

Etiquette Lesson for English Program in Indonesia and in China

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ABSTRACT

Life and career skills are two of many required skills in the 21st century learning. Etiquette lesson becomes essential in preparing college students to cope with the working world. This study aims at comparing the etiquette lesson employed in the English Program of the Vocational College of Universitas Gadjah Mada (UGM) Indonesia and in the Business English Program of the Foreign Language School of Chengdu Textile College (CDTC) China. The data were collected through doing interviews with etiquette teachers, doing observation in both colleges, and conducting library research. Afterwards, the data were categorized into three areas, i.e. course syllabus, topics and activities, and assessment; they were then analyzed using Business Etiquette Significant Learning Taxonomy and 21st Century Learning Framework. This study reveals that although the two colleges have different learning objectives in their etiquette lesson, all aspects of business etiquette significant learning are employed within their syllabus that covers almost similar topics, activities, and assessment. Those aspects are fundamental knowledge, application, integration, human dimension, caring and learning how to learn. Through the etiquette lesson, UGM and CDTC equip their students with life and career skills that reflects the concept of 21st Century Learning.

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1. Introduction

In 21st century learning, apart from having learning and innovation skills, such as creative thinking, creativity, and the mastery of information, media, and technology, students are also demanded to have life and career skills. The students are encouraged to produce those three learning outcomes through a learning process that must be supported by the system, i.e. standards and assessments, curriculum and instructions, professional development, and learning environment. This concept is clearly shown in the Framework for 21st Century Learning proposed by Partnership for 21st Century Skills (P21, 2018) as presented in Figure 1.

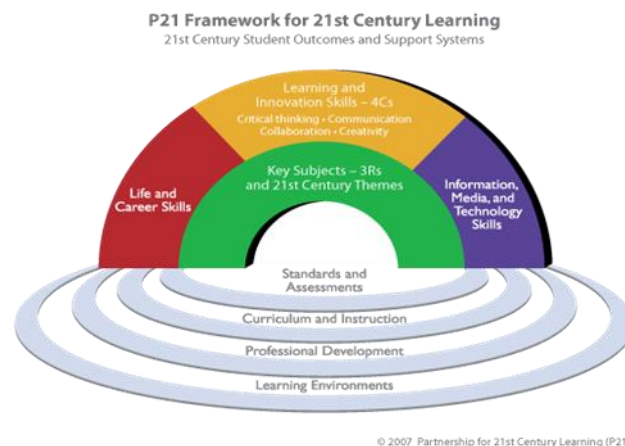


Figure 1. P21 Framework for 21st century learning
Source: <http://www.p21.org/our-work/p21-framework>

All those components are interconnected and supporting each other. As an illustration, one can say that a graduate who only has good grades will not get a good job without any IT skills. Moreover, a graduate who has good grades and good IT skills may be able to get a good job, but without soft skills, he/she will not have a good career development. Thus, those three skills are complementary, nothing is superior nor less important than others. Moreover, Wilson (as cited in Stevens, 2011, “The 21st-century learner is here – is your classroom ready?”, para. 4) adds that “... the 21st century skills are imperative to implement in our classrooms in order to prepare our students for our globalized workforce.”

After learning the aforementioned significance of life and career skills, the writer did a preliminary research to verify this concept by interviewing some HRD managers in some companies located in several provinces in Indonesia and China in June–August 2017. The list of the companies’ field of work and location is presented in Table 1.

Table 1. List of respondents

No	Field ¹	Owner	Location
1	Telecommunication	State owned enterprise	Central Java, Indonesia
2	Overseas Education Consultant & English Course	Private owned enterprise	Central Java, Indonesia
3	Hospitality	Private owned enterprise	Central Java, Indonesia; Chengdu, Sichuan, China
4	Garment manufacturing	Private owned enterprise	Riau Islands, Indonesia; Guangzhou, Guangdong, China
5	Metal manufacturing	Private owned enterprise	Riau Islands, Indonesia
6	Semiconductor manufacturing	Private owned enterprise	Riau Islands, Indonesia
7	Banking	State owned enterprise	East Nusa Tenggara, Indonesia; Chengdu, Sichuan, China
8	Banking	Private owned enterprise	East Nusa Tenggara, Indonesia
9	Education (University)	State owned enterprise	Papua, Indonesia; Chengdu, China
10	Education (High School)	State owned enterprise	Papua, Indonesia
11	Outsourcing service	Private owned enterprise	Special Region of Yogyakarta, Indonesia
12	Trade (supermarket)	Multinational corporations	Chengdu, Sichuan, China

¹ Names of the companies are confidential.

The respondents were chosen using convenience sampling and interviewed using semi-structured protocol. All of those companies stated that, in recruiting employees, they will consider not only the applicants’ hard skills but also their soft skills. They can predict that the ones who have better soft skills will have brighter career development. Gibson-Odgers (as cited in Zator-Peljan, 2013) explains that soft skills, etiquette skills for this particular case, are capable of helping a person in building fruitful relationship with his/her colleagues and clients. When someone shows courteousness, high regard and attention for the sake of others’ convenience, he/she is starting a successful relationship since positive relationships may result in good business.

Etiquette is different from ethics. Ferguson (2009:36) defines ethics as a system of moral that “...deals with right and wrong. It is the code of unwritten rules about how we act towards others”. Examples of ethics are journalism ethics, academic ethics, and legal ethics. It can be assumed that ethics is related to some Dos—things that are right to do—and some Don’ts—things that are wrong to do. Our deeds will determine our morality and vice versa. Meanwhile, Ferguson (2009) also explains that, “Etiquette is a set of rules we live by. Manners are the way we put those rules into effect” (p. 75). Etiquette is applied when someone is being together with others or in certain settings within the society as his/her actions will affect others. The goal of practicing etiquette is to have good communication, interaction, relationship, and networking with others. Since etiquette is closely associated with politeness (civility), it may be interpreted differently by people who come from a different country, region, and even from a different family. Civility itself interrelates with the habits, customs and culture of another person, group of people, institution, or a country. Civility as accepted social behaviours also becomes a fundamental aspect of professionalism (Hammer as cited in Crawford, 2012). Mausehund, et al. explains that, when etiquette blunders happen, undesired effects may emerge within a professional relationship. The etiquette blunders are “ineffective or potentially offensive interpersonal communications between people of different age groups, professional positions, races, ethnicities, nationalities and belief system” (as cited in Crawford, 2012). To overcome these complications, students need to obtain knowledge on and becomes more aware of business etiquette. By having understanding of and experience related to appropriate business etiquette, students and graduates will be more confident in the workplace environment.

Seeing the needs of having (business) etiquette, some researchers discussed it in their writings. Zator-Peljan (2013) investigated business etiquette in Poland, Germany, France and China for successful business

negotiations. To be more specific, Kong (2013) analyzed the problems and the influencing factors of the post 90s undergraduates' etiquette in China using statistical analysis. In addition, Filippone & Survinski (2016) discussed the appropriate use of email in secondary and postsecondary schools and proposed specific instructions on email etiquette to help improve communications between students and teachers. Meanwhile, Crawford (2012) developed and implemented an instructional design and assessment for an innovative seminar course in business etiquette which was intended for graduate students a pharmacy college in America.

Since etiquette skills play an important role in someone's career, students need related lessons and trainings ever since they are in school or college. This situation is happening in China. Kong (2013) states that, "At present the etiquette education in China for the post 90s college students is deficient." Since the post 90s students are the main population group in college, he thinks that developing only the students' professional skill is not enough. Cultivating the students with etiquette is necessary to produce excellent graduates.

Etiquette in workplace is a common material learned by students in college. It aims at preparing the students for acquiring life and career skills. Students from any majors deserve this etiquette lesson. It is not only for students majoring in humanities, business, or social sciences. It is also needed by students majoring in engineering, pharmacy, and any other majors. That statement is supported by Crawford (2012), who states that "instruction on social, interpersonal skills, and etiquette is considered essential in academic disciplines other than doctor of pharmacy (PharmD) curricula, including graduate pharmaceutical sciences (master of science degree or doctor of philosophy degree), medicine, law, business, and others."

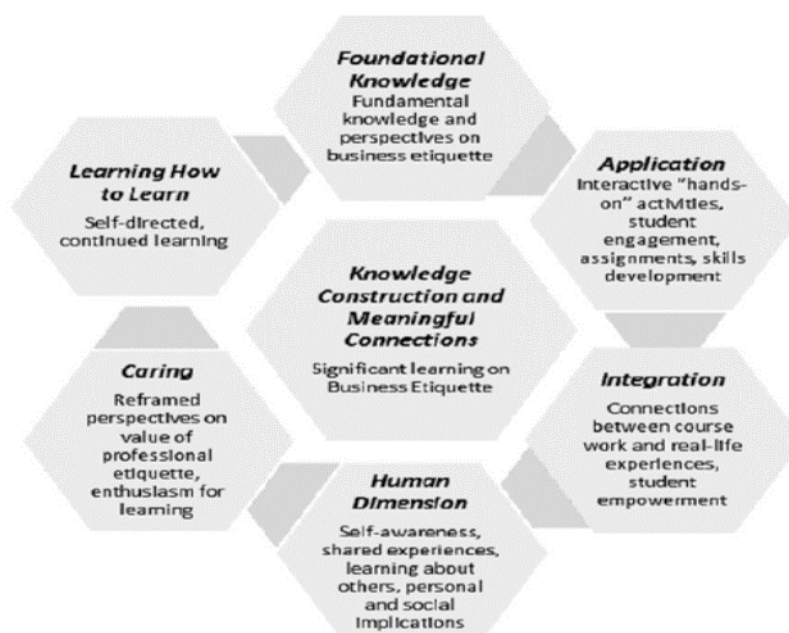


Figure 2. Business etiquette significant learning taxonomy
Source: Crawford (2012)

Business Etiquette Significant Learning Taxonomy (Crawford, 2012), which is adapted from Fink's Taxonomy of Significant Learning, is used by the Department of Pharmacy Administration at the University of Illinois at Chicago (UIC) to evaluate the Course Design for Graduate Seminar on Business Etiquette. This adapted taxonomy is designed by Stephanie Y. Crawford from UIC Department of Pharmacy Administration and published in American Journal of Pharmaceutical Education (AJPE). In this paper, it is presented in Figure 2.

In the Taxonomy of Significant Learning, Fink (2003) explains several major categories. The first of these categories is foundational knowledge. Knowing is the basic type of learning in which students are able to "understand and remember specific information and ideas." In this case, students gain the basic understanding of business etiquette. The second category is Application. Here, students are engaged in putting the other learning categories into practice so as to develop particular skills. The third category is Integration, in which students should be able to connect the concept learned with concrete reality or life experiences. In human dimension category, students learn about the implication of the learning materials towards themselves as well as others. By doing so, they may find their self-image and understand social interaction concept. The next

category within the taxonomy is caring. In caring, students are expected to gain new feelings, interests and/or values derived from the learning materials so that they will be more passionate in learning the materials further. The last category is learning how to learn. The purpose of this learning category is to enable the students to identify effective ways of learning and engage themselves in a continuous and life-long learning process.

As a matter of fact, every college has its own materials and techniques used in the implementation of etiquette lesson since the guidelines for developing an intellectual, multidimensional, and academic course on (business) etiquette is very limited (Crawford, 2012). Universitas Gadjah Mada (UGM) Indonesia and Chengdu Textile College (CDTC) China are universities that prepare the students for working world competition with etiquette lesson. Thus, different from the previous studies conducted by other researchers, this article's goal is to compare the etiquette learning conducted in Indonesia, particularly in the UGM's English Program and in CDTC's Business English Program.

2. Methods

This study employed comparative method. It engaged one set of areas to compare the data obtained from two colleges, namely the English Program of the Vocational College, Universitas Gadjah Mada Indonesia and the Business English Program of the Foreign Language School, Chengdu Textile College China. Those two colleges were chosen with purposive sampling method. Meanwhile, the major areas of comparison were: (1) course syllabus; (2) topics and the activities; and (3) assessment. The data were collected using interviews, observation, and library research. The semi-structured interviews were done with two teachers who were in charge of etiquette lesson and covered all the aforementioned discussion areas. The interview was conducted in English and field notes were taken on site to record the data. Additionally, structured observation was performed in etiquette classes to gain more data. The interview and observation were done in October – December 2017. Most of the observation data taken were data related to activities conducted in the classroom and the assessment. The third data collection method is the library research, which was performed by perusing textbooks and materials related to the topics studied. All of those data collection methods were performed in both colleges. Then, the data obtained from the three major areas were analyzed based on Business Etiquette Significant Learning Taxonomy and 21st Century Learning Framework and presented descriptively in block style comparison.

3. Results and Discussion

Etiquette lesson in the UGM's English Program is provided for the first semester students. It is a compulsory subject and comprised 14 meetings and two tests (mid-semester test and final test). The lesson aims at developing students' personality through the learning of etiquette. In line with its learning objectives, the lesson has several outcomes—one of them being the students are able to understand the basic concept of etiquette by applying it in their social and work life and develop a positive personality. The name used, Etiquette and Personality Development, implies that the focus of this lesson is general etiquette and that it is not specifically designed for the context of business even though some of the situations used as examples in the lesson are formal or business situations. The detailed topics and activities of the etiquette lesson are presented in Table 2. For the assessment, a certain percentage-based system is used. Class attendance and participation comprise 10% of the total score, while assignments and presentations are equivalent to 30% of the total score. Both mid-semester and final tests comprise 60% of the final score, weighing 30% each.

Table 2. Topics and activities employed in the English Program of Vocational College UGM

Unit	Topic	Content	Activity
1	Class Introduction	Introduction to the subject	Discussion, making class agreement, written pre-test
2	General Overview of Etiquette	Definition of etiquette, ethics and aesthetics as well as the differences among them, the importance and benefits of practicing etiquette	Discussion on concept of etiquette based on the references the students (Ss) prepared beforehand, experience sharing session
3	Dressing and Grooming Etiquette	Etiquette of dressing, grooming, walking and sitting within a formal setting	Demonstration of formal dressing, natural grooming and good posture in walking and sitting
4	Beauty Class (Workshop)	Natural make-up, grooming and hair-do for Male and Female office workers	Workshop by a Local Make-Up Artist in which Ss bring their own make-up tools
5	Personality, Self-image	Types of personality, positive self-image, building confidence	Lecture on types of personality, composing written reflection and sharing about Ss's self-image, appraisal of peers'/others' character, watching videos to trigger positive self-image and confidence
6	Social Interaction Etiquette	Etiquette of greeting, hand shaking, visiting and smoking	Demonstration and role plays based on scenarios related to etiquette in greeting, hand shaking, visiting and smoking
7	Speaking and Listening Etiquette	Etiquette of speaking and listening in a face-to-face situation, making a phone call, and criticizing within a formal situation	Watching, analyzing and discussing some example videos and role plays based on some scenarios related to etiquette in speaking and listening in a face-to-face situation, making a phone call and criticizing within a formal situation
	Mid Semester Test	Demonstrating etiquette of dressing, grooming, walking, sitting, greeting, hand shaking, visiting, speaking and listening in a face-to-face situation, making a phone call and criticizing within a formal situation	Ss are evaluated based on their performance and conceptual understanding through a mini role play and oral test
8	Asking and Giving Etiquette	Etiquette of asking and giving business card and gift as well as etiquette of borrowing things and money	Watching some tutorial videos as well as demonstration and role play based on some scenarios related to etiquette of asking and giving business card and gift as well as etiquette of borrowing things and money
9	Text Messaging Etiquette	Etiquette of sending and composing short messages, letters and emails in a formal situation	Peer practicing in terms of composing and sending short messages, letters and emails
10	Social Media Etiquette (Netiquette)	Etiquette for uploading news, document, or photos and giving comments in social media; <i>Undang-undang Informasi dan Transaksi Elektronik</i> (Indonesian Electronic Information and Transactions Law)	Discussion on some examples and cases of violation against law and regulations and review on several social media activities
11	Indonesian General and Regional Table Manner	Table manner, table setting, seating arrangement, dress code, typical food and cultural values of Indonesian in general and in some regions of Indonesia	Group presentation using slides, pictures and videos; demonstration; and question-and-answer sessions. Presentation is done by two groups consisting of 4-5 Ss.
12	Japanese, Korean and Chinese Table Manner	Table manner, table setting, seating arrangement, dress code, typical food and cultural values in Japan, Korea and China	Group presentation using slides, pictures, and videos; demonstration; and question-and-answer sessions. Presentation is done by three groups consisting of 4-5 Ss.
13	American and European Table Manner	Table manner, table setting, seating arrangement, dress code, typical food and cultural values in American and European countries	Group presentation using slides, pictures, and videos; demonstration; and question-and-answer sessions. Presentation is done by two groups consisting of 4-5 Ss.
14	Formal Dining Practice in a Hotel	Table Manner	Practicing formal dining in a five-star hotel in Yogyakarta (Indonesia) while applying formal dress code and practicing grooming. The table manner practice is led by the hotel's F&B Officer. Following the practice, Ss shall submit an essay or short story about their actual experiences as a reflection on the topics they have learned so far.
	Final Test	A video making project	Ss are divided into groups and given a month to prepare and produce a video on the topics discussed in the classroom. On the day of the test, the video will be played and evaluated by their peers and teacher using a previously prepared rubric. Ss will then proceed and do a written post-test.

Upon application, the etiquette lesson above reflects all categories within the Business Etiquette Significant Learning Taxonomy. Firstly, Foundational Knowledge is reflected in the second unit—General Overview of Etiquette—and other units that discuss the basic concept of a particular topic such types of personality.

Interactive hands-on activities are experienced when the students do the actual practices of grooming, applying make-up, and dressing formally in the Beauty Class workshop and in every meeting during the semester. In addition, they also apply the concepts they have presented in the class during the table manner practice in the hotel. As for Integration, it is reflected when the students are writing their life experiences in a short story—an effort to integrate theory and real-life experiences. Meanwhile, Human Dimension is revealed when the students engage themselves in a personal reflection about their type of personality and self-image as well as the appraisal of their peer's character in order to give positive feedback and contribute to the development of a good personality. Moreover, throughout the semester the students have shown care towards the importance and value of etiquette in their social and work life. They are enthusiastic in joining the meetings and keep practicing the etiquette they have learned, at least during their study in the college. Ultimately, the students are able to find their favorite ways of learning, such as by writing stories, making videos, doing self-reflection and observing social phenomena. As stated in the abovementioned learning outcomes, the students are expected to apply the etiquette within society and their work places as a way of doing a life-long learning.

CDTC's Business English Program has its own way in conducting etiquette lesson, making it an obligatory and essential subject. It is provided for students in the second semester and has 10 topics to be discussed in 14 meetings and evaluated using two tests (mid-semester and final test)—comprising a total of 32 hours of learning. Additionally, the program also has one-week curricular practical training. The objectives of this lesson—Business Communication—is to help the students in their struggle to learn etiquette for business in general, secretarial job and basic business interpreting. The method employed is a student-centered learning and the teacher's roles are to guide, drive and give feedbacks to students. In the assessment system used to evaluate the students' achievement, video making group project is highly valued, comprising 40% of the total score, while the performance during the mid-semester and at the end of the semester comprise 60% of the final score, weighing 30% each. The materials employed are detailed in Table 3.

Table 3. Topics and activities engaged in the Business English Program, Foreign Language School, CDTC

Unit	Topic	Content	Activity
1	Postures and Looks	Professional postures and looks, TPO Principles (time, place and occasion—appropriate clothing and behavior)	Practicing postures in class, followed by analysis on what are considered to be professional postures and looks; introduction to TPO Principle; discussion and presentation (case study)
2	Job Interview	What to do before, during and after a job interview	Discussion on the preparations to be made, role play illustrating what happens during an interview, discussion on appropriate etiquette for an after-interview situation, presentation and discussion on job interview (group project)
3	Working in an Office	Company and self-introduction, greeting, company's requirement for a new employee	Role play on how to perform an introduction in various situations; role play on how to perform greeting in various situations; practicing handshaking, hugging, etc.; presentation and discussion on greeting and introduction (group project); presentation and discussion on "What am I expected to do as a new employee?"
4 – 5	Working with Machines	Making and handling phone calls, writing and replying emails, procedures in using office machineries (computers, printers, copiers, etc.)	Role play on phone calls; discussion on how to write and reply emails appropriately and how to use office equipment, as well as the etiquette of making and handling phone calls, writing and replying emails and using office machines (case study); video shooting and discussion (group project)
6	Holidays and Festivals	Types of and ways to celebrate holidays and festivals in China and in western countries, greeting and gift giving	Presentation on popular entertainment, festivals, and holidays; discussion on etiquette of greeting and gift giving during festivals and holidays (case study)
7 – 8	Clients Reception	Welcoming clients, scheduling, booking hotels, arranging transportation, meeting and sending clients off at airport, receptionist's job description	Role play on scheduling, booking hotels, arranging transportation, meeting and sending clients off at airport, being receptionist; video shooting and discussion (group project)
9 – 10	Business Dinner	Chinese and western table manner, seating arrangement, best restaurant for certain occasions	Discussion on appropriate restaurant and seating arrangement, presentation on table manners, discussion on ways of handling emergencies (case study), video shooting and discussion (group project)
11 – 12	Presentation	Presentation skills, presentation structure, kinds of presentation (company presentation, product presentation and company tour),	Discussion on presentation structure and visual aids in presentation, role play on company presentation, product presentation; role-play on company tour; video shooting and discussion (group project)

		and presentation visual aids (slides, brochure/leaflet, etc.)	
13	Complaint	Filing and resolving complaints; handling blames, gossip, and complaints	Role play on filing complaints and resolving complaints; discussion on ways of handling blames, gossip and complaints addressed on yourself appropriately; video shooting and discussion (group project)
14	Ceremony	Types of ceremony, planning a ceremony, delivering a speech, etiquette of attending a ceremony	Discussion on planning a ceremony; role play on opening speech and on how to carry yourself during a ceremony; video shooting and discussion (group project)

The course design process in CDTC reveals that the Fundamental Knowledge category is reflected through the discussions on the basic concept of a particular topic conducted in almost every meeting. Application category is reflected through role play serving as interactive practical activities, while the Integration category is reflected through case studies performed based on real-life phenomena or problems. Moreover, through the case studies and discussion, the students will also deal with the Human Dimension category in activities in which they share their experiences with and learning from each other—resulting in both self-awareness and social awareness. The awareness is then sharpened and highly valued by the students in their life, and thus motivates them to learn more. A caring category is also reflected there. Furthermore, students can find an interesting way to learn etiquette through video-making group projects since they are also able to develop their creativity, language skill, and technology mastery. In short, all the categories of business etiquette significant learning are reflected in the learning process.

The etiquette lesson in both colleges has the elements required by the 21st-century learning framework, i.e. “social and emotional competencies to navigate complex life and work environment” (P21, 2016, “Life and Career Skills”). The learning process elaborated above is in line with some of P21’s essential Life and Career Skills—self-direction as well as social and cross-cultural skills. Aside from that, there are also some empowering elements enabling the students to master those skills. Those elements, which serve as a critical system within the learning process, are standard and assessment, curriculum and instruction, professional development, and learning environment (P21, 2015).

Instead of shallow understanding, the emphasis of the 21st-century learning standard lies in in-depth obtained through meaningful practical activities and discussion. In addition, the assessment is stressed on the delivery of beneficial feedback on students’ performance which is done during the everyday learning process. It also employs a balanced formative-summative assessment that involves technology to evaluate skill mastery. Formative evaluation is intended to identify the students’ progress and the possibility for development (Cowan & George, 1999). The teachers know the student’s improvement through their performance during a presentation, discussion, role play and even video projects benefiting from technology. Moreover, the teachers may provide suggestions or feedback to boost the students’ achievement. On the other hand, summative evaluation is used to identify the competencies mastered by the students (Cowan & George, 1999). Brown (2004) adds that summative assessment “typically occurs at the end of a course” to know how well the students has met the learning objectives. Examples of summative assessments are final exams or general proficiency tests. The etiquette lesson in both colleges employs a final test which also serves as the summary describing students’ proficiency after learning for one semester. Since both colleges employ formative and summative evaluations with more or less the same proportion in deciding the final score, they are considered to perform a balanced assessment.

The implemented curriculum and instruction allow the teachers to incorporate supporting technology (in video making), problem-based learning (in case-studies research), and critical thinking (in discussions). In terms of professional development, teachers are encouraged to give direct instructions in the classroom which have the same portion as instructions given in project-based teaching and develop the teaching abilities to use various teaching strategies. It is also reinforced by professional practitioners who share their knowledge in workshops held inside and outside the classroom. Thus, with all of those supporting elements, this kind of learning environment becomes a very supportive environment for a learning process.

4. Conclusions

Moore (as cited in Zator-Peljan, 2013) explains that (business) etiquette is a group of guidelines that enables us to perform communication and interaction in a polite way. Habits and morals, as well as customs and behaviors that are vital in a society or occupation, are comprised of these arbitrary rules. These social codes

commonly obeyed by successful people in the business. Therefore, UGM's English Program and CDTC's Business English Program conduct etiquette lesson aiming at preparing the students to succeed in life, society, and work. The etiquette lesson in both colleges reflects all aspects of Business Etiquette Significant Learning—Fundamental Knowledge, Application, Integration, Human Dimension, Caring and Learning How to Learn—although the topics employed are slightly different. This minor dissimilarity is influenced by the differences in learning objectives. In UGM's English Program, the students are expected to apply etiquette in their social and work life and to develop a warm personality. Hence, the focus of the lesson is on etiquette in general, with a little use of formal or business context. On the other hand, the students of CDTC's Business English Program are demanded to master business etiquette. Thus, the topics are related to it. In fact, business etiquettes can be considered as completely the same or extremely different when they involve different aspects (Zator-Peljan, 2013). Nevertheless, the UGM and CDTC etiquette lesson supports the framework of 21st Century Learning in arming the students with Life and Career Skills.\

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