

**A. SPEAKING**

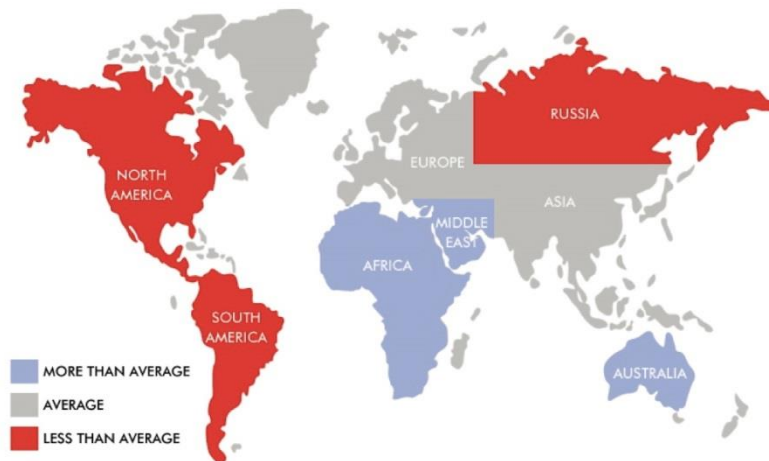
1. What message does each image convey? How is it relevant to the theme of working abroad?

a)



b)

Chart 2. Willingness of people to work abroad in different regions of the world in 2011.  
(Source: Global Talent Mobility Survey 2011)



c)



2. Before, during and after.

**B. LISTENING**

Taxation systems vary from country to country. Listen to the presentation about personal taxation in the UK.

1. As you listen, complete the information in Charts 1 and 2 (referred to in the tapescript as transparencies).

**Chart 1 Personal taxation**

Rates		
Lower rate: up to £23,700:	a. ....	%
Higher rate: above £23,700:	b. ....	%
Allowances		
Single person:	c. £.....	
Married person:	d. £.....	
Pensions:	e. from ..... to .....	of income
Mortgage interest relief:	f. ....	

**Chart 2 Collection of personal taxes**

Income tax		
System:	g. ....	
National Insurance		
Employee's contribution:	h. ....	%
Employer's contribution:	i. ....	%

- How are the two parts of Geoff's presentation structured?
- What does Geoff suggest the majority think of British tax?
- What new legislation has recently been introduced?
- What do you think the government uses national insurance contributions for?

6. Match the expressions with the functions they perform in a presentation (match them under the three headings).

Functions	Expressions
<b>PRESENTATION</b>	
1. Transferring to speaker	a. I'll try to answer your questions at the end.
<b>INTRODUCTION</b>	
2. Introducing the subject	b. Right. I'll hand you straight over to ...
3. Time limits	c. What I'd like to do is talk to you about ...
4. Giving an outline	d. I've divided my presentation into two parts
5. Place of questions	e. I know you're short of time so I'll be brief.
<b>MAIN PART</b>	
6. Introducing the first point	f. I'll come to that later.
7. Closing first point	g. In other words,
8. Referring forwards	h. As I mentioned earlier,
9. Referring backwards	i. That brings me on to the next point
10. Digressing	j. So, let's start by considering
11. Moving on to next point	k. That covers my first point
12. Clarifying	l. By the way, you may be interested to know
13. Dealing with interruptions	m. If you don't mind, I'd prefer to leave that till later
<b>CONCLUSION</b>	
14. Summarising	n. Thank you for your attention
15. Concluding	o. I'd be delighted to answer your questions
16. Closing	p. We can draw the following conclusions
17. Inviting questions	q. So, let's just go over the main points again.

### C. LANGUAGE FOCUS I

1. Complete the text by conjugating the verbs.

#### Taxes in EU

##### Income taxes abroad

##### Which country can tax you?

There **1. BE** no EU-wide rules that say how EU nationals who **2. LIVE**, **3. WORK** or **4. SPEND** time outside their home countries **5. BE** **6. TAX** on their income. However, the country where you **7. BE resident for tax purposes** **8. TAX + USUALLY** your total worldwide income, earned or unearned. This **9. INCLUDE** wages, pensions, benefits, income from property or from any other sources, or capital gains from sales of property, from all countries worldwide.

Each country **10. HAVE** its own definition of tax residence; yet:

- You **11. CONSIDER + USUALLY tax-resident in the country where you** **12. SPEND more than 6 months a year**
- If you **13. SPEND less than 6 months** a year in another EU country, you **14. REMAIN + NORMALLY** tax-resident in your home country

**15. CHECK tax rates, contact details of tax authorities, definitions of tax residence in EU countries:**

##### Posted workers/jobseekers

In some cases, such as for [workers posted abroad](#) for a limited time or **jobseekers** abroad, you **16. MODAL + CONSIDER** tax-resident, and therefore taxable, in your home country even if you **17. STAY** abroad for more than 6 months - if you **18. KEEP** your permanent home in your home country and your personal and economic ties with that country **19. BE** stronger. **20. CONTACT** the tax authorities **21. CHECK** which rules **22. APPLY** to you.

In such a case, your host country **23. MODAL + TAX + ALSO** you - your local employer **24. MODAL + DEDUCT + FOR INSTANCE** taxes from your salary at the time of payment.

In addition, whether or not you **25. CONTINUE** **26. BE** resident in your home country, that country **27. MODAL + TAX** income (for instance from property) **28. ARISE** there.

In these cases, **29. BE** aware that there **30. BE** solutions to [double taxation](#) and **31. MAKE sure that your income** **32. NOT + TAX twice if it** **33. NOT + NEED** **34. BE**.

[http://europa.eu/youreurope/citizens/work/taxes/income-taxes-abroad/index\\_en.htm](http://europa.eu/youreurope/citizens/work/taxes/income-taxes-abroad/index_en.htm) Updated : 28/02/2014

2. Complete each gap with one word.

### How a mobile career can mean lower pension entitlements

Here is an assessment of the impact of certain acquisition rules **1.....** pension rights, assuming that all employers offer a pension **2.....** 1% of final earnings for each year of employment, the employee **3.....** €10,000 per year during a career starting at 25 and **4.....** at 65 (40 years), and there is no inflation. It is clear that **5.....** mobile career can result **6.....** significantly lower pension entitlement.

Employee A:

Employee A remains with the same employer **7.....** the entire career: the pension will amount to €4000 **8.....** year.

Employee B:

Suppose employee B works **9.....** 25 and 28 in a scheme where pension rights **10.....** vest at 30; for the next 7 years, B works **11.....** an employer with a scheme with a 10-year vesting **12.....**. At 36 years of age B still has not earned **13.....** pension rights. The third job, held between 37 and 49 (13 years), **14.....** rise to pension rights for 11 years **15.....** of a waiting period of 2 years before being admitted **16.....** the pension scheme. A fourth job held between 50 and 55 gives rise to **17.....** pension entitlement because the employee must be in the company **18.....** the moment of retirement in order to obtain a pension. The **19.....** job, between 56 and 64, is covered by a scheme with a waiting period of one year.

The resulting pension at the end of employee B's career **20.....** amount to only €1,900 per year.

*Social Agenda*, October 2005

**D. 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**.....

## 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
---------	----	------	------	--------	-------	----

- 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	

i) The team is affected by emotional tensions relating to fluency issues or prejudice. Team members are inhibited by perceived status differences among teammates

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.

ix) If team members aren't carefully distributed, subgroups can strengthen pre-existing differences. Subgroup solutions have to fit back together.

ii) A team member cannot adjust to the challenge at hand and has become unable to contribute to the project

vi) The team can be subdivided to mix cultures or expertise. Tasks can be subdivided.

x) The team becomes overly dependent on the manager. Team members may be sidelined or resistant.

iii) Conflict arises from decision-making differences. Misunderstanding or stonewalling arises from communication differences.

vii) The team is permanent rather than temporary. Emotions are beyond the point of intervention. Too much face has been lost.

xi) Team members must be exceptionally aware. Negotiating a common understanding takes time.

iv) Violations of hierarchy have resulted in loss of face. An absence of ground rules is causing conflict.

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.

xii) Talent and training costs are lost.

**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.

#### F. 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 OEM<sup>1</sup> 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

---

<sup>1</sup> 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.