Communicative Competence in Professional Discourse

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Abstract Steadily increasing global connectivity, integration and interdependence affect workplace relations, which have to be adapted to the new reality. Global workers need to know how to operate in new, often challenging environment, how to understand cultural diversity and ethical issues. Communicative competence, a skill that is top-ranked by employers, is essential for establishing appropriate interpersonal and professional relationships that allow building trust and lead to successful workplace communication. It includes all the behaviors and feelings that exist between the participants of the communication process and which govern interactions. Developing communicative competence that enables global workers to improve the quality of interpersonal workplace relationships requires acquiring verbal, non-verbal and relational competence to a similar degree. Right choice of lexical items and making use of specific language features can contribute to the effectiveness of workplace communication as much as the use of non-linguistic elements or cross-cultural knowledge. Not less important are personal communication skills of business language users. Unfortunately, raising students' awareness of unique workplace discourse characteristics is not always adequately addressed by business courses instructors or teachers. The results of Laster and Russ's cross-disciplinary study [1] show differences in approaches to teaching communication skills, types and amount of time spent on particular assignments. The course content may depend to a significant degree on how communicative competence in professional discourse is understood by the programe designer. Some confusion may result from a plethora of definitions varying in length and scope, from very simple to much more complex. There is a need to unify the knowledge and experience of scholars and practitioners to better understand the complex nature of professional communication.

Keywords Business Communication, Metadiscourse, Communicative Competence, Intercultural Awareness

1. Introduction

In times of global business activities, communication skills are considered to be top-ranked criterion for professional success, yet there is a gap between where graduates are and where they need to be in terms of communication skills required by the new economy. As Bovee and Thill [2] notice „ in addition to having the proper skills, you need to learn how to apply those skills in the business environment, which can be quite different from the social and scholastic environments you are accustomed to". It is particularly true in times of international labor market.

Modern companies are less and less frequently homogeneous. Diversity is present in various aspects. Skills, professional experience, age, sets of values, cultural backgrounds, to mention just a few. All these factors may affect the communication process. To be able to meet the objectives of professional communication when operating in a global market, business people must understand that "the nuances of international business - defined as any business conducted across national borders - are different from those of solely domestic business. The fundamental principles of domestic business apply abroad but with added complexities" [3 p 245].

Steadily increasing global connectivity, integration and interdependence affect workplace relations, which have to be adapted to the new reality. Global workers need to know how to operate in changing, often challenging environment, how to understand cultural diversity and ethical issues. The Towers Watson 2009/10 Communication ROI Study (www.globalenglish.com.) shows that companies which are highly effective communicators generate higher total return to shareholders over a five-year period than companies paying less attention to communication issues.

2. The Language of Global Communication

Emphasizing the importance of linguistic skills allowing fluent and efficient communication in a foreign language is not new in the history of business communication. However, with ever-spreading globalization and hunt for talent, it gained a new dimension.

There is growing evidence that English is no longer regarded as one of the foreign languages individuals may

want to learn, but as a key to a professional career. GlobalEnglish, one of the global providers of services to companies wishing to improve their employees' communication skills in English, surveyed 26,000 of its users to get their perspectives on the globalization of English, trends in business communication, and the needs of global enterprises. The results of the Globalization of English 2010 survey," show that the "flattening" of global business increasingly mandates English competency as a crucial skill for the workplace. An increasing number of workers worldwide must communicate in English—both within and outside their company—on a regular basis. 92% of global employees say English is required or significant for their job, and this is true at all levels of the organization all over the world. As a result, an ever-growing number of people learn English to use it for specific purposes. It has become the primary language for international business dealings. In fact "it has come to lead a life of its own as an ergolect, or work language" [4].

Being commonly chosen as an international medium of communication English is called a „global language" [5] or „international language" - EIL- [6]. Seidlhofer [7 p.211], however, suggests it should not lead to the conclusion that only one clearly distinguished variety of EIL exists. It covers communication acts in which both native speakers and non-native speakers are involved. Nowadays, though, in more and more international workplace interactions English is used as a lingua franca.

Firth [8 p.240] understands lingua franca as „ a 'contact language' between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication." Seidlhofer [9 p.7] describes English as Lingua Franca (ELF) as "any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option." On the website of VOICE (the Vienna-Oxford International Corpus of English), the author adds „ ELF is currently the most common use of English world-wide. Millions of speakers from diverse cultural and linguistic backgrounds use ELF on a daily basis, routinely and successfully, in their professional, academic and personal lives" (www. univie.ac.at/voice). In her article " A stateless language that Europe must embrace", House [10] argues that English is most suitable for Europe's lingua franca as it already has a number of varieties and is no longer owned by its native speakers.

With all its popularity, the use of ELF in business contexts needs particular attention. Louhiala-Salminen et al. [11 p.403] coined a definition of Business English as a lingua franca (BELF) according to which

BELF refers to English used as a 'neutral' and shared communication code. BELF is neutral in the sense that none of the speakers can claim it as his/her mother tongue; it is shared in the sense that it is used for conducting business within the global business discourse community, whose members are BELF users and communicators in their own

right- not 'non-native speakers or 'learners' .

Being a relatively new area of inquiry, BELF requires more research to define its role in global business communication. For some time there was an opinion that „English used for international trade, politics and science is a 'language for communication' – it is an instrument for accomplishing transactional goals, and not for expressing a full range of communicative functions, including emotional and relational ones" [12]. Seidlhofer [13 p.141] claims „the central concerns for this domain are efficiency, relevance, and economy." Recent studies, however, show that BELF is used to perform relational goals to a greater extent it was originally thought. Commenting on BELF, Gerritsen and Nickerson [14 p. 182] state that communication in BELF is prone to failure for at least three reasons that may be: a lack of comprehensibility, cultural differences, and stereotyped associations. To be able to minimize the risk of being not understood or misunderstood it is necessary to develop a range of different competencies that allow appropriate and effective communication.

3. Communicative Competence Components in Professional Communication

In business, communication is understood as „the sharing of information between people within a company that is performed for the commercial benefit of the organization. In addition, business communication can also refer to how a company shares information to promote its product or services to potential consumers" (businessdictionary.com). Because of a big number of communication participants, whose needs and preferences should be taken into consideration, business communication acts are more demanding than purely social ones.

Business communication is always goal oriented and regulated by a set of rules and norms that do not commonly apply in non-professional communication encounters. The lexical and grammatical choice often depends on the institutional context and limitations of what is allowable to be said or written. The characteristics of professional discourse - goal orientation, special constraints, inferential frameworks and procedures [15 p.22] - serve professional communication priority, which is effectiveness. Speakers need to be competent to be effective.

Competence understood as „the knowledge that enables one to produce and comprehend a language" (www. the freedictionary.com) has been discussed for decades, and there have been many attempts to define language competence since N. Chomsky [16 p. 3] held

Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying

his knowledge of the language in actual performance.

D. Hymes was one of the first sociolinguists who questioned Chomsky's idea of an ideal speaker-hearer. He emphasized the relevance of sociocultural factors such as, e.g., the need to produce texts that are appropriate to the context in which they are made. As he argued [17 p. 277] "…a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others." Hymes' understanding of communicative competence stresses the importance of appropriateness and acceptability of the communication.

The need for meaningful interactions was noticed by Canal and Swain [18 p.29] who understand communication as acts affected by sociocultural and interpersonal factors. The authors [ibid.] defined communicative competence as consisting of three components: grammatical (words and rules), sociolinguistic (appropriateness), strategic (appropriate use of communication strategies). In 1983, Canale extended the definition by adding discourse competence. The role of appropriateness was also emphasized by Bachman (1990) who divided communicative competence into organizational competence and pragmatic competence.

One of the most recent, and widely used, definition of communicative competence was worked out by a group of international experts involved in Language Learning for European Citizenship project. Included in the document known as Common European Framework of Reference (CEFR) [19 pp.110-123], it defines communicative competence as encompassing:

1. Linguistic competence including:

- Lexical competence – the knowledge of, and ability to use, the vocabulary of a language that consists of lexical elements and grammatical elements;
- Grammatical competence - the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences in accordance with these principles (as opposed to memorizing and reproducing them as fixed formulae);
- Semantic competence - the learner's awareness and control of the organization of meaning.
- Phonological competence – the knowledge of, and skill in the perception and production of the sound-units, the phonetic features which distinguish phonemes, the phonetic composition of words, sentence phonetics, sentence stress and rhythm, intonation;
- Orthographic competence – the knowledge of and skill in the perception and production of the symbols of which written texts are composed.
- Orthoepic competence – the knowledge of spelling conventions, ability to consult a dictionary and

knowledge of the conventions used there for the representation of pronunciation, knowledge of the implications of written forms, particularly punctuation marks, for phrasing and intonation, ability to resolve ambiguity (homonyms, syntactic ambiguities, etc.) in the light of the context.

2. Sociolinguistic competence - the knowledge and skills required to deal with the social dimension of language use.

3. Pragmatic competence – the knowledge of the principles according to which messages are:

- organized, structured and arranged ('discourse competence');
- used to perform communicative functions ('functional competence');
- sequenced according to interactional and transactional schemata ('design competence ').

Literature on the subject is rich, as it took linguists some time to understand and describe the complexity of communicative competence and to emphasize the role of different circumstances and social contexts. An average language user, though, may still not realize that to know the language system is not enough to communicate freely. That "a lot more is involved: there are rules of use without which rules of grammar would be useless; what is needed is not so much a better understanding of how language is structured, but a better understanding how language is used." [20 p.92]. The socio-pragmatic component of communicative competence is important in any act of communication. In global workplace related encounters, it may be of primary importance.

When professionals get engaged in professional discourse, they require more than fluency in general language they use for communication. Bargiela-Chiappini et al., [21 p.3] explain that 'business discourse is all about how people communicate using talk or writing in commercial organizations in order to get their work done.' Getting the work done well requires an effort from all the communication process participants.

In a business environment, competence means "a cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or job-related situation. Competence indicates the sufficiency of knowledge and skills that enable someone to perform in a wide variety of conditions. Because each level of responsibility has its requirements, the need for competence can occur in any period of a person's life or at any stage of his or her career " (http://www.businessdictionary.com).

Modern communication dynamics requires much more from communicators engaging in professional discourse than it was necessary before, resulting to a great extent from progress in communication technology, the need for speed and specificity, the unprecedented workplace diversity. Advances in technology offer new communication tools

that require high precision in professional information transfer. It can be obtained by distinctive genres that are more and more often differentiated from general language [22 p. 256].

Being understood by business partners is possible not only because of language correctness but also being able to match the content of the message with the standards of business communication that the recipient expects. "Discourse is not a list of sentences, but an organic whole, an integral part of a communicative situation from which it emerges. This means that the discourse follows communicative conventions accepted for the given situation" [23 p.96]. Specialized discourse requires economy, precision, and appropriateness. In typical cases, it can be achieved, among others, by the right selection of content, the choice of lexical elements, proper organization of the content material, the style and tone a speaker uses and on the situation, and cultural sensitivity. The conventions relate to all components of communicative competence.

3.1. Linguistic Competence Component

"One of the distinguishing features of institutional talk is that it is often difficult at first for an outsider to understand what people are talking about. The topics and procedures discussed, as well as a great deal of vocabulary, are unfamiliar and specific to the work of the organization or branch of business" [24 p.11]. Professionals use their specialist language self-consciously, to exchange particular specialist knowledge or information. Its distinctive style allows to differentiate it from other, non- professional forms. Special rules that govern professional discourse, and which usually do not apply in general language, are to facilitate mutual understanding within the community boundary. Particular lexico-grammatical features associated with particular genres are used to serve transitional and relational goals of communication acts.

3.1.1. Technical words

The ability to express expert knowledge and information is very much affected by the capacity to use technical words. 'Technical word/ technical term' can be understood as „1. a word whose occurrence is limited to a particular field of domain and which has a specialized meaning. For example morpheme, phoneme, in linguistics. 2. a common word that has a specialized meaning in a particular field, such as significance in statistics" [25 p.544].

According to Longman Dictionary of Language Teaching and Applied Linguistics, "technical words or terms are units reflecting the system of notions in a given discipline." In other words, they are used by specific users in specific situations in relations to particular concepts.; they do not occur spontaneously. Mamet [26 p.144] claims that knowing and using specialty related terminology can be perceived as a proof of having knowledge required for the engagement in professional communication act. It can sometimes be vital for user status enhancement within the

community. On the other hand, failure to adjust the style to the expectations of the same or field-related interlocutors, may be regarded as non-professional.

The language used for communication among field specialists may represent various levels of technicality that depends on the type of terms (e.g., full terms or semi-terms) and their frequency. Usually, the greater the degree of specialization, the higher the terminological density. Knowing specialist terms and getting familiar with typological features of the discipline related discourse is vital for both native and non-native users of any specialist language. People with great knowledge but poor specialist lexical repertoire can be less efficient while performing their professional tasks and duties. In the case of non-natives, their professional knowledge has to be translated into a new language system, yet "the more restricted its number of users, the more international its units and rules be" [27 p. 70].

3.1.2. Formulaic expressions

Developing discipline-related linguistic competence in a foreign language requires not only being familiar with technical words equivalents in this language, but also with an array of lexical items that are expected to be used in specific job-related settings. Standardized linguistic forms are seldom left out in specialist discourses. Different types of fixed sequences help to meet the need for precision and predictability of professional communication. They are considered as elements increasing informativeness and expediency of the text.

There are different terms used to describe those sequences, including 'prefabricated chunks,' 'multi-word units,' 'formulae.' Wray [28 p.9] talks about ' a formulaic sequence' which she defines as "a sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar." Nattinger and DeCarrico [29 p.36] define formulaic language units as " lexico-grammatical units that occupy a position somewhere between the traditional poles of lexicon and syntax; they are similar to lexicon in being treated as units, yet most of them consist of more than one word, and many of them can, at the same time, be derived from the regular rules of syntax, just like other sentences".

The use of formulaic language means higher probability that the lexical choice is correct. "Formulaic sequences are ubiquitous in language use, and they make up a large proportion of any discourse." They can be used as "social interactions, topics, and discourse devices" [30 p. 3]. In professional discourse, such devices not only allow to avoid misunderstandings, but also make the sender of the message sound more competent. In some business situations non-compliance with accepted conventions, relating to the structure and the language used, is regarded as a lack of professionalism. It does not mean, however that formulaic units are static. As Wray [28 p.101] notices, "store of

formulaic sequences is dynamic and is constantly changing to meet the needs of the speaker".

It needs to be remembered though that there is no ' one-fits-all' approach, and different strategies must be developed for different communication objectives. As Crow [30 p. 92] holds "the central purpose of achieving understanding remains." In times of global communication, communicators value most the economy of expression and clarity. It can be seen as the continuation of trends observed at various stages of the history of business communication. Plain language and avoidance of routine phrases are recommended in global communication as long as they do not adversely affect the accuracy.

3.1.3. Metadiscourse

The need for predictability and unification in business writing makes communicators in professional encounters carefully consider the arrangement of information, e.g., form and structure of the message, the style, tone and level of formality appropriate for business conversation.

"It is now recognized that written texts not only concern people, places and activities in the world, but also acknowledge, construct and negotiate social relations. The ability of writers to use metadiscourse effectively, to control the level of personality in their texts by offering a credible representation of themselves and their ideas, is coming to be seen as a defining feature of successful writing" [31 p. ix]. The use of relational strategies in communication depends on the knowledge and use of the relevant discourse types and matching metadiscourse signals. As Hyland [31 p.13] states "metadiscourse is an important link between a text and its content as it points to the expectations readers have for certain forms of interactions and engagement."

The existing definitions of metadiscourse vary in formulation as there is still a lack of agreement on how to define it. According to Hyland [31 p.37] " Metadiscourse is the cover term for self-reflective expressions used to negotiate interactional meanings in a text, assisting the writer (or speaker) to express a viewpoint and engage with readers as members of a particular community." The author describes metadiscourse as an umbrella term for linguistic expressions used by a speaker or writer to "persuade, inform, entertain or perhaps just engage an audience, and this means conveying an attitude to what we say and to our readers." Hyland argues that the metadiscourse is "an important means of facilitating communication, supporting a position, increasing readability and building a relationship with an audience." Crismore et al. [32 p.40] define metadiscourse as "linguistic material in texts, written or spoken, which does not add anything to the propositional content, but that is intended to help the listener or reader organize, interpret and evaluate the information given."

There have been various classifications of metadiscourse. Some analysts use the system suggested by Vande Kopple [33] or its improved version, Crismore et al.'s [32 p.47] taxonomy. It includes the following metadiscourse categories:

1. Textual metadiscourse

One of the distinguishing features of professional discourse is conventional text structure, characterized by coherence and cohesion which can be obtained by means of:

1.1. Textual markers including: logical connectives – used to show connections between ideas, e.g., therefore, moreover; sequencers – used to order information, show sequence, e.g., firstly, next, finally; reminders- used to refer to earlier parts of the text, e.g., see Chapter 1; topicalizers – used to indicate a change in topic, e.g., now I shall discuss.

1.2. Interpretive markers including: code glosses- used to explain or clarify the text, give examples, e.g., in other words, i.e., which is to say; illocution markers- used to name the act performed, e.g., to sum up, let me rephrase; announcements- used to herald the upcoming information, e.g., I shall discuss it in the next chapter;

2. Interpersonal markers

Professional discourse is goal oriented. "Regardless of whether discourse participants are focusing on transactional goals (getting the job done) or transactional goals (building and maintaining a relationship with their interlocutor), some kind of interpersonal meaning is always expressed" [23 p.63].The expression of the speaker's commitment or detachment, judgment, subjective views or attitude towards the content can be shown by words that have an interpersonal function such as: hedges – used to show uncertainty or detachment to information e.g. possible, likely; certainty markers- used to express commitment, e.g., certainly, clearly; attributors- used to indicate the source of information, e.g., according to X, as X argues; attitude markers- used to express affective values of the writer, e.g., hopefully, preferably, unexpectedly; commentary- used to establish a relationship with the reader e.g. as you know, you may agree.

Hyland [31 p.49] presents an interpersonal model of metadiscourse that recognizes two dimensions of interaction:

• the interactive dimension – covering the use of resources to organize the discourse and accommodate

the message to the needs and expectations of the recipient. The interactive resources include: transition markers – e.g. additionally, thus, although; frame markers – in Section 1, to begin with, firstly; endophoric markers – see Chapter 1. in Tab. 2; evidential according to X, to quote X; code glosses – in other words, this is to say, which means;

• the interactional dimension – covering the use of resources to present views explicitly, convey judgments, express solidarity, anticipate objections. The interactional resources include: hedges- might, perhaps, in my opinion; boosters – beyond doubt, in fact, evidently; attitude markers – amazing, hopefully, unexpectedly; self-mention – the author,

we, mine; engagement markers – consider, note, imagine.

The frequency and use of metadiscourse may be different in various languages, e.g., in some languages it may be more common to use rhetorical questions or to be more tentative and cautious in making claims. It also varies depending on the discipline and genre [31 p. 144]. According to Swales [34 p. 58] ", the rationale shapes the schematic structure of the discourse and influences and constrains choices of content and style."

3.2. Sociopragmatic Competence Component

The essential elements of global communication are not only clarity and brevity, but also awareness of the recipient. Communicative competence includes the behaviors and feelings that exist between the participants of the communication process and which govern the interactions. It is necessary for establishing appropriate interpersonal and professional relationships that allow building trust and lead to successful workplace communication. Modern concept of communicative competence must reflect the new reality in all its components.

Experienced communicators know the difference between texts addressed to particular readers and those for not explicitly specified audience. Lack of understanding the audience may result in different to intended reception of the message. In monocultural encounters, it is easier to anticipate the reaction of the recipient to a particular speaker's words. In multicultural ones the impressions or the message sender believes his words create, may not coincide with the impressions the interlocutors form of him. Gaining sociolinguistic and pragmatic competence is crucial for developing cultural awareness that, in turn, facilitates effective engagement in professional encounters. Although cultural awareness as a phenomenon was discussed in the US as early as in 1940s, in times of globalization it became a priority.

Hyland [31] holds that " acts of meaning-making, are never neutral but always engaged in that they realize the interests, the positions, the perspectives and the values of those who enact them." His point of view is shared by Bednarek and Caple [35 p.7] who claim that "communication is the collaborative construction and negotiation of meaning between the self and others as it occurs within cultural contexts" and explain that the act of communication is not "just about the speaker but also about those who may come in contact with her/his messages (including language, sounds, gestures, and other forms)". As the authors point out, the participants may have different backgrounds or values, what may have grave consequences for the understanding of the message. It is almost impossible to separate values, norms and traditions from communication acts that take place between people representing different cultures. „The interaction of culture and communication is so pervasive that separating the two is virtually impossible. The way you communicate is deeply influenced by the culture in which you were raised. The meaning of words, the significance of gestures, the importance of time and space, the rules of human relationships – these and many other aspects of communication are defined by culture" [2 p. 69].

The role of the recipient and the context of communication have been recognized as vital for international business interactions. "Companies understand that their success in international business activities hinges on developing cross-cultural appreciation and strengthening fundamental communication skills among their employees for national as well as international business " [36 p. 36]. The most important in cross-cultural interaction is to know the expectations of the recipient of the message and adjust to them.

Cultural awareness, which is the primary element of the sociolinguistic component of competence, allows to develop cultural sensitivity that ultimately leads to intercultural communication competence. This competence is vital for success as it allows to establish and maintain proper relationships with both co-workers and business partners. The fundamental principle of effective intercultural communication is not a Golden Rule Treat people as you would like to be treated, but a Platinum Rule Treat others as they would like to be treated.

4. Conclusions

The importance of communication skills has been recognized by both business people and educators, yet business college graduates lack in communication skills. What is a possible reason for this deficiency?

Laster and Russ [1 p. 260] observe that business communication students are receiving inconsistent learning experiences depending on whether they are taught by instructors in the business or communication disciplines and argue that "the cross-disciplinary differences in this investigation suggest little to no discussion across disciplinary divides about the standard curriculum of the introductory business communication course".

In English-speaking countries, the material and assignments for business communication programs are often prepared by subject specialists and rhetoric specialists working jointly. Business schools design courses incorporating not only business disciplines, but also other issues relevant for international business contacts. In non-English speaking countries, the situation is different. As English became the lingua franca, particularly in professional encounters, it is often assumed that learning a language guarantees communication success. Those who need to develop fluency in English expect to get the necessary communication skills during a foreign language course. Unfortunately in many cases, English for Special Purposes (ESP) teachers focus mainly on the lexical and grammatical aspects of the language they teach. Language specialists may not understand the nature of professional

discourse, the specifics of workplace interactions or particular genres, and as a result, they do not teach competencies needed in today's service- oriented and team-oriented business environment.

On the other hand, students who are fluent in General English and do not attend ESP courses, may decide to attend business communication courses run by subject teachers. Such courses usually focus on business communication theory, as communication instructors either do not realize the value of the linguistic aspect of the communication process, or do not want to include this element in the curriculum for fear that it will take too much time away from course content. Some of them may lack adequate knowledge of the English language, and, therefore, they do not include such components into the curriculum. As a result, they do not raise students' awareness and understanding of linguistic issues that are crucial to the effectiveness of business interactions.

The field of Business Communication has not yet been well defined. It has been considered as a hybrid drawing on research in disciplines such as rhetoric, sociology, and linguistics. There is a need to unify the knowledge and experience of scholars and practitioners representing all disciplines that may have an impact on the outcome of the communication process to better understand the complex nature of professional communication. Laster and Russ [1 p. 263], 'urge educators and scholars to continue looking across the divide and reach over the walls to build cross-disciplinary partnership'. The initiative of Danyushina [37] to establish a new sub-discipline Business and Governance Linguistics, combining the fields of Applied Linguistics and Communication Studies, for researching the use of language in business deserves special attention and support. Without a multidisciplinary perspective, one of the critical soft skills in the 21st century, may remain a theoretical concept.

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