



對外經濟貿易大學
UNIVERSITY OF INTERNATIONAL BUSINESS AND ECONOMICS

Unit 14

Cultural Differences — Manners and Taboos 文化差异—禁忌礼仪

✓ Learning objectives

1. In this unit, students will understand the importance of appropriate etiquette and protocol in intercultural business communication.
2. Students learn identify cultural differences in initiating business contacts, in social entertainment and gift-giving practices, etc.

Answers to the comprehension questions-1

1. How has the author linked executive manners to business success?

Executive Manners link together can create the strong, effective executive presence that propels an individual upward in his or her career.

2. Why does the author say “good manners are cost-effective”?

Good manners are cost-effective because they not only increase the quality of life in the workplace, contribute to optimum employee moral, and embellish the company image, but they also play a major role in generating profit.

Answers to the comprehension questions-2

3. Why can a high appreciation of protocol make an individual stand out?

A well-honed sense and appreciation of appropriate protocol can make you stand out as a world-savvy individual in a competitive global market, because getting and keeping a job or being promoted will depend not only on how well qualified you are but also on how appropriately you behave and how much you look and act the part for a particular position. Your manners are often counted as highly as your knowledge of your subject matter or your brilliance at the negotiation table.

Part A Intercultural Business Miscommunication

First listening: listen for the gist

- What is the main idea of the mini-conversations?

The two mini-conversations reveal the different cultural conceptions between American and Japanese businesspersons which result in their miscommunications. In the first conversation the American manager can not understand why the Japanese employee responds to his praise in a silent way when he openly praises the Japanese employee in front of his colleagues. In the second conversation, Mr. Sato, a Japanese businessman, feels puzzled when his American partner Mr. Rogers puts Sato's business card into his wallet immediately and suggests starting their meeting right away instead of introducing themselves first, such as the positions in the company.

Second listening: listen for specific information

- In this part the teacher has great freedom and flexibility to ask students questions, to clarify any difficult language points, to add in supplementary materials as background knowledge or in-depth understanding of the listening materials.
- Ask students to do blanks filling exercise. Check answers.
- Ask students to do True (T) or False (F) questions. Check answers. Explain why it is true or false.

Third listening: sentences imitation

- Ask students to use the following active vocabularies to form sentences as what they have heard from listening (Dictate then remember).
 1. fumble I fumbled around in my bag for a cigarette.
 2. graciously She graciously accepted his gift and opened it very carefully.
 3. flip side Sato is puzzled when he turns the card over to its flip side and it is bland.
 4. inadequate The parking facilities are inadequate for a busy shopping centre.
 5. incompetent The Prime Minister is incompetent to govern the country.

Part B Protocols of Handshaking and Gift-giving

First listening: listen for the gist

- What is the main idea of this part?

In this part, we hear an American businessman talking about his observation about cultural differences in handshaking practice. Then we hear two business people talking about gift-giving practice in Japan.

Second listening: listen for specific information

- In this part the teacher has great freedom and flexibility to ask students questions, to clarify any difficult language points, to add in supplementary materials as background knowledge or in-depth understanding of the listening materials.
- Notice how the following expressions are related to handshaking and gift-giving practice.

firm or limp handshake, direct eye contact, shifty and untrustworthy, intensity and duration, loosen/unloosen one's grips, bow, distance, ritual

- *parcel, label, position, equality, practicality, taboo, number, painting, propensity, unwrap, symbolically, well-intentioned gift, embarrassment, hatred, proper, repetition*
- Ask students to do blanks filling exercise. Check answers.
- Ask students to do True (T) or False (F) questions. Check answers. Explain why it is true or false.

Third listening: sentence imitation

- Ask students to use the following adjectives to form sentences as what they have heard from listening (Dictate then remember).
 1. limp His body suddenly went limp and he fell down on the floor.
 2. intimidating 威胁的 Cawley received an intimidating letter from her ex-husband's lawyer.
 3. hooded The glitter in his hooded eyes made it impossible for her to hazard even the wildest guess at what he was thinking.
 4. languid He greeted Charles with a languid wave of his hand.
 5. exuberant The prose is exuberant and knowingly exotic.
 6. irresistible High interest rates have made these saving plans irresistible to small investors.

Part C Hall's High- and Low -Context Orientation

First listening: listen for the gist

- What is the main idea of the talk?

The talk is about the differences between high-context cultures and low-context cultures. In high-context cultures, most of the information is in the physical context or is internalized in the people who are a part of the interaction. In low-context cultures, most of the information is contained in the verbal message, and very little is embedded in the context or within the participants.

Second listening: listen for specific information

- In this part the teacher has great freedom and flexibility to ask students questions, to clarify any difficult language points, to add in supplementary materials as background knowledge or in-depth understanding of the listening materials.
- Notice how the following expressions are related to High- and Low -Context Orientation.

physical context, surroundings, environment, internalize, information, code, verbal message, clarify

- Ask students to do blanks filling exercise. Check answers.
- Ask students to do True (T) or False (F) questions. Check answers. Explain why it is true or false.

Third listening: sentence imitation

- Ask students to use the following active vocabularies to form sentences as what they have heard from listening (Dictate then remember).
 1. embed Feelings of guilt are deeply embedded in her personality.
 2. explicit The kidnappers have given us explicit instructions not to involve the police.
 3. in reverse US video recorders cannot play European tapes, and the same applies in reverse.
 4. credible The complaint would be more credible if he could remember more specific details.
 5. inarticulate Footballers are famous for being inarticulate when they are interviewed on TV, and Danny Lord was no exception.