

The European Intercultural Workplace



EUROPE AT WORK

managing diversity in the european workplace

Sample Materials from *Europe at Work*, available on the EIW website, offering guidance and self-study exercises based on the intercultural issues arising from the scenarios



Education and Culture

Leonardo da Vinci

Viewer's Guide Web Sample



page 1

Acknowledgements

This Training Manual is a product of the European Intercultural Workplace (EIW) Project partnership, namely: Dublin City University, Ireland; European Centre for Education and Training (ECET), Bulgaria; Institut für Projektbegleitung und Kompetenzentwicklung - pro-kompetenz, Germany; Hellenic Regional Development Center (HRDC) Greece; Västra Nylands folkhögskola, Finland; CONFORM - Consorzio Formazione Manageriale, Italy; Mangfold i Arbeidslivet – MiA, Norway; Academy of Humanities and Economics in Lodz, Poland; Göteborg University, Sweden; University of Westminster, UK.

The EIW partnership gratefully acknowledges the funding provided for this project by the European Community in the framework of the Leonardo da Vinci II programme.

The authors of these materials are Barry Tomalin, Jack Lonergan and Adam Duncan of the University of Westminster, UK.

Copyright © 2007 European Intercultural Workplace (EIW) Project partnership. All rights reserved. Reproduction and distribution of all or part of this publication is authorized, except for commercial purposes, provided the EIW Project partnership is cited as the source.

This project has been carried out with the support of the European Community. The content of this project does not necessarily reflect the position of the European Community, nor does it involve any responsibility on the part of the European Community.

The European Intercultural Workplace Project

About the project

The European Intercultural Workplace project promotes better understanding and appreciation of cultural differences in order to produce a more culturally-integrated workplace. It is funded by EU under the Leonardo da Vinci scheme.

Ten European countries joined forces to research relations between migrant workers in a number of domains ranging from industry and commerce, through education to public services in a three-year project from 2005 to 2007.

This landmark scheme is the product of cooperation between ten EU countries:

Ireland (Project Coordinator), Bulgaria, Finland, Germany, Greece, Italy, Norway, Poland, Sweden and the UK.

What does the project offer?

The results of the project can be accessed at the project website www.eiworkplace.net and include the following resources.

- National reports from each partner, outlining the situation regarding intercultural integration in ten countries.
- Case studies (sixty from ten countries) in a wide variety of sectors, including education, health, small businesses, police, transport
- Transnational sector reports, summarizing the degree of intercultural integration in the workplace in Europe in Education, Health and small businesses.
- Training materials under the title *Europe at Work*

About the *Europe at Work* Training Materials

Europe at Work is the name given to the training materials within the project, which consist of a DVD, a training manual, and a web-based Viewer's Guide.

The **EUROPE AT WORK DVD** contains 14 dramatic scenes illustrating areas of intercultural tension in the workplace, identified by the project. The DVD is recorded in English, and is also available in a sub-titled version in all the partner languages. The DVD

The scenarios illustrate common issues arising in dealing with colleagues from other cultural backgrounds at work. Each drama is only a few minutes long and may contain a short sequence where the characters present their point of view direct to camera.

Each drama focuses on one aspect of a central issue e.g. race, and allows viewers to recognise this and use it as a gateway to other issues in the same subject. These scenarios are designed to stimulate reflection and discussion and to improve good practice in your own work.

Each drama has been filmed so that viewers have to focus on the issue under review and apply it to their own working environment. There is no specific cultural environment in which the scenes are set.

At the end of each DVD unit a series of questions is displayed as a guide for discussion of the issues raised.

The web-based **EUROPE AT WORK VIEWER'S GUIDE** offers guidance and self-study exercises on the scenarios, and all the scripts in all the partner languages, available on the web at www.eiworkplace.net.

Europe at Work

The **EUROPE AT WORK TRAINING MANUAL** contains the material in the Viewer's Guide and additional detailed self-study and group exercises based on the DVD and group discussions, with the scripts in English only.

There is also a sample set of materials, with an introduction in all the partner languages entitled **EUROPE AT WORK WEB SAMPLE VIEWER'S GUIDE**.

Europe at Work Web Sample Viewer's Guide

This Viewer's Guide Web Sample in all the partner languages contains

- Introduction
- Guide for Users
- Unit 1
- Unit 2
- Scripts of all units

About intercultural dialogue

What do we mean by culture?

Depending on the environment in which the term is used, culture can have a number of meanings. In the context of the workplace it means two things.

- 1 Different workplace communities have different ways of going about workplace.
- 2 Different workplace communities have different expectations of workplace colleagues, employees and clients, based on their community values and attitudes.

It is these attitudes and how they translate into the workplace that we focus on in *Europe at Work*.

Stereotypes and generalisations

Every workplace community is subject to stereotyping – statements that are applied to all members of a workplace community and which allow no room for variation.

Europe at Work takes the position that all people are individual but that all are to a greater or lesser extent influenced by their cultural background. These influences may come from a variety of sources but are mainly parents, school, social and environmental background, history, religion and, increasingly, exposure to media. In different environments, different influences may dominate but all have to be filtered through the experience of the individual you are dealing with.

Europe at Work, therefore, gives examples of different types of behaviour and makes generalizations about how different types of culture might respond.

It is important to use these general statements as a platform for further investigation of the individual and to filter general statements at four levels of experience.

Level 1 National experience

Every business community displays some of the national characteristics of its culture. This may be, for example, the need to build good personal relationships

in the business environment and contrasts with business cultures that prefer to separate personal relationships from business relationships.

Level 2 Regional experience

Within the national identity, different regions may display very different characteristics. For example, people who come from the north of the UK are often considered as a group to be much more open and direct than their counterparts in the south.

Level 3 Corporate experience

At a personal level there is a major cultural difference in behaviour between people who have experience of working in multinational corporations and those working in local firms and family businesses, however large. A multi-national corporation runs largely on American-dominated procedures and timelines, and a person with this experience may well be more attuned to an international culture than one who has experience only of working in national enterprises.

Level 4 Personal experience

Lastly, and most important is the fact that individual personalities vary widely.

People with experience of studying and working in other countries than their own are likely to be much more adaptable to working in a new environment.

What is important for the host country employees is to recognise that settling into a new environment is a stressful experience and it is important to do everything you can to empathise with

Europe at Work

this situation and understand that if tensions arise it is often due to unfamiliarity with the local situation.

The tendency of anyone faced with the challenge of a new environment is to fall back on familiar behaviour, which may be strange or even irritating to members of the host country culture.

Empathy, putting oneself in the other person's shoes and seeing things from their point of view is probably the most important ingredient in successful inter-cultural working.

Dealing with culture shock

Anyone living and working away from home sooner or later has to deal with culture shock.

Culture shock is defined as the sense of alienation and separation that comes from being away from family, friends and familiar routines and lifestyle and can cause disorientation, erratic behaviour and even depression.

Culture shock normally occurs between two months and a year after arrival and can last much longer. Migrant workers need to understand the phenomenon and

recognise that it is simply a passing phase, like catching influenza. Host country workers need to recognize what migrant worker colleagues are going through and have a sympathetic approach.

A major quality is the ability to listen. Allowing workers to talk about their home backgrounds with you and to share their experiences can be a major ingredient in helping them integrate.

An overview of Europe at Work

Key cultural issues

Europe at Work focuses on 14 key cultural topics. Each one is illustrated by a typical scene illustrating the kinds of issues that arise at work.

Unit 1 Introduction

This sets the scene for discussions and heightens awareness, especially amongst the new to intercultural issues.

Unit 2 Interpreting the message

Quite often native speakers fail to understand the difficulties migrants have in understanding spoken language. The use of colloquialisms, fast speech, and technical jargon, can pose real problems of communication. It is important for native speakers, especially in positions of authority, to be sensitive to the language level of those they are dealing with and to adapt their language accordingly.

Unit 3 Appearance

How people dress at work is a key issue, as migrant workers often wear particular items of dress as part of their religious or social practice. The best known example is that of the turban worn by Sikh men to cover their long hair but equally well known and much more controversial in Europe is the wearing of the niqab or head veil, which covers the head but leaves the face exposed, or the burka, which covers the whole face except the eyes and is a feature of women's dress in some Muslim societies. On the other hand, the wearing of jewellery, such as a crucifix, may be considered offensive. Both for health and safety reasons and for religious reasons these are live issues in Europe at the beginning of the 21st century.

Unit 4 Work ethic

Most business communities prefer to do business with those they know and trust. But in many business communities, forming a good relationship is a prerequisite of successful business. Gifts and

Europe at Work

hospitality are a crucial part of this process of building relationships that will lead to successful business opportunities. Other business communities see such things as irrelevant or even corrupt. Understanding the role of gift-giving and hospitality in international business communities is an important part of getting the relationship right.

Unit 5 Food

One of the key issues causing disorientation in a new business environment is the unavailability of the food you are used to. There are huge cultural rituals surrounding the type of food people eat, how they serve it and how they eat it and what drink accompanies the food and how it is consumed. The provision of food staples in a company canteen, such as rice or pasta or noodles, can be an important if unrecognised ingredient in productivity and a contented migrant workforce. Once again food may also have religious significance, as in the prohibition on pork (for Muslims) or beef (for Hindus) or the provision of halal meat for Muslims.

Unit 6 Religion

In strongly religious societies the provision of facilities for religious worship is often an important issue. However, in a society that separates the roles of religion and the workplace, making provision for prayer rooms or chapels may not be a priority. In particular, in Muslim societies where 'good' Muslims will pray five times a day, the provision of a space to do so may be important, and denial of the opportunity may be seen as an infringement of rights. There is no clear answer to this issue but the provision or non-provision of prayer facilities at work is an important area of discussion where a significant religious minority forms part of the workforce.

Unit 7 Time

Attitudes to time is a crucial differentiator between business communities, described as being 'time tight' (punctuality is important) and 'time loose' (getting the job done is important but doing it within precise time limits is not). Understanding that such differences are not indications of personal laziness or lack of commitment but simply a behaviour accepted by the host country or the migrant community is important. The key strategy is to sit down and discuss the differences and to agree a policy that works for both sides.

Unit 8 Authority

In many societies institutional respect is paid the boss because he or she is the boss. Such societies are often said to display high power distance, in other words a clear social separation between the boss and the employee. The employee owes a duty of respect and obedience. The boss in return owes a duty of care to the employee and his or her family. In a low power distance community respect is functional. In other words, respect is accorded for personal qualities and efficiency and not as of right. In such business communities the boss sees himself or herself as much more equal to colleagues and is open to having decisions discussed, criticized or even challenged by the team. In such a community, institutional respect and obedience to the boss may be seen as undue deference or an attempt to incur favours.

It is important to recognize that these differences are not ones of personal courage or individualism but come from different cultural values.

Unit 9 Race

One of the most explosive of cultural issues, race considerations affect both international and intra-national workforces. Although they may hold national citizenship, members of diverse ethnic minorities may feel discriminated against in the workplace. At the same time, members of overseas diverse minorities may also experience discrimination by the host community. Although racial discrimination is illegal in European law, it still happens and is often hard to spot from the outside, although it is immediately felt by those subject to it.

Europe at Work

In some cases employees may see something as racist although it is intended as a comment on or criticism of performance. It is necessary to be very sensitive to people's feelings in such situations. Occasionally, an employee may try to accuse people in authority of racism in order to avoid taking responsibility for non-performance. This is known as 'playing the race card' and needs to be watched for. Of all the cultural issues featured in this DVD and training manuals, race is definitely the most sensitive issue, as it permeates a number of the other subjects under discussion, such as appearance, food, time and attitudes to authority

Unit 10 Conflict

All the scenes in *Europe at Work* contain an element of conflict but it is important to realize that in cultural terms the conflict is often not task-related i.e. what the job is or how to do it but culture-related i.e. deep rooted cultural attitudes to the task, the business relationship, the outcome and payment. Most of the time people take these things for granted because the conventions are unconsciously accepted in their own community. But in cross-community dealings they can often become a source of conflict. There is no alternative here but to discuss the different attitudes in order to come to agreement and how to proceed and this takes up management and staff time. For many the hidden cost of migrant labour is the management time taken up in resolving disputes over performance. However, the payoff is greater understanding of the issues that need to be understood and resolved in a globalizing world.

The first need is to make time to discuss what is required and to the different approaches to performance by the community. The second need is to make sure, in a task involving migrant workers, that the brief is absolutely clear and unambiguous. The third need is to ensure that it is clearly understood and agreed to. This all takes management and staff time but it is important and the great value of the *Europe at Work* materials is that they provide a focused training opportunity to do just this.

Unit 11 Qualifications

Different business communities have different views on the importance of qualifications in the workplace. Some communities place priority on experience and performance, others on having the right qualifications. It is important to discuss and appreciate the difference in background of different members of the workforce. Some may feel their qualifications are under-recognised at work while others may hide behind their qualifications to disguise anxieties about performance or integration with their new colleagues. It is important to appreciate the differences in approach of different communities and to give due respect to qualifications, which many migrant workers have sacrificed much to obtain.

Unit 12 Body language

Research done among US high school students by psychologist Albert Merabian found that over 60% of interpersonal communication is done through body language. In fact the words we use are seen as less important in face-to-face communication than the information we convey by our body language. Body language is conveyed through a number of things, facial expressions, gestures, eye contact, the way we stand, how close we are to the other person and whether we are dressed appropriately for the situation we are in. Communities who use expressive body language to convey emotion and feelings may be seen as aggressive by other communities who prefer more subtle body language. Smiling may be seen as friendly in some communities or idiotic in others. Eye contact is a most important area. Avoiding direct eye contact is seen as a sign of respect for age and seniority in some societies. In some communities avoiding eye contact suggests dishonesty, or disobedience, or lack of respect, whereas in others prolonged eye contact may be seen as aggressive. "Look at me when I am talking to you!" contrasts with "Don't look at me like that when I am talking to you!".

A nod of the head may signify agreement in one community but disagreement or non-commitment in another. Once again, discussing different cultural attitudes to body language is the key. Understanding leads to tolerance and acceptance.

Europe at Work

Unit 13 Language Acquisition

Migrants all over the world recognise that it is easier to speak and understand a foreign language spoken by a foreigner than it is by a native speaker. This is because the native speaker doesn't make the allowances for speed of speech, dialect, accent and use of idiom that a foreign speaker does. Feeling inadequate in the host country's language can be a major source of anxiety about performance and may also be a symptom or cause of culture shock.

All non-native speakers need to understand the importance of engaging with the native speaker language and culture in order to improve their familiarity with how native speakers use their mother tongue. Developing strategies to do this is an important part of successfully integrating into a new business community.

Unit 14 Gender

One of the key achievements of the twentieth century was the emancipation of women. However, in the twenty-first century, much remains to be done and different business communities, especially among more traditional communities, have different views not only about the rights of women but also their position in the household and at work. Some business communities believe in a clear separation between home and work and that a woman's prime responsibility is for the maintenance of the home and the family. This means that anything other than part-time work is unacceptable. Gender discrimination is illegal in European law and the human resources position is clear on this, but managers need to understand and be sympathetic to the pressures the traditions of migrant cultures place on family members.

Personal qualities

Ultimately, the task in *Europe at Work* is to build empathy between members of staff of different nationalities and from different cultural backgrounds.

This will be achieved by developing a number of personal attributes which will enhance the quality of life in the workplace and also in people's own personal lives. They are as follows:

- Curiosity about other cultures
- Acceptance that there are other people of different backgrounds equal to yours.
- Tolerance of ambiguity when you are not sure of the outcome or the communication flow
- Flexibility in looking for alternative solutions to provide a win-win solution to disagreement
- Empathy in being able to see a situation from the other person's point of view
- Ability to adapt your use of language to the level of the other person and to develop strategies to improve essential fluency

If *Europe at Work* can help move its users a little further along the path to developing these personal qualities, the project will have done its job.

The structure of units in the *Europe at Work* Training Manual

The structure of each unit is as follows. Where the material is also in the Web Guide, the initials VG are attached. Each unit contains the sections below. The left-hand column lists the section titles. The right-hand column offers a brief description (Aim), a description of the type of activity (Activity) and a suggested way of carrying it out (Method). Sections also in the viewer's guide on the website are marked VG.

Europe at Work

Sections	Contents
Objectives	<p>Aim: Summarises the learning outcomes of the unit in a list of points.</p> <p>Activity: Read and reflect.</p> <p>Method</p> <p>Participants read the objectives, compare them with their own objectives in Unit 1.</p> <p>They will also have the opportunity to review these at the end of the unit.</p>
Context	<p>Aim: Sets the scene.</p> <p>Activity: Discussion</p> <p>Method:</p> <p>Ask participants if they have come across similar problem at work, as identified in the unit topic and the objectives .</p> <p>Ask participants to exchange experiences regarding the topic of the unit, if they have any.</p>
Focus	<p>Aim: Introduces the characters, situation and intercultural issue presented in the DVD scenario and invites participants to concentrate on what a key character, or characters, says and does during the drama.</p> <p>Activity: Read.</p> <p>Method:</p> <p>Ask participants to read about the situation and characters in the scenario.</p>
Scenario	<p>Aim: Focus on what characters in the drama do and say.</p> <p>Activity: Viewing and note taking</p> <p>Method:</p> <p>Participants watch the drama and focus on a character as instructed in the unit.</p> <p>They note any significant points about what characters said and did.</p>
Issues	<p>Aim: Promotes discussion about the issues raised.</p> <p>Activity: Discussion</p> <p>Method:</p> <p>Participants revisit their notes in Focus.</p> <p>They compare their notes with others in the group and agree on the key issues raised in the discussion.</p>
Reflection	<p>Aim: Focuses on the characters and their thoughts in order to understand better why they behaved as they did.</p> <p>Activity: Discussion</p> <p>Method:</p>

Europe at Work

	<p>Participants divide into two (or three) character groups.</p> <p>They watch the characters' speeches to camera.</p> <p>They discuss the reasons why the characters in the dram behaved as they did.</p>
Role-cards	<p>Aim: Empathy with another's point of view</p> <p>Activity: Role play</p> <p>Method:</p> <p>Participants work in pairs.</p> <p>Each participant chooses a role and explains his/her position to their partner.</p> <p>They try to reach a common understanding or agreement.</p> <p>Each pair reports back to the group.</p>
Take a view	<p>Aim: Focuses on the questions on screen at the end of the DVD drama.</p> <p>Activity: Discussion</p> <p>Method:</p> <p>Participants read the questions and discuss their feelings.</p>
Transfer	<p>Aim: Presents situations that have occurred in similar workplace environments and invite participants to say how they would deal with the situation.</p> <p>Activity: Discussion</p> <p>Method:</p> <p>Participants read each situation and discuss it individually.</p> <p>They discuss the problem and what the issue behind it was.</p> <p>They discuss what each participant would do in that situation.</p>
Good Practice	<p>Aim: Exemplify good practice, raise awareness of the issues and enable self-assessment.</p> <p>Activity: Read and discuss.</p> <p>Method:</p> <p>Participants read the best practice advice.</p> <p>They discuss how it can apply to their own workplace.</p>
Check	<p>Aim: A self-assessment exercise to check understanding of the key issues raised in the unit.</p> <p>Activity: Test</p> <p>Method:</p> <p>Participants do the test.</p> <p>They discuss the answers.</p>
Outcomes	<p>Aim: Assess progress.</p> <p>Activity: Reflect and write.</p>

Europe at Work

	<p>Method:</p> <p>Participants look at the statements.</p> <p>They assess how fully they understand and put a tick in the appropriate box.</p> <p>If they feel they have not understood something, they can go back and revise.</p>
Objectives	<p>Aim: Review objectives.</p> <p>Activity: Read and discuss.</p> <p>Method:</p> <p>Participants review the objectives at the beginning of the unit.</p> <p>They review their objectives in Unit 1.</p> <p>They note if any of their objectives have been achieved, need modification or if new objectives have emerged.</p> <p>If they wish they can discuss with a partner or with the group.</p>
Action planning	<p>Aim: Apply lessons to the workplace.</p> <p>Activity: Write and discuss.</p> <p>Method:</p> <p>Participants write down key things they will do to apply what they have learned at work. These should be as precise as possible and have a time by which they should be complete.</p> <p>They discuss their action plan with the group.</p> <p>They agree with a partner to monitor each other's progress at agreed intervals.</p>
Script (WG)	<p>At the end of the unit the script is attached for detailed study as required.</p>



Unit 1 INTRODUCTION

Objectives

What are your objectives in using these materials?

Compare your objectives and discussion points from above with others in the class.

Agree your objectives and write them down below.

Objectives

...
...
...
...

At the end of each unit, you can review these agreed objectives and measure your own progress against them.

Context

Work in groups and discuss the following points.

How much is the situation changing culturally in your workplace?

What are the positive aspects of a multicultural workplace?

What are the negative aspects? What are your fears?

What can improve the situation for the migrant worker?

What can improve things for the manager?

When you watch the DVD, review what you have seen at the end of each unit. Ask these questions:

How has the unit contributed to meeting my objectives?

Have any of my objectives changed as a result of studying this unit?

Note your responses in the space provided at the end of each unit.

Focus

People



Situation

Zafreen Rahman is the presenter of Diversity Matters.

Zafreen is a migrant worker from Bangladesh who has moved to the

UK, where she lives and works with

her husband.

She introduces the series and some documentary sequences which illustrate some of the situations relating to the European Intercultural Workplace.

Scenario

Watch the introduction and the scenario. Focus on:

What Zafreen says

The documentaries which Zafreen shows

Europe at Work

What Zafreen hopes the series will achieve.

Issues

Zafreen makes six key points. Note them down, discuss, and then compare with your objectives.

	Six Key Points
Point 1	
Point 2	
Point 3	
Point 4	
Point 5	
Point 6	

Documentaries

What did you see in the documentaries?

1	2	3	4	5	6	7	8

What's your opinion?

Note your answers to these questions.

Which documentary clip most impressed you? Why?

Which one impressed you the least? Why?

What do your impressions suggest about situations that are important to you?

Reflection

Work with a partner. Discuss your impressions of the documentaries and also your impressions of what Zafreen says.

Which points did you agree with? Were there any you disagreed with?

Were there any points Zafreen missed out?

Are people from different cultural backgrounds working with you?

Do you have much contact with people from different cultural backgrounds?

Outcomes

How well are you aware of the importance of cultural differences in the workplace?

Outcome	I am well aware	I am partially aware	I don't agree with this

Europe at Work

I recognise how cultural differences can create misunderstandings.			
I understand how cultural differences manifest in the workplace.			
I understand the key areas in which I can expect cultural misunderstandings to occur			
I understand the six qualities of an intercultural worker.			

Unit 1 INTRODUCTION Script

ZAFREEN RAHMAN

Welcome to these programmes about the European Intercultural Workplace.

There are enormous changes happening in Europe – particularly in the workplace where people of different nationalities and backgrounds are thrown together.

Often immigrant workers are welcomed by host countries and fit into the new environment without any difficulty.

Discussion points

How much is the situation changing culturally in your workplace?

What are the positive aspects of a multicultural workplace?

What are the negative aspects of a multicultural workplace? What are your fears?

What can improve the situation for the immigrant worker?

What can improve things for line managers?

But sometimes cultural differences can create misunderstandings.

In the following units we have dramatised some of the issues that could arise in the new European workplace.

Our hope is to stimulate discussion and promote constructive dialogue between people of different cultural backgrounds.



Unit 2 INTERPRETING THE MESSAGE

Objectives

Understand that migrants may not understand the host language very well.

Appreciate the differences between everyday language and specialist language.

Adapt your style of speaking to different people and situations.

Recognise the importance of interpreters.

Context

Have you ever had difficulty in explaining something to a foreign worker?

Can you think of some common misunderstandings in your workplace between speakers of different languages?

Have you ever spoken through an interpreter? If so, describe the experience.

Consider successful strategies for communicating with people who do not understand you very well.

Focus

People



Mrs Patel
Hospital patient
Speaks Hindi



Dr Edwards
Hospital surgeon
Speaks English

Situation

Mrs Patel is in hospital and is waiting for a minor operation. The surgeon, Dr Edwards, tries to explain the procedure to her.

Scenario

Watch the introduction and the scenario. Focus on:

Dr Edwards style of explanation

Mrs Patel's reaction

Europe at Work

Their discussion about interpreters.

Issues


Note down your views.

	What they said	What they did	Body language
Dr Edwards			
Mrs Patel			

What did we understand?

Match what Dr Edwards said with what Mrs Patel said.

Dr Edwards' statements



1 We'll make an appointment for you to come back in a couple of weeks.	✍	A My son. He understands. I come with my son.
2 We'll remove the gallstone that's been causing your problems.		B I'm sorry - I'm not understanding.
3 I'll need you to sign a consent form before the operation.		C Is it a problem?
4 The gall bladder itself doesn't actually make the bile, and the bile can get into the intestines without the gall bladder being there, so most people manage just fine without it. Okay?		D It's bad?
5 We're going to operate. We make four incisions.		E No. My son. He speaks well. Fourteen years. Very clever boy.
6 I'll make sure there's an interpreter when you come back for the appointment. Okay?		F Yes ... No. It's a big problem for me.

Europe at Work

What's your opinion?

Was Dr Edwards' explanation of the procedure correct according to hospital procedures?

Was Dr Edwards' explanation appropriate to the situation?

Is Dr Edwards responsible for making Mrs Patel understand his explanation?

Is Dr Edwards right to refuse to have Mrs Patel's son as an interpreter?

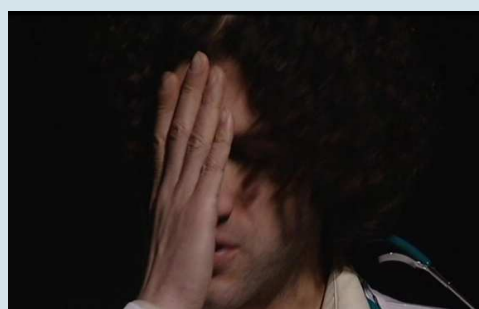
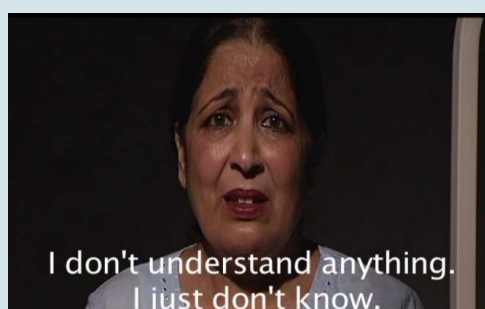
Reflection

Read what Dr Edwards and Mrs Patel say to the camera.

What is the role of interpreters in your workplace or country?

Do you think foreign workers can be disadvantaged by not having an interpreter? Do you know any examples?

Are there situations where an interpreter is compulsory (for example, at a trial in court)?



Mrs Patel says

I don't know what the doctor said to me.

I don't understand anything.

I just don't know.

Dr Edwards says

It is totally unethical for a fourteen-year old boy to try and explain this procedure to ...

I'm sorry. I haven't had a break in eight hours. I've got 13 more patients to see.

It's such a simple procedure. Doesn't she trust me?

Outcomes

How well are you aware of the issues of using language in the workplace?

Outcome	I am well aware	I am partially aware	I don't think this is necessary.
I realise I need to slow down if explaining in a non-native language.			
I understand the need to give time to help understanding.			
I understand it is important to avoid idioms and to explain technical language.			

Unit 2 INTERPRETING THE MESSAGE Script

IN THE HOSPITAL WARD THERE IS A SCREEN AROUND MR. PATEL'S BED. THE DOCTOR LOOKS AT THE PATIENT'S NOTES

DOCTOR

Mrs. Patel? How are you? We'll make an appointment for you to come back in a couple of weeks.

MRS. PATEL

It's bad?

DOCTOR

We'll perform a laparoscopic cholecystectomy.

MRS. PATEL

Lap...

DOCTOR

A laparoscopic cholecystectomy. We'll remove the gallstone that's been causing your problems.

MRS. PATEL

You'll remove the...

DOCTOR

The gallstone.

MRS. PATEL

I'm sorry I'm not understanding

DOCTOR

We're going to operate. We make four incisions.

MRS. PATEL

Incisions?

DOCTOR

Cuts ... in your abdomen ...stomach.

MRS. PATEL

It's a big problem?

DOCTOR

No. It's a perfectly standard operation. What we do is make four cuts in your abdomen. About this size. And then using keyhole techniques...

MRS. PATEL

Keyhole.

DOCTOR

We remove the bladder with the gallstones inside. The gall bladder is a sac that usually collects bile.

MRS. PATEL

Bile?

DOCTOR

Bile is a substance made by the liver that helps your body digest fat. When you eat a fatty meal, the gall bladder contracts, squeezing bile into the intestines. The gall bladder itself doesn't actually make the bile, and the bile can get into the intestines without the gall bladder being there, so most people manage just fine without it. Okay?

MRS. PATEL

Yes ... No. It's a big problem for me.

DOCTOR

Don't worry. I'll need you to sign a consent form before the operation, so I'll make sure there's an interpreter when you come back for the appointment. Okay ?

MRS. PATEL

My son. He understands. I come with my son.

DOCTOR

No. I will get an interpreter.

MRS. PATEL

No. My son. He speaks well. Fourteen years. Very clever boy.

DOCTOR

No. That's not a good idea.

MRS. PATEL

Yes. Very clever, my boy.

DOCTOR

(To camera)

It is totally unethical for a fourteen year old boy to try to explain this procedure. I'm sorry, I haven't had a break in eight hours. I've got thirteen more patients to see. It's such a simple procedure. Doesn't she trust me ?

MRS. PATEL

(To camera)

SPEAKS PUNJABI

DISCUSSION POINTS

- 1 Is the doctor legally required to get an interpreter?
- 2 How could the doctor have explained the procedure better?
- 3 What are the ethics of such a scenario in your country?
- 4 Is the doctor's position morally defensible

Europe at Work

Possible Solutions

This section offers possible solutions to the issues raised in the unit. It is NOT an Answer Key with right and wrong answers. Solutions will differ according to the group working on the material and the situation which they are familiar with. It is intended to offer guidance where it may be appropriate.

Unit 1 Introduction

Issues

The six points Zafreen makes are:

- 1 Big changes in Europe.
- 2 Big changes in the workplace.
- 3 People of different national origins and backgrounds working together.
- 4 Many fit in with no problem.
- 5 Some misunderstandings occur.
- 6 Aim is to encourage 'constructive dialogue'.

Unit 2 Interpreting the Message

Issues

Dr Edwards seemed to be sympathetic to Mrs Patel but he was much more focused on his own problems.

He spoke fast and used a lot of medical jargon, which scared Mrs Patel.

He seemed concerned about routine and about his own workload.

His body language was closed.

Mrs Patel kept asking about words she picked up but Dr Edwards wasn't listening. She looked confused and quite fearful. When she thought her son could interpret for her she felt much happier and she didn't seem to realize that Dr Edwards wouldn't allow it. This only added to Dr Edward's frustration.

Dr Edwards needed to slow down and explain much more simply and carefully. He could have explained that the fourteen year old boy was an inappropriate interpreter but suggested another relative accompany Mrs Patel to the next appointment.

Europe at Work

Unit 3 APPEARANCE Script

MS TATE IS THE HUMAN RESOURCES MANAGER IN A LARGE ACCOUNTING COMPANY.
SHE IS DOING HER MAKE-UP WHEN THERE IS A KNOCK ON THE DOOR

MISS TATE
Come in. Hi Seema. Take a seat. How are you ?

SEEMA
I'm well, thank you, Miss Tate.

MISS TATE
You certainly seem to be making good progress in the company.

SEEMA
Thank you.

MISS TATE
There is an opening coming up for a finance officer.

SEEMA
Really?

MISS TATE
I'd like to see you get the post.

SEEMA
That's fantastic!

MISS TATE
It would be good to have a woman - certainly a woman of your calibre in charge of the team. I think you could do very well, Seema.

SEEMA
Thank you, Miss Tate.

MISS TATE
As a book-keeper the hijab has not been a big problem but if you were to be a finance officer, you would need to change your appearance.

SEEMA
I'm sorry.

MISS TATE
Well, you would be responsible for managing staff and it's probably not appropriate to dress as you do.

SEEMA
I could do the job perfectly well...

MISS TATE
There is quite a significant salary increase.

SEEMA
But it's not a matter of money...

MISS TATE
A young woman with your qualities could do very well in a company like this. Eighty five percent of senior managers are male. It's time things changed around here. We need talented young women like you.

SEEMA
My faith is important to me.

MISS TATE
So is your career. If you want to make the most of your talents, you need to learn to adapt.

SEEMA
But I don't need to take off my hijab to do my job, Ms. Tate.

MISS TATE
Look, Seema, I'm on your side.

SEEMA
Are you?

MISS TATE
Of course. I have been fighting for women's equality in the work-place since you were still in primary school.

SEEMA
But you are saying I should remove my hijab.

MISS TATE
As a woman I respect your right to choose, but...

SEEMA
It's not about choice for me. It's about faith.

MISS TATE
(To camera)
As I see it, it's faith run by men for the benefit of men

SEEMA
(To camera)
I choose to wear my hijab. It keeps me protected. Why can't they adapt to my appearance. I don't need to show my hair to be a finance officer.

DISCUSSION POINTS

I Could Ms Tate have handled the situation better?

Europe at Work

2 What does dressing appropriately mean in your place of work?

3 Are there some jobs where the veil is inappropriate?

4 Is there ever a case for banning jewellery with Christian or Muslim or other symbols at work?

Europe at Work

Unit 4 WORK ETHIC Script

A WORK STATION IN AN OFFICE

MOHAMMED IS WORKING ON A COMPUTER WHEN HIS LINE MANAGER, MARK, ENTERS.

WORK RELATIONS

MARK

I need those figures Mohammed.

MOHAMMED

What figures ?

MARK

I told you. The monthly outgoings broken down into the five categories. Liquid waste. Dry waste. Forecourt services. Jetting and surveying.

MOHAMMED

Yes indeed. Don't worry, I'll have them for you by tomorrow.

MARK

Tomorrow! Everything has got to be with the client by five o'clock tonight. It's a €400,000 contract. I need them now. Why is it taking you so long ?

MOHAMMED

(TO CAMERA)

Mark Ravensberg. Always in a hurry. He doesn't mean any harm. October budgets. Travel.

Subsistence. Per diems.

He's a family man. Two handsome boys. Same age as my two. Aahal and Ahmed. My wife, Jasmin.

Mark used to have a picture of his family up on the wall by his desk. The pin just missing his wife's head. A lovely looking family. But no way to treat a family photo.

Where have I put the October budgets? There.

When we were on holiday last year I saw this lovely frame in an antiques market - just right size for Mark's photo. I asked the price. It was twice what I expected but I thought it would break the ice between us, enabling a very friendly atmosphere in the office.

So I bought the silver frame and I had it engraved. 'To Mark with best wishes from Mohammed and family'.

When I got back from holiday my wife wrapped it up beautifully and I presented it to him.

MARK

Mohammed.

MOHAMMED

(TO CAMERA)

It was very strange. He didn't want to accept the gift. What was I supposed to do with a silver frame that was engraved with Mark's name on it?

(TO MARK)

It's going to the printer now

(TO CAMERA)

I thought he would be pleased but...he took the family photo off the wall and I never saw the silver frame again. Strange, don't you think?

MARK

(TO CAMERA)

The November figures aren't looking very good. We're down for the second month running. He asked me again today. 'How are those lovely boys of yours?' It's none of his business. After the figures are met, then maybe we can have a chat about family.

DISCUSSION POINTS

- 1 Was Mohammed's gift an attempt to bribe Mark?
- 2 How would you have reacted to the gift?
- 3 Have you had similar experiences at work?
- 4 Are personal relationships at work useful or desirable?

Unit 5 FOOD Script

A DAUGHTER VISITS HER HINDU MOTHER IN A EUROPEAN HOSPITAL. THE DAUGHTER IS UPSET BECAUSE HER MOTHER HAS NOT BEEN EATING PROPERLY. MRS. KANTI DOESN'T WANT THE DAUGHTER TO MAKE A FUSS. THE HOSPITAL REGISTRAR HAS COME TO MRS. KANTI'S BEDSIDE TO TRY TO RESOLVE THE SITUATION.

ANI

Surely it is on her records. She's a Hindu. All her life my mother has been a devout Hindu. Food for her is sacred.

REGISTRAR

We do our best to care for the patients.

RANI

You serve her Irish stew with mashed potatoes?

REGISTRAR

We've been very short-staffed.

RANI

Short sighted, you mean. You serve her meat and when she says she doesn't eat meat, you scrape the meat off and give her plate back. Is that what you call care!

MRS. KANTI

Rani!

REGISTRAR

Some of the staff are new and ...

RANI

It is terrible. It is no way to treat a sick woman.

MRS. KANTI

Rani, I'll be fine.

RANI

I'm trying to talk to the registrar.

MRS. KANTI

Please don't make a fuss.

RANI

Mother, will you please keep quiet.

MRS. KANTI

She means well.

RANI

Has anyone been keeping an eye on her to make sure she is eating enough? She's not eating. I can see she's not eating.

DOCTOR

I'll make sure she is put on a proper vegetarian diet.

RANI

No. I don't want you poisoning her anymore. I will bring her food in. I will prepare it myself.

REGISTRAR

Ms. Kanti, there are hospital regulations about bringing food in for patients.

RANI

So we'll starve her to death...

MRS. KANTI

Rani, please, don't be so dramatic.

RANI

I'll bring you some Doodh Peda and Moong Dal Khichari. And I'll make some Lauki koftas specially for you, mother. And coriander chutney with apple and tomato

MRS. KANTI

Oh.... Rani... it is too much.

RANI

Cucumber and beetroot raita...

DOCTOR

Ms Kanti, there are regulations

RANI

You see ... she looks better already. So, no more Irish stew for my mother.

REGISTRAR

(To camera)

What's wrong with Irish stew? This isn't a hotel. We can't have her bring her mother samosas. What happens if she's called into surgery? If I had my way everyone would eat exactly the same.

DISCUSSION POINTS

- 1 Is food an issue at work?
- 2 In what circumstances should immigrants expect food to be prepared to their cultural requirements?
- 3 Should we distinguish between cultural preferences for food and religious requirements?
- 4 Who should be aware of the dietary requirements of the major religions?
- 5 Are there food smells that you are uncomfortable with?

Unit 6 RELIGION Script

THE ADMINISTRATOR OF A LARGE HOSPITAL IS IN HER OFFICE ON HER COMPUTER WHEN RASHID ENTERS. RASHID IS SITTING, WAITING FOR THE ADMINISTRATOR TO FINISH A PHONE CALL.

ADMINISTRATOR

Rashid. Thank you very much for coming in. I'm sorry. I'm very, very busy at the moment. It's good to see you. How are you?

RASHID

I'm fine, thank you. How are you?

ADMINISTRATOR

I'm very well. Very very busy as usual.

RASHID

Yes, I realise I can see you're very very busy. But have you given any thought to my request for a prayer room for the Muslim doctors and clerical staff and the visitors who come to visit the sick here?

ADMINISTRATOR

Yes. Yes, we have given that much more consideration. And we spoke about it at the last meeting and we think we might have come up with a solution, actually.

RASHID

OK.

ADMINISTRATOR

It's quite a good solution but there are a few conditions.

RASHID

Conditions?

ADMINISTRATOR

Well, we thought we could use the hospital chapel but providing, of course, the Muslim members of staff don't use it on a Sunday morning.

RASHID

Do you know that the Muslims pray on their hands and face, which touch the ground? It is completely unacceptable for the Muslims to be allowed to pray there when people could easily walk in the dog poo. Can you imagine putting your nose or face to the ground where there may be some dog poo?

And when Muslims pray, they pray in a room that doesn't have any statues or pictures.

ADMINISTRATOR

It's unacceptable of you to demand your own space for the Muslim members of staff. We simply don't have the resources.

DOCUMENTARY ENDS HERE. UNABLE TO CHECK SCRIPT AGAINST FILM DIALOGUE.

RASHID

This is such a large hospital. All we are looking for is a small room. This would help ...

{VIDEO UNIT ENDS HERE}
[NEW SCRIPT FROM HERE]}

ADMINISTRATOR

I was surprised they were open to it.

PAUSE

There will need to be some discussion of how it will work.

RASHID

But they have agreed?

ADMINISTRATOR

Yes. With some conditions. You won't be able to use it on a Sunday morning.

RASHID

(confused)
Not on Sunday?

ADMINISTRATOR

There's a service every Sunday and ...

RASHID

You said you would find a space for us.

ADMINISTRATOR

I have. They said they don't mind if you pray in the chapel providing,...

RASHID

It is important for us that we have our own space.

ADMINISTRATOR

Own space! It's not possible. It is out of the question.

RASHID

We need somewhere to pray.

ADMINISTRATOR

There is a mosque in the city.

RASHID

Do you want your staff to be ten kilometres away?

ADMINISTRATOR

They can pray there before coming to work.

RASHID

A good Muslim prays five times a day.

ADMINISTRATOR

Rashid, this is the 21st century.

RASHID

The Muslim doctors here have to make life and death decisions should turn to Allah. You think they should perform their operations without prayer?

ADMINISTRATOR

They can use the chapel.

RASHID

We cannot use the chapel.

ADMINISTRATOR

It is the space provided by the hospital for prayer.

RASHID

Not Islamic prayer. In worshiping Allah we press our faces to the floor but people enter this space with shoes on. Who knows what filth these shoes have on them! In the chapel there is a cross but in the mosque there are no images.

ADMINISTRATOR

Rashid, I cannot justify the building of a Muslim prayer room. It's impossible.

RASHID

You cannot justify it?

ADMINISTRATOR

No.

RASHID

At the meeting last month you said the most important thing for the hospital is the loyalty and commitment of its staff.

ADMINISTRATOR

Yes.

RASHID

Administrator, can you imagine the loyalty of the Muslim doctors and staff if they had their own prayer room? Their loyalty to the hospital would be priceless.

ADMINISTRATOR CONSIDERS WHAT RASHID HAS SAID. SHE IS ONLY PARTIALLY CONVINCED. ADMINISTRATOR SIGHS AND RESIGNS HERSELF TO STALLING RASHID.

ADMINISTRATOR

Okay. I'll see what I can do.

ADMINISTRATOR (TO CAMERA)

I know what my boss will say. Administrator, let's build a chapel for the Catholics and a chapel for the Hindus and a chapel for the Sikhs. Administrator, let's forget about curing the sick, let's turn the damn place into a monastery.

DISCUSSION POINTS

- 1 Should religious practice be respected at work?
- 2 How does religion affect the environment in your workplace?
- 3 What allowances can be made in the workplace for specific religious and cultural activities?

Unit 7 TIME Script

LARS KULMAN IS A MANAGER IN A SUPERMARKET. HE IS NEAR THE STAFF ENTRANCE LOOKING AT WORKSHEETS AND TIMETABLES.

ADANNAYA WORKS IN THE STORE AS A CLEANER. SHE IS FROM WEST AFRICA.

MR KULMAN
Adannaya.

ADANNAYA
Good morning, Mr. Kulman.

MR KULMAN
Good morning. You're late.

ADANNAYA
Did I miss something crucial?

MR KULMAN
You're ten minutes late.

ADANNAYA
Ten minutes.! You always checking my time.

MR KULMAN
You're have to be here at eight o'clock. Not around eight o'clock. But eight o'clock on the dot.

ADANNAYA
Don't you worry Mister. I'll make up the time. You won't come up short.

MR KULMAN
That's not the point.

ADANNAYA
There's no need to be fussing about ten minutes. I will make up the ten precious minutes.
You got no worries, Mister Kulman. You'll get the ten minutes.

MR KULMAN
I'm going to have to give you a warning.

ADANNAYA
What are you saying!

MR KULMAN
I've asked you three times to be punctual.

ADANNAYA
You are clowning with me. Right?

MR KULMAN
No, this is serious. I'm giving you an unofficial warning.

ADANNAYA

No need for the drama, Mister Kulman

MR KULMAN
Adannaya, I'm serious. It's important. I can't have my staff just rolling in whenever they feel like it.

ADANNAYA
Because I'm ten minutes late. The buses are late, not I.

MR KULMAN
You have to be here at eight o'clock. It's in your contract.

ADANNAYA
Ten minutes don't make no difference to no one. I've been standing here arguing with you for five.

MR KULMAN
I'm giving you an unofficial warning.

ADANNAYA
I don't want no unofficial warning. You think me lazy?

MR KULMAN
Adannaya, I didn't say you were lazy. You're a good worker.

ADANNAYA
Then what are you saying?

MR KULMAN
I'm saying you're late and I'm giving you an unofficial warning.

ADANNAYA
Am I off sick or lazing all day.? No. I do my work. I do my work well. Ain't that good enough?

MR KULMAN
What I want is for you to arrive on time ?

ADANNAYA
I don't want no unofficial warning. Don't want no official warning neither. Just want to be getting on with me work now. I don't need to be cussing with you.

MR KULMAN
Okay. But if you're late again I'll have to take disciplinary action.

ADANNAYA

That makes you the big man. Standing with the watch. Watching the minutes disappear.

MR KULMAN

If I let you turn up late, then everyone will think it's okay to come late.

ADANNAYA

I've been your best worker and you are giving me an unofficial warning to me.

MR KULMAN

Just make sure you're here at eight o'clock on the dot and it's the end of the matter.

ADANNAYA

So what about licky-licky bimbo girl ?

LARS

What ?

ADANNAYA

Russian girl. When she go sick you forget that, Mister Kulman? I never say I'm on my lunch break, Mister. I move those boxes for licky-licky bimbo girl. You forget that, mister

MR KULMAN

I know you're a good worker.

ADANNAYA

You're all the same.

MR KULMAN

Adannaya. All I'm asking is

ADANNAYA

All those times I work extra. The builders causing chaos and all that extra cleaning. Did I say my time come ? I'm going home. No. I stayed.

MR KULMAN

Adannaya

ADANNAYA

I'm walking out of here. I ain't ever coming back.

MR KULMAN

Calm down. Adannaya. Calm down.

MR KULMAN

(To camera)

What a start to the morning! I can't afford to loose Adannaya. I know Adannaya can't afford to loose this job. Her husband is not working. She's got three children to look after. Stupid girl! Why can't she just get here on time !

DISCUSSION POINTS

- 1 Are all northern corporate cultures time conscious?
- 2 Is a time conscious culture always the most successful?
- 3 How important is flexibility in management/ worker relations?

Unit 8 AUTHORITY Script

ALAN IS A DEPARTMENTAL MANAGER IN CABLE INSTALLATION COMPANY.
MELIK AND THEA ARE LINE MANAGERS IN THE COMPANY.
THEY ARE IN A FAIRLY INFORMAL MEETING. MELIK APPEARS TO BE MIDDLE EASTERN WHILE THE OTHER TWO ARE EUROPEAN.

THEA

It's not right, is it?

MELIK

Risky.

THEA

Can't compromise on healthy and safety, can you ?

MELIK

It's difficult.

THEA

We can't agree with him on this one, can we?

MELIK

See what he says.

THEA

But it's not right, is it? Hi, there, Alan.

ALAN

Melik, nice to see you. Sit down. So what do you think ?

THEA

I'm not sure.

ALAN

What do you mean?

THEA

It's a risky. We can't change health and safety procedures

ALAN

I'm just speeding up the training. You got a better idea?

THEA

Yea, we could cut two percent off the targets across the board.

ALAN

Do you want to explain that to the board of directors?

THEA

It's better than compromising safety. What if there's an accident?

ALAN

We've never had an accident.

THEA

Because of the safety training.

ALAN

Legally we are still in compliance.

THEA

Melik, what do you think?

MELIK

Maybe we don't need so much safety training. Perhaps it's not necessary. We can save time and stay on target.

THEA

What about the unions?

MELIK

We can't be pushed around by Gunter and his buddies.

ALAN

Look, these are difficult times. Gunter will be the first to complain if we have to start laying people off. Let's start implementing this next month.

THEA

I don't like it

ALAN

I know but sometimes management is about making tough decisions.

THEA

And if this goes wrong who takes the blame?

MELIK

Us.

THEA

Well why didn't you back me up?

MELIK

It's not good to argue with the boss.

THEA

He's not always right.

MELIK

It doesn't matter. He's the boss.

THEA

We're supposed to be working as a team.

MELIK

It's not a team. They tell you it's a team to make you work harder. Back home we don't do things this way and we still get the job done. The best way is not to argue otherwise you're going to end up with the short straw or no straw at all.

THEA

We could have persuaded him.

MELIK

Thea, you disagree with him if you want but I'd sooner keep my job.

THEA

(To camera)

I just don't believe it. It just seems so two-faced. I thought we were on the same side. Maybe it's a cultural thing. Maybe they do things differently in Iran or Turkey or wherever he comes from.

DISCUSSION POINTS

- 1 Is Melik an opportunist or is his response cultural?
- 2 Is Thea naive to expect Melik to support her?
- 3 Are Northern cultures less hierarchical?
- 4 Is a team approach always the most effective?

Unit 9 RACE Script

NILS IS A MANAGER ON A BUILDING SITE. AHMED IS A YOUNG WORKER FROM NORTH AFRICA

AHMED

Boss! Boss, you want to see me.

NILS

Where's your hard hat? Look! How many times? It's for your own safety! Jorgen says he asked you three times to move the scaffolding boards.

AHMED

He's always asking me to do extra things, you know. Do this and do that. He not ask the others. Crazy man!

NILS

The others do what needs to be done. They don't have to be told.

NILS

Jorgen says you been smoking marijuana on site.

AHMED

Me smoking marijuana? I don't think so.

NILS

They say you're lazy. Not fitting in. Not pulling your weight.

AHMED

Look. I'm not lazy. OK?

NILS

Look. We work together as a team and we get the results. It's about fitting in. If you want to work here you've got to make an effort.

AHMED

Cause I'm black.

NILS

I'm talking about becoming part of a team.

AHMED

You saying I don't fit in cause of the colour of me skin.

NILS

It's nothing to do with colour. You're lazy.

AHMED

I'm not lazy.

NILS

If there's any lifting to do, you disappear.

AHMED

Look. Them boys there, they don't like me. They say me steal all them girl and me take all them job. They don't like an immigrant boy like me, you know. Them hate me. Them racist, all of them. you know.

NILS

If you don't pull your weight, you're out.

AHMED

You can't fire me cause I'm black.

AHMED LEAVES.

NILS (TO CAMERA)

Me, a racist? No. But some of the lads? Well, Jorgen can stir it up a bit. Says things that don't help the situation. But Jorgen's the best foreman I ever had. I can't go upsetting Jorgen or we'd never get the work done.

DISCUSSION POINTS

- 1 How can the manager best deal with his racist foreman?
- 2 How can racist views best be challenged?
- 3 Define 'racist' comments.
- 4 Should the immigrant have to work harder to be part of the team?

Unit 10 CONFLICT Script

IVANKA, A MIGRANT WORKER, IS ABOUT TO CLEAN THE OFFICE FLOOR. SIOBHAN, HER SUPERVISOR, IS WAITING FOR IVANKA TO FINISH SO THAT SHE CAN GO HOME.

IVANKA
Oh, this food!

Ivanka, I need to lock the door and go home.
If you wouldn't mind, please.

SIOBHAN
Ivanka.

IVANKA
No, I don't mind.

IVANKA
In my country we have the best food. Not only the best food but we have the best wine. You taste the wine. It's the best. Here I go to market to buy vegetable but they no fresh.

IVANKA SWEEPS A LITTLE.

SIOBHAN
Thank you.

SIOBHAN
Ivanka, if you wouldn't mind just ...

IVANKA STOPS SWEEPING.

IVANKA
The vegetables is no fresh. They floppy.

IVANKA
You are so serious. Life is to enjoy. In my country people know how to enjoy the life. We like to dance. Here people don't know how to enjoy the life. We love to dance. We love to enjoy the life.

SIOBHAN
Cleaning the floor, just quickly.

SIOBHAN LOOKS AT HER WATCH. SHE HAS GIVEN UP HOPE OF IVANKA SWEEPING THE FLOOR QUICKLY.

IVANKA
You want me to clean the floor?

SIOBHAN
If you wouldn't mind, a quick once over.

SIOBHAN
Ivanka, I need to lock the door now.

IVANKA
Okay. I clean the floor for you.

IVANKA
You want me to clean the floor?

SIOBHAN (relieved)
Thank you. Then I can lock up and go home.

SIOBHAN
No. I'm going to miss my train.

SIOBHAN LOOKS AT HER WATCH ANXIOUSLY.

IVANKA
So you don't want me to clean the floor.

IVANKA
I get the brush. I clean the floor for you.

SIOBHAN
No.

SIOBHAN
Thank you.

IVANKA
Okay. I no do the floor for you. But I need money now. I have no money. I need money for the bus.

SIOBHAN TURNS TO GO BUT IVANKA SPEAKS.

IVANKA
It's no good.

SIOBHAN
But you get paid tomorrow.

SIOBHAN
What?

SIOBHAN TRIES TO HOLD BACK HER ANGER.

IVANKA
The food is no good. The weather is lousy.

IVANKA
I need only ten euro till tomorrow. You help me cause you my friend.

SIOBHAN
Ivanka, the floor. Please.

SIOBHAN
No, I'm just the supervisor.

IVANKA
These men no good. They no real men. In my country we have men who are men. They're not proper men, they like half men.

IVANKA
You no my friend. Ten euro is nothing. In this country, ten euros buys bus tickets, in my country I can eat like a princess.

SIOBHAN

SIOBHAN (TO CAMERA)

Why doesn't she go back to her stupid country
if it is so good?

SIOBHAN TAKES A NOTE OUT OF HER PURSE TO
GIVE TO IVANKA.

IVANKA

You my friend. You good lady.
Don't miss your train.

SIOBHAN

I have missed my train.

DISCUSSION POINTS

- 1 Is Siobhan's response weakness?
- 2 How can she best deal with the situation?
- 3 How difficult is it to adjust to a new culture?
- 4 How much do immigrants miss their own culture?

Unit 11 QUALIFICATIONS Script

CHIDIMMA IS FROM WEST AFRICA. SHE IS A TEACHING ASSISTANT IN A EUROPEAN PRIMARY SCHOOL. SHE SITS ALONE AT A CLASSROOM DESK MARKING SOME MATHS SHEETS. CAITLIN RYAN, THE DEPUTY HEAD TEACHER OF THE SCHOOL, ARRIVES.

CAITLIN

Hi, Chidimma. How are you?

CHIDIMMA

I'm fine, thank you, Ms Ryan.

CAITLIN TRIES TO BREAK THROUGH CHIDIMMA'S FORMAL ATTITUDE.

CAITLIN

Still hard at work?

CHIDIMMA

Yes, Ms Ryan.

CAITLIN

How are you getting on?

CHIDIMMA

Fine, thank you.

CAITLIN

Is everything okay?

CHIDIMMA DOESN'T LOOK UP FROM HER MARKING.

CHIDIMMA

Yes.

CAITLIN

I've just been talking to Ms Hagan.

CHIDIMMA IGNORES THE COMMENT.

CAITLIN

She's not happy.

CHIDIMMA REMAINS TIGHTLIPPED. CAITLIN IS NOT FINDING CHIDIMMA EASYGOING BUT SHE IS DETERMINED TO AIR THE MATTER.

CAITLIN

She's not finding it easy to work with you.

CHIDIMMA

Ms Hagan does not teach properly.

CAITLIN

You're there to support Ms Hagan. She is a qualified teacher and you're a teaching assistant.

CHIDIMMA

I know how to teach, Ms Ryan. I'm a qualified teacher.

CAITLIN

But not qualified to teach in this country.

CHIDIMMA

Ms Hagan doesn't know how to teach. Most of the time the children are playing computer games.

CAITLIN

I'm sure they're educational games.

CHIDIMMA

They're not linked to the mathematics curriculum. I know how to teach mathematics. I

won the National Mathematics Competition for two consecutive years.

CAITLIN

I'm sure you're very good at maths, Chidimma. Look, we really value your hard work and your contribution but you need to learn to adapt. What works in your country may not be best for our children. You see this is a child-centred school.

CHIDIMMA

Child-centred! The only proper education system is centred on God, not children.

CAITLIN

Well actually ours is a non-denominational school.

CHIDIMMA

You can't separate academic work from a proper moral education.

CAITLIN IS EXASPERATED. SHE TAKES A DEEP BREATH AND TREATS CHIDIMMA WITH FIRM DETERMINATION.

CAITLIN

I really think that you need get to know the staff better. A lot of us are going for an Indian meal tomorrow night. It's a chance to chat and get to know one another and to relax.

CHIDIMMA

I don't need to relax.

CAITLIN (very firm)

It would be nice if you could come.

CHIDIMMA

Perhaps you should try. Look, Chidimma, I know it's not easy for you but if you make a little effort ...

CHIDIMMA IS CLOSE TO TEARS.

CHIDIMMA (TO CAMERA)

I studied to be a teacher. I want to be a teacher.

DISCUSSION POINTS

- 1 How much of Chidimma's view is personal and how much cultural?
- 2 What else can Caitlin do to help Chidimma?
- 3 Are nationally recognised qualifications an issue in your area of work?

Unit 12 BODY LANGUAGE Script

A POLICE INTERVIEW ROOM.
HASSAN KHAN (20) IS A NORTH AFRICAN IMMIGRANT IN EUROPE. HE HAS BEEN PICKED UP BY THE POLICE AND AWAITS QUESTIONING. HE SITS ALONE AT A TABLE. HE IS ANXIOUS AND FRIGHTENED.
POLICE OFFICE SAM SCHENCK(35+) IS IN PLAIN CLOTHES. HE TALKS TO ANOTHER PLAINCLOTHES OFFICER, MOHAMED AL-ABIDINE.

SCHENCK
Hassan Khan. No fixed abode. No identification.

AL-ABIDINE
Has he been charged?

SCHENCK
Not yet.

AL-ABIDINE
Brought in on suspicion of?

SCHENCK
That is what we're going to find out.

THE TWO OFFICERS MOVE TOWARDS HASSAN.

SCHENCK
He's shifty, this one. I saw him at the back of the High School, hanging round there. Looked like he was waiting for someone or something, in possession.

AL-ABIDINE
In possession?

SCHENCK EMPTIES THE CONTENTS OF A BAG ONTO THE TABLE.

SCHENCK
Two Rolex watches. Fake. Street value twenty euros.

AL-ABIDINE EXAMINES THEM BRIEFLY.

SCHENCK
Four pairs of Gucci sunglasses. Fake. Street value ten euros. I can't believe anyone buys this crap.

AL-ABIDINE
You can't charge him for that.

SCHENCK
No. Drugs. He's hiding something, aren't you, kid?

AL-ABIDINE
Yes?

SCHENCK
Yes.

AL-ABIDINE
You think he was dealing?

SCHENCK
I'm damn sure of it. Shiftest kid I ever saw.

AL-ABIDINE
Shifty?

SCHENCK
Didn't want to talk to me. Wouldn't look at me. His head kept hanging down. I told him to look at me but he just couldn't look me in the eye.

AL-ABIDINE
Let me have a word to him.

AL-ABIDINE (in Arabic)
TELL ME WHERE ARE YOU FROM, HASSAN?

HASSAN (in Arabic)
LAAYOUNE. EL AAIUN.

AL-ABIDINE
When did you leave ...?

FADE OUT

TIME LAPSE

FADE UP

AL-ABIDINE (TO SCHENCK)
Says he's never touched drugs.

SCHENCK
I don't believe him.

AL-ABIDINE
Hassan has the utmost respect for you. In his culture it would be insubordinate to look a man of authority like you in the eye.

HASSAN TOUCHES HIS HEART WITH HIS RIGHT HAND AS A MARK OF RESPECT TO SCHENCK.

AL-ABIDINE
Also where he comes from it can be very dangerous to look the police in the eye. He travelled across half a continent to get to the Mediterranean coast. There he and four hundred others were rounded up and thrown into prison.

AL-ABIDINE (in Arabic)
Hassan. SHOW ME YOUR LEGS.

HASSAN PULLS UP HIS TROUSERS TO REVEAL HIS SHINS COVERED IN BURNS. SCHENCK WINCES AT THE SIGHT.

AL-ABIDINE
In prison he was very badly mistreated by the authorities. These are cigarette burns. Two months later he was dumped in the desert by the local police. No food. No water. He was left to die. Fortunately he was discovered by some aid workers.

AL-ABIDINE (in Arabic)
HASSAN, I WANT YOU TO LOOK POLICE OFFICER SCHENCK IN THE EYE.
HASSAN IS ALARMED AND FRIGHTENED. AL-ABIDINE REASSURES HIM IN ARABIC.
HASSAN LOOKS SLOWLY LOOKS UP AT SCHENCK.

AL-ABIDINE
Tell the officer what you were doing.

HASSAN POINTS TO HIS WATCH THEN PICKS UP A PAIR OF GLASSES FROM TABLE.

HASSAN
Boy. Girl. School. Gucci. Good price. Cheap. Hot!

HASSAN MIMES SELLING THE GUCCI TO THE SCHOOL CHILDREN.

DISCUSSION POINTS

- 1 What differences in body language have you noticed?
- 2 How important is body language for communication?
- 3 Are immigrants initially treated with suspicion?
- 4 Are some cultures seen to be more connected to crime?

Unit 13 MISUNDERSTANDINGS Script

ADAM IS TRYING TO CLAIM A TAX REBATE FROM A GOVERNMENT DEPARTMENT. LILI IS CHINESE. SHE IS TRYING HER BEST TO UNDERSTAND ADAM BUT SHE FEELS INTIMIDATED. HE IS CLEARLY ANGRY, WHICH IS PREVENTING HER FROM UNDERSTANDING WHAT HE IS TRYING TO COMMUNICATE. THE ANGRIER HE GETS THE LESS SHE UNDERSTANDS.

ADAM

I have made five payments over the last eighteen months but in October I paid a hundred and fifty euros, which was two months before my circumstances changed. Do you understand what I'm saying? I'm entitled to a rebate.

LILI

It says here we last received a payment of seventy-nine Euros on the 23rd of May.

ADAM

I've explained this twice already. It should be clear.

LILI

You want rebate for October?

ADAM

Are you even listening to me?

LILI

Sorry. (SHE SPEAKS IN CHINESE.)

ADAM

Do you even speak the language? I don't speak Chinese. I want rebate.

LILI IS LIKE A RABBIT IN THE HEADLIGHTS. SHE IS CLOSE TO TEARS.

ADAM

I'm not going through this again. Get the manager out here. Or does he only speak Chinese?

FADE TO BLACK AND UP

A FEW MOMENTS LATER LILI IS IN TEARS. MAGDELENA, AN OLDER COLLEAGUE, IS HELPING LILI GET OVER HER TRAUMA.

MAGDALENA

Lili, what's the matter? Why are you crying?

LILI

I'm so sorry. I thought I was a very good speaker. But when he starts screaming at me I don't understand.

MAGDELENA

Don't worry.

LILI

I don't want to lose my job. You know it's so important to me.

MAGDELENA

I understand.

LILI

I mean, I have advanced certificate. Went to college for four years. Now, just so stupid!

LILI STARTS TO CRY.

MAGDELENA

I have the same problem.

LILI

No, not like me. You talk very good.

MAGDELENA

But when I came to this country, I didn't. I got upset with the clients all the time. But then I realised, you see, I never speak the language. I always speak Italian with my boyfriend, Italian with my friends. I go to the Italian restaurant. I need to mix more with the people, you understand and ...

Lili, why don't you come to my friend's home for dinner on Friday?

LILI

No. No, I don't think so.

MAGDELENA

But you can speak the language there. I have to go back to work, okay?

(TO CAMERA)

Maybe I should go.

DISCUSSION POINTS

- 1 Can language be fully learnt in the classroom?
- 2 How can emotional stress affect language ability?
- 3 how important is it for immigrants to immerse themselves in the local culture?
- 4 How could language ability be improved in your workplace?

Unit 14 GENDER Script

INGRID HELLMAN IS THE MANAGER OF A CHAIN OF CARE HOMES. SHE IS WORKING AT HER COMPUTER WHEN ASIF WALKS IN.

ASIF IS AN OLDER MAN. HE HAS WORKED FOR SEVERAL YEARS AS A DRIVER AND A CARETAKER IN ONE OF THE HOMES. MS HELLMAN IS A LITTLE SURPRISED TO SEE ASIF BUT THE RELATIONSHIP BETWEEN THE TWO SEEMS TO BE GOOD.

MS HELLMAN
Asif, how are you?

MS. HELLMAN
I'm sorry.

ASIF
I'm very well, thank you.

ASIF
You are bribing her.

MS. HELLMAN
Good, and how's the new vehicle?

MS. HELLMAN
I've offered her a full time job, if that's what you mean.

ASIF
Oh, She runs like a dream.

ASIF
And more responsibility.

MS HELLMAN
Good.

MS. HELLMAN
But I've no doubt Jamila will make a very good manager one day.

MS HELLMAN
And your family?

ASIF
No. Not Jamila. Sorry, I cannot allow it.

ASIF
Oh, thank you. They are very well.

MS. HELLMAN
What are you talking about, Asif

MS. HELLMAN
How's your daughter?

ASIF
Jamila has two young boys. She cannot work full time.

ASIF
Oh, Nejma! She has settled in the secondary school. and she's studying very hard.

MS. HELLMAN
Asif, that's not up to you. It's up to Jamila to make her decisions.

IT'S CLEAR TO MS HELLMAN THAT ASIF HAS SOMETHING ON HIS MIND.

ASIF
No.

MS HELLMAN
I'm very pleased to hear it. What can I do for you, Asif?

MS. HELLMAN IS INDIGNANT AT BEING CONFRONTED SO DIRECTLY.

ASIF
It's about Jamila.

MS. HELLMAN
What do you mean, 'No'?

MS. HELLMAN
Jamila ?

ASIF
Jamila would not be working here part time if it were not for me. I cannot ask her to abandon her children to work for you night and day.

ASIF
Yes. Jamila.

MS. HELLMAN
Her children aren't going to be abandoned. There's plenty of childcare available.

MS. HELLMAN
What's wrong with Jamila?

ASIF
Childcare is not good.

ASIF
Well, there's nothing wrong with her.

MS. HELLMAN
The childcare is perfectly adequate.

MS. HELLMAN
She's very good at her job.

ASIF
A good Muslim mother does not abandon her children to child care. The mother is the centre of the home. And the home is sacred.

ASIF
Oh, a very good woman!

MS. HELLMAN
It is up to Jamila to make her decisions. Maybe she wants more money and more responsibility. She is a very capable woman.

MS. HELLMAN
And she is patient with the clients.

ASIF
But you must not offer her promotion.

MS. HELLMAN IS SO SURPRISED BY ASIF'S BLUNT STATEMENT THAT SHE THINKS SHE HAS MISUNDERSTOOD.

ASIF

No, Ms Hellman. Children need their mother. Her children need her at home. Not cleaning up after old people.

MS. HELLMAN

Have you ever heard of equal opportunities? I can't refuse Jamila promotion because she's a mother. It's against the law.

ASIF REALISES THAT MS. HELLMAN DOESN'T UNDERSTAND ASIF TURNS TO CAMERA AND REVEALS HIS INNER THOUGHTS.

ASIF (TO CAMERA)

I will talk to Jamila's husband. He's a sensible man. He wouldn't want his wife working all hours.

ASIF EXITS AND MS. HELLMAN TURNS TO CAMERA.

MS. HELLMAN (TO CAMERA)

Asif has really overstepped the mark. How dare he! I can't let him impose his sexist views on my staff.

(PICKS UP PHONE)

Jamila. It's Ms Hellmann. When you've finished the round, can you come to my office?

DISCUSSION POINTS

- 1 If some cultural practices place the woman at home, will this affect equal opportunity at work?
- 2 Does equality at work compromise family values?
- 3 How can we further gender equality in the workplace?

