

A.

1. What is the most important thing for intercultural communication for you?
2. "Culture is more often a source of conflict than of synergy. Cultural differences are a nuisance at best and often a disaster." Gert Hofstede
3. Watch the video on youtube. What is the point of it?
http://www.youtube.com/watch?v=mzEjzL6_gyE
4. The following images came up on Google for the search 'intercultural communication'. What is the point of each image? How accurate do you think it is? Which 3 images are the most pertinent for your situation?

WRITING

Choose two images that best reflect what intercultural communication means. Analyse each image and explain why you chose it.

a

b

c

d

The Rainbow of Intercultural Communication Competence in the Communication Process

e

f

g

h

i

j

j

5. Complete each space in the paragraphs using the verbs from the box.

is represented	is broken down	depends	reflects	suggests
are externalised	is symbolised	argues	represents (2)	
shows	is affected	is influenced	implies	depicts
symbolised (2)				

The figure [1]..... two heads facing each other, communicating. Intercultural communication [2]..... by the bi-directional arrow linking the two heads. The figure [3]..... that intercultural communication [4]..... by the knowledge that each person brings with him or her. Knowledge, in turn, [5]..... into five categories: communication style, perception, culture, identities, and personality, and these facets of knowledge [6]..... in a person's habits, intentions and emotions. In addition, the figure [7]..... that intercultural communication [8]..... on our ability to reflect on our knowledge in order to reach a common understanding with another person whose knowledge may differ. This [9]..... by the meeting of the two arrows in the middle of the diagram.

The cartoon [10]..... two fathers from different cultures giving advice to their sons. The father on the left [11]..... a western culture, [12]..... by the star on the boy's jumper, while the father on the right [13]..... the Japanese culture, [14]..... by the circle on the boy's T-shirt. The advice each father gives [15]..... what each culture considers important. The cartoon [16]..... intercultural communication [17]..... by differences in cultural values, in other words differences between western and Japanese cultural values will affect intercultural communication, possibly causing friction or misunderstanding.

6.

Which verbs are used to **describe** the figure?

Which verbs are used to **interpret** elements in the figure?

Which verbs are used to **give the message** of the figure?

B. READING AND SPEAKING

1. It is your task to give a mini-presentation about cultural stereotypes.

- a. Collect information about the first three things that your classmates think of when they think of a particular nationality.
- b. Collate this information so that you can present it to the class.

2. The following information was taken from a website that aims to prepare business men and women for working with other cultures.

- a. Which nationality do you think the information refers to?
- b. Who do you think wrote the website?
- c. To what extent does it reflect the stereotype described in 1?
- d. How useful or dangerous do you consider such information to be?

C. MANAGING A MULTICULTURAL TEAM

1. What could cause day-to-day working problems among the team members of a multicultural team and could 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.

Role A: Brazilian; Role B: Korean

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

Role A: American; Role B: Japanese

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

Role A: US American; Role B: Latin American

4. 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.

Role A: American; Role B: Korean

5. 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.

Role A: Korean; Role B: Spanish-speaking Latin American; Role C: English-speaking US American

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.

Role A: Indian team member; Role B: American team member; Role C: American project manager

The roles

Role A

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) other.

2. (Role B speaks first)

You are a Japanese team member. The project manager, an American woman, 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 except complain about her behaviour to your team members;
- b) provide her with less access to the people and information she needs to monitor progress;
- c) have her office moved away from the other team members so that she is isolated.

3.

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.

You are American team member. You are having difficulty getting information from your Korean counterparts.

- 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.

Role B

1.

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.

You are the American project manager 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.

You are Latin American. Your U.S. team mate always takes the lead in the interviews. Do you

- a) think this is understandable because she/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 hierarchical level and neither is senior to the other?

4.

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 your teams.

- 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 your hierarchical level;
- 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.

The roles**Role A**

5.

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.

You are an Indian employee. 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?

Role B

5.

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.

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.

Role C

5.

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 Latin American 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.

You are the American 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?

	A	B	A	
1.	b)	a)		The Brazilian's boss "almost had a heart attack".
2.	/	a)	b) & 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.	b)	a), b) & c)		Team members may become frustrated or impatient with non-native speakers' lack of fluency and this can lead them to ignore or undervalue non-native speaker contributions. This can also lead to interpersonal conflicts. Non-native speakers may become less motivated to contribute, or anxious about their performance evaluations and future career prospects.
4.	c)	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.

	A	B	C	
5.	c)	c)	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.	c)	b)	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. Complete each gap in the continuation of the article on multicultural teams with the following words.

problem	challenges	resources	strategies	conditions
options	step	response	challenge	

The most successful teams and managers we interviewed used four **1**. for dealing with these **2**.: adaptation (acknowledging cultural gaps openly and working around them), structural intervention (changing the shape of the team), managerial intervention (setting norms early or bringing in a higher-level manager), and exit (removing a team member when other **3**..... have failed). There is no one right way to deal with a particular kind of multicultural **4**.....; identifying the type of **5**..... is only the first step. The more crucial **6**..... is assessing the circumstances – or “enabling situational conditions” – under which the team is working. For example, does the project allow any flexibility for change, or do deadlines make that impossible? Are there additional **7**..... available that might be tapped? Is the team permanent or temporary? Does the team’s manager have the autonomy to make a decision about changing the team in some way? Once the situational **8**..... have been analyzed, the team’s leader can identify an appropriate **9**.....

D. READING, SPEAKING AND LISTENING

Vocabulary

1. Complete each phrasal verb with a preposition from the box.

out (2)	at	down	with	around	ahead	up
---------	----	------	------	--------	-------	----

- I could not get the information because the system was incompatible. (get access to)
- Every time I try to open the document, the computer shuts (turn off/close)
- You’ll have to sort the problem yourself. (resolve)
- We worked the problem by not including the difficult data. (manage to do something by avoiding some aspects)
- We worked the problem and just accepted the difficulties as part of it. (accept the difficulties as part of the problem)
- We figured the answer easily. (calculate/find)
- We forged and finished early. (do tasks quickly so that you can progress quickly)
- 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 follow society's rules of good behaviour;
 - b) to not 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) discretely;
 - 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) are stuck;
 - 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 from 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.

A (i – iv)	B (v – viii)	C (ix – xii)	
REPRESENTATIVE PROBLEMS	ENABLING SITUATIONAL CONDITIONS	STRATEGY	COMPLICATING FACTORS
		Adaptation	
		Structural intervention	
		Managerial intervention	
		Exit	
A	B	C	

<p>i) The team is affected by emotional tensions relating to fluency issues or prejudice. Team members are inhibited by perceived status differences among teammates</p>	<p>v) 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.</p>	<p>ix) If team members aren't carefully distributed, subgroups can strengthen pre-existing differences. Subgroup solutions have to fit back together.</p>
<p>ii) A team member cannot adjust to the challenge at hand and has become unable to contribute to the project</p>	<p>vi) The team can be subdivided to mix cultures or expertise. Tasks can be subdivided.</p>	<p>x) The team becomes overly dependent on the manager. Team members may be sidelined or resistant.</p>
<p>iii) Conflict arises from decision-making differences. Misunderstanding or stonewalling arises from communication differences.</p>	<p>vii) The team is permanent rather than temporary. Emotions are beyond the point of intervention. Too much face has been lost.</p>	<p>xi) Team members must be exceptionally aware. Negotiating a common understanding takes time.</p>
<p>iv) Violations of hierarchy have resulted in loss of face. An absence of ground rules is causing conflict.</p>	<p>viii) 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.</p>	<p>xii) Talent and training costs are lost.</p>

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."

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."

4. Writing

Consider the situation below.

Groupe Bull, the Paris-based computer company, has acquired Zenith Data Systems, an American company.

French engineers and American engineers are working together, but they find it difficult and both groups are becoming impatient with each other. As the Americans see it, the French colleagues insist on analysing a problem completely and correctly before taking any action to the extent where the Americans think it is over analysis. The French, on the other hand, think that the Americans are “shooting from the hip” and their insistence on action from the start is often at the expense of fully understanding the problem.

In light of the four types of obstacles to the working of effective multicultural teams (problems with accents and fluency, direct vs indirect communication, different attitudes towards hierarchy, and different approaches to decision making), identify the problems involved and propose an appropriate strategy or strategies to (have) overcome them.

E. In the driver’s seat

1. Put the verb into the appropriate tense. It may be active or passive.
2. Complete the gaps in the noun groups with **a/an**, **the** or **Ø**, depending on whether the information is new/general or given/specific.
3. Stocker establishes several comparisons in this part of the text. Underline the language used to express the comparisons and complete the table. Some of the information may be implicit.

1.

In the driver’s seat

Stefan Stocker

President of Bosch Automotive Systems Corporation

Swiss-born Stefan Stocker **1.** ... (be) no stranger to Japan. His interest **2.** ... (jump-start) in 1973, during a short vacation to the country. “It **3.** ... (be) a decisive trip for me,” he **4.** ... (say). It **5.** ... (spark) a desire **6.** ... (return) for a much longer stay.

Back home from vacation, Stocker **7.** ... (pursue) a university degree in electrical engineering, **8.** ... (graduate) in 1977. He **9.** ... (come) to Japan soon thereafter, **10.** ... (enter) the Tokyo Institute of Technology, where he **11.** ... (receive) his master’s degree in 1982. After **12.** ... (graduate), Stocker **13.** ... (return) to Europe **14.** ... (look) for work. “I **15.** ... (want) **16.** ... (find) a European company with links to Japan, one that **17.** ... (send) me back here. Bosch (a leading German auto parts maker) **18.** ... (have) strong Japan ties, and clear strategies for the Japanese market, so I **19.** ... (join) Bosch. Three years later they **20.** ... (reassign) me to Japan. I **21.** ... (move) back and forth ever since.”

Stocker's current posting to Japan **22.** ... (begin) in 1977, when he **23.** ... (join) the Bosch-owned Zexel Corporation as its managing director. Zexel **24.** ... (name) into Bosch Automotive Systems in July 2000. In July 2002, two other Bosch entities in Japan – Bosch Braking Systems Co. and Bosch Electronics Corp. – **25.** ... (also merge) into Bosch Automotive Systems Corporation. At the same time, Bosch **26.** ... (transfer) its automotive OEM¹ business in Japan to the newly reorganized company. Stocker **27.** ... (appoint) president of the combined entity.

Under Stocker's stewardship, Bosch Japan **28.** ... (rapidly downsize) and **29.** ... (prioritize). It **30.** ... (successfully lower) costs, **31.** ... (improve) productivity, and **32.** ... (close) smaller plants. The company **33.** ... (now enjoy) rising sales and profitability.

2.

Setting Benchmarks for Bosch Worldwide

Established in **1.** ... Japan in 1939, **2.** ... Bosch now enjoys **3.** ... strong relationships with all **4.** ... major Japanese automakers and **5.** ... Japanese OEMs, not just in **6.** ... Japan, but overseas as well. “**7.** ... our ties with **8.** ... Japanese OEMs are **9.** ... high priority,” says Stocker, citing **10.** ... several reasons. “First, **11.** ... Japanese OEMs demand **12.** ... level of speed, **13.** ... responsiveness, and **14.** ... quality not found in **15.** ... Europe or **16.** ... America. Second, in terms of **17.** ... auto technology and **18.** ... R&D, **19.** ... Japanese are clearly among **20.** ... best and getting stronger. Third, unlike **21.** ... European market, **22.** ... Asia represents **23.** ... very strong growth potential. **24.** ... Japanese will continue to expand into **25.** ... Asia with **26.** ... aggressiveness, and we need to be here to gain **27.** ... business. Finally, one in **28.** ... every three cars worldwide is **29.** ... Japanese car, and with **30.** ... automakers everywhere turning to **31.** ... global standardization, we believe our Japan presence is vital to our corporate health. Having **32.** ... operations in **33.** ... Japan is **34.** ... great advantage – it helps **35.** ... Bosch set **36.** ... benchmarks that impact our entire worldwide organization. In many ways, **37.** ... Bosch Japan team is in **38.** ... driver's seat, helping **39.** ... global Bosch organization stay competitive.”

3.

Stocker holds some interesting views about Japanese and Western consumers. “Product cycles in Japan are much shorter than in the West, not only for auto supplies, but especially for the development and sales of consumer goods. Here you must be quick to offer new models, new style, and continuous upgrades,” he says.

“Japanese consumers are almost childlike in their love of new things, new toys, and stylistic change – and to a certain extent this holds true in other Asian nations. Perhaps that's one reason why Japanese consumer goods are so successful in Asia,” Stocker adds. “Unlike Western cultures, where children are pressured to become adults at the earliest possible age, the cultures of Asia don't force adulthood on their youth. Here, people just carry their childhood

¹ Originally, an OEM (original equipment manufacturer) was a company that supplied equipment to other companies to resell or incorporate into another product using the reseller's brand name. More recently, OEM is used to refer to the company that acquires a product or component and reuses or incorporates it into a new product with its own brand name.

into adulthood. It's accepted here. In some ways, this explains why the Japanese are so enamored by rapid change."

Asked his advice for foreigners hoping to start a business in Japan, Stocker says: "If you force your concepts on the Japanese, you will probably fail. You should make an intelligent mix of Western ideas and Japanese concepts. There is a Japanese phrase – *wakon yosai*, which means to retain a Japanese spirit with using western knowledge. I think it is a generally accurate guideline for how to successfully do business in Japan."

Stocker also adds that it is important to refrain from using language as a measuring stick. "Don't judge people here based only on their English language capabilities," he says.

Invest Japan

	Japan	Europe / the West
Production / Sales cycles		
Consumers		
Society		

4. Why do you think the writer says, "Stocker holds some interesting views about Japanese and Western consumers"?

5. Choose 3 (or more) useful, but new to you, expressions from the text.

F. Guanxi

1. Reorder the following sentences to create a logical paragraph.

- a. It represents the totality of relationship (mainly of utilitarian nature) between two business partners.
- b. *Guanxi* is personal in nature and between people.
- c. Chinese businesses typically do not begin a relationship with someone they do not know.
- d. *Guanxi* (pronounced as gwan-shee) implies social relationships and is an important element to conducting business activities in China.
- e. Gifts are used to maintain the balance in/strengthen the relationship.
- g. It is primarily a way of economic organization without any law or formal rules.
- h. If one business party has *guanxi* with another, there is reciprocation of social exchanges and favours.
- i. Businesses entering the Chinese market are generally advised to go with a local partner.

2. Read the following text and complete the sentences with information from the examples of *guanxi*. You will have to adapt the wording to fit the grammatical context.

McDonald's lack of *Guanxi*

In the early 90s, McDonald's had a 20 year land-use agreement for a huge restaurant in Beijing. However, within two years it had to vacate the location for a businessman from Hong Kong (Li Ka-shing) who had the required *guanxi* with him. McDonald's lost the trial. Li Ka-shing's *guanxi* was outstanding as he had financed Chinese schools, universities, hospitals etc from his profits in China.

Microsoft – *Guanxi* instead of a legal battle

In June 2002, Microsoft dropped its legal battle with the Chinese Government and decided to build *guanxi* instead as it was determined to stay in China. This was in spite of its continued losses in the immediate and medium future. Bill Gates, CEO at the time, even signed an agreement with the Chinese Government giving it restricted access to the source code of its Windows OS.

1. McDonald's had to abandon their project for a huge restaurant in Beijing despite ...
2. McDonald's had to abandon their project for a huge restaurant in Beijing because ...
3. McDonald's had to abandon their project for a huge restaurant in Beijing so that ...
4. McDonald's lack of *guanxi* led...
5. McDonald's lack of *guanxi* contrasted with ...
6. McDonald's lack of *guanxi* reflected ...
7. Li Ka-shing used his profits in China to finance Chinese schools, universities, and hospitals. Consequently, ...
8. Li Ka-shing used his profits in China to finance Chinese schools, universities, and hospitals. In this way ...
9. Li Ka-shing used his profits in China to finance Chinese schools, universities, and hospitals. This ...
10. Microsoft dropped its legal battle with the Chinese government although ...
11. Microsoft dropped its legal battle with the Chinese government because ...
12. Microsoft dropped its legal battle with the Chinese government so that ...
13. Bill Gates' decision to invest in *guanxi* reflected ...
14. Bill Gates' decision to invest in *guanxi* was a result of ...
15. Bill Gates' decision to invest in *guanxi* led ...

3. To what extent is *guanxi* like the concept of the career management network that we looked at?

G. Geert Hofstede' cultural dimensions

Power Distance Index (PDI) focuses on the degree of equality, or inequality, between people in the country's society. A **High Power Distance** ranking indicates that inequalities of power and wealth have been allowed to grow within the society. These societies are more likely to follow a caste system that does not allow significant upward mobility of its citizens. A **Low Power Distance** ranking indicates the society de-emphasizes the differences between citizen's power and wealth. In these societies equality and opportunity for everyone is stressed.

Individualism (IDV) focuses on the degree the society reinforces individual or collective, achievement and interpersonal relationships. A **High Individualism** ranking indicates that individuality and individual rights are paramount within the society. Individuals in these societies may tend to form a larger number of looser relationships. A **Low Individualism** ranking typifies societies of a more collectivist nature with close ties between individuals. These cultures reinforce extended families and collectives where everyone takes responsibility for fellow members of their group.

Masculinity (MAS) focuses on the degree the society reinforces, or does not reinforce, the traditional masculine work role model of male achievement, control, and power. A **High Masculinity** ranking indicates the country experiences a high degree of gender differentiation. In these cultures, males dominate a significant portion of the society and power structure, with females being controlled by male domination. A **Low Masculinity** ranking indicates the country has a low level of differentiation and discrimination between genders. In these cultures, females are treated equally to males in all aspects of the society.

Uncertainty Avoidance Index (UAI) focuses on the level of tolerance for uncertainty and ambiguity within the society - i.e. unstructured situations. A **High Uncertainty Avoidance** ranking indicates the country has a low tolerance for uncertainty and ambiguity. This creates a rule-oriented society that institutes laws, rules, regulations, and controls in order to reduce the amount of uncertainty. A **Low Uncertainty Avoidance** ranking indicates the country has less concern about ambiguity and uncertainty and has more tolerance for a variety of opinions. This is reflected in a society that is less rule-oriented, more readily accepts change, and takes more and greater risks.

Long-Term Orientation (LTO) focuses on the degree the society embraces - or does not embrace - long-term devotion to traditional, forward thinking values. **High Long-Term Orientation** ranking indicates the country prescribes to the values of long-term commitments and respect for tradition. This is thought to support a strong work ethic where long-term rewards are expected as a result of today's hard work. However, business may take longer to develop in this society, particularly for an "outsider". A **Low Long-Term Orientation** ranking indicates the country does not reinforce the concept of long-term, traditional orientation. In this culture, change can occur more rapidly as long-term traditions and commitments do not become impediments to change.

Discussion

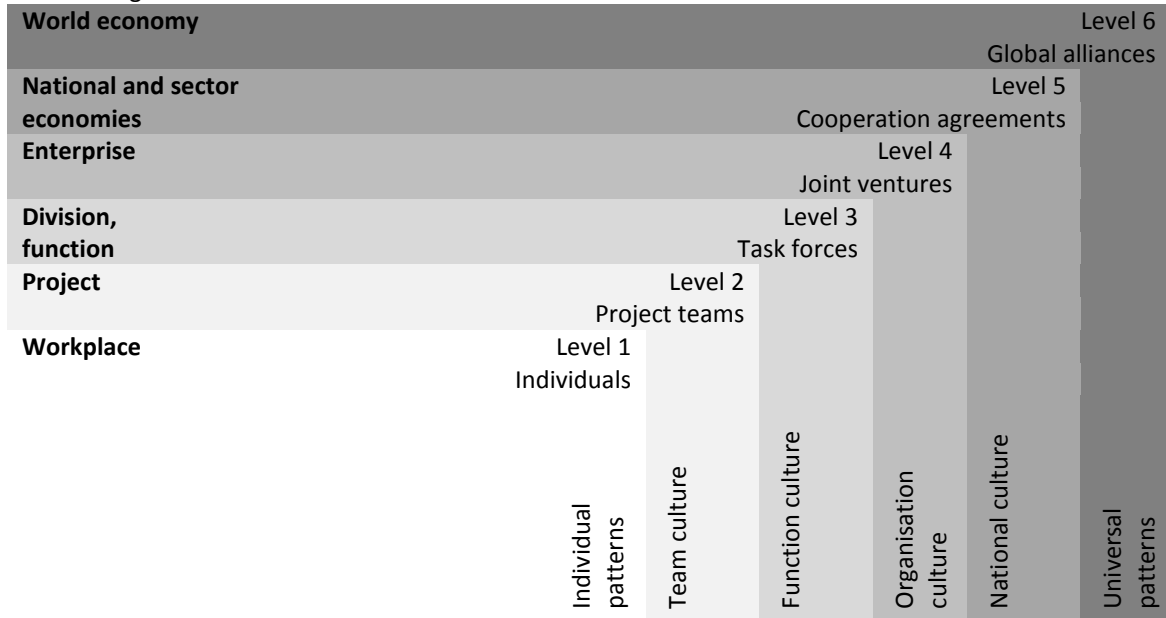
1. How could these domains be measured in a society?
2. What relevance do these measures have in isolation?
3. How useful do you think they are?

H.

In light of all that we have studied on intercultural communication, analyse and comment on the following chart. Where possible, make connections with specific examples of things that we have studied to illustrate and justify your argument.

Business determinants

Influencing **what** is done



Cultural determinants

Influencing **how** things are done