

A. SPEAKING

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



Figure 1

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

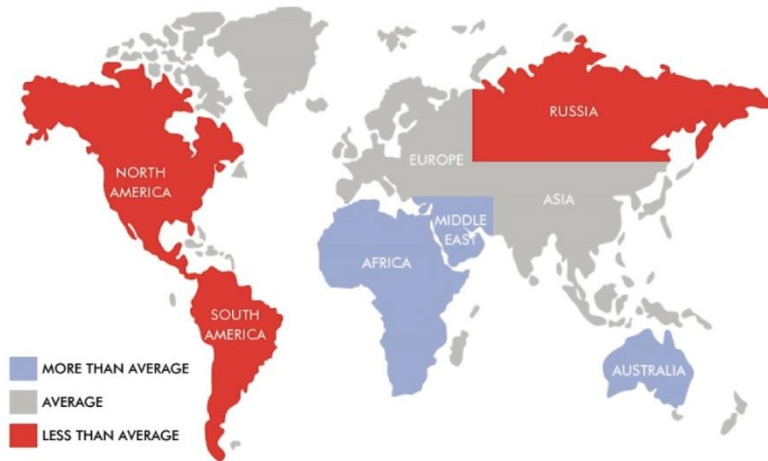


Figure 2



Figure 3

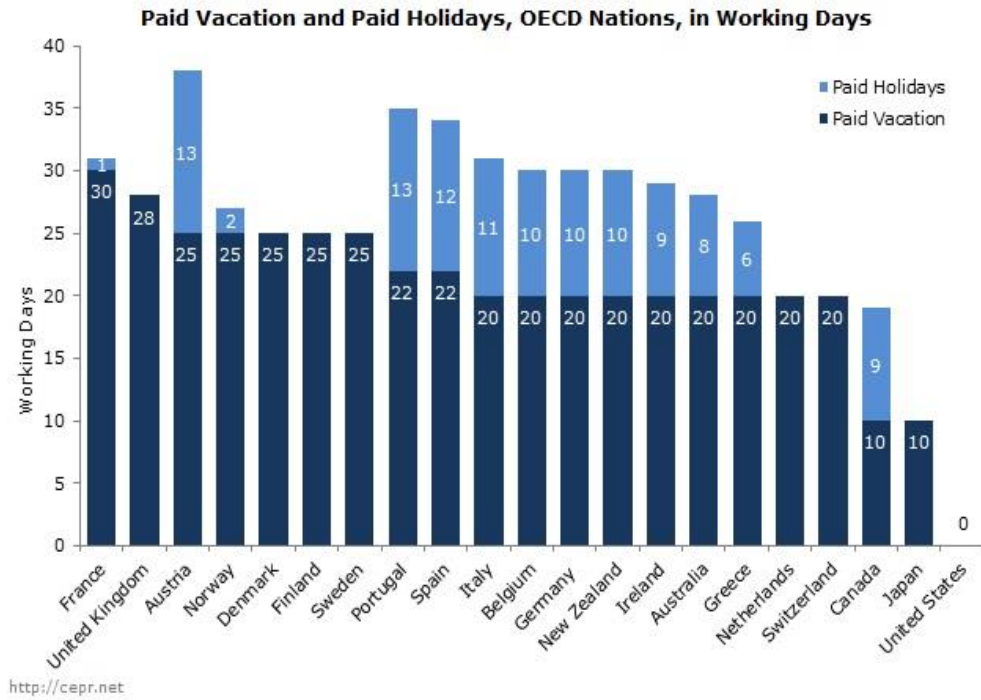


Figure 4

The top ten destinations for working abroad

	General expatriates (multiple countries)	Filipino expatriates	General expatriates (15 countries)
Criteria	job opportunities, salary, quality of life, safety, childcare	job opportunities	job & career, work-life balance, job security
Rank			
1	Switzerland	Saudi Arabia	Norway
2	Singapore	United Arab Emirates	Luxemburg
3	China	Singapore	Germany
4	Germany	Hong Kong	Switzerland
5	Bahrain	Qatar	Ecuador
6	New Zealand	Kuwait	Panama
7	Thailand	Taiwan	Denmark
8	Taiwan	Italy	Austria
9	India	Malaysia	Sweden
10	Hong Kong	Bahrain	Singapore
Source	HSBC 2014	http://www.poea.gov.ph/stats/2013_stats.pdf	http://www.internations.org/expat-insider/2014/top-destinations-for-working-abroad

Figure 5

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 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. maximum% 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?
- Match the expressions with the functions they perform in a presentation (match them under the three headings).

Functions

INTRODUCTION

- Introducing the subject
- Time limits
- Giving an outline
- Place of questions

MAIN PART

- Introducing the first point
- Closing first point
- Referring forwards
- Referring backwards
- Digressing
- Moving on to next point
- Clarifying
- Dealing with interruptions

CONCLUSION

- Summarising
- Concluding
- Closing
- Inviting questions

Expressions

- I've divided my presentation into two parts
- I'll try to answer your questions at the end
- What I'd like to do is talk to you about
- I know you're short of time so I'll be brief
- I'll come to that later
- In other words
- As I mentioned earlier
- That brings me on to the next point
- So, let's start by considering
- That covers my first point
- By the way, you may be interested to know
- If you don't mind, I'd prefer to leave that till later
- Thank you for your attention
- I'd be delighted to answer your questions
- We can draw the following conclusions
- So, let's just go over the main points again

C. LANGUAGE FOCUS

1. Complete each gap with one word.

Income taxes abroad

Which country can tax you?

There are no EU-wide rules that say how EU nationals who live, work or spend time outside their home countries [1]..... to be taxed on their income.

However, the country where you are resident for tax purposes can usually tax your total worldwide income, earned [2]..... unearned. This includes wages, pensions, benefits, income from property or from any other sources, or capital gains from sales of property, from all [3]..... worldwide.

Each country has its own definition of tax residence; yet:

- You will usually be considered tax-resident in the country where you spend more [4]..... 6 months a year.
- If you spend less than 6 months a year in another EU country, you [5]..... normally remain tax-resident in your home country.

Dual residence

In some cases, two countries could consider you a tax-resident at the same time, and both could require you [6]..... pay taxes on your total worldwide income. Fortunately, many countries have double tax, which usually provide rules to determine [7]..... of the two countries can treat you as a resident.

If the tax treaty [8]..... not provide a solution or if your situation is particularly complicated, contact the tax authorities of one or both countries and ask them to clarify your situation.

Posted workers/jobseekers

In some [9]....., such as for workers posted abroad for a limited time or **jobseekers** abroad, you may be considered tax-resident, and therefore taxable, in your [10]..... country even if you stay abroad for more than 6 months - if you keep your permanent home in your home country and your personal [11]..... economic ties with that country are stronger. Contact the tax authorities to check which rules apply to you.

In [12]..... a case, your host country may also tax you - your local employer may, for instance, [13]..... taxes from your salary at the time of payment.

In addition, whether or not you continue to be resident in your home country, that country may tax [14]..... (for instance from property) arising there.

In these cases, be aware that there are solutions to double taxation and make [15]..... that your income is not taxed twice if it doesn't need to be.

Equal treatment

Under EU rules, no [16]..... in which EU country you are considered a tax-resident, you should be taxed in the same way [17]..... nationals of that country under the same conditions. For example, in the country where you are tax-resident or where you earn all or most of your income, you should be entitled to:

- any available family allowances and tax deductions for childcare costs, even [18]..... the costs are incurred in another EU country,
- any available tax deductions for interest on mortgages, even for a house you own in another EU country,
- joint tax assessment with your [19]....., if this is possible in that country.

If you feel discriminated [20]....., you can seek personalized advice.

Source: http://europa.eu/youreurope/citizens/work/taxes/income-taxes-abroad/index_en.htm Updated 24/04/2017

D. SPEAKING

1. Discuss the following statement.

"Culture is more often a source of conflict than of synergy. Cultural differences are a nuisance at best and often a disaster." Geert Hofstede

2. What is shown in figure 6? Interpret the information shown in figure 6. How does it relate to the quote by Geert Hofstede?

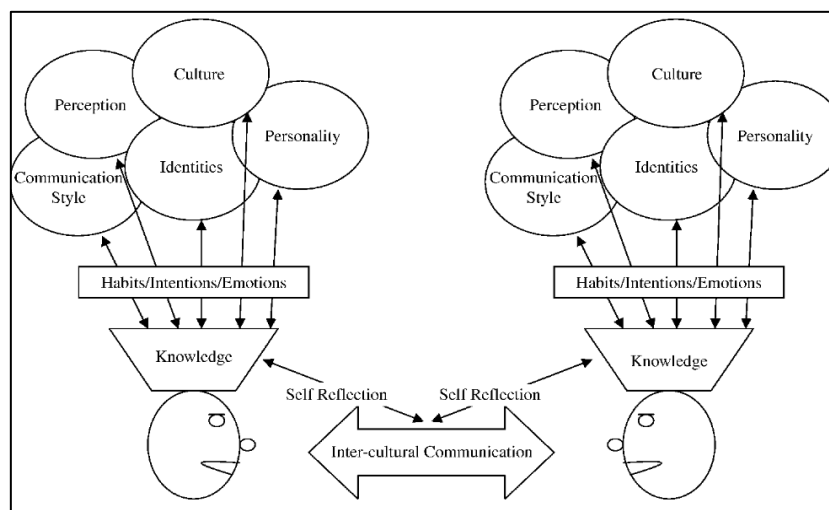


Figure 6

3. Complete each space in the paragraph using a verb from the box. Not all the verbs will be used.

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

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.

4.

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?

E. 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 mate 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. 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.

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. **(Role B speaks first)** 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. How do you react?
 - 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. say nothing but go to the gym to work off steam.
-

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**.....

F. 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 staleminated, 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. To lose face means
 - a) to become hidden in a crowd;
 - b) to mislay an important file;
 - c) to become less highly respected.
9. Your mind-set is your
 - a) mentality;
 - b) intelligence;
 - c) way of living.
10. In-your-face is the opposite of
 - a) openly;
 - b) discretely;
 - c) beautifully.
11. A pitfall is
 - a) a potential problem;
 - b) a drop in salary;
 - c) a team's motto.
12. 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.
13. 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.
14. 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.
15. When do you salvage a situation?
 - a) When there is a problem;
 - b) When there's a celebration;
 - c) When the team meets.
16. 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 (alien sentences).

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)	STRATEGY	C (ix – xii)
REPRESENTATIVE PROBLEMS	ENABLING SITUATIONAL CONDITIONS		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 populations 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 pitfalls. 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 team's 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. 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 overcome them.

G. 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 the relationship or to strengthen it.
- 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?

H. 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

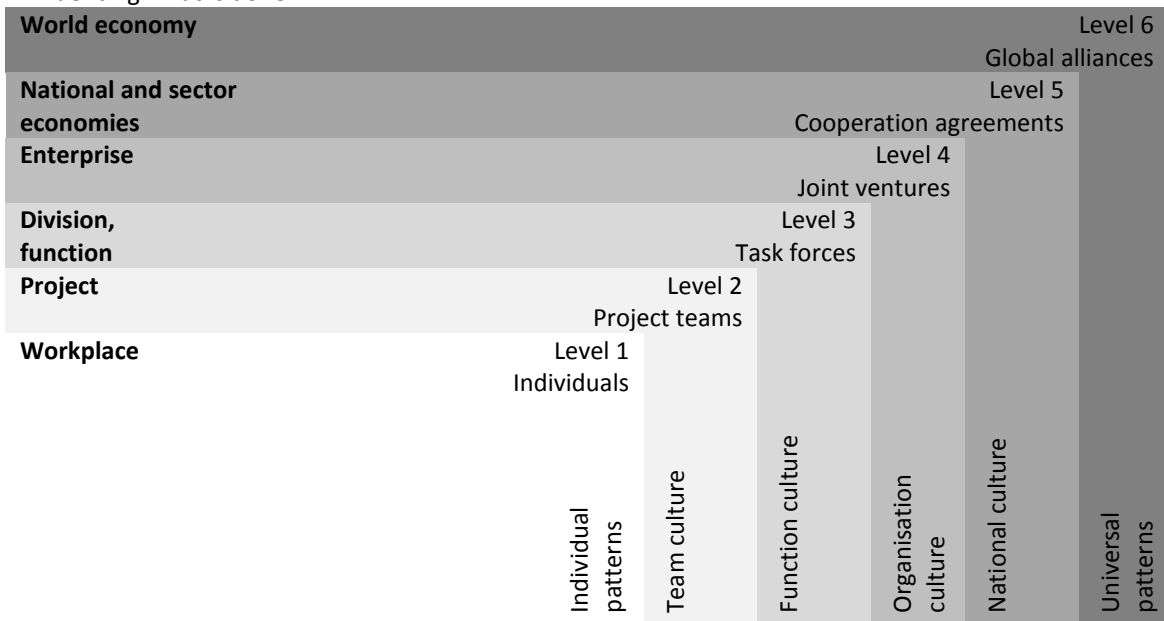
1. How could these domains be measured in a society?
2. What relevance do these measures have in isolation?
3. How useful do you think they are?

I.

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