MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS

PUBLIC COMMUNICATIONS

Guidelines to practical tasks
for Bachelor's (first) degree students
of speciality 291 "International Relations, Public
Communications and Regional studios"

Kharkiv
S. Kuznets KhNUE
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Compiled by O. Gron

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A list of topics on the academic discipline, practical tasks and guidelines to them are given to facilitate the acquisition of professional communication skills by future specialists.
For Bachelor's (first) degree students of speciality 291 "International Relations, Public Communications and Regional Studios".

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Introduction

Communication performs very important functions in public life, creating the conditions for ensuring the work of both the information and public sphere on the whole. In Ukraine, a dynamic society is emerging, where communication is at the forefront being an important factor in public life. To be in demand in the labor market, future professionals need to know models and theories explaining different communications (interpersonal, mass and corporate). They should be also able to put into practice the knowledge of understanding new communications media technologies for effective business and informal communication.

The academic discipline "Public Communications" is a basic one which is studied under the curriculum of students taking the course for bachelor's degree in speciality 291 "International Relations, Public Communications and Regional Studios" of all forms of study.

The purpose of teaching the academic discipline "Public Communications" is to provide students with theoretical knowledge in the field of public communications and skills in practical participation in various types of public communications.

The main objectives of studying the discipline "Public Communications" are:

gaining knowledge of the conceptual application of basic models and technologies of public communications;

mastering the specific technologies of public communications and skills in the application of these technologies depending on the situation;

understanding the dialogical nature of public communications and the ethical constraints imposed on the subject of the activity.

The purpose of practical training in the discipline "Public Communications" is to develop students' knowledge and skills in the professional formation of public communications.

During the practical classes, the student acquires professional competences and practical skills to work on the applied tasks of professional activity.

According to the syllabus of the academic discipline "Public Communications", practical classes take 32 hours of the study time.

Content module 1. The fundamentals of the theory of public communications

Topic 1. The concept of communication and social communication

1.1. The polysemy of the term "communication".

1.2. Communication and its functions in society.

1.3. The concept of social communication.

1.4. Communication as a socio-cultural interaction between people through signs.

1.5. The main conceptual approaches to the study of social communication in modern communication theory.

Task 1

Explain why the concept of information is ambiguous. Comment on these definitions: "Information is what reduces uncertainty" (Claude Shannon); "Information is what changes us" (Gregory Bateson).

Guidelines to task 1

Information is a primary meaning that is not strictly defined.

Information is a variety of data, messages, news, knowledge and skills. For a long time, information seemed to be something personal belonging to individual members of the human race. But gradually the conviction was formed that information alienated from individuals could have social significance.

In a broad, philosophical sense, information is a reflection of the real world; in the narrow sense, information is any information that is the object of storage, transmission and conversion.

The concepts of information are closely related to such concepts as signal, messages and data.

Signal (from the Latin *signum* – sign) is a process that delivers some information.

Message is information represented in some form and designed for communication.

Data (from the Latin *data*) is the information presented in a formalized form and designed to handle technical means.

Make a list of the main features of the modern communication system, highlighting among them those that we have "inherited" from previous communication systems and those that are fundamentally new to the current era.

Guidelines to task 2

The public communication system is a structured (ordered in some way) set of communicators, recipients, meaning messages, communication channels and services that have resources and professional staff. It includes:

• part of the intended culture that provides the movement of cultural meanings in the social space and time;

• materialized communication culture in different historical periods.

Topic 2. The evolution of social communication and communication revolutions

2.1. Communication in nature and society.

2.2. Historical milestones of the emergence and development of communication in society.

2.3. Communication revolutions.

2.4. The evolution of information and communication systems and the change of historical eras.

2.5. The basic patterns of development of social communication.

Task 3

Describe the main stages in the development of social communication (Table 1).

Table 1

The characteristics of the stages of the public communications system

The name of the stage of the communication system	The types of communication channels	The timeline	The main features of the stage	The main stage problems
1. Community				
2. Handwritten				
3. Manufacturing				
4. Industrial				
5. Multimedia				

The main features of public communication systems are presented in lecture 2.

Topic 3. The communication process and its structure. The basic models of the communication process and their characteristics

3.1. The structure of the communicative act and its components.

3.2. The structure of the communication process model.

3.3. The evolution of communication models.

3.4. The basic elements of the communication process.

Task 4

Having analyzed the communication models you know, suggest your own model. Design a scheme and explain all the components of communication.

Guidelines to task 4

The model of communication as a process is shown in Fig. 1. Within the model there are the following main components: the message sender, encoding, the message, the message recipient, decoding, feedback, noise, response.
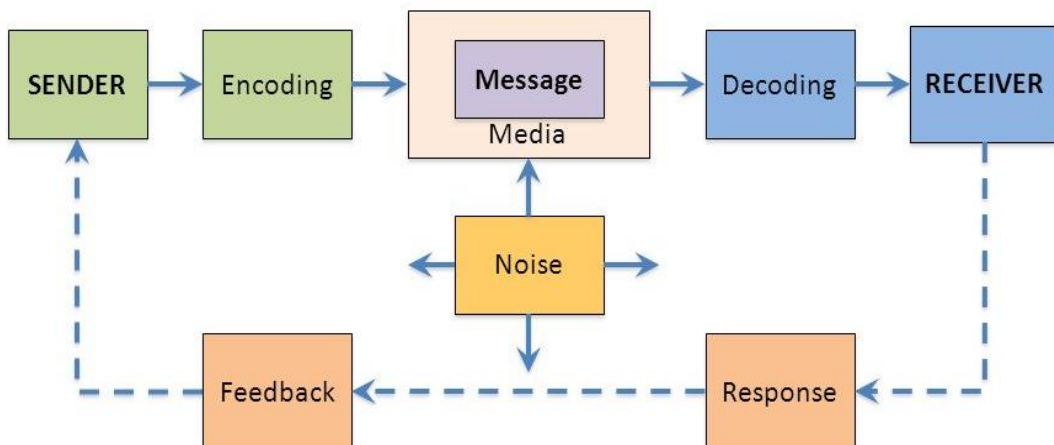

Fig. 1. **The communication model as a process**

Task 5

Describe different communication models (Table 2).

<div align="right">Table 2</div>

The characteristics of communication models

Names of communication models	Characteristics of models	Advantages/disadvantages of models
1. Shannon and Weaver's macromodel		
2. Circular model		
3. Two-step flow model		
4. Lasswell model		

Guidelines to task 5

The characteristics of communication models are presented in lecture 3.

Task 6

Learn from your classmates using active listening techniques:

Why did he/she choose S. Kuznets KhNUE and this speciality? Who helped them in choosing this speciality? Where did they seek information about the university? What other characteristics of university specialities did they consider when choosing? Who influenced the final decision? Are they satisfied with their choice or are they disappointed? Present the results of your conversation as a report.

Guidelines to task 6

Active listening techniques:

• open-ended questions.

Use open-ended questions to expand the discussion – for example, lead with: How? What? Where? Who? Which?

• Emotion labeling.

Putting feelings into words will often help a person to see things more objectively. To help the person begin, use "door openers" – for example, "I'm sensing that you are feeling frustrated... worried... anxious..."

• Paraphrasing, that is restating the speaker's thought, in your own words. For instance, "I think you're saying that..." or "It sounds like you're

saying...". This is so they know you understand, or don't understand, in which case they can clarify for you.

- Clarifying, which involves asking questions to make sure that you understand. For example, "Can you give me an example of that?" or "You just said that such and such is important, can you help me understand what that means to you?"
- Reflecting.

Instead of just repeating, reflect the speaker's words in terms of feelings – for example, "This seems really important to you..."

- Summarizing, that is accurately and briefly summarizing the intent of their message. For instance, "I think the main ideas here are...".

Avoid letting the speaker know how you handled a similar situation. Unless they specifically ask for advice, assume they just need to talk it out.

Topic 4. The problem of the typology of social communication

4.1. Levels, types and forms of communication.
4.2. Interpersonal communication.
4.3. Intercultural communication and its basic forms.
4.4. Verbal (language) communication.
4.5. Non-verbal communication.

Task 7

Interaction of representatives of different social groups (teachers, students, administrative staff, etc.) occurs in the communicative space of a modern university.

How can you communicate vertically and horizontally at your university?

Guidelines to task 7

Vertical communication channels ("top-down") convey the information necessary, firstly, for the implementation of a particular organizational (in the broadest sense) activity: the release of any products, services, etc.; secondly, for feedback purposes, to inform a worker of the degree of success of his or her work activity (and for correction if necessary), and finally, to motivate this activity, to increase the degree of satisfaction with it.

Vertical communication channels ("bottom up") establish feedback between managers and subordinates. The information that is sent "up" includes: relevant reports from the members of the organization on the accomplishment of their tasks; thoughts and suggestions regarding their work; complaints and requests for help of all kinds (including questions to obtain the necessary information).

At the horizontal level, communication is made between people of equal rank. These communications serve the purpose of coordinating people's actions within the same working group. Part of the horizontal communications in the organization serves the purpose of coordinating the activities of several official groups (departments, workshops).

Task 8

Have an imaginary phone conversation with the company secretary where you would like to have practice.

What will the optimum time for a call be? Whatever structure of communication you choose.

Guidelines to task 8

One of the forms of business communication is telephone communication, which has its structure:

- mutual greetings and presentations (20 – 25 seconds);
- introduction of the interlocutor in the course of the case (40 – 45 seconds);
- discussion of the situation (approximately 2 minutes);
- the final word.

Task 9

Describe the main types of groups. What type of group do you study in? Explain what processes have taken place in the development of your student group. In your opinion, what is the most difficult stage and why? At what stage is the communication process in your group?

Guidelines to task 9

Bruce Tuckman presented a model of five stages: forming, storming, norming, performing and adjourning in order to develop as a group.

The first stage of group development is the forming stage. This stage presents a time where the group is just starting to come together and is described with anxiety and uncertainty. Members are discreet with their behavior, which is driven by their desire to be accepted by all members of the group. Conflict, controversy, misunderstanding and personal opinions are avoided even though members are starting to form impressions of each other and gain an understanding of what the group will do together.

The second stage of group development is the storming stage. The storming stage is where dispute and competition are at its greatest because now group members have an understanding of the work and a general feel of belongingness towards the group as well as the group members. This is the stage where the dominating group members emerge, while the less confrontational members stay in their comfort zone.

Cooperation and integration (the norming stage). In this stage, the group becomes fun and enjoyable. Group interaction is a lot easier, more cooperative, and productive, with weighed give and take, open communication, bonding, and mutual respect. This is the time where the group becomes really united.

The performing stage. At this stage, the morale is high as group members actively acknowledge the talents, skills and experience that each member brings to the group. A sense of belongingness is established, and the group remains focused on the group's purpose and goal.

Closure (the adjourning stage). This stage of a group can be confusing and is usually reached when the task is successfully completed. At this stage, the project is coming to an end and the team members are moving off in different directions.

Topic 5. Communication barriers

5.2. The concept and typology of communication barriers.

5.3. The main factors and conditions that ensure the effectiveness of interpersonal and business communication.

5.4. Emotional sources of conflict in communication.

5.5. The main positions of the communicator: open, removed, closed.

Task 10

Analyze the excerpt from *Alice in Wonderland*, whether the maxims of P. Grice and J. Leech were violated in this dialogue. Name them.

"Who are you?" said the Caterpillar.

This was not an encouraging opening for a conversation. Alice replied, rather shyly, "I – I hardly know, sir, just at present – at least I know who I was when I got up this morning, but I think I must have been changed several times since then."

"What do you mean by that?" said the Caterpillar sternly. "Explain yourself!"

"I can't explain myself, I'm afraid, sir," said Alice, "because I'm not myself, you see."

"I don't see," said the Caterpillar.

"I'm afraid I can't put it more clearly," Alice replied very politely, "for I can't understand it myself to begin with; and being so many different sizes in a day is very confusing."

"It isn't," said the Caterpillar.

"Well, perhaps you haven't found it so yet," said Alice; "but when you have to turn into a chrysalis – you will someday, you know – and then after that into a butterfly, I should think you'll feel it a little queer, won't you?"

"Not a bit," said the Caterpillar.

"Well, perhaps your feelings may be different," said Alice; "all I know is, it would feel very queer to me."

Task 11

Remember the maxims of J. Leech and P. Grice. Relate them to the following statements (Table 3). Justify your choice.

Table 3

The statements for evaluation

Maxims of P. Grice	Maxims of J. Leech
• the statement should contain as much information as is necessary for the realization of the specific purpose of communication	• do not judge and you will not be judged
• the information should be reliable (do not voice false data or information in the truth of which you are not sure)	• do not be arrogant, but be objective when compliments are received
• the statement should correspond to the subject of the conversation	• show your friendliness
• avoid ambiguity, obscurity, verbosity	• give up conflict for achievement

Guidelines to tasks 10 – 11

Paul Grice outlined four main maxims of conversation, which describe how people communicate when they want to make sure that they're properly understood by others.

While these maxims are meant to be primarily descriptive in nature, and describe how people communicate in natural situations, it's possible to use them in a more prescriptive manner, by viewing them as guiding principles which can be used intentionally and actively in order to make your communication more effective.

The maxims of quantity (be informative).

There are two main maxims of quantity:

Make your contribution as informative as is required. Provide all the information which is necessary for the purpose of the current exchange; don't leave out anything important.

Do not make your contribution more informative than is required. Leave out any unnecessary details that aren't important to the current exchange.

The maxims of quality (be truthful).

There are two main maxims of quality:

Do not say what you believe to be false. Avoid stating information which you believe might be wrong, unless there is some compelling reason to do so. If you do choose to include it, then provide a disclaimer that points your doubts regarding this information.

Do not say that for which you lack evidence. Avoid including information that you can't back up with supporting evidence. If you do choose to include such information for some reason, provide a disclaimer that points out your doubts.

The maxim of relation (be relevant).

Make sure that all the information you provide is relevant to the current exchange; omit irrelevant information.

The maxims of manner (be clear).

There are four main maxims of manner:

Avoid obscurity of expression. Avoid language which is difficult to understand, such as because it contains words that the listener doesn't know.

Avoid ambiguity. Avoid ambiguous language which can be interpreted in multiple ways, and which therefore makes it difficult for your recipient to understand what exactly you're trying to say.

Be brief. Provide information in a concise manner, that allows your recipient to focus on the key details.

Be orderly. Provide information in an order that makes sense and makes it easy for your recipient to process it.

According to Geoffrey Leech, there is a politeness principle with conversational maxims similar to those formulated by Paul Grice. He lists six maxims:

The tact maxim states: "Minimize the expression of beliefs which imply cost to other; maximize the expression of beliefs which imply benefit to other.

The generosity maxim states: "Minimize the expression of beliefs that express or imply benefit to self; maximize the expression of beliefs that express or imply cost to self."

The approbation maxim states: "Minimize the expression of beliefs which express dispraise of other; maximize the expression of beliefs which express approval of other." It is preferred to praise others and if this is impossible, to sidestep the issue, to give some sort of minimal response or to remain silent.

The maxim of modesty meaning is to minimize praise or to maximize dispraise of self. The modesty maxim states: "Minimize the expression of praise of self; maximize the expression of dispraise of self."

The agreement maxim runs as follows: "Minimize the expression of disagreement between self and other; maximize the expression of agreement between self and other." However, it is not being claimed that people totally avoid disagreement. It is simply observed that they are much more direct in expressing agreement, rather than disagreement.

The sympathy maxim states: "Minimize antipathy between self and other; maximize sympathy between the self and other."

Task 12

Comment on the exchange of information and explain why the encrypted message did not reach the addressee.

A Scythian messenger comes to Darius I and hands him a bird, a mouse, a frog, and five arrows. He says that the Persians themselves must find out the meaning of these presents. King Darius is sitting in his throne, lost in his thoughts, trying to understand the meaning of the gifts. His advisers gathered behind him also think intensely. In the opinion of the king, the strange gifts mean the Scythians are to surrender to the Persians with soil and water.

However, Gobryas, Darius' lance carrier, interprets the meaning of the presents completely differently. According to him, the gifts tell this message: "Oh, the Persians! If you do not fly away skywards like birds, or do not dig yourselves into the ground line mice, or do not jump into water like frogs, you will not return home, because these arrows will pierce you".

Guidelines to task 12

Before sending a message, the sender must encode the idea using symbols, words, intonations and gestures. Such encoding turns the idea into a message.

Upon receiving the message, you need to understand it. The decoding of a message is how an audience member is able to understand and interpret the message. It is a process of interpretation and translation of the coded information into a comprehensible form.

The following factors influence the effectiveness and nature of the recipient's perception of the message:

• the recipient's knowledge of the subject of the message;

• the probability that the recipient perceives both the message and the sender appropriately;

• experience of communication of the sender with the recipient;

• the ability to listen and provide feedback to the sender.

If the characters selected by the sender have a similar meaning to the recipient, he will know exactly what the sender meant when formulating his idea. In this case, we can assume that the communication was effective and achieved its purpose.

Content module 2. The applied aspects of social communication

Topic 6. Communications in organizations

6.1. The essence of the organization.

6.2. The philosophy of the organization as a set of meanings and values of existence of the organization.

6.3. The feedback mechanisms in the organization.

6.4. The main concepts of management and their influence on the formation of criteria and indicators of communication effectiveness in organizations.

Task 13

Have a look at Fig. 2. What types of communication networks are there in the figure? What type of tasks should these communication networks solve? What factors influence the choice of the communication network type? What other types of communication networks do you know?
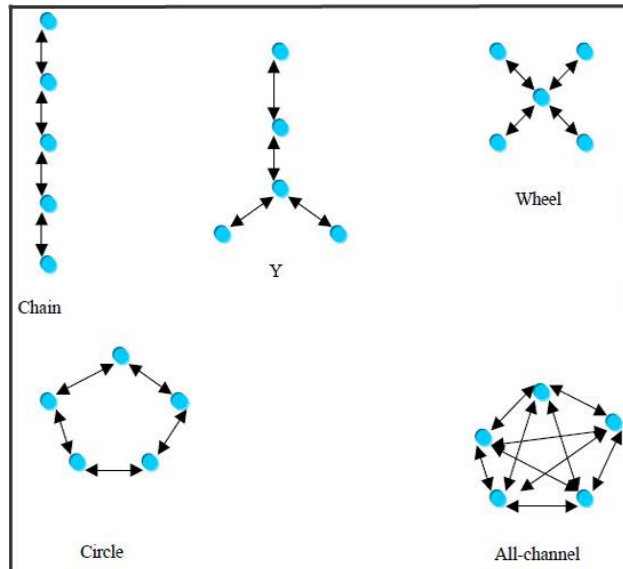

Fig. 2. **The configuration of communication networks in the organization**

Guidelines to task 13

A communication network refers to the method that employees pass information on to other employees in an organization. There are five different types: the wheel network, the chain network, the circle network, the Y network, and the all-channel (star) network.

A wheel network is a style of communication where the leader is the only one to receive or give communication. The leader, usually the supervisor or owner in the company, is like the bright light in the middle of a wheel; the light starts in the middle then gets passed on to all the spokes at the ends of the wheel. This one person has to know everything about the business and relays all messages. Employees have an exact idea of how decisions are made and how communication is handled.

In a chain network individuals communicate in a set sequence. Communication starts at the top, like from a CEO, and works its way down to the different levels of employees. This communication network is indeed like

a chain in that the top of the chain has to go through each individual link before getting to the end. The CEO will talk to a manager who is next in the hierarchy but does not talk to a clerk at the bottom of the hierarchy. The chain network often takes up time, and communication may not be clear.

In a circle network, employees communicate only with adjoining members of the organization. The circle network is analogous to a group working in a physical arrangement such that workers can communicate with their immediate neighbour but not with others in the group.

In the Y network, the flow of communication resembles an upside down Y; information flows upward and downward through the hierarchy, widening to encompass the number of employees reporting to a supervisor.

In the all-channel (star) network communications flow upward, downward and laterally among all members of the group. This pattern of communication supports an egalitarian, (equal, unrestricted) participative culture and fosters (promotes, cultivates) cross-functional efforts.

Task 14

Name the advantages and disadvantages of written and oral communication in organizations. Give the answer in table 4.

Table 4

The advantages and disadvantages of written and oral communication

Written communication		Oral communication	
Advantages	Disadvantages	Advantages	Disadvantages

In which cases is it advisable to use written communication in business communication, and in which oral? Give examples.

Guidelines to task 14

The advantages of oral communications

There are many situations in which it makes sense to choose oral rather than written communication. Oral communication is more personal and less

formal than written communication. If time is limited and a business matter requires quick resolution, it may be best to have a face-to-face or telephone conversation. There is also more flexibility in oral communication; you can discuss different aspects of an issue and make decisions more quickly than you can in writing. Oral communication can be especially effective in addressing conflicts or problems. Talking things over is often the best way to settle disagreements or misunderstandings. The following situations are appropriate for oral communication.

Lack of time. If the sender of the message wants to communicate rapidly, oral media is the best way of communication.

Direct relations. Where the direct relation is necessary to exchange views and information, oral communication is better than written communication.

Immediate feedback. If the message sender wants to get feedback immediately, oral communication is the best way for him.

Maintaining secrecy. If the communicator wants to keep the information secret, oral communication can help him.

Avoiding sluggishness. Sluggishness is the main limitation of written communication.

Large gathering. If the audience is large in number, it takes time to communicate through written documents. In this case oral communication is more effective.

Others: motivating audience, mutual cooperation, easy understanding, developing relations, etc.

Written communication is the most common and effective mode of business communication. In any organization, electronic mails, memos, reports, documents, letters, journals, job descriptions, employee manuals, etc. are some of the commonly used forms of written communication.

Such communication is used when the information to be transmitted is lengthy and includes some complex terms that cannot be explained verbally. Also, the organizations maintain their documents in writings such that these can be used as a reference and evidence of any transaction anytime in the future. Thus, it is essential for every business organization to develop effective writing skills and inculcate this in all its employees.

The effectiveness of written content depends on the correct choice of words, their organization into correct sentence sequence and the cohesiveness

in the sentences. The information in writing is considered more legal and valid than the spoken words. Also, people rely more on the written content than what has been said orally. But, however, unlike verbal communication the feedback of written communication is not immediate since it is not spontaneous and requires time to get into the understandable form.

Topic 7. Mass communication: the features, the main types, the social functions

7.1. The essence and basic conditions of mass communication.
7.2. Mass communication and audience.
7.3. The main social functions of mass communication.
7.4. The main theories of the study of mass communication.
7.5. The philosophical and methodological aspects of propaganda.
7.6. The main types of mass communication.
7.7. The basic models of mass communication.
7.8. Conceptualization of the newest mass media.

Task 15

Analyze 2 – 3 TV commercials, determine why the message is perceived as valuable, informative. Does this always happen? Please note that advertising information necessarily has its addressee (target audience: housewives, affluent people, teens, children, sick people, etc.).

Guidelines to task 15

According to experts, advertising can be considered as a form of communication, which aims to translate the quality of goods and services into the language of consumer needs.

Advertising communication refers to the pass of a message from a source of information to its recipient. The recipients (addressees) in advertising communication are potential consumers for whom the advertising is intended. When building your target audience, it is important to identify not only who makes the purchase decision, but also who influences the process. For example, children can have a decisive influence on the choice of seller and place of purchase. That's why McDonald's views children as one of the most important target audiences for their advertising.

Task 16

Prepare a report for the press conference on the topic: "Report of the Head of Kharkiv Regional Administration on the Use of Emission Credits.

In 2016, Ukraine ratified the Paris Agreement within the UN Framework Convention on Climate Change, which replaced the Kyoto Protocol. The member states of the Paris Agreement should not allow the average temperature on the planet to rise by more than 2 degrees Celsius. As for the Association Agreement with the EU, Ukraine should also introduce greenhouse gas trade. So far, Ukraine has set a goal to reduce emissions by 40 % compared to 1990 levels.

The Ministry of Ecology has already developed a plan of measures to implement the concept, now it must be adopted by the Cabinet of Ministers.

Under the agreement with the EU, the country must also introduce an internal greenhouse gas emissions trading system. To do this, Ukraine needs to develop a quota allocation plan and introduce a permit for greenhouse gas emissions. But before the quotas are earned, it is necessary to collect accurate data on how much industrial enterprises are emitting CO_2.

Choose one of the possible solutions to this situation.

Suggest your options for the speech of the Head of Kharkiv Regional Administration, voice your decision, justify the correctness of your decision in terms of city administration, give an assessment of the facts.

Guidelines to task 16

Before you think about what you want to tell your audience, consider:

Why is your audience there? What are they most interested in?

What's the purpose of your talk? What do you want to change?

What's the call to action – what do you want people to do as a result of your speech?

What's the one thing you want them to remember?

A classic way to structure a speech is that the introduction is 10 % of your speech, the content is 80 %, and the conclusion is 10 %. This allows for your audience to remember the meat of your speech versus an over-long introduction or conclusion.

1. Introduction. Begin with the most important idea/point on your outline. What is the topic of your speech? Why should the audience listen to your speech? What will your main points be?

2. The body. What are your main points and ideas (sub-topics)? What is your supporting evidence and information (sub-sub-topics)?

3. The conclusion. What were the main points of your speech, and what do you want the audience to remember?

Consider how you can explain (show, tell) that to your audience in the most effective way for them to easily understand it.

Topic 8. The communicative competence.
The socio-psychological bases of communication
in public communications

8.1. The representative system in social communication.

8.2. The general requirements to the communicator and the addressee (audience).

8.3. The socio-psychological scenarios of behavior in social communications. The psychological adjustment to the partner.

8.4. The ethical aspects of social communication.

Task 17

Make a list of speech etiquette formulas in Ukrainian and in the foreign language you are learning that you can use when contacting:

• a senior person to find out what time it is;

• the secretary of the manager to find out the decision on your application;

• a teacher to ask him or her to take your exam ahead of schedule;

• a friend to ask him for a dictionary.

Guidelines to task 17

It is crucial to note that speech etiquette is essential to communication in all spheres of life and situations ranging from formal communication to informal ones. Speech etiquette implies a set of norms, thanks to which a person understands how to communicate, maintain relationships with other people in different life situations. The rules of etiquette are very diverse, there is no common single "formula" of communication. Any country is rich in its cultural subtleties of communication. Speech etiquette is applied in different situations: greetings, getting acquainted, farewells, gratitude, condolences,

apologizing and others. For example, in English greetings are short. They are varied according to the social distance and social status of the interlocutors. When an English speaker asks you "How are you?" or "How is your work?", he is not concerned much about your physical condition or work, but showing his politeness.

It is important to select phrases that are suitable for a particular situation, taking into account the status of the person, as well as the degree of your acquaintance with him. Speech should be concise but appropriate.

Task 18

Analyze the situation below.

Your deputy, an experienced specialist who knows the job like "the back of his hand", behaves like a soulless person who is not interested in any "human" problems. This has become a concern in the staff lately, several colleagues planning to quit because they do not want to tolerate reproach and insults of the manager. You tried to discuss the problem in an informal conversation, but your deputy does not even understand what it is about, he is only interested in the plan and the profit.

As a manager, you understand the need to influence the employee to change the way he or she interacts with the staff. Suggest a possible conversation with your deputy using constructive criticism.

Guidelines to task 18

The feedback sandwich method is a popular method of giving constructive criticism.

With Positive-Improve-Positive, your feedback is broken down into three segments:

You start off by focusing on the strengths – what you like about the item in question.

Then, you provide the criticism – things you don't like, the areas of improvement.

Lastly, you round off the feedback with (a) a reiteration of the positive comments you gave at the start and (b) the positive results that can be expected if the criticism is acted upon.

It's called the "feedback sandwich" because you wedge your criticism between an opening and an ending – like a patty wedged between two buns.

1. Be straightforward.
2. Be specific.
3. Focus on the work, not the person.
4. Don't tell someone they're wrong.
5. Find something to compliment.
6. Make suggestions, not orders.
7. Have a conversation.

Task 19

English Summer School for students and schoolchildren will take place from 25 to 29 May in S. Kuznets KhNUE.

You work in the University's Communications Department. What are the main target audiences to send an informative message about the Summer School, which motives of the selected target audiences should be taken into consideration in order to attract attention in the message? How can teachers overcome possible communication barriers (information overload, cognitive, educational, etc.) in the course of summer school activities with students and schoolchildren?

Guidelines to task 19

Semantic or language barriers. The same words and symbols carry different meanings to different people. Difficulties in communication arise when the sender and the receiver of the message use words or symbols in different senses. The meaning intended by the sender may be quite different from the meaning followed by the receiver. People interpret the message in terms of their own behaviour and experience. Sometimes, the language used by the sender may not at all be followed by the receiver.

Experiencing information overload. Too much stimulation or information can make it very difficult to listen with full attention. Try to focus on the relevant information, and the central points that are being conveyed.

Getting distracted by external "noise". Audible noise may be extremely distracting. Some things can be minimized – e.g., turn down the ringer on your phone, and notifications on your phone or computer while meeting with someone. Other noises may be unavoidable – e.g., construction, other people. Also, there may be figurative "noise" from the external environment, such as distracting or inappropriate decor in a room, or environmental conditions such as the room being too hot or cold.

Topic 9. International and intercultural communications

Task 20

Analyze the situations. Identify the causes of misunderstandings between the partners from different cultures.

Case 1. In response to one of your proposals your Japanese supplier says, "That's difficult," you might erroneously assume that the door is still open for further discussion. In fact, your supplier may have been giving a flat no.

Case 2. In Northern European countries, personal space is much larger than in Southern European countries. For a German or a Swedish person, for example, the Italians or the Greeks get too close.

Case 3. The wealthy Arab businessmen are usually friendly and hospitable. They may rise from the negotiation table to greet a friend what is commonly unacceptable in many other cultures. But the Arabs think that they should be friendly to all their guests.

Guidelines to task 20

1) In negotiations, the Japanese habitually don't give clear and straight-forward answers. They may keep on saying "yes, yes". However, their yes doesn't mean their acceptance of the terms offered, but rather their under-standing of what is said. The Chinese tend to be more direct than the Japanese and some other East Asians; however, meetings are principally for information gathering, with the real decisions made elsewhere. Hong Kongers negotiate much more briskly to achieve quick results.

2) Space orientations differ across cultures. They have to do with territory, divisions between private and public, comfortable personal distance, comfort or lack of comfort with physical touch and contact, and expectations about where and how contact will take place.

3) The United Arab Emirates' culture expects its members to have a strong sense of loyalty to their group, for instance the family, tribe, organization, or

country. Building lasting and trusting personal relationships is very important to most Emiratis, who often expect to establish strong bonds prior to closing any deals. People in this country prefer to do business with those they know and like. Establishing productive business cooperation requires a long-term perspective and commitment. Social interactions are just as important as business contacts, if not more. Consequently, proceed with serious business discussions only after your counterparts have become very comfortable with you. This is usually a slow process.

Task 21

Based on the Hofstede classification of the two countries shown in Fig. 3, give a detailed description of the cultures of these countries and provide recommendations for effective intercultural communication between representatives of these countries.
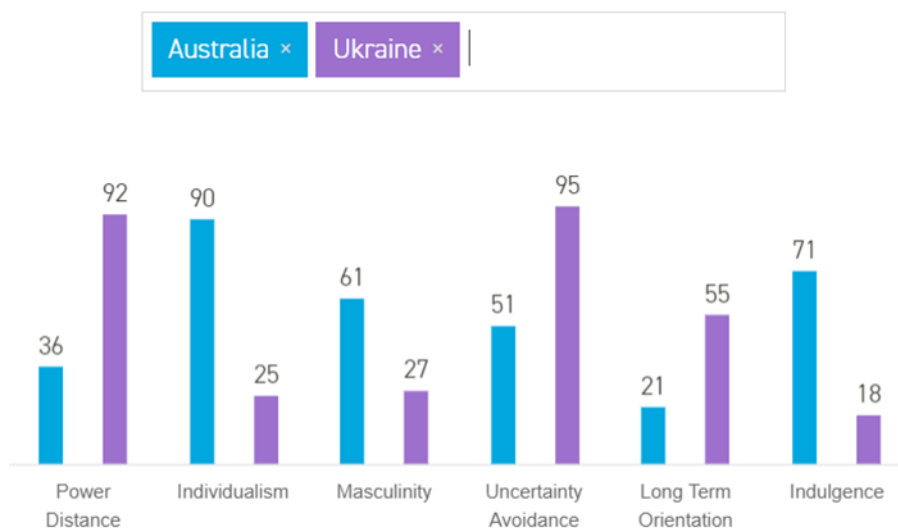
Fig. 3. **Comparison of countries by G. Hofstede classification**

Guidelines to task 21

The Hofstede model of national culture consists of six dimensions. The cultural dimensions represent independent preferences for one state of affairs over another that distinguish countries (rather than individuals) from each other.

The country scores on the dimensions are relative, in that we are all human and simultaneously we are all unique. In other words, culture can only be used meaningfully by comparison. The model consists of the following dimensions.

The power distance index (PDI).

This dimension expresses the degree to which the less powerful members of a society accept and expect that power is distributed unequally. The fundamental issue here is how a society handles inequalities among people.

People in societies exhibiting a large degree of power distance accept a hierarchical order in which everybody has a place and which needs no further justification. In societies with low power distance, people strive to equalise the distribution of power and demand justification for inequalities of power.

Individualism versus collectivism (IDV).

The high side of this dimension, called individualism, can be defined as a preference for a loosely-knit social framework in which individuals are expected to take care of only themselves and their immediate families.

Its opposite, collectivism, represents a preference for a tightly-knit framework in society in which individuals can expect their relatives or members of a particular ingroup to look after them in exchange for unquestioning loyalty. A society's position on this dimension is reflected in whether people's self-image is defined in terms of "I" or "we."

Masculinity versus femininity (MAS).

The masculinity side of this dimension represents a preference in society for achievement, heroism, assertiveness, and material rewards for success. Society at large is more competitive. Its opposite, femininity, stands for a preference for cooperation, modesty, caring for the weak and quality of life. Society at large is more consensus-oriented.

In the business context masculinity versus femininity is sometimes also related to as "tough versus tender" cultures.

The uncertainty avoidance index (UAI).

The uncertainty avoidance dimension expresses the degree to which the members of a society feel uncomfortable with uncertainty and ambiguity. The fundamental issue here is how a society deals with the fact that the future can never be known: should we try to control the future or just let it happen?

Countries exhibiting strong UAI maintain rigid codes of belief and behaviour, and are intolerant of unorthodox behaviour and ideas. Weak UAI societies maintain a more relaxed attitude in which practice counts more than principles.

Long-term orientation versus short-term normative orientation (LTO).

Every society has to maintain some links with its own past while dealing with the challenges of the present and the future. Societies prioritize these two existential goals differently.

Societies who score low on this dimension, for example, prefer to maintain time-honoured traditions and norms while viewing societal change with suspicion.

Those with a culture which scores high, on the other hand, take a more pragmatic approach: they encourage thrift and efforts in modern education as a way to prepare for the future.

In the business context, this dimension is referred to as short-term (normative) versus long-term (pragmatic) (PRA). In the academic environment, the terminology monumentalism versus flexhumility is sometimes also used.

Indulgence versus restraint (IVR).

Indulgence stands for a society that allows relatively free gratification of basic and natural human drives related to enjoying life and having fun. Restraint stands for a society that suppresses gratification of needs and regulates it by means of strict social norms.

Task 22

In 1976, E. Hall developed the iceberg analogy of culture. If the culture of a society was the iceberg, Hall reasoned, then there are some aspects visible, above the water, but there is a larger portion hidden beneath the surface. Fill in the appropriate iceberg levels with the cultural elements (Fig. 4).
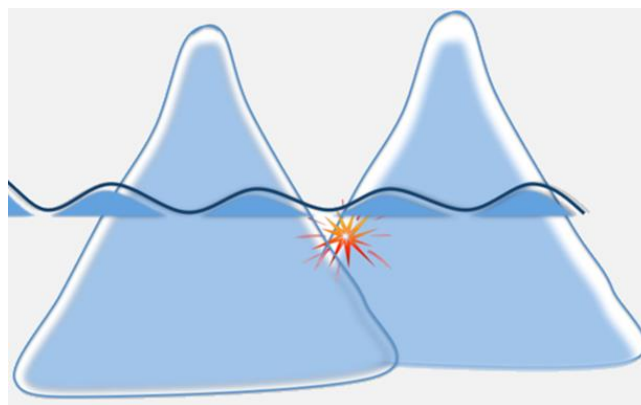
Fig. 4. **The iceberg concept of culture**

What types of cultures did E. Hall highlight in his concept of cultural grammar?

Guidelines to task 22

Hall defines intercultural communication as a form of communication that shares information across different cultures and social groups. One framework for approaching intercultural communication is with high-context and low-context cultures, which refer to the value cultures place on indirect and direct communication.

A high-context culture relies on implicit communication and nonverbal cues. In high-context communication, a message cannot be understood without a great deal of background information. Asian, African, Arab, central European and Latin American cultures are generally considered to be high-context cultures.

A low-context culture relies on explicit communication. In low-context communication, more of the information in a message is spelled out and defined. Cultures with western European roots, such as the United States and Australia, are generally considered to be low-context cultures.

Another related aspect is the perception of time. High context cultures typically use a polychronic perception of time while low context cultures use a monochronic perception. Monochronic people see time as tangible and sequential – it can be saved, spent, and so on. They make and adhere to strict deadlines and focus on one task at a time. Polychronic people see time as fluid. Punctuality and structure are not as important and deadlines are something to aim for not to meet at all costs. Similarly, polychronic people work with multiple tasks at once, switching back and forth from one to the other.

A person from a low-context culture could behave in a way that would be considered ignorant, rude, or incompetent in a high-context culture, e.g. by asking a lot of questions (hence implying that he does not understand the meaning without them), acting in a confrontational way, not knowing how to fit into the group dynamic, being unable to juggle many tasks simultaneously, etc. Similarly, a high-context individual could be considered vague, secretive, unpunctual, unable to adhere to plans, or incompetent due to a lack of ability to work on their own.

Topic 10. Legal regulation of public communication

10.1. The concept of legal regulation.

10.2. Publicity and the right to secrecy.

10.3. Types of confidential information.

10.4. Legal regulation of advertising.

10.5. Problems of legal regulation of public relations.

Task 23

How do you understand the principle of social differentiation in literacy? How did this principle "work" in different historical eras? How important is it today? Is it possible today to talk about social differentiation based on media or computer literacy?

Guidelines to task 23

Computer literacy is the knowledge and understanding of computer concepts, limitations and ability to use computers and technology efficiently. The use of computers has become a way of life in the modern world, making it important for just about everyone to learn basic computer skills.

Information literacy is important for today's learners, it promotes problem-solving approaches and thinking skills – asking questions and seeking answers, finding information, forming opinions, evaluating sources and making decisions fostering successful learners, effective contributors, confident individuals and responsible citizens.

As stated in a UNESCO document: "For all societies, information literacy is becoming an increasingly important component of not only literacy policies and strategies, but also of global policies to promote human development."

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Contents

Подано перелік тем навчальної дисципліни, практичні завдання і методичні рекомендації щодо їх виконання. Методичні матеріали сприятимуть набуттю майбутніми фахівцями професійних комунікативних компетентностей.

Рекомендовано для студентів спеціальності 291 "Міжнародні відносини, суспільні комунікації та регіональні студії" першого (бакалаврського) рівня.