

Assignment for Joint Session 2: Culture and Politics

Appendix 1

Name:	Student ID:	Date: / /2014
-------	-------------	------------------

1. Please read Chapter 5 “The cultural dimension of globalization” of the book, in particular pp. 74-82. Be careful of relation between “sameness” and “difference”.
2. Watch a YouTube video of an interview with Professor Will Kymlicka:
<http://www.youtube.com/watch?v=IFCpOtKEMNE>

Try to find answers to question below in the video:

Why could the Canadian immigration policy successfully make immigrants integrate, rather than seeing them as a threat?

Because...

Politics (Part 2) Group worksheet

Appendix 2

Team Name:	Today's Presenter:	Date: / /2014
------------	--------------------	------------------

“Hyperglobalizers” vs. “globalization sceptics”

1. In short, what is the basic ideas of “hyperglobalizers”?



2. In short, what is the basic ideas of “globalization sceptics”?



Politics (Part 2) In-class worksheet (for individuals)

Name:	Student ID:	Date: / /2014
-------	-------------	------------------

1. Do you agree with the neoliberal idea that
“Individuals are responsible for their poverty”?

- Yes.
- No.

2. Please show your reason IN ONE SENTENCE.

Because

Assignment for Politics (Part 3)

Appendix 3

Name:	Student ID:	Date: / /2014
-------	-------------	------------------

Please read Chapter 4 “The political dimension of globalization” of the book, in particular pp. 68-73.

Be careful of keywords below:

- “global governance” (p. 68)
- “sub-state authorities” (p. 68)
- “regional blocs” (p. 69)
- “voluntary, non-governmental associations” (p. 70)

Do you think that “political globalization” is going to create a “world government”?

(a) Yes,

because...

(b) No,

because...

About Final Presentation

The **final presentation with PowerPoint slides** will be with your new study group either on Thursday July 17th, 2014 or Tuesday July 22nd, 2014. Your **grade** will be a combination of a group score worth 50 points and an individual score worth 50 points for a total of **100 points**. The group score will assess the content (clarity, and explanation) and the overall presentation format and cohesion (including transitions, and use of visual aids). The individual score will assess individual presentation delivery skills (eye contact, gestures/body language, and voice/speaking) and English (clarity, pronunciation, word choice and grammar).

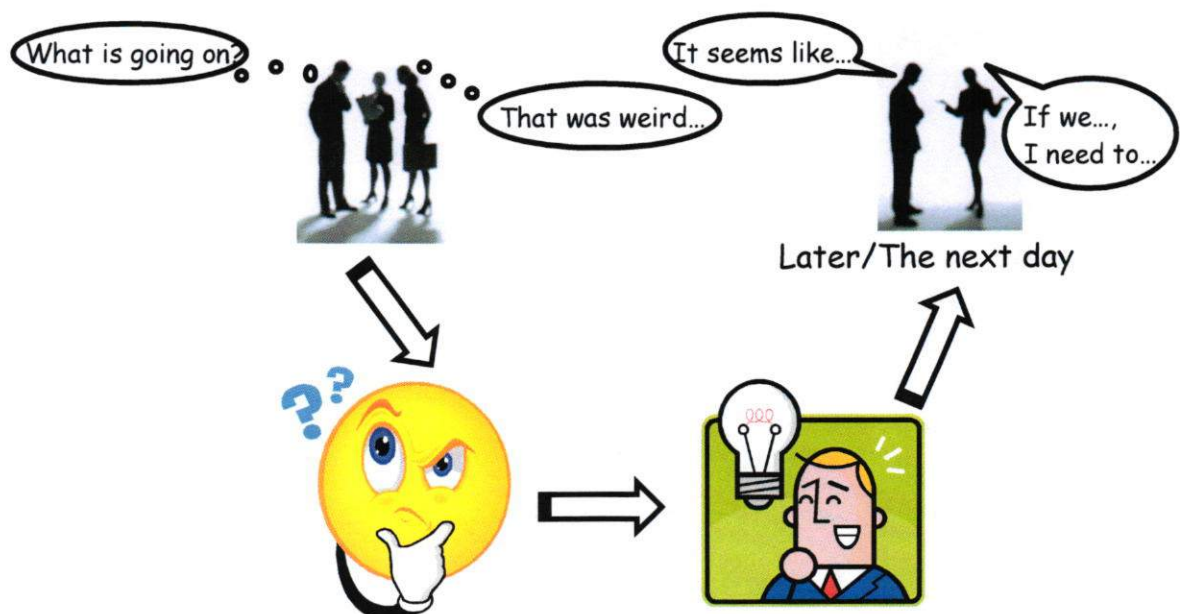
It should be about 10-15 minutes with each member participating.

Description of final presentation:

You can choose your presentation theme from the cross-cultural communication theories learned in class. Your group will present on a cultural misunderstanding/conflict experienced by one of your group members that you think was based on your chosen theory. Then you will present this situation in the following order:

1. role play the misunderstanding/conflict
2. analyse it using Know About, Know Why, Know Oneself, and Know How
Then based on your analysis (especially Know How) and using negotiating phrases...
3. role play how to resolve the understanding/conflict

Remember to use the skills learned in the Team Teaching lessons on Tuesday 5/27, and Tuesday 7/15 including the **Basic Presentation Template**. You should also effectively explain your PowerPoint slide.



The format of the presentation is as follows:

1. Introduction: greeting, what, why, and overview (cultural misunderstanding role play, analysis, and negotiating/resolving role play who will talk about/do each point)

TRANSITION

2. Body:
 - a) Misunderstanding role play with narration
(Speaking) TRANSITION
 - b) Analysis with details and explanation
(Speaking) TRANSITION
 - c) (Based on Know How analysis) Negotiating/
resolving roleplay with narration
(Speaking) TRANSITION



3. Conclusion: Summary→main parts of presentation and emphasize the point to remember, key learning and/or message to your audience, and "Thank you/Thank you for your attention"

About Mid-term Presentation

The mid-term presentation will with your study group on Thursday June 5th, 2014. Your **grade** will be a combination of a group score worth 50 points and an individual score worth 50 points for a total of **100 points**. The group score will assess the content (clarity, and explanation) and the overall presentation format and cohesion (including transitions, and use of visual aids). The individual score will assess individual presentation delivery skills (eye contact, gestures/body language, and voice/speaking) and English (clarity, pronunciation, word choice and grammar).

It should be about 10-15 minutes with each member participating.

Description of mid-term presentation:

The theme of the presentation is Time: Linear, Flexible, or Cyclical? Your group will present on a critical incident or misunderstanding experienced by one of your group members that you think was based on this theme. First you will role play the situation and then you will analyse it using Know About, Know Why, Know Oneself, and Know How.

Remember to use the skills learned in the Team Teaching lesson on Tuesday 5/27, including the **Basic Presentation Template**. You should also use **visual aids** such as pictures, drawings, charts, tables, and/or key words + phrases (overview poster, conclusion poster with summary points, etc.)



The format of the presentation is as follows:

1. Introduction: greeting, what, why, and overview (what are the three main points and who will talk about each point)

TRANSITION

2. Body: a) Main Point 1 with details and explanation

TRANSITION

- b) Main Point 2 with details and explanation

TRANSITION

- c) Main Point 3 with details and explanation

TRANSITION

3. Conclusion: Summary→repeat each main point and emphasize the point to remember about each, final comment and/or message to the visiting management team, and "Thank you/Thank you for your attention"



About Journal

Appendix 6

This is a learning reflection journal.

Learning reflection: In this case, means to reflect/look back on what you learned and make connections with what you already know or are currently learning about.



For the journal, the learning reflection aspect is to: 1. **review** WHAT you learned and HOW you learned it; 2. **think** about WHAT you do NOT UNDERSTAND and MAKE QUESTIONS to help you search for understanding; and 3. **think critically** about what you LEARNED. In addition, this gives you academic writing practice in English and lets me know what you are learning in class (as compared to what I am teaching—they can be different).



By 'think critically', I mean to:

- Identify useful facts and information,
- Determine validity of information,
- Make connections with prior knowledge (or with what you are learning in other courses),
- Make interpretations from the connections found,
- Ask yourself "do I agree with/believe the information given? Why/why not?",



- Evaluate the information given,
- Try to predict possible solutions/outcomes,
- Look for similarities and differences,
- Identify patterns,
- Etc.

Please support your ideas by giving explanations, examples, and other forms of 'evidence' to help me understand your thinking.

About the learning reflection journal:

- About $\frac{3}{4}$ to 1 page (A4 paper) per entry
- Weekly
- Write about one key learning point, insight or connection made and/or point you do not understand as well as any questions you have
- Connect your key learning point to your own experience (past or present)
- Write about:
WHAT the point is, HOW you learned it/made the connection, and what QUESTIONS you have.



To help you think deeper and from different perspectives consider the questions in the following groups. You do not need to answer all questions, but try to answer at least one per group.

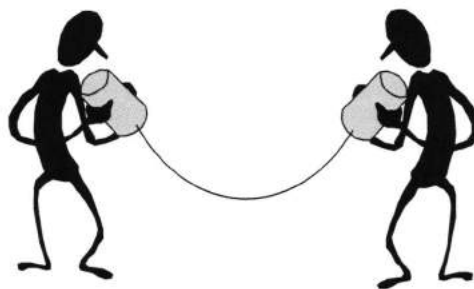
Groups	Questions
Know About	<ul style="list-style-type: none"> • What happened? • What is the message? • What is the main objective or purpose?
Know Why	<ul style="list-style-type: none"> • Why is ___ important? • Why can the 'communication' go wrong? • Is there another way to look at this issue/challenge? What is it?
Know Myself (** need both parts)	Part One: <ul style="list-style-type: none"> • How do I feel / What do I think about this? Why? Part Two: <ul style="list-style-type: none"> • What does this tell me about my 'norm'? • What does this tell me about my preferred way or style? • What does this tell me about my expectations/culture?
Know How	<ul style="list-style-type: none"> • What skill do I need to learn/use/practice to be successful? • How can I do this?

Active Listening Phrases

Appendix 7

<i>General Reactions</i>	
Showing you are listening	Uh-huh Mm-hmm Uhmm
Showing interest	Oh, really? Oh, yeah? I see Well Right
Reacting to good news	Wow Great Excellent Terrific Super Wonderful
Reacting to bad news	Oh no! That's too bad Sorry to hear that Unbelievable
Neutral reactions	Really Oh
Showing surprise	You're kidding! Oh my gosh! You're lucky! I'm so jealous!
<i>Agreeing and Disagreeing</i>	
Agreeing with positive statements	(I love/I hate) Me too I <u>do</u> too (verb)
Disagreeing with positive statements	Oh, really? I <u>don't</u> . (negative verb)
Agreeing with negative statements	(I don't like) Me <u>neither</u> I <u>don't</u> either (negative verb)
Disagreeing with negative statements	Oh, really? I <u>do</u> . (verb)

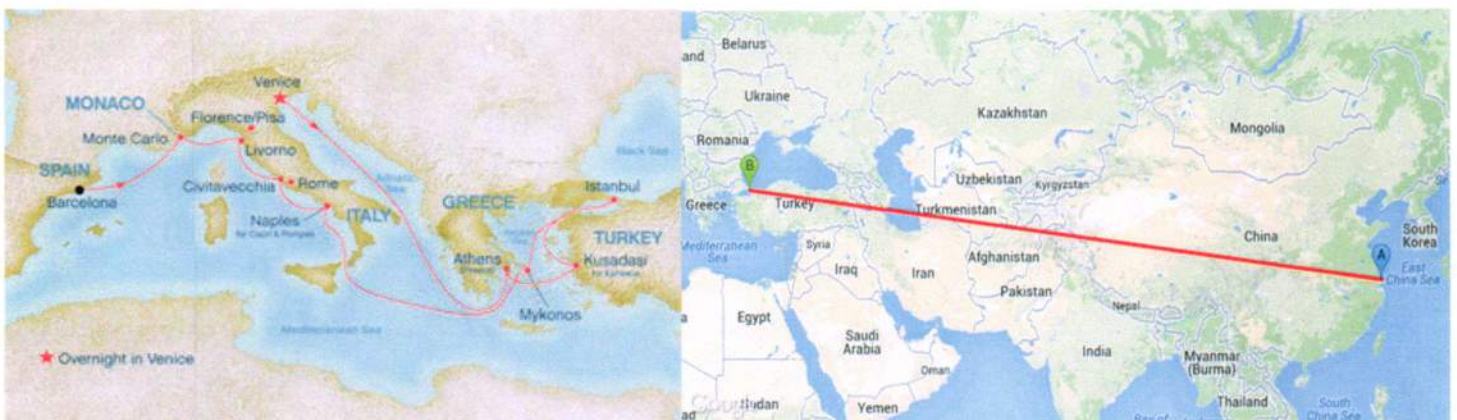
<i>Commenting</i>	
Making summary comments to positive statements	That's cool That's nice That good That's great That's interesting Good for you!
Making summary comments to negative statements	That's too bad That's a shame That's terrible
Introducing a related comment	Speaking of... That reminds me of... That makes me think of...
<i>Clarification/Summarizing</i>	
Clarifying	Sorry (I don't understand) <ul style="list-style-type: none"> • What do you mean by ...? • Could you give an example? • Do you mean ...?
Checking your understanding by summarizing what you understood	So... So, in other words,... Do you mean...?
Making an inference	It sounds like... It seems like...



Case Study 1

It was 6:30 a.m. I had taken the evening flight from Shanghai to Istanbul and from Istanbul to Barcelona. The bus ride to Cordova where the business meeting was to be held was a 5 hour ride from the airport. Exhausted, I stepped into the hotel at 6:00 a.m. Now for the meeting. The company I work for created a new water purification system to make the best tasting water in the world. My presentation was scheduled for 8:30 a.m. There's definitely no time for sleep. A quick shower, quick breakfast I was off to the agreed upon meeting place to get setup and have time to prepare the presentation. At 8:00 a.m. I drank two cans of Red Bull waiting in the conference room. At 8:30 a.m. there is no one present. Am I in the right place? I asked the security guard and he agreed that this was the right place. At 9:30 a.m. I was still waiting but finally a member of the executive committee showed up in the conference room. With a smile, the committee member started to have a casual conversation with me. Now at 10:30 a.m. another member stepped in and then another. Finally at 11:30 a.m. the committee members were ready to hear my presentation. I was upset that they all came late, did not apologize, and looked at me as if there was something wrong with me for begin upset.

What happened? What possible issues do you see in this case study?



Chapter 3. Case Study Analysis Homework: Linear, Flexible and Circular Time

Case Study 2

One of my best friends gave birth to a baby boy, his parents were from Central America. I had no idea what that meant. One day he invited me over for his son's first birthday party. I didn't know what to expect but I knew my friend was very busy working for a large computer company. On the day of the party my friend invited me in and the festivities had already started. There was music and dancing, a band played was hired to provide the music. The food was wonderful a feast by any measure. This must have cost my friend a small fortune. Relatives and friends wished the baby Happy Birthday! The party went on way past midnight. The next day as my friend and I were cleaning up for the party I overheard he had quit his job. I said "What? Why?" He explained, there are many computer jobs and he had no problem finding a new job. He only had one son and there was no way he would miss his baby boy's birthday party. I stared at him "You're crazy" I thought.

What happened? What possible issues do you see in this case study?



Final Presentation Evaluation

Appendix 9

Overall Content (Group): /25		Overall Presentation (Group): /25	
Misunderstand role play clarity	5 4 3 2 1	Clear format	5 4 3 2 1
Clarity of 'conflict' issue	5 4 3 2 1	Appropriate transitions	5 4 3 2 1
Clarity + depth of analysis	5 4 3 2 1	Cohesiveness	5 4 3 2 1
Negotiating/resolving role play	5 4 3 2 1	Role play presentation	5 4 3 2 1
Creativity	5 4 3 2 1	Visual Aids—Clarity + Use	5 4 3 2 1
Group Portion Total: ____/50			
Individual Presentation Skills: /25		Individual English: /25	
Eye contact with all audience	5 4 3 2 1	Clear and understandable	5 4 3 2 1
Gestures/body language	5 4 3 2 1	Pronunciation/Intonation	5 4 3 2 1
Speaking loudly	5 4 3 2 1	Word choice	5 4 3 2 1
Speaking confidently	5 4 3 2 1	Grammar	5 4 3 2 1
Rate of speech	5 4 3 2 1	Fluency	5 4 3 2 1
Individual Portion Total: ____/50			
Total Grade: _____/100			

Final Presentation Evaluation

Overall Content (Group): /25		Overall Presentation (Group): /25	
Misunderstand role play clarity	5 4 3 2 1	Clear format	5 4 3 2 1
Clarity of 'conflict' issue	5 4 3 2 1	Appropriate transitions	5 4 3 2 1
Clarity + depth of analysis	5 4 3 2 1	Cohesiveness	5 4 3 2 1
Negotiating/resolving role play	5 4 3 2 1	Role play presentation	5 4 3 2 1
Creativity	5 4 3 2 1	Visual Aids—Clarity + Use	5 4 3 2 1
Group Portion Total: ____/50			
Individual Presentation Skills: /25		Individual English: /25	
Eye contact with all audience	5 4 3 2 1	Clear and understandable	5 4 3 2 1
Gestures/body language	5 4 3 2 1	Pronunciation/Intonation	5 4 3 2 1
Speaking loudly	5 4 3 2 1	Word choice	5 4 3 2 1
Speaking confidently	5 4 3 2 1	Grammar	5 4 3 2 1
Rate of speech	5 4 3 2 1	Fluency	5 4 3 2 1
Individual Portion Total: ____/50			
Total Grade: _____/100			

Mid-term Presentation Evaluation

Appendix 10

Overall Content (Group): /25		Overall Presentation (Group): /25	
Role play clarity+effectiveness	5 4 3 2 1	Clear format	5 4 3 2 1
K-About clarity + explanation	5 4 3 2 1	Appropriate transitions	5 4 3 2 1
K-Why clarity + explanation	5 4 3 2 1	Cohesiveness	5 4 3 2 1
K-Oneself clarity + explanation	5 4 3 2 1	Visual Aids—Clarity	5 4 3 2 1
K-How clarity + explanation	5 4 3 2 1	Visual Aids—Use	5 4 3 2 1
Group Portion Total: ____/50			
Individual Presentation Skills: /25		Individual English: /25	
Eye contact with all audience	5 4 3 2 1	Clear and understandable	5 4 3 2 1
Gestures/body language	5 4 3 2 1	Pronunciation/Intonation	5 4 3 2 1
Speaking loudly	5 4 3 2 1	Word choice	5 4 3 2 1
Speaking confidently	5 4 3 2 1	Grammar	5 4 3 2 1
Rate of speech	5 4 3 2 1	Fluency	5 4 3 2 1
Individual Portion Total: ____/50			
Total Grade: _____/100			

Mid-term Presentation Evaluation

Overall Content (Group): /25		Overall Presentation (Group): /25	
Role play clarity+effectiveness	5 4 3 2 1	Clear format	5 4 3 2 1
K-About clarity + explanation	5 4 3 2 1	Appropriate transitions	5 4 3 2 1
K-Why clarity + explanation	5 4 3 2 1	Cohesiveness	5 4 3 2 1
K-Oneself clarity + explanation	5 4 3 2 1	Visual Aids—Clarity	5 4 3 2 1
K-How clarity + explanation	5 4 3 2 1	Visual Aids—Use	5 4 3 2 1
Group Portion Total: ____/50			
Individual Presentation Skills: /25		Individual English: /25	
Eye contact with all audience	5 4 3 2 1	Clear and understandable	5 4 3 2 1
Gestures/body language	5 4 3 2 1	Pronunciation/Intonation	5 4 3 2 1
Speaking loudly	5 4 3 2 1	Word choice	5 4 3 2 1
Speaking confidently	5 4 3 2 1	Grammar	5 4 3 2 1
Rate of speech	5 4 3 2 1	Fluency	5 4 3 2 1
Individual Portion Total: ____/50			
Total Grade: _____/100			

CCU

Name: _____

Mini-Presentation Evaluation

Appendix 11

Content (Group):	/5	Overall Presentation (Group):	/5
Role play clarity		Clear format	
Clarity of 'conflict' issue		Appropriate transitions	
Clarity of Analysis		Cohesiveness	
Depth of Analysis		Role play presentation	
Creativity		Visual Aids—Clarity and Use	
Individual Presentation Skills:	/5	Individual English:	/5
Eye contact with all audience		Clear and understandable	
Gestures/body language		Pronunciation/Intonation	
Speaking loudly		Word choice	
Speaking confidently		Grammar	
Rate of speech		Fluency	
Total Points:			_____ /20

CCU

Name: _____

Mini-Presentation Evaluation

Content (Group):	/5	Overall Presentation (Group):	/5
Role play clarity		Clear format	
Clarity of 'conflict' issue		Appropriate transitions	
Clarity of Analysis		Cohesiveness	
Depth of Analysis		Role play presentation	
Creativity		Visual Aids—Clarity and Use	
Individual Presentation Skills:	/5	Individual English:	/5
Eye contact with all audience		Clear and understandable	
Gestures/body language		Pronunciation/Intonation	
Speaking loudly		Word choice	
Speaking confidently		Grammar	
Rate of speech		Fluency	
Total Points:			_____ /20

Negotiating Skills

Part 1: Negotiation Tips/Strategies—Choose and number the 5 most important.

Be friendly.

Be strong and try to win

Have clear aims

Prepare carefully before meeting

Tell the other side what you want

Ask a lot of questions

Listen carefully

Have a lot of options

Pay attention to the other side's body

Summarize often the points you agree

language

on

Don't change your plan during the

Change your strategy during the

meeting

negotiation if necessary

Never be the first to make an offer

Never show any emotion

Part 2: Roleplay—Use the 5 negotiating tips/strategies chosen above, phrases from the Negotiating Skills handout and what you have learned in this course.

Situation 1

Your roommate is listening to music while you are trying to study. What should you do and say?

Situation 2

Your study group member is not contributing to the group project. What should you do and say?

Situation 3

Your roommate is mad at you because s/he thinks that you drank her/his orange juice that was in the refrigerator. What should you do and say?

Negotiating Skills

SPEAKER

Stating the issue/problem and request	I/we feel that the music is too loud. Could you turn the volume down? I/we am/are trying to study. Would you mind going somewhere else to practice your roleplay? It seems like you are angry with me. Could you tell me what I did to make you angry?
Stating aims	I'd/We'd like to <i>finish the project by Friday</i> . I/We must have a <i>planning meeting by the end of this week</i> .
Making proposals/ Bargaining	Let's... Why don't we... I suggest we... We should... How about <i>having quiet time from 11pm and from 7am we can play music in our room</i> .
Focusing the discussion	Let's <i>talk about the time needed to complete the project</i> . We should <i>go on to the next item</i> . We are getting off-track, we need to <i>discuss the theme of our presentation</i> .
Clarifying a point	What I really mean is, ... What I'm trying to say is... My point is that ... The point I'm trying to make is ...

LISTENER

Praising & expressing agreement	That's a good idea! You're right! That's what I think!
Rejecting suggestions (politely)	Maybe another option would be to... It might be better to... I'm not sure about... I'd/We'd prefer to <i>go to a less expensive restaurant</i> .
Making concessions	If I/we <i>have to finish by 5pm today</i> , I'll/we'll need to <i>have an extra meeting this week</i> . If I/we <i>do this part of the project</i> , you'll need to <i>finish this section by yourself</i> . That could be all right – as long as I/we <i>can use the room on Saturday from 3-5pm</i> .
Asking for suggestions	How do you feel about...? How about ...? What should be done about ...? Do you have a suggestion?
Clarifying (Question)	What do you mean by ...? Could you give an example? Do you mean ...?

Analysis Form for: _____

	Know About	Know Why	Know Oneself	Know How
<p>Questions</p> <ul style="list-style-type: none"> *What happened? *What are the key facts and information about the incident? *What did you see or hear or notice? <p>Note: Facts + Information only including documented reasons</p>	<ul style="list-style-type: none"> *Why did the it go wrong? *What are some other ways to look at this? What are they? <p>Note: possible whys → think about alternate views and perspectives i.e develop empathy</p>	<ul style="list-style-type: none"> *What do I think/feel about this? *What does this tell me about my preferred way or style? *What does this tell me about my expectations or culture? <p>Note: personal opinion/judgment PLUS notice personal reactions/feelings to → discover own "Norms"/"Expectations"/culture</p>	<ul style="list-style-type: none"> *What skill is needed to learn/use/practice to make the interaction better the next time? *What behaviour is needed to learn/use/practice to make the interaction better the next time? <p>Note: Skills and behaviours needed to be more effective → apply ideas into practice i.e. Actions + Application Strategies</p>	
<p>Useful Phrases</p> <ul style="list-style-type: none"> • ___ is/are ___ing... • ___ was/were... 	<ul style="list-style-type: none"> • It seems like... • ___ might be... • ___ may be... • ___ could be... • <u>(person/group A)</u> might expect <u>(person/group B)</u> to... • ___ might think/believe that ... • ___ might value... 	<ul style="list-style-type: none"> • In my opinion, <u>(opinion)</u> because <u>(reason)</u>. • I think/feel/believe <u>(opinion)</u> because <u>(reason)</u> • This tells me I expect ... • This tells me my 'norm' is to... • This tells me that in my culture... 	<ul style="list-style-type: none"> • ___ needs/needed to <u>(strategy/action)</u> because... • <u>(strategy/action)</u> might help because... • ___ should <u>(strategy/action)</u> because... 	
<p>Answers</p>				

What to look for when deciding your part of the Participation grade.



PREP = Coming to class PREPARED: class binder, class handouts, pen/pencil, paper, textbook, homework finished, highlighter, etc.

Opts=0 things, 1pt=1 thing, 2pts=2 things, 3pts=3or4 things, 4pts=5-6 5pts=all

SP = SPEAKING ACTIVELY: asking questions, speaking loudly and confidently, reacting, answering the teacher, answering classmates, speaking in detail, trying to answer even if not sure, sharing your ideas

LIS = LISTENING ACTIVELY: listening to classmates in: a) whole class activities and b) small groupwork, listening to the teacher in: a) whole class activities and b) small groupwork, shadowing (repeating in your head), making eye contact, echoing (repeating out loud), nodding,

ENG = USING ENGLISH: speaking 100% in English, asking "How do you say ___ in English?", using "for example..." when you don't know the English words, using 'help language', explaining to others using English, using classroom English expressions.

GRP = GROUPWORK: helping classmates, encouraging classmates, listening when others are speaking, sharing your ideas with the group, participating equally, doing your group job well.

ALL = ALL TOTALLED:

PREP/5+SP/3+LIS/3+ENG/3+GRP/3 = For 1 class/week participation grade/17

For 2 classes/week participation grade/34

(Note: sleeping in class = 0 points and counts as absent!!!)

Scoring: *(Note: a total score of 17 on one day is very good.)*

0 points = DID NONE OF THE EXAMPLES [needs work]

1 point = DID 1, 2 OR 3 OF THE EXAMPLES [OK]

2 points = DID HALF (1/2) THE EXAMPLES [good]

3 points = DID ALL OF THE EXAMPLES [very good]

*****Special Scores*****

4 points = DID ALL OF THE EXAMPLES 75% OF CLASS TIME [terrific]

5 points = DID ALL OF THE EXAMPLES 100% OF CLASS TIME [excellent]

Teach Teaching: Session 4

Pragmatics

Pragmatics is defined as “a branch of linguistics that is concerned with the relationship of sentences to the environment in which they occur” (Merriam-Webster, online). In other words, pragmatics is about using the appropriate language in each social situation. For example, the way that you speak to your friends is not the same way that you speak to your teachers and parents.

This lesson will help you learn the appropriate language to use to handle situations that may occur during your study abroad experience.

First of all, you will be provided with some situations/scenarios and you will be asked to respond to the situation using the appropriate language.

Next, we will discuss some useful expressions you can use to help you with this situations during your study abroad experience.

Scenarios: What should you say in this situation?

1. Your roommate is listening to music while you are trying to study.
2. Your teacher is speaking too fast and you are having difficulty understanding.
3. Your classroom partner is not contributing to the group project.
4. You thought your homework was in your backpack but it is not.
5. You have been asked to go to a party but you don't really want to go.
6. You are at a party and someone is doing drugs, which make you uncomfortable.
7. Your roommates had a party in which you cooked food. But your roommate did not contribute any money to pay for the ingredients.
8. There is a party in your dorm but you were not invited.
9. Your roommate is mad at you because he/she thinks that you drank his orange juice that was in the refrigerator.
10. Your roommate is watching TV late at night and you cannot study/sleep.
11. You were invited to go to a restaurant for dinner but you do not have enough money.
12. Your roommate asked you if he/she can borrow some money from you.
13. Your homestay mother always cooks the same food which you do not like.
14. You would like to ask your homestay family if you can use a rice cooker.

Guide to Cross-Cultural Communication: Chapter 3: Time: Linear, Flexible or Cyclical?

Discussion Questions

1. Introduction

- a. Based on what you read on page 27 about time, which cultures do you think, practice linear time, flexible time, and cyclical time? Please give reasons based on your knowledge of the culture.

2. Linear Time

- a. Who are Anglo-Saxon people? Use your dictionary or the Internet to find out.
- b. Do you have a linear concept of time? Yes or No? Give examples.
- c. Those that work in linear time do not like to multi-task (do more than one thing at a time). Do you prefer to focus on one task at a time, or do you prefer to multi-task? Please provide examples.
- d. Do you think it would have been better if Mr. Haber's expressed his frustration to his Italian business partner or not? What are the possible consequences if he did express his frustration? What if he didn't? What would you do in this situation?
- e. Why do you think linear cultures view change positively? Please explain.
- f. In the story about Rana Rakesh, who do you support? Do you think she did the right thing by resigning? Do you think the company should have been more flexible given that she is not American? What would you do?
- g. What is a possible negative consequence of planning for the short term?
- h. Choose one of the expression in the last paragraph on page 29. Do you have a similar expression in your culture? Please explain.

3. Flexible Time

- a. What is valued more by cultures that live by flexible time, work or family? Please give examples.
- b. Do you think multi-tasking is an effective way to work? Please give examples.
- c. What are some possible negative consequences of "focusing on the present"?
- d. The author states that people who work in flexible time do not like to measure. What are the implications of this in regards to employee evaluation?
- e. The expressions on page 31 seem to imply that time is not controlled by people but by a higher power such as "Allah". What do you think of this interpretation of time?

4. Cyclical Time

- a. Do you agree with the cyclical interpretation of time: that people do not control time, but the cycle of life controls people? Please explain your reasoning.

- b. Time seems connected to nature in the cyclical interpretation. Give examples of how this may (or may not) apply to your culture.
- c. What are the possible negative (or positive) consequences of the tendency in cyclical cultures for decision-making to be slow and time-consuming?
- d. The emphasis on relationships is clear in the cyclical concept of time. What is your impression of this focus on relationships? What is the situation in your culture?
- e. What are some possible negative consequences to the "focus on the past" tendency in cyclical time cultures?
- f. Choose one of the expressions on page 34 and explain how it is similar (or not similar) to a time-related expression used in your culture.
- g. Which aspects of Cultural Views of Time listed on page 35 would you prefer from your business partner? How about your friend? Please use at least one idea from each category (for example, Task Completion). Please give personal answers. Please explain your reasoning.

5. Guidelines: Attitudes towards Time

- a. How is technology changing our concepts of time?
- b. Which concept of time (linear, flexible or cyclical) seems to dominate in business? Why do you think this is so?
- c. Which of the recommendations on pages 36 and 37 do you think are most important? Please choose 1 from each category (linear, flexible and cyclical) and explain why you think it is most important.

Vocabulary: Remember to always write down words that you do not know in a vocabulary notebook and use synonyms or short phrases to define the words.