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#### Abstract

The communication in German industries relies on three different aspects: oral or verbal (face-to-face) communication, written communication and the communication by technical means. For each of these areas there are programs for the education of employees. It depends on different factors which programs are chosen, namely the needs that are defined by the size of the enterprise, the degrees of knowledge of the employees and finally the sectors where the enterprise deploys its activities. Since the enterprises became more sensible to the consequences of the financial crisis there is now a general tendency to charge external assessors with the development of courses and their realization. The employees that first suffered from the crisis by losing their jobs were in fact those who worked in the own departments of development and education. The most important focus of education programs is constituted by programs concerning technical instruments for communication. Communication is here understood as a macro-instrument to form networks for the daily work. It is often misunderstood as a resource just to obtain an information needed in the moment. As far as oral communication is concerned, the courses that are mainly found still belong to rather traditional rhetorics that are based on psychological methodologies or simple models of communication. The linguistics of conversation and spoken language have not been recognized yet. Nevertheless, it is possible to observe that a growing number of managers are searching for new methods. The key qualifications for efficiency, for example in intercultural negotiations, are seen more in a qualitative than in a measurable or quantitative way. Therefore, the relevance of microprocesses in the spoken discourse is increasing. It is nevertheless a long way from the awareness of the importance of linguistic means to the application of what we understand to be a linguistic method in an educational program. The use of authentic data, for example the analysis of transcriptions in an industrial program for education, is still an exception.