

## Conversation Management Course Learning Objectives with Canadian Language Benchmarks Pragmatics Performance Descriptors<sup>1</sup>

Module	Learning Objectives	CLB Pragmatics Performance Descriptors
<b>Module 1: Understanding Workplace Culture</b>	<ul style="list-style-type: none"> <li>List and classify parts of culture as 'above' or 'below' the waterline using the iceberg metaphor</li> <li>Identify aspects of personal and professional culture</li> <li>Distinguish between verbal and non-verbal types communication</li> <li>Distinguish between stereotypes and generalizations</li> <li>Set professional goals for the Canadian workplace</li> </ul>	<p><b>CLB 7-8</b></p> <ul style="list-style-type: none"> <li>Adequate to good use of appropriate non-verbal cues and signals</li> <li>Adapts speech style and register to a range of different audiences and situations</li> <li>An expanding to expanded range of concrete, abstract and idiomatic language, which may include some common cultural references</li> <li>Sociolinguistic norms and culturally determined behaviours, such as attitudes towards hierarchy</li> </ul> <p><i>Ability to use:</i></p> <ul style="list-style-type: none"> <li>Appropriate language to indicate level of formality and to show respect</li> <li>Appropriate and communicatively effective non-verbal communication strategies</li> <li>Socio-cultural communication norms, such as formality/informality and direct/indirect speech cultural references</li> <li>Interactional and interpersonal communication skills for conversation management, and for giving and receiving compliments or invitations, etc.</li> </ul> <p><b>CLB 9</b></p> <ul style="list-style-type: none"> <li>Adapts language based on context, relationship and purpose</li> <li>Adjusts speech style and register to a wide range of different audiences and situations</li> </ul>
<b>Module 2: Working Effectively Across Cultures</b>	<ul style="list-style-type: none"> <li>Distinguish between the stages of the Developmental Model of Intercultural Sensitivity (DMIS)</li> <li>Explain the DMIS stages</li> <li>Identify ways the different DMIS stages may affect multicultural team dynamics</li> <li>Better empathize within the various DMIS stages</li> <li>Develop strategies for intercultural development</li> </ul>	
<b>Module 3: Nonverbal Communication</b>	<ul style="list-style-type: none"> <li>Identify the four stages of the Something's Up! Cycle</li> <li>Practice the Something's Up! Cycle</li> <li>Apply strategies for <i>introducing people</i> in the Canadian workplace.</li> <li>Actively compare a Canadian workplace introduction to your first language/culture example</li> </ul>	
<b>Module 4: Communication Styles I</b>	<ul style="list-style-type: none"> <li>Adapt communication style to a Canadian context</li> <li>Actively compare a Canadian workplace introduction to your first language/culture example</li> <li>Distinguish between different types of communication styles</li> <li>High/low context and Linear/circular communication</li> <li>Apply strategies for introducing ideas in the Canadian workplace</li> </ul>	
<b>Module 5: Communication Styles II</b>	<ul style="list-style-type: none"> <li>Analyze communication styles to determine if they build or erode credibility, rapport and trust.</li> <li>Apply strategies for making requests in the Canadian workplace</li> <li>Actively compare a Canadian workplace request to your first language/culture example</li> </ul>	

<sup>1</sup> CLB descriptors have been taken from the speaking profiles in the CLB 2012 document.

<b>Module 6: Cultural Orientations</b>	<ul style="list-style-type: none"> <li>Distinguish between the cultural values of               <ul style="list-style-type: none"> <li>individualism and collectivism</li> <li>hierarchical (high power) and self-directed (low power)</li> </ul> </li> <li>Compare workplace 'normals' of <i>individualism/collectivism</i> and <i>hierarchical/self-directed</i> in the Canadian workplace and in your first culture (Making sense)</li> <li>Assess credibility, rapport and trust with Canadian workplace norms</li> <li>Make culturally-appropriate <i>high stakes requests</i></li> </ul>	<ul style="list-style-type: none"> <li>A range of concrete, abstract and idiomatic language suited to context and purpose, which may include some figures of speech and cultural references</li> </ul> <p><b>Ability to use:</b></p> <ul style="list-style-type: none"> <li>Figures of speech, idiomatic and colloquial expressions to communicate effectively with different groups</li> <li>Culturally appropriate strategies to convey politeness and respect</li> <li>Avoidance strategies (such as avoiding a topic and ignoring a question)</li> <li>Language and discourse formats relating to specific work environments (such as the labour market, occupations and professions) and to specific tasks in academic and technical disciplines</li> </ul>
<b>Module 2: Working Effectively Across Cultures</b>	<ul style="list-style-type: none"> <li>Identify different workplace behavioural displays of power distance.</li> <li>Rank pragmatic registers in language use for giving opinions, making requests and defending.</li> <li>Distinguish between the task and relationship cultural orientations</li> <li>Adapt language use for <i>giving and defending opinions</i>, and <i>making requests</i> that considers power distance within the Canadian workplace</li> </ul>	
<b>Module 3: Nonverbal Communication</b>	<ul style="list-style-type: none"> <li>Interpret Canadian ideas of personal space and autonomy for giving and receiving <i>critical performance feedback</i></li> <li>Rank pragmatic registers in language use for giving and receiving <i>critical feedback</i></li> <li>Distinguish between the cultural values of surfacing differences and maintaining harmony</li> <li>Give culturally appropriate <i>critical performance feedback</i></li> </ul>	
<b>Module 4: Communication Styles I</b>	<ul style="list-style-type: none"> <li>Distinguish between the cultural values of monochronic and polychronic orientations to time</li> <li>Practice making sense of different values of time for making interruptions</li> <li>Perform interruptions that consider Canadian workplace 'normals'</li> </ul>	
<b>Module 5: Communication Styles II</b>	<ul style="list-style-type: none"> <li>Distinguish between the six sources into task and relationship cultural orientations</li> <li>Explain the differences between high-synergy and low-synergy cultures as they relate to conflict</li> <li>Articulate key differences between first language and second language <i>apologies</i></li> <li>Adapt <i>apology</i> styles to the Canadian workplace 'normal'</li> </ul>	