
Climate	World affairs
Political situation	Social problems
Food /Customs	Environment
History	Money

Task 2. Useful responses

Choose the best response to each piece of news. (More than one answer may be possible in some cases).

- | | |
|---|------------------------|
| 1. Coming back from New York, our plane was delayed by ten hours! | A) That’s interesting! |
| 2. They’ve closed that nice restaurant we went to last time. | B) Congratulations! |
| 3. Did you know we have two cathedrals in this city? | C) That’s too bad! |
| 4. We have a new baby in the family – a little boy! | D) How terrible! |
| 5. Our local football team has qualified for the European Cup! | E) That’s amazing! |
| 6. In my country, men love to go shopping. | F) Fantastic! |

CULTURE AT WORK: THE IMPORTANCE OF RELATIONSHIPS

There are big differences in the way people from different cultures conduct negotiations. In some cultures, business partners form long-term relationships. In other cultures, the relationship lasts only as long as the contract. How would you describe your own culture?

	Long-term relationships	Short-term relationships
Small-talk	Small talk is important for getting to know people on a personal level before starting to discuss business.	Work is separated from private life. When discussing business, it is considered a waste of time to talk about personal matters.
Time	People are willing to invest a lot of time in relationships. Socializing outside office hours is essential.	Apart from lunch breaks, not much time is given to socializing.
The basics for reaching an agreement	You won't reach an agreement unless you like and trust your business partner.	People reach agreement based on strong arguments: e.g. this is the best product/price.

Task 3 Doing business internationally. What went wrong? (Cotton, Falvey, Kent, 2010, Market Leader Intermediate, 90-91)

Tim Collins made several mistakes because he lacked knowledge of the local business culture. Note down his mistakes.

Tim Collins goes to Saudi Arabia Tim Collins, Sales Manager, travelled to Riyadh to present his company's TV sets to Karim Al-Jabri, president of a retail group. The meeting, arranged for Monday, was postponed two days later. When Collins finally met Al-Jabri, he was surprised that several other Saudi visitors attended the meeting. He turned down Al-Jabri's offer of coffee, and when asked about his impressions of Riyadh, said that he had been too busy dealing with paperwork to see the sights. During the meeting, Al-Jabri often interrupted the conversation to take telephone calls. Collins wanted to get down to business, but Al-Jabri seemed to prefer to talk about English football teams. When Collins admired a painting on the office wall, Al-Jabri insisted on giving it to him as a gift. Collins was very embarrassed. Two days later, Collins presented his company's new products. A large number of staff attended and asked technical questions which Collins couldn't answer. The following day, Collins asked Al-Jabri if he wanted to place an order for the TV sets. 'If God pleases: was the answer. Collins thought that meant 'Yes'. Collins did not secure the contract. When he e-mailed Al-Jabri a month later, he was informed that Mr. Al-Jabri was away on business.

Carson Martin traveled to Japan. Read the case and discuss the questions in pairs.

- 1 Why was Martin disappointed when:
 - a) he first entered Matsumoto's office?
 - b) Matsumoto said, 'It will be under consideration'?
- 2 What mistakes did Martin make when he:
 - a) exchanged business cards?

b) asked the question about an exclusive contract?

c) gave Matsumoto's wife white-water lilies?

Carson Martin visits Japan Carson Martin, Managing Director of a Canadian golf equipment company, travelled to Osaka to meet Vasuo Matsumoto, General Manager of a sports goods business. Martin arrived punctually for his meeting with Matsumoto. He hoped it would be with Matsumoto alone, but some of Matsumoto's colleagues were also present. After introductions, they exchanged business cards. When Martin received Matsumoto's card, he put it away in his wallet. However, Matsumoto examined Martin's card closely for some time. After a short discussion, Martin said, 'Well, are you willing to be an exclusive agent for us or not?' Matsumoto looked embarrassed, then he said, 'It will be under consideration.' Martin was not clear what Matsumoto meant. Matsumoto went on to say that he had to consult many colleagues in other departments before they could make a decision. After the meeting, Matsumoto invited Martin to join him for dinner. Matsumoto complimented Martin on his ability to use chopsticks. Later, Martin gave Matsumoto two gifts: a guidebook for Ontario, Canada, wrapped in red paper, and a bunch of beautiful white-water lilies for his wife. 'I hope they appreciate my gifts: he thought. He did not hear from Matsumoto for some while. However, six months later, he received an e-mail from Matsumoto: 'Please return to Osaka as soon as possible. We would like to meet you to discuss the agency agreement.'

Listen to an expert on Japanese culture analyzing the case. Take notes.

LET'S PRACTICE SPEAKING

TELEPHONING AND DEALING WITH PROBLEMS

Many people nowadays avoid the telephone/mobile calls and prefer to send e-mails instead, particularly within the company or institution. However, calling is more effective in a number of situations: **dealing with urgent problems, getting an immediate response, discussions and joint-decision making and making personal contact with your business partners.**

Before making a call:

- Ask yourself: What is the purpose of this call?
- Who am I going to speak to? What do they need to know? How can they help me?
- Prepare what you want to say.
- Predict any problems you could have (e.g., the person you want isn't there).

During the call:

- Speak clearly and check that the other person understands you.
- Don't let the other person rush you.
- Respond frequently (saying: yes, mm, OK) so the other person knows you are still there.
- Check that you have understood correctly.
- Repeat important information, especially names and numbers (note them down).
- Confirm any arrangements.
- Always be polite and friendly.
- Smile while talking.

After the call:

- (If necessary) send an email to confirm what you said.

Task 1: Complete the sentences. Help yourself with the style guide at the end of this unit.

3. Good My name is Peter Bodansky.
4. Good morning. How can I you?
5. I'd..... to speak to Mrs. Davidson.
6. I'm afraid Mrs. Davidson is in a just now.
7. Can I the message?
8. I'm..... about your advertisement in Slobodna Dalmacija.
9. I was..... She could give me a little more information.
10. Could you her to call me back tomorrow?
11. Certainly. the number?

Task 2: Telephoning problems

Read the typical telephoning problems 1-6. How would you deal with them? Discuss the strategies you might use. Then choose and expressions a-j that might help you.

1. You didn't hear the caller's name.
 2. The other person speaks very fast and it's hard to understand.
 3. The line is bad/your mobile phone signal is weak.
 4. The caller is through to the wrong person or wrong department.
 5. It is difficult to explain complex things on the phone.
 6. The other person is asking for information you don't have in front of you.
-
- a. Can you say that again slowly, please?
 - b. I'm afraid I can't help you with that.
 - c. Can you spell that, please?
 - d. Just hold on a moment, please?
 - e. Could I send you the details by email?
 - f. Can I call you back?
 - g. I'm afraid I can't hear you very well.
 - h. I think you have the wrong number.
 - i. Sorry, I didn't catch that.
 - j. Just a moment I'll transfer you to...

Task 3: Dealing with problems

Match the expressions a-j with one or more of the functions 1-5

1. Introduce the problem	a. Perhaps we could talk to them.
2. Ask for clarification	b. That'll result in even more expense.
3. Predict the consequences (4 answers)	c. I'll get back to you as soon as possible.
4. Suggest possible actions (2 answers)	d. Couldn't we bring in some people?
5. Promise action (2 answers)	e. How do you mean exactly?
	f. It could be very dangerous.
	g. I'm afraid we've got a problem.
	h. I'm going to call a crisis meeting.
	i. It'll mean lengthy negotiations.
	j. It might turn violent.

STYLE GUIDE: TELEPHONING

<p>ANSWERING THE PHONE AND IDENTIFYING YOURSELF (Hello), Ana Ivic speaking. Good morning, Diokom d.o.o. How can I help you? This is/ my name is...</p>	<p>MAKING CONTACT I'd like to speak to... Could I have the human resources, please? Could I talk to...</p>	<p>STATING YOUR PURPOSE I'm calling about... The reason I'm calling....</p>	<p>MAKING /CHANGING ARRANGEMENTS Could we meet on Wednesday at 12:00? How about/ What about Wed, at 12? Is 12:00 OK with you/ convenient? I'm afraid I can't come on... I'm sorry, I can't make it on.... I've got an appointment. Could we fix another time?</p>
<p>CLOSING Good. See you on the 7th... Thank you, goodbye. Right/ OK then. That's great. See you then....</p>	<p>RESPONDING That's fine/OK for/with me. Sorry, I can't make it then. Sure. No problem.</p>		

CULTURE AT WORK: DEALING WITH UNCLEAR SITUATIONS

Some cultures try to avoid unclear situations, but others can tolerate a lack of certainty. How would you describe your culture?

	Avoid unclear situations	Tolerate unclear situations
Rules	Prefer to work with fixed rules and procedures.	Prefer to have flexible ways of working.
Precautions	Predict future problems and take precautions against them.	Don't take many precautions and react when problems arise.
Strategies	Find out as much as possible by asking questions or researching different sources.	Are happy to wait and see how future situations will develop.

UNIT 6: NEGOTIATION

Throughout this section we will practice the language of **agreeing, disagreeing and bargaining**. We will analyze and listen to several negotiating situations and use them ourselves in role-playing situations and tasks.

Negotiations generally should follow certain steps and start with some small talk followed by the negotiation itself. Using expressions commonly used in bargaining, checking understanding and signaling will come in handy. Normally, the agreement should be written down.

Is it acceptable for people to disagree openly with each other in your company/organization/university?

WHAT IS NEGOTIATION?

(Negotiation, at <https://www.englishclub.com/business-english/negotiations.htm>)

One of the most important skills anyone can hold in daily life is the ability to negotiate. In general terms, **a negotiation is a resolution of conflict**. We enter negotiations in order to start or continue a relationship and resolve an issue. Even before we accept our first jobs, or begin our careers, we all learn how to negotiate. For one person it begins with the negotiation of an allowance with a parent. For another it involves negotiating a television schedule with a sibling. Some people are naturally stronger negotiators, and are capable of getting their needs met more easily than others. Without the ability to negotiate, people break off relationships, quit jobs, or deliberately avoid conflict and uncomfortable situations.

In the world of business, negotiating skills are used for a variety of reasons, such as to negotiate a salary or a promotion, to secure a sale, or to form a new partnership. Here are a few examples of different types of negotiations in the business world:

- ▶ manager and clerk: negotiating a promotion
- ▶ employer and potential employee: negotiating job benefits
- ▶ business partners A and B: making decisions about investments
- ▶ company A and company B: negotiating a merger
- ▶ customer and client: making a sale

THE ART OF NEGOTIATING

Negotiating is often referred to as an "art". While some people may be naturally more skillful as negotiators, **everyone can learn to negotiate**. Moreover, as they often say in business, "everything is negotiable". Some techniques and skills that help people in the negotiating process include:

- ▶ aiming high
- ▶ visualizing the end results
- ▶ treating one's opponent with respect and honesty
- ▶ preparing ahead of time
- ▶ exhibiting confidence

LET'S PRACTICE NEGOTIATIONS

Let's look at the case study (adapted from *Negotiation*, English club, at <https://www.englishclub.com/business-english/negotiations.htm>)

PREPARING TO NEGOTIATE A JOB OFFER

Negotiating a job offer should mean more than just saying, yes. Though being offered a job is an exciting time, it is also an important time to use your negotiating skills. Here are some issues you may want to raise before you accept:

- ▶ Salary
- ▶ Promotion opportunities
- ▶ Insurance (medical, dental, accident, life)
- ▶ Holidays
- ▶ Vacation time
- ▶ Retirement/pension plans
- ▶ Stock options
- ▶ Overtime
- ▶ Expenses

Case study: Negotiating pay and status

For the purposes of this lesson, we will follow the negotiations taking place at a fictional company called *Jurić auto-moto shop*.

Marko, a mechanic who has been with this company for five years, believes he is underpaid. He also thinks he deserves more seniority over his crew members. Marko's manager, Lovre is also the owner of *Jurić auto-moto shop*. Though Lovre values Marko more than any of his other workers, he isn't sure that he can afford to pay him more, especially at this time of year when work is unsteady.

Read through the negotiation vocabulary below and find out how Marko prepares his case and presents it to management, and how the two parties negotiate and achieve their goals.

STYLE GUIDE AGREEMENT AND DISAGREEMENT

The phrases in bold can be used when agreeing/disagreeing with people.

AGREEMENT	DISAGREEMENT
You are perfectly right. We are the people who are the driving force behind the company.	That's not really how I see it. Designers and accounts are all company employees.
You may be right there. The budget figures are not looking good.	I think you're wrong. The design department's costs are justified because of their high-quality work.
I couldn't agree more. We mustn't forget the benefits for the company.	I can go along with you there. I think we need to see people at their desks actually working.
Precisely. Creativity comes to some of our people in the middle of the night.	I think you're mistaken. If the designers get to work late, they should be disciplined.
Exactly. It's the creative people who bring in all the money.	I'm afraid I can't agree with you there. We all depend on each other for the company to make money.
Absolutely. It's the output that counts.	Of course not. The latest figures I've seen show that the project is within budget.
That's true, I suppose, but we must think about the company as a whole.	That's absurd (ridiculous). Each department has its own specific needs.

DIPLOMATICALLY GIVING BAD NEWS	USING SPECULATIVE LANGUAGE	USING A PAST FORM TO EXPRESS DISAPPOINTMENT
I am sorry, we can't agree to that.	It would probably arrive late.	We were hoping for...

I'm afraid your price is rather high.	It could be a problem.	We were expecting...
Unfortunately, we can't deliver any earlier.	It may be difficult to deliver.	We were looking for...
To be honest, we'd need credit terms.	We might not be able to do that.	We had in mind...

Negotiation Preparation

Lack of preparation in a negotiation usually sets a person up for failure. First and foremost, each party must clearly define their own goals and objectives. Secondly, each party must anticipate the goals of the opposition. This may require doing some background research. Finally, each party must come up with various alternatives to their main objectives.

Marko Prepares to Negotiate with Lovre

Marko approaches Lovre after his shift on Friday afternoon and asks if he can arrange a meeting to discuss a potential promotion. Lovre sighs and reminds Marko that they already had this discussion last year. Marko agrees, but reminds Lovre of his loyalty to the company and insists that they speak again on the subject next week. Eventually Lovre, who is afraid that Marko might quit on the spot, agrees to meet on Monday during the crew's lunch-hour.

Over the weekend, Marko thinks about Monday's meeting. Last year, he was unprepared to negotiate and ended up only getting a 50 cent/hour pay raise. This did not satisfy him, and he has continued to feel undervalued ever since. Many times, after a hard day at work, Marko has considered quitting. However, it is difficult to find work in the middle of winter. Marko has a family to support and he can't afford to lose his job.

Marko decides to do some research on negotiating. He learns the principles behind collaborative negotiating, and decides that this is the approach he will take this time. Here is what he has learned.

COLLABORATIVE NEGOTIATING

In business, the goal of negotiating parties should always be for mutual gain. This type of **win-win negotiation** is often called collaborative negotiating. The opposite of collaborative negotiating is called competitive negotiating. The goal of competitive negotiating is for one party to win and the other to lose. Dishonest practices, such as lying, manipulation, intimidation, and bribery are often used in this type of negotiation.

MAIN PRINCIPLES OF COLLABORATIVE NEGOTIATING:

- ▶ Resolve previous conflicts ahead of time
- ▶ Deal with issues, not personalities
- ▶ Commit to listening more than speaking: The more you know about your counterpart, the more likely you will achieve your goals. You cannot convince someone of something when you do not know anything about them, or what their own needs are. A common mistake is to prepare one's next question or point while the opponent is speaking.
- ▶ Establish trust in the onset
- ▶ Develop a common goal
- ▶ Discuss a common enemy
- ▶ Take opponent's views/needs into careful consideration: Not only do you want to win this negotiation, you want your opponent to win as well, so that he or she will negotiate with you again in the future.

After Marko has understood the concept he can ask himself the preparatory questions below. Finally, he can apply the rules of collaborative negotiating to his own case.

Here are some preparatory questions to ask yourself before beginning talks with the other party:

- ▶ What is my main objective?
- ▶ What are all of the alternatives I can think of?
- ▶ Why do I deserve to have my goals met?
- ▶ What will my opponent's counter proposal likely consist of?
- ▶ How can I respond to this counter proposal?
- ▶ When would I like to have this issue resolved?
- ▶ What is my bottom-line?
- ▶ What market research/homework do I need to do to back up my cause?
- ▶ What is my bargaining power compared to my opponent's?
- ▶ What do I know about the principles of negotiating?

Marko Answers the Preparatory Questions

My main objective is to be named crew foreman and to earn a salary that is competitive with other foremen in the area.

Alternatives include looking for work elsewhere, asking for a dollar more an hour, suggesting that Lovre hire someone else to take on extra duties.

I deserve this promotion because I have worked with Jurić auto-moto shop for five consecutive years, and have received many compliments from satisfied clients. I am the team member who reports early every morning and leaves last. If we are under a deadline, I work through my lunch-hour. All of the other team members come to me with their questions.

Lovre will likely say that he can't afford to pay me more because business is slow in the winter. He will say that there are plenty of qualified laborers who will do the work for less money.

Both of these arguments are probably true. Jurić auto-moto shop lost a lot of money last year due to the COVID 19 pandemic. There were a few weeks that we couldn't work, but Lovre had to pay us anyway because of our contracts. Moreover, unemployment is at an all-time high in our region. However, Lovre just signed a contract with a new car company that will mean regular work for at least the next two years. In addition, the other team members rely on me, and none of them have the experience to take over my position if I quit. It will cost Lovre a lot of money to train a new mechanic to do everything that I do.

I understand that the past two years have been tough on this business, so I would like to have this issue resolved soon.

I will look into three other local car-mechanic businesses and inquire about the salary and benefits of its employees. I will also review the classified ads to see if any other companies are hiring or looking for a foreman.

My bottom-line is to receive an extra dollar an hour and to be named team manager.

I think Lovre and I have equal bargaining power right now. None of the other current members of our team are as committed to the job as I am. However, unemployment is high and there are other people he could hire.

I have never been a strong negotiator. I need to learn more about negotiation strategies and tactics.

Marko Applies the Principles for Collaborative Negotiating

I will not discuss the fact that I was only offered a 50-cent raise last year. It was my fault for not being prepared to negotiate.

Even though I think Lovre is lazy, and takes too many days off when we are busy, I will not point out his shortcomings. This is about my promotion, not his work ethic.

I will first thank Lovre for employing me for five consecutive years. I will tell him that the stable work has meant a lot to my family, and me and I appreciate the security, especially with so many people out of work.

I will tell Lovre that I think his company is one of the most respected car-repair companies in the region, and ensure him that my goal is to have a lifelong career at Jurić auto-moto shop.

I will say that I hope I will never have to work for a company that does a poor job, such as Rajčić shop.

I will acknowledge that last year's was a problem and note that it is not anyone's fault that the company lost money.

Negotiation Process

It's time to negotiate! Here are a few golden rules to successful negotiations:

1) **Always try to negotiate for at least 15 minutes.** Any less than that and it is unlikely that either party has had enough time to fairly consider the other side. Generally, the size or seriousness of the negotiation determines the amount of time needed to negotiate it. Setting a time limit is a good idea. Approximately 90% of negotiations get settled in the last 10% of the discussion.

2) **Always offer to let the other party speak first.** This is especially important if you are the one making a request for something such as a raise. The other party may have overestimated what you are going to ask for and may actually offer more than what you were going to request.

3) **Always respect and listen to what your opponent has to say.** This is important even if he or she does not extend the same courtesy to you. Do your best to remain calm and pleasant even if the other party is displaying frustration or anger. Remember some people will do anything to intimidate you.

4) **Acknowledge what the other party says.** Everyone likes to know that what they say is important. If the other party opens first, use it to your advantage, by paraphrasing what you have heard. Repeat their important ideas before you introduce your own stronger ones.

5) **Pay attention to your own and your counterpart's body language.** Review the chart below to learn how to interpret body language during the negotiations. Make sure that you aren't conveying any negative body language.

Language to use to show understanding/agreement on a point:

- ▶ I agree with you on that point.
- ▶ That's a fair suggestion.
- ▶ So what you're saying is that you...
- ▶ In other words, you feel that...
- ▶ You have a strong point there.
- ▶ I think we can both agree that...
- ▶ I don't see any problem with/harm in that.

Language to use for objection on a point or offer:

- ▶ I understand where you're coming from; however,...
- ▶ I'm prepared to compromise, but...
- ▶ The way I look at it...
- ▶ The way I see things...
- ▶ If you look at it from my point of view...
- ▶ I'm afraid I had something different in mind.
- ▶ That's not exactly how I look at it.
- ▶ From my perspective...
- ▶ I'd have to disagree with you there.
- ▶ I'm afraid that doesn't work for me.
- ▶ Is that your best offer?

Marko Opens the Negotiations

It's finally lunchtime and Marko and Lovre meet as planned. Marko offers for Lovre to speak first, but Lovre declines:

Marko: Thanks again for agreeing to meet today. I really appreciate you taking the time during your lunch.

Lovre: Okay, well, let's get started. I'd like to resolve this as soon as possible so we can get back to work.

Marko: Great. Okay, well, if there's anything you'd like to say first, please be my guest.

Lovre: Oh, no, I insist you go first. After all, you're the one who asked to meet with me.

Marko: Very well then. First of all I want you to know that I am fully aware of the challenges you have faced in running this company in the last few years. I understand that the last year ended up costing you and all of the local car-shop companies a lot of money. However, I think you realize that I am unsatisfied with my current salary. I've been with Jurić auto-moto shop for 5 years now and there have been many other years that were profitable. Despite how much your business has grown, I'm making less than a dollar more than I was the day I started.

Lovre: You're lucky to have a job in these times.

Marko: Yes, and I'm very thankful that you have employed me all this time, especially during the pandemic when the company is struggling to make a profit. It means a lot to me to have that stability, which is why I have remained loyal to your company.

Lovre: You haven't had much choice but to remain loyal, Marko. There are no jobs out there.

Marko: Well if you don't mind, I'd like to finish what I have to say and then you can let me know what your position is. As a matter of fact, there are a few companies hiring right now in our area. These are not all necessarily companies that I would be interested in working with. For example, you and I both know that I would never want to work for a company such as Rajčić shop. I'd much prefer to be associated with a company like Jurić because we do a good job. Having said that, I took the liberty of calling a few other local companies to find out what type of salary packages they offer to their foremen.

Lovre: Foremen? I don't have a foreman. I never have. It's not my style. Don't forget, you're a contract laborer just like the rest of the crew.

Marko: Yes, I thank you for bringing that up. Besides deserving a higher salary, one that is competitive with local companies, I also think that I deserve a new title. You and I both know that the crew looks to me as though I am a foreman, even though I don't have the title.

Lovre: You don't have the title, but you also don't have the responsibility. It's a lot of work being a foreman.

Marko: Exactly. And you can't say that you haven't noticed me coming in earlier than the others and leaving later. I also designate jobs to all of the crew members each morning and call suppliers when needs arise. These are duties of a foreman, am I right?

Lovre: I suppose. But a foreman also helps solve conflicts that arise within a team, and deals with customer complaints. You always pass those things on to me.

Marko: I agree with you on that. However, I would be willing to take on these extra responsibilities, should you offer me a foreman position at a rate of \$25.00 per hour.

Negotiation Settlement

There are a number of signals that indicate that negotiations are coming to a close. This may not always mean that an agreement has been reached. In many cases, there are many rounds of negotiations. The preliminary round may uncover the major issues, while subsequent rounds may be needed to discuss and resolve them. Here are some signals of talks **coming to a close**:

- ▶ A difference of opinion has been significantly reduced
- ▶ One party suggests signing an agreement.
- ▶ One or both parties indicate that a period of time to pause and reflect is necessary.

Beware of last-minute strong-arm tactics

Even if you make the decision to treat your negotiating opponent with honesty and kindness, the other party may not extend you the same respect. Be prepared to stand your ground firmly, yet cordially, especially in the last few minutes of the negotiations. This is the time when manipulative parties may employ certain tactics in order to try to fool you into losing focus or lowering goals and standards. Remember that conflicts are generally resolved in the last few minutes. **The theory behind last minute tactics is that one party may be more willing to give in out of fear that all of the concessions or progress made up to that point (perhaps hours or weeks of talks) might be lost.** People also get tired or have other commitments that need to be met, such as making an important phone call before another business closes, or picking up children from school.

Here are some last minutes tricks that negotiators often use at this time:

- ▶ Walking out of the room
- ▶ Offering a short-term bribe
- ▶ Telling you to take it or leave it
- ▶ Giving an ultimatum
- ▶ Abrupt change in tone (used to shock the other party into submission)
- ▶ Introducing new requests (used at to get you to concede with little thought or consideration)
- ▶ Stating generalizations without evidence (dropped without significant statistics/proof)
- ▶ Adopting the Mr. Nice Guy persona (used to try to make it look like they are doing you a favour in hopes that you will lower your expectations)

Language to use in closing

- ▶ It sounds like we've found some common ground.
- ▶ I'm willing to leave things there if you are.
- ▶ Let's leave it this way for now.
- ▶ I'm willing to work with that.
- ▶ I think we both agree to these terms.
- ▶ I'm satisfied with this decision.
- ▶ I think we should get this in writing.
- ▶ I'd like to stop and think about this for a little while.
- ▶ You've given me a lot to think about/consider.
- ▶ Would you be willing to sign a contract right now?
- ▶ Let's meet again once we've had some time to think.

Lovre Signals an End to the Negotiations and Attempts some Last-minute Tactics

Lovre: Look, we're running out of time here and I've barely had a bite of my lunch.

Marko: I know, and we have a lot of work to get done this afternoon.

Lovre: Well, I guess we'll have to settle this at another time.

Marko: Actually, I'd really like to get this settled today. I know how busy you are, and it's not easy to get you to sit down and talk.

Lovre: (standing up and getting ready to walk out of the room) Well, we're not getting anywhere.

Marko: Please sit down for a few more minutes so we can make a decision.

Lovre: And what if I don't? Are you going to quit?

Marko: I am a loyal employee, and I believe that it is in the best of both of our interests to have this conflict resolved. This should only take a few more minutes.

Lovre: Fine. You can be the foreman. I'll even change the title on your pay stub. But no raise.

Marko: I think you and I both know, that the raise is more important to me than the title itself.

Lovre: You know, not very many owners would agree to give a person like you the title of foreman. You don't even have your proper certification.

Marko: You've said before that experience means more to you than education. Remember that guy Šime that you hired. He had a four-year diploma in mechanical engineering but had never worked a day out on the fields. You let him go before his probation was up.

Lovre: Oh, don't remind me of that kid.

Marko: Look, I'd be willing to accept \$24.00/hr, if you agree to review my salary again come spring.

Lovre: Fine. I guess, that's fair. You are my best employee, right now at least.

Marko: Great, then, you won't mind changing my status to crew foreman. I won't disappoint you. Remember, I'm willing to take on the extra duties of a foreman, which will give you more time to find new clients.

Lovre: Speaking of new clients. I'm expecting an important phone call in ten minutes, so let's wrap this up.

Marko: Well, I think we've both agreed on the terms. Can we shake on it? I mean, can I have your word that my new hourly wage will begin at the beginning of next month? (Marko holds out his hand.)

Lovre: (Lovre shakes it.) Okay, Mr. Foreman. Get back to work, would you. And, I'll need you to order all of the supplies for Monday.

Marko: Thanks, Lovre. I'll get on that right now.

Formalize the agreement/negotiation

In most business negotiations it is a good idea to get something down in writing. Even if a decision has not been made, a letter of intent to continue the negotiations is often used. This is a way for each party to guarantee that talks will continue. A letter of intent often outlines the major issues that will be discussed in future negotiations. In some cases a confidentiality agreement is also necessary. This is a promise from both parties to keep information private between discussions. When an agreement has been decided, a formal contract may be required. On the other hand, depending on the seriousness of the decision, and the level of trust between the two parties, a simple handshake and verbal agreement may be all that is needed. For example, an employer may offer a promotion and an employee may trust that the new salary will be reflected on the next pay cheque. However, even if nothing is put formally in writing, it is wise to send an e-mail or letter that verifies the terms and puts the agreement on record, especially when a specific number is decided on.

Sample e-mail:

To: lovre@juriccars.com
 From: marko@juriccars.com
 Subject: Today's Negotiation
 Attachment: Site #345

Hi Lovre

I just wanted to write and thank you for spending your lunch hour with me today. I'm pleased with how our talks went and am excited to take on my new role as crew foreman. Even though my new salary will not be put in place until the first of next month, I will begin my new duties immediately. The supplies for Monday's job (Site #345) have all been ordered, and the total of the invoice will be \$349.98, including tax and delivery. The crew has been assigned their tasks for Monday so we will be able to start as soon as we arrive. You will find a chart attached outlining who will be taking care of what and how long it should take us to have it completed. If you have any concerns, feel free to call me at home over the weekend. Thanks again,
 Marko

Additional exercises

Task 1 An Italian bicycle manufacturer wants to enter the Swedish market, using an agent. The manufacturer and the agent disagree about some terms of their proposed contract. Listen to the discussion between them and answer the questions. (listening: CD 2.39, Market Leader Intermediate)

1. Which of these points did the two sides agree on during the negotiation?

a. The type of relationship they want	b. Payment and commission
c. Who sets prices	d. Who pays for promotion

2. Why does the agent want the contract to be longer than two years?

Task 2 Match the direct phrases (1-5) to the more diplomatic versions (a-e).

1. We must talk about price first.	a) Your price seems rather high.
2. There's no way we can give you and credit.	b) Unfortunately, I can't lower my price.
3. I want a discount.	c) Could you possibly give me a discount?
4. I won't lower my price.	d) I'm afraid we can't give you any credit.
5. Your price is far too high.	e) I think we should talk about price first.

4. Listen to and complete the extracts from the negotiation in exercise 1. Then decide whether the speakers are being diplomatic (D) or not (ND). (Listening: CD 2.40, Market Leader Intermediate)

1. A non-exclusive contract _____ for us, too.
2. No, that's _____ for us.
3. We know the market conditions _____ than you.
4. I _____ a rate of 15% on all the revenue you obtain.
5. Fifteen percent is too low. We _____ 20%.
6. We _____ with this.
7. How much _____ ?
8. We'll _____ the commission later.
9. _____, with a new distributor, we prefer a shorter period.
10. It _____ at least three years.

UNIT 7: RECRUITMENT PROCESS: INTERVIEWING

RECRUITMENT

The process of finding people for particular job is **recruitment**, or, in American English, **hiring**. Someone who has been **recruited** is a **recruit**, or in Am.E., a **hire**. The company **employs** or **hires** them, and they join the company.

A company may **recruit** employees directly or use **outside recruiters, recruitment agencies** or **employment agencies**. Outside specialists, called **headhunters**, may be organizations they already work for. Key people recruited like this are **headhunted** in a process of **headhunting**.

APPLYING FOR A JOB

Fred is an engineer who'd been working for the same company for ten years. He wanted a change and he looked at jobs with different engineering companies in the largest European **job website**, Eurojobs.com. An automotive parts company in the Netherlands was advertising for highly skilled engineers interested in working on car design. He **applied for** the job by completing an **application form**, attaching a **CV (curriculum vitae)** and a **covering letter**, explaining why he wanted the job and why he was the right person for it.

Preparing for an interview

How would you prepare for an interview? Work in pairs and make a list of key points.

Look at this checklist. How many of these points did you think of?

Find out who you will be talking to.

The department boss will ask specific task-related questions and someone from personnel will ask about your general skills.

Find out about the company – their products and services, customers and competitors.

Prepare for some common questions that are often asked during an interview.

- What are your strengths and weaknesses?
- Why do you want to work for us?
- What did you like most in your last job?
- How do you get on with other people?
- Do you work best on your own or in a team?
- How do you manage multitasking?
- How do you deal with stress?
- Can you think of any others that would be important in your culture?

Spend 10 minutes thinking about how you would answer these questions in an interview.

Read more of these typical questions at www.jobcentreplus.gov.uk or by searching, for example, on Google.

In order to ace an interview you first need to prepare well.

Preparation for an interview (<https://www.indeed.com/career-advice/interviewing/how-to-ace-your-next-interview>)

Whether you are applying for an entry-level position or a senior role, you will probably have to interview with a potential employer before receiving a job offer. Since a job interview gives you a chance to show your qualifications and make a good impression on the hiring team, you will want to perform at your best during this important meeting.

What should you do to ace an interview?

To increase the chances of having a successful job interview, take the time to prepare before meeting with the hiring team. Think about the topics you are likely to discuss, ways to position yourself as a strong candidate and opportunities to make a positive impression on the hiring team. Include the following in your job interview preparations:

Research

Learn as much as you can about the company and the position.

Before your interview, research the organization so you can be knowledgeable about its accomplishments, goals and mission. Browse the company's website to learn about its history, recent announcements, executive officers, values and culture. Then search for recent news about the organization to study its latest achievements and future goals.

Review the job description

Study job listing so you are prepared to explain your fitness for the job's roles and responsibilities during your interview. Pay attention to keywords such as required skills and experience, and focus on the responsibilities that a successful candidate will have. Consider how your qualifications and goals align with the description so you can discuss relevant examples with the hiring team.

Practice answering interview questions

While your conversation may include several company- or job-specific topics, most interviews include at least a few standard questions. To prepare, review a list of the most popular interview questions, and practice how you would answer. Focus your responses on the organization, the position and your relevant qualifications and goals.

Planning

Carefully consider what to wear and how to present yourself professionally. To make a good impression on the hiring team, take steps to dress appropriately when you meet. Try reviewing the company's website or social media profiles to research the employee dress code and use that to guide what you wear. In most cases, a business casual outfit—such as dress pants with a professional shirt—or a business formal suit will work best for interview attire.

Follow up after the interview

Once the interview ends, you can take additional actions to increase your chance of getting the job. Try sending a thank-you email to the hiring manager within a day after the interview. In the email, reiterate your interest in the position, and express your gratitude for the interview. If you do not receive a response within a week after the job listing closes, consider sending an additional follow-up email to express your continued enthusiasm for the position and interest in taking the next step in the hiring process.

Common job interview questions

To prepare for your interview, consider your answers for some common questions in advance. Below are five questions you are likely to receive in a job interview.

- ▶ Can you tell me about yourself?
- ▶ What are your greatest strengths and weaknesses?
- ▶ Why do you want this position?
- ▶ Why are you leaving your job?
- ▶ Why should the company hire you?

Can you tell me about yourself?

Interviewers often start with this question to learn about your background. When you answer, try beginning by mentioning where you are now before briefly explaining how you advanced to your current position. By taking this tactic, you can establish your professional history and emphasize the most important aspects.

Example:

“Currently, I am a junior personal trainer, and I have 25 recurring clients. In my three years as a fitness instructor, I have earned certifications in yoga and pilates, allowing me to specialize in these rapidly growing areas. Because I maintain a full client roster, I have also taken online sales courses. As a fitness enthusiast, I am also highly self-motivated and driven to share my excitement for health and well-being with my clients.”

What are your greatest strengths and weaknesses?

Employers typically ask about your strengths and weaknesses to learn more about areas where you excel and where you could improve. When you respond, mention your best technical and soft skills. To discuss your weaknesses, try to choose an area where you have already taken steps to improve. Using this strategy allows you to add a positive aspect to a question that has the potential to be negative.

Example:

“After seven years of working in web design, I have mastered technical skills like visual design and user experience. Combined with my natural ability to solve problems and think analytically, these skills give me the power to work seamlessly with clients. However, during my first year of working in web design, I realized that I was not communicating clearly enough with clients, often resulting in extra work for me and frustration for my clients. I researched techniques for improving written and verbal communication, and as a result, I improved my productivity by 15%.”

Why do you want this position?

Hiring teams include this question in interviews to determine how well you understand the job and the company. When you receive this question, you have an opportunity to demonstrate how much you have researched the organization and the job opening. In your answer, try mentioning the company’s mission or accomplishments and the unique opportunities that the position offers.

Example:

“The role aligns well with my experience and future goals. After working in a supervisory retail sales position for three years, I am adequately prepared to advance to a managerial role in the field. I am enthusiastic about the management and financial skills I can acquire through this position, and I am excited about working for an accomplished company that frequently exceeds its quarterly sales goals by 10% or more.”

Why are you leaving your job?

Employers often want to know why you are planning to transition out of your current role in the pursuit of a new position. When you answer, try to avoid mentioning anything negative about your current job or company. Instead, focus on positive aspects, such as seeking professional growth or looking for a greater challenge.

Example:

“I have spent eight years developing my sales skills in my current company, and I’m ready to move into management. I hope to find a position in a new company where I can use my current skills while growing and managing a team of effective salespeople.”

Why should the company hire you?

Interviewers may ask this direct question to prompt you to explain why you are the best candidate for the job. In your response, try emphasizing your skills, experience and accomplishments while explaining how well your objectives fit with the company’s goals.

Example:

“I am passionate about the marketing field and have taken steps to improve my skills and reach increasingly higher goals throughout my career. During 10 years in the field, I have advanced from a junior marketing role to a marketing manager position. Also, my objectives align well with the company’s mission to give back to the community while practicing smarter marketing.”

Style guide: How to ace an interview

Do your homework first! Be positive and give relevant answers

Find out about the company beforehand, ask questions

Take the “you” approach. Ask yourself: What can I do for you, the employer.

Be aware of the body language: eye contact and posture can be as important as what you say.

Wear smart, business-like clothes

Always prepare for job interviews. Conduct mock interviews at home and write down questions that you plan to ask the interviewer

Get to the interview early

WORK IN PAIRS

Role-play an interview situation. One of you is the interviewer and the other the applicant.

Do the case study on Fast Fitness (Cotton, Falvey & Kent, 2010, p. 80-81)

CULTURE AT WORK: ATTITUDES TO PERSONAL SPACE

Each of us has a concept of personal space and we don't like it when someone we don't know intrudes in our privacy. The extent and size of our personal or private space varies by culture. People with large personal space prefer to keep their distance from others. How would you describe your culture?

	People with small personal space	People with large personal space
How close?	stand close together when talking.	feel uncomfortable when standing too close to others.
Touching	often touch each other as a sign of friendliness.	may shake hands, but don't generally touch the people they work with.
Familiarity with strangers	are easy to get to know.	are reserved with people they don't know well.
Personal topics	are happy to discuss personal matters with people they don't know well.	don't discuss personal matters in a business relationship.
The home as private space	are more likely to invite you to their home.	are unlikely to invite you to their home.

ACTIVITY FILE**STUDENT B (Unit 2, The power of active listening: a lead-in game)**

Student A is going to tell you a story for two minutes. You are going to try to change student A's mood just by the way you listen to the story. Here's how you're going to do it:

- For the first minute, listen to student A's story, but don't reach in any way. Just look at student A with a neutral expression on your face.
- For the second minute, gradually start to appear more interested in student A's story, so that by the end of the second minute you seem to be fascinated.

STUDENT C (Unit 2, The power of active listening: a lead-in game)

Your job is to simply watch your classmates as they take part in an experiment. You have to work out what the experiment is, and how effective it is.

Be ready to observe back to the class on what you observed.

NEGOTIATION SKILLS TEST

This self-assessment test will check your understanding of the English skills that you learned on the business negotiation pages.

Are the following statements True or False?

1. During negotiations, one should treat an opponent with respect and consideration at all times.

True / False

2. In "competitive" negotiations, the two parties try to establish a common goal.

True / False

3. Prior to engaging in negotiations it is wise to consider one's own "bottom-line".

True / False

4. When in salary negotiations, employees should "low-ball" in their opening remarks.

True / False

5. Marko had no "bargaining power" compared to his boss, Lovre.

True / False

6. One key to effective conflict-resolution is to deal with issues rather than personalities.

True / False

7. It may be possible to detect that a counterpart is lying by observing body language.

True / False

8. One should never admit to agreeing with an opponent during the course of negotiations.

True / False

9. Marko intimidated Lovre into accepting his terms by threatening to quit.

True / False

10. Lovre used last-minute tactics such as acting as though he was "Mr. Nice Guy".

True / False

TEST SAMPLE

1. What is communication?
2. Explain the difference between the natural and artificial language.
3. What types of communication you know based on communication channels?
 - 1.
 - 2.
 - 3.
 - 4.
4. What are the three basic models of communication and the key concepts of communication?
 - 1.
 - 2.
 - 3.Key concepts:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
5. Why is context important in communication?
6. Write down the five rules of active listening
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
7. Why do we say that identity is multifaceted? Explain.
8. What does PVLEGS stand for?
9. Practical examples of problems with telephoning, making small talk and agreeing and disagreeing.
10. What is negotiation?
11. How do you prepare for an interview?

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