A. PRE-READING
Choose the best answer for each question.
1. What cannot 'honk'?
a) a car;
b) a goose;
c) a dog.

2. 'To be a goose' means
a) to behave like an idiot;
b) to behave like a bird;
c) to be a source of wealth.

3. 'To fly point'
a) refers to the position at the front of a flock of birds;
b) means to run away from something quickly;
c) means to be in a leading position.

4. 'To bond' means
a) to jump about and leap;
b) to leave in a hurry;
c) to unite.

5. 'for the good of the group' is the opposite of
a) for the benefit of the group;
b) to the detriment of the group;
c) to punish the group.

6. After scrambling through freezing mud you would probably feel
a) cold and wet;
b) cold and dirty;
c) both of the above.

7. 'Baffling' is to 'puzzle over' as
a) wet is to dry;
b) confusing is to think about;
c) noisy is to listen.

8.'I wouldn't turn a hair' probably means
a) it wouldn't surprise me;
b) I wouldn't know what to do;
c) I would get a haircut.

9. What does 'claptrap' mean?
a) a serious report;
b) rubbish;
c) a practical joke

10. 'To settle in' probably means
a) to adapt and feel comfortable;
b) to move into a new area;
c) to sit passively and not move.

11. 'Utterly pointless' probably means
a) serving absolutely no purpose;
b) with little point;
c) blunt and unsubtle.

12. When you 'whisper',
a) your vocal chords do not vibrate;
b) you speak in a clear and carrying voice;
c) you speak to one person only.

13. Something that is 'daft' is
a) the first version of a text;
b) stupid;
c) faulty, i.e. has mistakes in it.

14. Someone who is 'bright' is most likely to be
a) stoned;
b) intelligent;
c) rich.

15. In which place would you be most likely to find someone who 'juggles'?
a) A bank;
b) An office;
c) A circus.

16. 'To succumb' probably means
a) to give in to;
b) to supply;
c) to withhold from.

17. If you 'heckle' someone, you
a) show   your   disapproval   or disagreement;
b) ask them a question;
c) challenge them.

18. 'To go along with something' can mean
a) to accompany a plan;
b) to agree with a view;
c) to postpone making a decision.

19. 'To have something knocked out of you' can mean
a) to be forced to change your views;
b) to be beaten up;
c) to become pregnant.

_____

B. LANGUAGE FOCUS & READING
Complete the text by putting the verbs in the correct form. It may be active or passive.
Circle any time expressions.

Why is Harvard teaching future leaders to honk like geese?
Lucy Kellaway

1.   On a perfectly normal day at Harvard a couple of weeks ago, a dozen future leaders of the world 1. … (sit) in a circle and 2. … (cry): honk! honk! honk!
  For an hour or so these twelve 3. … (stop, be) second-year masters students at the Kennedy School of Government. They 4. … (become) geese.

5.   The transformation 5. … (intend, serve) two purposes. First, it 6. … (mean, get) them 7. … (bond) as a team. Second, it 8. … (be, teach) them that human beings, even ones with the finest education and who 9. … (rule) the world one day, 10. … (modal verb + learn) a lot from geese.

10.   Each of the twelve 11. … (tell, stand up) in turn and 12. … (read) out a sentence about geese, while the others 13. … (make) honking noises.
"Fact! When the lead goose 14. … (get) tired, it 15. … (rotate) back in the wing and another goose 16. … (fly) point," 17. …(say) one.
  "Honk! Honk! Honk!" 18. … (go) the eleven other future leaders, as 19. … (instruct).

15.   "Lesson!" 20. … (shout) a second. "Each of us 21. … (need, take) our turn in 22. … (give) direction for the good of the group."
  "Honk! Honk! Honk!" 23. … (be) the refrain.
  In the name of team-building, sensible people 24. … (do) some very silly things. Grown-up accountants 25. … (go) on courses 26. … (learn) circus skills.

20. Experienced managers 27. … (scramble) through freezing mud. They 28. … (bake) bread. They 29. … (bang) on African drums. It 30. … (be) all thoroughly baffling and embarrassing and no doubt 31. … (give) anthropologists of the future a lot 32. … (puzzle over). In fact, it 33. … (be) so mad for so long that I 34. … (be) no longer surprised at any new team-building course. If someone 35. … (say) they 36. … (do)

25. open-heart surgery as a team-building exercise, I 37. … (turn) a hair.

  And yet the goose story at Harvard still 38. … (manage, shock). It 39. … (show) that a sharp brain and a huge amount of education 40. … (be) no protection against management stupidity. When America's pre-eminent graduate school of politics 41. … (start, honk), it 42. … (be) time 43. … (admit) that intelligence 44. … (no

30. longer, modal verb + triumph) over claptrap.
  In this particular case there 45. … (not, be) even any need for 46. … (bond). These twelve 47. … (simply, volunteer, be) class advisers, which 48. … (mean) they 49. … (be) responsible for 50. … (help) the new students 51. … (settle in). (Which 52. … (be) a very good thing 53. … (do) – and something US universities 54. … (do) much

35. better than UK ones.)
  However, 55. … (fit) this role they 56. … (modal verb + attend) an eight-day bonding course which, as well as 57. … (teach) them 58. … (honk), 59. … (have) them 60. … (hold) hands in a circle and 61. … (share) their wishes for the group's achievements. How much better if they 62. … (just, sit) down and 63. … (agree) what

40. 64. … (do) with the newcomers – 65. … (take) them to a bar, 66. … (arrange) some guided walks etc – and then they 67. … (modal verb + spend) the rest of the eight days 68. … (study), or 69. … (take) recreational drugs, or whatever it 70. … (be) grad students do for pleasure these days.

_____

Order the remaining paragraphs from the text to complete it.

a.

      A normal response to being asked to scramble through mud/juggle/get up and sing would be: no way. **Yet** in ever growing numbers they succumb without heckling or moaning or honking ironically. These activities have become part of the quasi religious side of management. Under this doctrine, dissent is heresy. Irony, doubt and cynicism are no longer allowed. The emperor wears very few clothes so mentioning his state of undress, however obliquely, is dangerous. If you don't go along with the course, the implication is you are not a team player and therefore do not belong in the company. When the feedback form comes along you have no choice. You tick the boxes that say the course was "highly relevant", "inspirational", "provided many key learnings".

b.

      To be united against a shared enemy is one of the strongest bonding forces there is. **Yet** for company employees this is not an option, no matter how staggeringly daft the course. Indeed, a strange thing seems to happen to perfectly bright and otherwise well-balanced managers when they are sent on team-building courses.

c.

      One question remains. What do geese have to teach leaders, according to the Harvard exercise? There are five lessons – one of which I quoted at the top of this column. Another rule explains that the flapping of the wings makes an uplift for the bird behind, so flying in the V formation means they can go further. "Lesson: People who share a common direction can get where they are going quicker and easier because they are travelling on the trust of one another."
I don't know anything about travelling on trust. **But** I do know about air: geese fly in a V because of air resistance. Managers are held together by air, too: hot air. There is another similarity between the bird and the manager who likes to honk. He is a goose in more ways than one.

d.

      Yet it isn't true to say that the geese exercise achieved nothing: it did bring the 12 very close indeed. **But** that wasn't because they had spotted the uncanny parallels between geese and themselves. It was because they found the exercise so embarrassing, so puerile and so utterly pointless that they united against a common enemy. Indeed, the team-building experience may have proved so successful that when they meet each other in the corridors of power at the White House in 15 year's time, they may whisper an ironic honk at each other, a signal that could be more powerful than a Masonic handshake.

e.

      At Harvard the young students evidently still think independently on these matters. I fear that if they plan to be successful in big organisations in the future, they will have that knocked out of them in time.

Financial Times

Answer the following questions.

1. What function do the words in bold serve?
2. Reread the text from line 36, p 3 and underline the examples of modal verbs. (There are 9 examples.) What function does each modal verb serve? What verb sequence distinguishes talking about the past from talking about the non-past?
3. In the following sentence what is the function of the auxiliary verb in bold?
      Yet it isn't true to say that the geese exercise achieved nothing: it **did bring** the 12 very close indeed.
4. Find 3 examples of parallel structure.
5. How did the writer react to the 'honking' exercise at Harvard and what did she think of it?
6. In what ways does it encourage bonding?
7. What does it represent for the writer in relation to management practice?
8. What criticism does the writer make of current management practice?
9. Why do managers agree to do stupid or embarrassing things on team-building courses?
10. To what extent do you agree with Lucy Kellaway's view?

_____

C. READING, WRITING, SPEAKING
1. Choose the best answer to illustrate the meaning of the underlined expression.

1. A <u>bumper edition</u> of a journal would be
a. larger than usual;
b. the same size as usual;
c. smaller than usual.

2. If you <u>draw on research</u>, you
a. make notes on the study;
b. base your arguments on the study;
c. use the study's findings as evidence.

3. If you <u>slip up</u>, you
a. make a mistake;
b. fall over;
c. challenge a result.

4. When you <u>rate</u> someone, you
a. give them a mark;
b. praise them;
c. argue with them.

5. Someone's <u>peers</u> are
a. people at the same level of the business hierarchy;
b. the aristocracy of a country;
c. people who report to the senior manager of a company.

6. The opposite of <u>to stumble over</u> is
a. to do something easily and well;
b. to trip up and fall over;
c. to climb up.

7. If you <u>reveal the extent of managers' problems</u>, you
a. describe them;
b. show how small the problems are;
c. show how many and what kind of problems the managers have.

8. You can <u>survey</u> someone by
a. asking them questions on the telephone;
b. asking them to complete a written questionnaire;
c. writing a report.

9. A <u>slippery</u> book would probably be
a. covered in an oily cloth;
b. subversive and challenge accepted norms;
c. difficult to read because the ideas are not expressed in a linear fashion.

10. The opposite of <u>to boost</u> is
a. to raise ;
b. to lower;
c. to maintain.

11. If something is <u>doomed to fail</u>,
a. it will probably fail;
b. it could never succeed;
c. it might fail.

12. <u>An away day</u> could be
a. a day when you don't have to go to work and you take the day off;
b. a day when your department meets off site to discuss a particular issue;
c. a bank holiday.

13. If you <u>set out to do something</u>, you
a. make a decision to do it and plan how to do it and then do it.
b. explain how to do something clearly;
c. opt not to follow a particular path of action.

14. The opposite of <u>plausible</u> is
a. likely;
b. hopeful;
c. improbable.

15. The past tense of to <u>seek</u> is
a. seeked;
b. soke;
c. sought.

16. The past tense of to <u>bind</u> is
a. binded;
b. bound;
c. bid.

17. A <u>thoughtless act</u> is likely to
a. hurt someone;
b. make someone smile;
c. have no consequences.

18. If you <u>will</u> something, you
a. try to make it happen;
b. want it to happen;
c. cause it to happen.

2.
What function do the words in the box perform?

showed	suggests	argues	argue	says	found	called for

Give examples of other words that perform the same function.

Read the article by Stefan Stern on motivation and complete the spaces with one of the words from the box

3.
Summarise the different concepts / theories on motivation in a table or in a chart. Present your table/chart to the class, explaining the reasoning behind your analysis.

_____

Keep up motivation levels through long summer days

By Stefan Stern   *Financial Times,* August 4 2008

1.   It's August, the sun is shining - in London, anyway - and I cannot help wondering: what the hell am I doing still at work?

Perhaps, secretly, you have been asking yourself the same question. And think how your direct reports are feeling. They may not all share the same sense of responsibility that you do. They, too,

5.   are wondering why they are still at work. Their bodies are in the office, but their minds are elsewhere. Motivation levels are low. What a relief, then, that this summer's bumper edition of the Harvard Business Review contains an article promising to reveal 'a powerful new model' for employee   motivation.

Drawing on the latest research into how the brain works, the article's authors (Nitin Nohria,

10. Boris Groysberg and Linda-Eling Lee) **1. …** that employee motivation depends on four key elements, or 'drivers': the drive to acquire (rewards and experiences), the drive to bond (building a sense of belonging), the drive to comprehend (work must be meaningful) and the drive to defend (fair play for all). Managers cannot afford to slip up on any one of these four drivers, the article **2. …**. The authors' research into different organisations **3. …** 'if employees detected that a manager

15. was substantially worse than her peers in fulfilling even just one drive, they rated that manager poorly'.

It's a big task, keeping the needy workforce happy and ready to perform. But without motivated employees, businesses will struggle to compete. And the evidence **4. …** many managers continue   to   stumble   over   this   fundamental   task.

20. Recent research by the Hay Group revealed the extent of managers' problems. A survey of more than 3,100 organisations **5. …** that 41 per cent of employees felt demotivated by their managers. Half of those surveyed said they did not have the authority they needed to take important decisions. Not one of the famous four drivers will be found in a situation like that.

This data would not surprise EL Kersten, co-founder of the subversive US company Despair,

25. Inc. In his slippery and ironic book, *The Art of Demotivation*, Kersten **6. …** that all corporate attempts to boost employee motivation are not merely doomed to fail, but are in fact counter-productive. Since all that expenditure ' on consultants, culture-change programmes, away days and longer off-site trips' seems to produce no positive effects, indeed serves mainly to further demotivate staff, Kersten **says**, why not save your money and set out deliberately to demotivate

30. your employees in the first place? Make them feel small, but at a fraction of the cost.

The cynicism is justified. And it is hard to suppress a similar kind of response to this latest rather over-engineered 'powerful new model' as featured in the new issue of HBR. The authors' four drivers seem plausible enough at first sight. But how much do they add to what we already knew about motivation? How much do they differ, for example, from the motivational needs

35. theory of David McClelland (not mentioned in the article) which date back to his 1961 book *The Achieving   Society*?

McClelland, a psychologist, argued that people at work experience three basic needs in varying degrees: the need for achievement, the need for authority and power, and the need for affiliation. If you want to have motivated staff, take the trouble to find out what is important to them and,

40. crucially, don't put them in jobs that do not suit them. Achievement-oriented colleagues need regular feedback, and a sense that progress is being made. But those who seek affiliation are the vital   team   players   who   can   help   bind   groups   of   people   together.

In fact, there was probably no need for HBR to publish the new article on motivation at all, considering that they could simply have reproduced what is still one of the most widely read HBR

45. articles ever "One more time: how do you motivate employees", by another American psychologist,   Frederick   Herzberg,   which   was   first   published   in   1968.

Herzberg argued that motivation really has to come from within. It cannot be willed by managers - although thoughtless acts can certainly help destroy people's motivation. There are the so-called 'hygiene factors' at work, 'the office environment, or pay levels', but these do not truly

50. motivate. What really motivates people are their sense of achievement, recognition for their work, the work itself, responsibility, advancement and personal growth. Herzberg **7. …** 'job enrichment': trying to make sure that people had interesting work to do. 'Kick in the ass' (KITA) management produces only movement, not motivation, he said. So here, one more time, is the single Herzbergian paragraph which tells you all you need to remember about employee motivation:

55. If I kick my dog (from the front or the back), he will move. And when I want him to move again what must I do? I must kick him again. Similarly, I can change a person's battery, and then recharge it, and recharge it again. But it is only when one has a generator of one's own that we can talk about motivation. One then needs no outside stimulation. One wants to do it.

_____

4. Written assignment
Drawing on the academic research and information expressed in the Lucy Kellaway and Stefan Stern articles, answer the following question. (max. 1 page, Times New Roman size 11 or 12, 1½ line spacing)

To what extent is what Kellaway and Stern say about bonding and motivation relevant to your situation as a student?

D. SPEAKING

1. MANAGING A MULTICULTURAL TEAM

What are four potential sources of tension in a multicultural team that can cause day-to-day working problems among the team members and can keep the multicultural team from realizing the very gains they were set up to harvest?

2. Consider the following business situations. Take the role of the character assigned to you. What would you do and why?

The situations

1. A U.S.-Latin American team is negotiating to buy Korean products destined for Latin America. The negotiations are taking place in Korea. At yesterday's meeting both sides agreed on three points. It is now the second day of negotiations.

2. The project is to build an interface for a U.S. and Japanese customer-data system. The project work is based in Japan, the project manager is American and the rest of the team is Japanese.

3. A multicultural consultancy team (Latin American and U.S.) is going to interview a new client. The interview takes place in English.

4. A team of U.S. and Latin American buyers are negotiating with a team from a Korean supplier. The negotiations are taking place in Korea but the discussions are conducted in English.

5. In a Korean-U.S. negotiation the American members of a due diligence team (the team responsible for the investigation into the details of a potential investment, such as an examination of operations and management and the verification of material facts) are working with and need to obtain information from their Korean counterparts.

6. A major international software developer needs to produce a new project quickly. It puts together a team of employees from India and the U.S. From the start the team members could not agree on a delivery date for the product. The Americans thought the work could be done in two to three weeks. The Indians predicted it would take two to three months. The work is going slower than the Americans expect.

_____

The roles

1.1
You are a Brazilian member of the U.S.-Latin American side and you are about to start the meeting. Do you
a) recap yesterday's points and briefly check agreement on them;
b) propose to start the discussion on point 4;
c) propose that you discuss points 1-3 again.

2.1
You are a Japanese team member. The project manager, who is American, has just sent an email to her U.S. boss and the Japanese team members, pointing out several flaws in the system that will significantly disrupt company operations. You are embarrassed because the project manager violated the norms for uncovering and discussing problems. What do you do?
a) nothing;
b) provide her with less access to the people and information she needs to monitor progress;
c) have the project manager's office moved away from the other team members so that she is isolated.

3.1
You are U.S. American. Do you
a) discuss and decide with your team mates who will do what at the interview;
b) take the lead in the interview. In fact, this is what you usually do in this situation;
c) take it in turns with your team mates to lead the interview?

4.1
You are an American member of the team. You are having difficulty getting information from your Korean counterparts. What do you do?
a) You contact your Korean counterparts and ask them for the information directly;
b) You complain to your U.S. higher-level management that you are having trouble getting the information and ask him/her to do something;
c) You complain directly to higher-level Korean management.

5.1
You are part of the Korean team. During the negotiations some side issues come up that are not necessarily relevant for the foreign buyers. Do you
a) take a note of them to discuss them with your team later;
b) mention them and briefly discuss them in English, even though the U.S. and Latin American buyers won't contribute;
c) discuss them in Korean.

6.1
You are an Indian employee working on the software project. There have been numerous setbacks in the project that will delay delivery dates. Do you
a) report them immediately to the project manager, who is American;
b) report them to your U.S. team members but not the project manager;
c) avoid reporting them if possible, and just not have the work ready when the American team members expect it to be?

_____

1.2
You are a member of the Korean supply team and a Brazilian from the U.S.-Latin American buyers has opened the meeting, proposing that you start discussion on point 4. What do you do?
a) Ask if you can go over and discuss points 1 to 3 again.
b) Agree to move on to point 4.
c) Tell the other side that you would like to know more about the whole proposal before committing yourself to defining and agreeing on each point in detail.

2.2
You are the American project manager and working in Japan. You have just found that several flaws in the system will significantly disrupt company operations. Do you
a) send an email to your U.S. boss as well as to your Japanese team members, pointing out the flaw;
b) point the flaw out to the Japanese team members so that they can solve it;
c) ask the Japanese team members what would happen if a certain part of the system (the one with the flaw) was not functioning correctly?

3.2
You are Latin American. Your U.S. team mate always takes the lead in the interviews. Do you
a) think this is understandable because he is a native speaker;
b) feel frustrated because you don't have the words to say some things that you are thinking;
c) feel disappointed because you are both at the same level but it doesn't appear that way?

4.2
You are Korean and higher-level management. You have received a complaint from the American due diligence team who are the counterparts of one of the teams you supervise.
a) You are offended because it was not the American team's place to tell you of this problem. You should have been briefed about it by your Korean team and approached by an American at the same hierarchical level as you (i.e. someone responsible for managing the team, not someone on the team;
b) You are annoyed that you didn't learn about the problem from your Korean team, but are pleased to deal with the problem;
c) Other.

5.2
You are a Spanish speaking member of the buying team. During the negotiations the Koreans keep breaking into Korean to discuss … You don't know; you don't understand Korean. What do you do?
a) Sigh heavily and be patient;
b) Ask the Koreans to stick to the negotiations in English;
c) Pretend to discuss things related to the negotiations in Spanish, but actually only talk about sports or inconsequential current events;
d) Other.

6.2
You are an American member of the team. You are increasingly frustrated at the delays in production because your Indian counterparts are not telling you of delays and the work is not ready when you expect it to be. You also feel there is a lack of feedback from your Indian counterparts. Do you
a) contact your Indian counterparts and ask them for new delivery dates;
b) complain to the project manager and expect him to solve the problem;
c) other?

_____

5.3
You are an English-only speaking member of the buying team. During the negotiations the Koreans keep breaking into Korean to discuss … You don't know; you don't understand Korean. Some of your own team members responded by starting up discussions in Spanish, which you can't understand either. What do you do?
a) Sigh heavily and be patient;
b) Ask your team mates not to make things worse by speaking Spanish;
c) Pretend to speak Spanish too and join in the discussion;
d) Other.

6.3
You are the project manager. Your American team members have been complaining to you about the Indian team members not sticking to schedule and not telling them about delays in their work. The Indian team members have been complaining to you about their American counterparts' response to any delays. It is obviously proving difficult for them to work together. What do you do?
a) Tell them to sort it out themselves;
b) Organise a video-conference meeting with everyone concerned and set out procedures for dealing with the problems;
c) Act as an intermediary by taking over the decision making for all aspects of the production process.

What happened?

1.	1.1 b) 1.2 a)	The Brazilian's boss "almost had a heart attack".
2.	2.1 a) 2.2 b) and c)	It became harder for the project manager to work with the Japanese and she found it more difficult to uncover any other problems that might derail the project later on, but in the end the system was launched problem-free.
3.	3.1 b) 3.2 a), b), c)	Team members may become frustrated or impatient with nonnnative speakers' lack of fluency and this can lead them to ignore or undervalue nonnative speaker contributions. This can also lead to interpersonal conflicts. Nonnative speakers may become less motivated to contribute, or anxious about their performance evaluations and future career prospects.
4.	4.1 c) 4.2 a)	The whole deal was nearly wrecked. The crisis was resolved only when high-level U.S. managers made a trip to Korea, conveying appropriate respect for their Korean counterparts.
5.	5.1 c) 5.2 c) 5.3 c)	The Spanish speaking team members were amused at their English speaking team members' attempts to participate in Spanish. This conveyed to the Koreans that their discussions in Korean were frustrating and annoying to the other side. As a result, both teams cut back on sidebar conversations.
6.	6.1 c) 6.2 b) 6.3 c)	The team members came to rely on the project manager for direction regarding minute operational details that the team should have been able to handle itself. The manager became so bogged down by quotidian issues that the project careened hopelessly off even the most pessimistic schedule – and the team never learned to work together effectively.

3. The preceding examples were taken from an article 'Managing Multicultural Teams' by Jeanne Brett, Kristin Behfar, and Mary C. Kern, which was published in the Harvard Business review, November 2006. They identified four categories that can create barriers to a team's ultimate success. Match each category (i – iv) with a corresponding problem above (1-6)

i.   Direct versus indirect communication;
ii.   Trouble with accents and fluency;
iii.   Conflicting norms for decision making;
iv.   Differing attitudes toward hierarchy and authority.

4. Discussion
What can a manager do to prevent the above-mentioned barriers from affecting a team's performance?

_____

E. READING, SPEAKING AND LISTENING
Vocabulary
1. Complete each phrasal verb with a preposition from the box.

out (2)	at	down	with	around	ahead	up

a. I could not get ….. the information because the system was incompatible. (get access to)
b. Every time I try to open the document, the computer shuts …... (turn off/close)
c. You'll have to sort ….. the problem yourself. (resolve)
d. We worked ….. the problem by not including the difficult data. (manage to do something by avoiding some aspects)
e. We worked ….. the problem and just accepted the difficulties as part of it. (accept the difficulties as part of the problem)
f. We figured ….. the answer easily. (calculate/find)
g. We forged …... and finished early. (do tasks quickly so that you can progress quickly)
h. We ended …… finishing 2 days before the deadline. (in the end)

2. Choose the best answer to illustrate the meaning of the underlined expression.

1. If you cling to something, you
a) hold on to it;
b) think it important;
c) hear it somewhere.
2. A mundane task is
a) an interesting task;
b) a worldly task;
c) an ordinary task.
3. To buffer means
a) to protect;
b) to separate;
c) to polish.
4. If you gain insight into something, you
a) learn something important about it;
b) win money on it;
c) analyse the data.
5. If something has stalemated, it has
a) stopped working well and doesn't advance;
b) become old;
c) reached a point of no return.
6. To breach etiquette is
a) to accept society's rules of good behaviour;
b) not to follow society's rules of good behaviour;
c) to establish society's rules of accepted or good behaviour.
7. Up front is the opposite of
a) obliquely;
b) openly;
c) keep hidden.
8. Your mind-set is your
a) mentality;
b) intelligence;
c) way of living.
9. In-your-face is the opposite of
a) openly;
b) discreetly;
c) beautifully.
10. A pitfall is
a) a potential problem;
b) a drop in salary;
c) a team's motto.
11. You would grit your teeth if you
a) were unhappy but didn't want to show it;
b) were pleased but wanted to keep it to yourself;
c) were annoyed but could do nothing to change the situation.
12. Who would chomp at the bit?
a) A horse;
b) An impatient person who wants to get on with things;
c) A team member who wants to do things thoroughly.
13. When you mutter, you speak
a) quietly in a whisper so no-one can hear you;
b) loudly so everyone knows what you think;
c) unclearly but show your displeasure.
14. When do you salvage a situation?
a) When there is a problem;
b) When there's a celebration;
c) When the team meets.
15. If you are stymied, you
a) are puzzled;
b) feel enthusiastic;
c) don't know what to do.

_____

3.   Two sentences from each of the strategies used to resolve problems within multicultural teams have been replaced by sentences from the other strategies.

i. Read your section to identify the sentences that do not belong to your strategy.

ii. Reread your section. As you read, make notes in the margins on what the strategy consists of and the examples given. DO NOT UNDERLINE. This will force you to be brief. These notes will be used to synthesise the content of your section so must include any important information. Ignore the 'alien' sentences.

iii. Using your notes, orally synthesise the information form your section to the other members in your group. Do not read or quote from it. As you listen to the other students' syntheses, identify the texts from which your two isolated sentences came.

iv. As a group, WITHOUT SHOWING each other your texts or sentences, recreate the original text. Student A begins.

v. Once your information is complete, as a group complete the table below with the information given.

REPRESENTATIVE PROBLEMS	ENABLING SITUATIONAL CONDITIONS	STRATEGY	COMPLICATING FACTORS
		Adaptation	
		Structural intervention	
		Managerial intervention	
		Exit	

The team is affected by emotional tensions relating to fluency issues or prejudice. Team members are inhibited by perceived status differences among teammates	Team members can attribute a challenge to culture rather than personality. Higher-level managers are not available or the team would be embarrassed to involve them.	If team members aren't carefully distributed, subgroups can strengthen pre-existing differences. Subgroup solutions have to fit back together.
A team member cannot adjust to the challenge at hand and has become unable to contribute to the project	The team can be subdivided to mix cultures or expertise. Tasks can be subdivided.	The team becomes overly dependent on the manager. Team members may be sidelined or resistant.
Conflict arises from decision-making differences. Misunderstanding or stone-walling arises from communication differences.	The team is permanent rather than temporary. Emotions are beyond the point of intervention. Too much face has been lost.	Team members must be exceptionally aware. Negotiating a common understanding takes time.
Violations of hierarchy have resulted in loss of face. An absence of ground rules is causing conflict.	The problem has produced a high level of emotion. The team has reached a stalemate. A higher-level manager is able and willing to intervene.	Talent and training costs are lost.

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Student A. Adaptation

Some teams find ways to work with or around the challenges they face, adapting practices or attitudes without making changes to the group's membership or assignments. Adaptation works when team members are willing to acknowledge and name their cultural differences and to assume responsibility for figuring out how to live with them. She used this technique repeatedly and made a point of changing the subgroups' membership each time so that team members got to know and respect everyone else on the team. When team members have this mind-set, they can be creative about protecting their own substantive differences while acceding to the processes of others.

An American software engineer located in Ireland who was working with an Israeli account management team from his own company told us how shocked he was by the Israelis' in-your-face style: "There were definitely different ways of approaching issues and discussing them. There is something pretty common to the Israeli culture: They like to argue. I tend to try to collaborate more and it got very stressful for me until I figured out how to kind of merge the cultures."

The software engineer adapted. He imposed some structure on the Israelis that helped him maintain his own style of being thoroughly prepared; that accommodation enabled him to accept the Israeli style. He also noticed that team members weren't just confronting him; they confronted one another but were able to work together effectively nevertheless. He realized that the confrontation was not personal but cultural.

A U.S. and UK multicultural team tried to use their differing approaches to decision making to reach a higher-quality decision. This approach, called fusion, is getting serious attention from political scientists and from government officials dealing with multicultural population that want to protect their cultures rather than integrate or assimilate. In setting the ground rules for the team, the manager addressed the challenge directly, telling the members that they had been chosen for their task expertise, not their fluency in English, and that the team was going to have to work around language problems. Meanwhile, the UK members would have been gritting their teeth and saying "We told you things were moving too fast." If the team had used the "Let's think about this" UK approach, it might have wasted a lot of time trying to identify every pitfall, including the most unlikely, while the US members chomped at the bit and muttered about analysis paralysis. The strength of this team was that some of its members were willing to forge ahead and some were willing to work through pitfall. To accommodate them all, the team did both – moving not quite as fast as the US members would have on their own and not quite as thoroughly as the UK members would have.

Student B. Exit

Possibly because many of the teams we studied were project based, we found that leaving the team was an infrequent strategy for managing challenges. In short-term situations, unhappy team members often just waited out the project. When an American refinery-safety expert with significant experience throughout East Asia got stymied during a project in China, she called in her company's higher-level managers in Beijing to talk to the higher-level managers to whom the Chinese refinery's managers reported. Exit was likely when emotions were running high and too much face had been lost on both sides to salvage the situation.

An American member of a multicultural consulting team described the conflict between two senior consultants, one a Greek woman and the other a Polish man, over how to approach problems: "The woman from Greece would say, 'Here's the way I think we should do it.' It would be something that she was in control of. The guy from Poland would say, 'I think we should actually do it this way instead.' It's often the best possible approach to a problem, because it typically involves less managerial time than other strategies; and because team members participate in solving the problem themselves, they learn from the process. It would definitely switch from just professional differences to personal differences.

"The woman from Greece ended up leaving the firm. That was a direct result of probably all the different issues going on between these people. It really just wasn't a good fit. I've found that oftentimes when you're in consulting, you have to adapt to the culture, obviously, but you have to adapt just as much to the style of whoever is leading the project."

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Student C. Structural intervention

A structural intervention is a deliberate reorganization or reassignment designed to reduce interpersonal friction to remove a source of conflict for one or more groups. This approach can be extremely effective when obvious subgroups demarcate the team (for example, headquarters versus national subsidiaries) or if team members are proud, defensive, threatened, or clinging to negative stereotypes of one another.

A member of an investment research team scattered across continental Europe, the UK, and the US described for us how his manager resolved conflicts stemming from status differences and language tensions among the team's three "tribes." The manager started by having the team meet fact-to-face twice a year, not to discuss mundane day-to-day problems (of which there were many) but to identify a set of values that the team would use to direct and evaluate its progress. At the first meeting, he realized that when he started to speak, everyone else "shut down," waiting to hear what he had to say. So he hired a consultant to run future meetings. The woman would kind of turn red in the face, upset, and say, 'I just don't think that's the right way of doing it.'

Another structural intervention might be to create smaller working groups of mixed cultures or mixed corporate identities in order to get at information that is not forthcoming from the team as a whole. The manager of the team that was evaluating retail opportunities in Japan used this approach. When she realized that the female Japanese consultants would not participate if the group got large, or if their male superior was present, she broke the team up into smaller groups to try to solve problems. If the team had relied exclusively on the Americans' "forge ahead" approach, it might not have recognized the pitfalls that lay ahead and might later have had to back up and start over.

The sub-grouping technique involves risks, however. It buffers people who are not working well together or not participating in the larger group for one reason or another. Sooner or later the team will have to assemble the pieces that the subgroups have come up with, so this approach relies on another structural intervention: Someone must become a mediator in order to see that the various pieces fit together.

Student D. Managerial intervention

When a manager behaves like an arbitrator or a judge, making a final decision without team involvement, neither the manager nor the team gains much insight into why the team has stalemated. But it is possible for team members to use managerial intervention effectively to sort out problems.

When teams were permanent, producing products or services, the exit of one of more members was a strategy of last resort, but it was used- either voluntarily or after a formal request from management. Unlike the Western team members who breached etiquette by approaching the superiors of their Korean counterparts, the safety expert made sure to respect hierarchies in both organizations.

"Trying to resolve the issues," she told us, "the local management at the Chinese refinery would end up having conferences with our Beijing office and also with the upper management within the refinery. Eventually they understood that we weren't trying to insult them or their culture or to tell them they were bad in any way. We were trying to help. They eventually understood that there were significant fire and safety issues. But we actually had to go up some levels of management to get those resolved."

Managerial intervention to set norms early in a team's life can really help the team start out with effective processes. In one instance reported to us, a multicultural software development teams' lingua franca was English, but some members, though they spoke grammatically correct English, had a very pronounced accent. The consultant didn't represent a hierarchical threat and was therefore able to get lots of participation from team members. As the project moved to the customer-services training stage, the manager advised the team members to acknowledge their accents up front. She said they should tell customers, "I realize I have an accent. If you don't understand what I'm saying, just stop me and ask questions."

_____

C. Keep up motivation levels through long summer days

1. Summarise what the writer wants to tell you in one sentence.

2. What do the following terms refer to?

    line 9: the article
    line 19: this fundamental task
    line 23: a situation like that
    line 24: this data
    line 31: The cynicism
    line 31: a similar kind of response
    line 31: this latest rather over-engineered 'powerful new model'
    lines 32,33: The authors' four drivers
    line 33: they

3. What effect does the use of adjectives have in the following sentences?

    line 7: What a relief, then, that this summer's bumper edition of the Harvard Business Review contains and article promising to reveal 'a **powerful new** model' for employee motivation.
    line 23: Not one of the **famous** four drivers will be found in a situation like that.
    line 25: In his **slippery** and **ironic** book …
    line31: And it is hard to suppress a similar kind of response to this **latest rather over-engineered 'powerful new** model' as featured in the new issue of HBR.

4. Why has the author used '…' on line7?

5. What does the writer imply in the following sentence (lines32-33)?

    The authors' four drivers seem plausible enough at first sight. But …

    Which words contribute to this impression?

6. What is implied in the following sentence (lines 33,34)?

    But how much do they add to what we already knew about motivation?

7. What effect does the author's word choice have in the following sentence (lines 53,53)?

    So here, one more time, is the single Herzbergian paragraph which tells you all you need to remember about employee motivation:

8. Consider the following two possible organisational structures for the article. Complete the tables with sections of the article (use line numbers and/or sentences).Which do you prefer and why?

	Line numbers	Key sentences
Thesis		
Antithesis		
Synthesis		

_____

	Line numbers	Key sentences
Gambit (attention grabber)		
Background information (on theory/topic)		
Thesis /proposition		
Claim 1 + evidence		
Claim 2 + evidence		
Claim 3 + evidence		
Reinforced thesis/proposition		

9. What is the purpose of the article? To what extent does the writer state the purpose explicitly? Summarise the writer's opinion in one sentence.

10. Find an example of irony in the text.

F. READING & SPEAKING

1. The following text is the first paragraph of a newspaper article published in *The Financial Times* in a section called 'The Careerist'. Read the paragraph.

Today's work culture means most people are familiar with the symptoms of stress and how to combat it through proper exercise, relaxation and diet. But a deeper understanding of stress is necessary to stop it adversely affecting both your career and health – and can even help you turn it to your advantage.

a. What do you think the rest of the article will be about?
b. What do you think the purpose of the article will be?

_____

2. Choose an appropriate question as a heading for each paragraph (1-5).

    a. How do I deal with it?
    b. What should I look out for?
    c. How can I harness good stress?
    d. What are some of the root causes?
    e. Is all stress bad?

The careerist: Beating stress

1.   1.
       Cary Cooper, professor of organisational psychology and health at Lancaster University,
       says you need to learn to differentiate between stress and pressure, which can be thought
       of as "good stress". "Pressure is stimulating and motivating and it makes you more
5.   productive," he says. "A lot of people love pressure ... [But] when the pressure becomes
       greater than your ability to cope then you're in the [bad] stress area."
       2.
       "Learn to recognise your early warning signs," says Jessica Colling, product director at
       corporate well-being consultancy Vielife. These can be behavioural, physical or
10. cognitive – for instance, being irritable, suffering from headaches or a sudden lack of
       confidence. As many people are poor judges of themselves, she suggests asking a friend
       or family member to help you spot signs of stress.
       3.
       Job insecurities, excessive workloads, bullying bosses, a lack of autonomy or a culture of
15. long hours or micromanagement are all more keenly felt in a downturn. "There have
       been so many [job] cuts that workloads have increased massively," says Prof Cooper.
       "People feel guilty about leaving work at a reasonable time and 'presenteeism' takes
       over."
       Ms Colling highlights the role of our own responses to pressure: "Often we cause
20. ourselves stress through our reactions to situations, rather than the situation itself."
       4.
       Recognise that stress becomes a vicious circle and that you need to break the circle by
       addressing the causes rather than just working harder. Few systems work well when
       operating flat out, so create time to order your thoughts, plan your tasks and digest what
25. is going on around you. If you are constantly putting in long hours, then create
       compelling reasons to leave work on time.
       "Think of this as a kind of emotional exercise," says Prof Cooper. "Even if you enjoy
       working from eight until eight, in the long term it's not good for you."
       More specifically, if your boss is micromanaging or overloading you, then speak to them.
30. If you manage others, remember that a pressure-cooker environment is likely to impair
       productivity.
       5.
       "Recognise the fact that stress is there and reframe it as positive thing" says Octavius
       Black, founder of the Mind Gym. "You might think that the best moments in your life
35. are full of stress – they're challenging and difficult. Or you could ask yourself how
       people you admire would deal with what you consider a stressful situation."
       It is all about managing stress to keep the levels high enough to drive you forward
       without leaving you overwhelmed. "Look for the upside and use stress to your
       advantage," he says. "Overcoming difficulties and challenges is how you progress."

       By Rhymer Rigby
       The Financial Times

    1. Reconfigure the ideas as a flowchart, diagram or table. Present the rationale to the class.