Selected Readings in Business
Millennium Edition
Instructor's Manual

Myra Shulman
Selected Readings in Business, Millennium Edition
Selected Readings in Business, Millennium Edition

Instructor's Manual

Myra Shulman

The University of Michigan Press
Ann Arbor
Contents

To the Teacher 1
Guidelines and Sample Lesson Plans 4
Answer Key 9
Examples of Students' Written Assignments 76
Teamwork 89
Writing Evaluation Forms 95
  Summary Evaluation
  Essay Evaluation
  Synthesis Evaluation
  Critical Review Evaluation
  Research Paper Evaluation
  Peer Critique Evaluation
Bibliography 103
To the Teacher

*Selected Readings in Business, Millennium Edition,* is designed to enhance students’ language skills in a business context. It is a textbook for the 21st century—global in content, fast-paced in approach, and connected to the Internet. The readings focus on most of the major issues in global business. The majority of these articles are moderate in length, which means that students can process the information fairly quickly. Internet activities are integrated into nearly all of the writing and research tasks in innovative ways to encourage active learning. The exercises and assignments are intended to improve students’ academic reading, writing, and research abilities. In addition, they provide students with the practical skills needed in the competitive world of global business: efficient reading, effective writing, critical analysis and synthesis of ideas, teamwork, oral presentations, and Internet research. The following is a brief explanation of the contents of the book.

**Preview**

Each chapter of *Selected Readings in Business, Millennium Edition,* begins with a preview of the reading selection. Previewing an article before reading it helps readers enhance their comprehension through preparation and guided thinking about the subject. Students skim the article for the main idea; discuss the preview questions; and complete a scanning exercise to get a general sense of the content, organization, and style of the article. They also do a vocabulary-in-context task, in which they use the context to guess the meaning of difficult words.

**Readings**

Each of the 14 chapters has at least two unadapted readings from current business magazines, academic journals, and newspapers. These readings represent a variety of authors, styles, and topics. They contain the latest thinking on global management, strategies, and practices by experts in the field. Glossaries that follow the readings draw on definitions from *Merriam-Webster's Collegiate Dictionary,* 10th edition, copyright © 1996.
Paraphrasing

This exercise is based on the sentences in the vocabulary-in-context task. It requires readers to rewrite an author's original sentence, changing the words and sentence structure but retaining the meaning. Paraphrasing expands vocabulary and is also an essential skill for writing the summary, synthesis, and critical review.

Comprehension

These questions test readers' understanding of the explicit content of the first reading in each chapter. They strengthen students' ability to identify the main idea, major points, and supporting details in the article. The questions can be assigned as homework and then checked in class. They can also serve as short quizzes.

Discussion

The discussion questions follow the second reading in each chapter. They not only test comprehension but also encourage critical thinking about the various topics. The reader is asked to respond to the author's ideas, to explain his or her own responses, and to draw on personal experience and knowledge. These questions stimulate original thinking and the expression of various points of view.

Analysis

Through the process of analysis, students sharpen their critical-thinking skills as they discuss the main idea of an article and interpret the meaning of words. They also make a logical deduction (inference), analyze the author's style and tone, and identify the overall method of development in an article.

Teamwork

In this activity, students explore global business topics, do research and complete short reports on their findings, or perform realistic role plays. A wide variety of language tasks is included, with the emphasis on collaborative Internet research.

Writing Assignments

The following academic writing assignments, which progress from simple to complex, are included: outline, essay, summary, synthesis, critical review, interview, report, and research paper. Library or Internet research and documentation of sources are required
in many of these assignments. Business writing tasks include the résumé, business letter, memorandum, and abstract. Strategies, guidelines, and models for writing tasks are given in the appendixes. The instructor's manual also has models of written assignments and writing evaluation forms.

**Expansion Readings**

Each chapter contains suggested readings from a recent edition (after 2000) of the *Harvard Business Review*, the *Harvard International Review*, or *The Economist* on the topic of the chapter. The recommended articles offer other perspectives on the chapter's topic and were chosen because they are interesting, accessible, timely, and relevant.

**Oral Presentations**

Oral presentation skills are practiced through giving a presentation with a partner to the class. Appendix B: Strategies for Communication contains instructions on the form and content of an oral presentation. Students may summarize and evaluate the expansion reading from the *Harvard Business Review*, the *Harvard International Review*, or *The Economist* or an article of their choice. Presenters are encouraged to use the presentation graphics program PowerPoint if they have the technical capability to do so.

**Travels on the Web**

The closing task in each chapter provides students with opportunities to practice and refine their skills in Internet research. Students can use the search engine Google or their favorite search engine as well as access suggested Web sites. They may also use online library resources, such as the business database ABI/Inform or LexisNexis Academic. Because Internet addresses (URLs) and Web sites change, please visit <www.press.umich.edu/esi> for updates, and e-mail <esladmin@umich.edu> to notify monitors of any changes you discover.

**Instructor's Manual**

The instructor's manual contains guidelines, sample lesson plans, and answer keys to the scanning, comprehension, discussion, and analysis activities. Writing evaluation forms, which help in grading papers holistically or doing peer critiques, and examples of students' written assignments are also presented. Supplemental materials for the teamwork tasks, which provide instructions and examples, are included. The bibliography lists all the texts that are suggested to students as resources for writing a research paper. The materials in the instructor's manual may be reproduced for classroom use.
Guidelines and Sample Lesson Plans

Based on my use of Selected Readings in Business, Millennium Edition, in the classroom, I offer the following guidelines and comments, as well as two sample lesson plans.

Selected Readings in Business, Millennium Edition, is a flexible text that lends itself to a wide variety of teaching methodologies. Primarily, it is a learner-centered text implementing the integrated skills approach and emphasizing collaborative learning. Moreover, it is a textbook for the 21st century in its global outlook, fast-paced style, and connection with the Internet.

In the first week of a semester, I go over Appendix A: Definitions of Writing Terms and Examples of Writing Styles. This is a good time to point out the importance of an author’s style and tone, for example, clarifying the difference between subjective and objective tone. In addition, I review Oral Presentation in Appendix B: Strategies for Communication, which explains the process and content of a presentation and provides a model summary of an article. Then I ask students to choose partners and dates on which to give their presentations. The presentation project involves a written summary and evaluation of an article as well as the oral presentation. (Students who like the presentation graphics program PowerPoint may use this program, but it is not a requirement.) Also during the first week, I discuss the reading in Appendix C: “Globalization’s Last Hurrah?" from the January-February 2002 issue of Foreign Policy. This article, which is an annual report on the 20 most global nations, supplements the readings in chapter 2 on globalization and serves as a background reading for many of the issues discussed in the textbook.

Chapter 1 is an explanatory chapter intended to serve as an introduction to the structure and methodology of the book, so answers to certain exercises are provided and explained at the end of the chapter. I go through this chapter with the students and help them complete the activities. The first two writing assignments, which require listing the major points of the first reading and outlining the second reading, are good foundational writing tasks that can be done as small-group activities in class. Students can then check their work against the suggested answers at the end of the chapter.

I usually preview each reading with the students. This gives me a chance to set the stage for the general topic to be covered in the chapter. The preview exercises are important in establishing the context of the reading and involving students in the subject. The questioning section can often develop into a lively (and lengthy) discussion. The exercises that follow the readings may be assigned as homework or done in class with the exception of the Internet tasks in the Travels on the Web and Teamwork sections. For chapters 1–11, students can do a quick first reading of each article in class.
The readings in chapters 12, 13, and 14 are best assigned as homework, as they are longer and more difficult. Teachers should encourage students to consider the information in the readings in a current context. Because of the accelerated rate of change that characterizes this century, changes may have occurred since the articles were originally published.

In the first half of the semester, the paraphrasing exercise is best done as homework. After students acquire skill in paraphrasing, the sentences can be done in class, put on the board, and critiqued by the students and the teacher. The paraphrasing activity serves as an excellent indicator of a student’s overall level of proficiency in English, as the ability to write a complete paraphrase depends on both reading and writing skills.

I assign one writing task about every two weeks, beginning with a summary and moving to an essay, a critical review, a synthesis, and an abstract. Before making the assignment, I go over the relevant explanation and model in Appendix B: Strategies for Communication. In terms of other homework assignments, it is a good idea to vary the sections of the text assigned as homework. For example, assign the paraphrasing in week 1, the comprehension and discussion in week 2, the analysis in week 3, the teamwork in week 4, and so on.

The text emphasizes peer learning and group work, so the comprehension, analysis, and discussion tasks can be done in class by students working with partners or in groups of three or four. It is often helpful to assign each group only several items of an exercise rather than the entire exercise, to provide enough time for discussion and interaction. If your class is large enough, it is effective to group students by country or culture when working on the discussion questions, such as discussion question 11 in chapter 1 and discussion question 7 in chapter 2.

The comprehension questions (based on the first reading) and the discussion questions (based on the second reading) may be assigned as homework and gone over during the next class. It is not necessary to have students write out answers to all the questions; it is easier to have students underline or highlight the answers that are found in the text. These questions may also be used as a quiz for each reading, with the requirement that students paraphrase the information in the article whenever possible. The comprehension questions check the students’ literal comprehension of the reading. The last question generally asks for an opinion and is intended to stimulate thoughtful analysis of the issues raised in the reading. The discussion questions, while also testing students’ understanding of the literal meaning of the article, tend to require more critical thinking and inference. They can be used for practice in taking short-essay exams.

The analysis section guides students in identifying the main idea in a reading, drawing inferences, and interpreting vocabulary words. The questions also focus on the characteristics of an author’s style and tone, writing techniques, and the overall method of development of a reading. Students should be able to produce quotations from the reading to justify most of their answers. This section, which is a challenge for many students, can serve as a short but meaningful quiz on the readings.

For students who have experience in surfing the Internet, the Travels on the Web task provides an opportunity to explore and research various Web sites that are relevant to the topic of the chapter. If students lack expertise in going online, this task will sharpen their ability to do Internet research. Instructions are provided to ensure that
students will successfully complete the assignment, which is best done with students working in pairs. Similarly, some of the Teamwork activities involve Internet research, and even students with expertise in using e-resources will find the tasks challenging. Other Teamwork activities give students a chance to perform realistic role plays such as participating in a job interview or contract negotiations. Guidelines and materials for the Teamwork role plays are included in the instructor’s manual.

Because this is a textbook for advanced students, it contains many academic writing assignments, ranging from summaries and syntheses to short reports and research papers. Internet research is integrated into most of these assignments. However, students can locate the necessary journal articles and books in the library. Business writing assignments that help students master the style and tone of a résumé, a business letter, a memorandum, and an abstract are also included. Appendix B: Strategies for Communication explains the writing process and format for each type of assignment and provides models of these genres. When time permits, it is beneficial to have students read and critique each other’s writing. I usually have weekly editing sessions that focus on student papers. The peer critique evaluation form in the instructor’s manual (p. 101) guides students in their evaluation.

The instructor’s manual contains an answer key for the scanning, comprehension, discussion, and analysis exercises. When checking the answers to these questions, teachers should emphasize that answers that differ from those in the answer key are acceptable if students can justify them with quotations from the text. In particular, the analysis questions about the style and tone of an author may elicit answers that differ from the answer key. In the answer key to the comprehension and discussion questions, the language is taken directly from the articles, in most cases, but teachers may prefer that students paraphrase their responses.

The text provides enough material for one or two semesters, depending on the course objectives, class hours, and students’ levels of proficiency. The sample lesson plans outlined here are based on one semester’s use of the book. If students purchase the instructor’s manual, they can use the text for independent study.

---

**Sample Lesson Plan (3 classes/week, one hour and fifteen minutes per class)**

**Day 1**
Do preview activities in class for the first reading in the chapter.

Read the first article in class quickly (chapters 1–11) and have a general discussion of the topic.

Do comprehension questions in class, with students working in pairs, and discuss answers.

Homework: Ask students to reread the article and do the paraphrasing and analysis exercises.
Day 2
Check the homework (the paraphrasing and analysis activities). Write the answers on the board and include supporting quotations for each answer in the analysis activity.
Preview the second reading in the chapter.
Read the article quickly (chapters 1–11) and have a general discussion of the topic.
Discuss the teamwork activity and assign students to teams.
Homework: Ask students to do the discussion questions for the second article.
Assign the teamwork activity.

Day 3
Answer discussion questions about the second reading. (This can be done in small groups.)
Ask two students to give an oral presentation. (Presentations should be scheduled at the beginning of the semester.)
Preview the first reading in the next chapter.
Homework: Ask students to read the first article in the next chapter and do the comprehension questions.
Explain the writing assignment, which should be handed in at the next class.

Abbreviated Sample Lesson Plan (2 classes/week, one hour and fifteen minutes per class)

Day 1
Do preview activities in class for the first reading in the chapter.
Read the first article in class quickly (chapters 1–11) and have a general discussion of the topic.
Do comprehension questions in class, with students working in pairs, and discuss the answers.
Homework: Ask students to reread the first article and do the paraphrasing and analysis activities. Ask students to read the second article for the next class.

Day 2
Check the homework (the paraphrasing and analysis activities). Write the answers on the board and include supporting quotations for each answer in the analysis activity.
Answer discussion questions about the second reading. (This can be done in small groups.)

Discuss the teamwork activity and assign students to teams.

Preview the first reading in the next chapter.

Assign this article and the comprehension questions as homework.

Homework: Ask students to read the first article in the next chapter and do the comprehension questions. Explain the writing assignment, which should be handed in at the next class. Assign the teamwork activity.
Answer Key

Chapter 1. The Future

“The New Atlantic Century”
Hermann Simon and Max Otte
Harvard Business Review
January–February 2000

Preview

Scanning

1. Who are the core members of “Transatlantica”? (the United States and Europe: paragraph 2)

2. What is the trade in Japan heavily weighted toward? (imports of raw materials and exports of ready-made products: paragraph 5)

3. Which country dominates high-tech industries, such as computer software, biotechnology, and Internet applications? (the United States: paragraph 7)

4. How many Americans, Europeans, and Asians are now online? (90 million Americans, 80 million Europeans, 40 million Asians: paragraph 11)

Comprehension

1. In the 21st century, what will guide the world market? (the economic relationship between the United States and Europe—that is, within Transatlantica: paragraphs 1 and 12)

2. What is revealed by the data on cross-border mergers and acquisitions? (The level of direct investment between the United States and Europe is three times that between the United States and Asia. European acquisitions accounted for 20 of the 25 largest acquisitions of U.S. businesses in 1998. paragraph 2)

3. Why is trade less advanced in China and Japan than in the Transatlantica countries? (Transatlantica countries are much further along in restructuring their trade around specialized industrial goods. paragraph 5)
4. How do the authors describe competition today? (Today, competition means the struggle for the best global talent and access to the world’s business centers and other regions of competence. National identities are minimized, and corporate power is distributed among many countries. Paragraph 6)

5. Why is the United States best positioned to capture the opportunities of the world market? (The United States has moved to a service economy based on the flow of ideas rather than the flow of materials, it has abundant venture capital and thriving entrepreneurship, and, thus, it dominates high-tech industries. Paragraph 7)

6. What two major factors are advantageous to Transatlantica countries and why? (The two factors are a common language, English, and a common communication medium, the Internet: Paragraphs 10 and 11)

7. What three possible areas of contention could undermine the prosperity of Transatlantica? (Europe could terminate the NATO alliance, the euro could threaten the dollar as the global reserve currency, and trade disputes between Europe and North America could intensify. Paragraph 12)

8. What other areas of the world besides the United States and Europe could become economically powerful in the 21st century? (Answers will vary. One possible suggestion is Asia, as the reading states.)

9. What changes have taken place in the world market since this article was published in January–February 2000?

Analysis

1. What is the main idea of the article, and in which paragraph(s) is it stated?
   a. The Internet has changed the way countries engage in trade and conduct business.
   b. Competition in trade will increase between Asian and European countries.
   c. The communication medium and the language are critical factors in determining economic relationships.
   d. The major trade relationship in the future will be between the United States and Europe. (Paragraphs 1 and 13)

The correct answer is d. The authors state this main idea in the first paragraph, again in the last paragraph and in the title. The article contains a variety of points that support the authors' belief in Transatlantica as the center of the world economy. Sentence a is not discussed directly in the text, but it could be inferred as a supporting point. Sentence b is not stated in the text, and sentence c is a supporting point for the main idea.
2. What is the meaning of the italicized word in this sentence from the first paragraph? "They foresee Asia supplanting Europe as the primary economic partner of the United States, leading to a so-called Pacific century."

a. imitating (copying)

b. replacing

c. supporting (helping, promoting)

d. following (coming after)

The correct answer is b, according to the context of the paragraph. The authors believe Europe will be the primary economic partner of the United States, but "many observers" believe Asia will take this role instead of Europe. Thus, the reader can guess that "replacing" is the correct meaning of the word supplanting.

3. We can infer the following from this sentence in paragraph 9: "In the age of innovative turbocapitalism, however, speed is of the essence, even at the cost of occasional failure."

a. Speed is more important today than in the past because the powerful capitalistic system is characterized by rapid innovation. (correct: The word turbocapitalism implies the supercharged and speedy capitalistic system in which innovations occur daily. Turbo refers to turbine, a powerful driving engine.)

b. Capitalism has overtaken other economic systems in the world because of its ability to innovate. (incorrect: This sentence is not supported by the text.)

c. Large corporations and the state have a disadvantage in terms of the speed at which they do business. (incorrect: This sentence is stated explicitly in the text, not implied.)

d. It is essential for businesses to operate carefully in this creative capitalistic environment in order to avoid making costly mistakes. (incorrect: This is not the meaning of the sentence.)

4. The authors' writing style in this article is ___________ and ___________.

a. impersonal (incorrect: The authors would not use the first-person pronoun we if the style were impersonal.)

b. personal (correct: The authors use the first-person pronoun we and present their opinion, stating, for example, "But we believe . . .")

c. technical (incorrect: The authors use very few technical terms. Mercantilism is one of the few.)

d. nontechnical (correct: The authors are writing for the average businessperson, not an international trade expert.)
5. The tone of this article is ___________ and __________.
   
a. persuasive (correct: The authors provide strong supporting arguments to persuade readers to accept their main idea.)

b. neutral (incorrect: The authors take a stand and are not neutral about where the center of the world economy will be in the next century.)

c. straightforward (correct: The authors present their points clearly, concisely, and directly.)

d. ambiguous (incorrect: The authors' meaning is not open to several interpretations. It is clear and definite.)

6. What overall method of development is used in this article?
   
a. comparing and contrasting two proposals

b. supporting an argument with statistical data and evidence (correct: The authors support their thesis that the major trade relationship will be between the United States and Europe by giving facts, statistics, and examples.)

c. defining a new system

d. explaining the steps in a complex process

7. What techniques do the authors use to get the reader's attention in the introduction to this article (paragraph 1)?
   
a. making a humorous statement

b. giving a definition

c. asking a question (correct: "Looking into the next century, where will the center of the world economy be?")

d. adding a contrasting idea (correct: "But we believe that the new century, like the one just ended, will be very much an Atlantic century . . .")

"The Next Society"
Peter Drucker
The Economist
November 3, 2001

Discussion

1. According to Drucker, what will be the dominant factor in the next society in the developed countries? (The dominant factor will be the rapid growth in the older population and the rapid shrinking of the younger generation. paragraph 2) What will cause this to happen? (Readers can infer that women are having fewer children—below the replacement rate of 2.2 live births per woman—and people are living longer because of better health care and diet.)
2. What change will take place in the labor force in the new society? (Within 25–30 years, as many as half the people who work for an organization will not be employed on a full-time basis. paragraph 3)

3. What will result from the fact that in developed countries, as well as China and Brazil, the birthrate is below the replacement rate of 2.2 live births per woman? (Politically, immigration will become an important and highly divisive issue. paragraph 4)

4. How will the decline in the young population change the mass market? (The homogeneous youth-determined mass market will change into a mass market determined by the middle-aged and a much smaller youth-determined market. paragraph 4)

5. What are the three main characteristics of the knowledge society? (It will be borderless, because knowledge travels effortlessly; it will have upward mobility, because knowledge will be available to everyone; it will offer the potential for failure as well as success, because not everyone can win. paragraph 5)

6. Who will become the dominant social and political force in the new society? (Knowledge technologists—computer technicians, software designers, and so on, will be the dominant force. paragraph 7)

7. Explain the meaning of the phrase “the new protectionism.” (Subsidies, quotas, and regulations will protect farmers and manufacturers because farming and manufacturing have declined as producers of wealth and livelihoods. paragraphs 8–10)

8. What will result from an explosion of manufacturing protectionism? (Regional blocks that trade freely internally but are highly protectionist externally, like the European Union, NAFTA, and Mercosur, will emerge. paragraph 10)

9. What will hold together and control multinational corporations in 2025? (strategic paragraph 11)

10. How does Drucker differentiate tomorrow’s top management from today’s top management? (Today’s top management is an extension of operating management. Tomorrow’s top management will be a distinct and separate organ that will have to balance the conflicting demands for both short-term and long-term results. paragraph 12)

11. What can you predict about future social, political, and economic changes in your native country? Can you forecast any major improvements? Can you forecast any serious problems?
Writing Assignments

1. The authors of "The New Atlantic Century" believe that "the economic relationship between the United States and Europe is about to enter its strongest period yet." Make a list of the arguments used by the authors to support their belief.

- The level of direct investment between the United States and Europe is three times that between the United States and Asia.
- Japan and China are still relatively isolated from other countries in regard to trade.
- The character of trade in Transatlantica, which has been restructured around specialized industrial goods, is much more advanced than it is in Japan or China. China follows a mercantilist policy, and so does Japan to a lesser extent.
- The United States is best positioned to capture opportunities of the world market. It has moved to a service economy and dominates high-tech industries.
- A wave of optimism and entrepreneurial spirit has been sweeping Europe.
- New ideas move fastest when people share a common language and a common communication medium. Transatlantica has a common language (English) and a common communication medium (the Internet).
- No potential conflicts with Europe are likely to damage the world's most productive economic relationship.

2. Make an outline of Peter Drucker's article "The Next Society."

1. Introduction: The next society will be very different from the society of the late 20th century.

   A. The dominant factor will be the rapid growth of the older population and the rapid shrinking of the younger generation.
   B. Half of all workers will be part-time, so the central managerial issue will be new ways of working with part-time employees.
   C. In developed countries, as well as Brazil and China, the birthrate is well below the replacement rate of 2.2 live births per woman.
   D. Immigration will become a highly divisive and political issue in rich countries.
   E. The mass market will split into a large middle-aged market and a small youth market.
II. Knowledge Is All: The next society will be a knowledge society.

A. Knowledge will be the key resource, and the knowledge society will have three characteristics:

1. It will be borderless, because knowledge travels effortlessly.
2. It will have upward mobility, because knowledge will be available to everyone through education.
3. It will offer the potential for failure as well as success.

B. The knowledge economy will rely on knowledge workers.

1. Knowledge technologists do manual work based on knowledge acquired through formal education.
2. They will become the dominant social and political force.

III. The New Protectionism: Structurally, the next society is diverging from the society we still live in.

A. Agriculture has become marginal, so farm protectionism has spread.

B. Manufacturing employment in the United States has declined from 35 percent to less than half that.

1. Manufacturing protectionism will spread.
2. Regional blocks, like the European Union, NAFTA, and Mercosur, which are highly protectionist externally, will emerge.

IV. The Future of the Corporation: Multinational corporations have changed since 1913.

A. Multinationals are now organized globally along product or service lines.

B. Multinationals of 2025 will be held together and controlled by strategy, not ownership.

C. Alliances, joint ventures, and minority stakes will increase, creating a need for a new kind of top management.

D. Top management will need to balance demands for both short-term and long-term results.

E. Subsequent parts of this survey will seek to determine what management can and should do to be ready for the next society. (Note: "The Next Society" is part of a section in *The Economist* titled "A Survey of the Near Future.")
Chapter 2. Globalization

“Sizing Up Global Integration”
Moisés Naim and Paul A. Laudicina
The Christian Science Monitor
February 28, 2001

Preview

Scanning

1. What four factors were used in the survey to determine global integration? (technology, personal contact, finance, and goods/services: paragraph 5 and chart)

2. Which countries outpaced other countries in the diffusion of new information technologies? (the United States, Canada, and Scandinavian countries: paragraph 12)

3. What was the world’s most global nation in the 2001 report? (Singapore: paragraph 14 and chart)

4. What was the rank of the United States in the globalization index in 2001? (12th: chart)

Comprehension

1. What do the authors believe about the connection between globalization and income disparity. How do they justify their opinion? (They need not go together. Countries that are more integrated with their neighbors tend to have more equitable patterns of income distribution than those that are not as well integrated. paragraphs 7–8)

2. What four factors may play a role in shaping income distribution? Can you suggest any other factors? (history, economic policies, welfare programs, and education policies: paragraph 9. Students may suggest other factors such as health care, geographic location, or natural resources.)

3. Explain the meaning of the term digital divide. How is this factor slowing globalization? (The digital divide is the gap between those who use the Internet and those who do not. In the countries using the euro as currency, globalization has been delayed by slow Internet development. paragraphs 11–13)

4. Why is “openness” such a critical factor in global integration? (Openness allows access to goods, services, and capital not readily found at home. paragraph 14)

5. Why do the authors state that “much of the common knowledge surrounding globalization remains misguided”? (The most global countries are small nations, such as Singapore, not the United States. paragraphs 15–16)
6. Do you believe that globalization is a force for integration and harmony, or does globalization make poor countries weaker? What are the negative effects of globalization and what are the positive effects? (This can be done as a team activity, with students writing their responses on the board.)

Analysis

1. What is the main idea of the article, and in which paragraph(s) is it stated?
   a. Empirical research should be conducted to determine the global integration of a country. (Paragraphs 5 and 6)
   b. Large countries are the most globally integrated because of their economic strength.
   c. Four major factors determine the extent to which a country is globally integrated.
   d. The United States is more globally integrated than other large countries.

2. What is the meaning of the italicized word in this sentence from paragraph 17? “But ongoing debates over the relative merits of global integration have very real implications, both for countries and for the people who live in them.”
   a. criteria
   b. challenges
   c. demands
   d. value

3. We can infer the following from this statement in paragraph 7: “Globalization and income disparity need not go together.”
   a. Income disparity has no relationship with globalization.
   b. Globalization is not the major cause of income disparity.
   c. Globalization and income disparity are often wrongly seen as interrelated.
   d. Income disparity has increased because of globalization.

4. The authors’ writing style in this article is _________ and _________.
   a. scholarly
   b. journalistic
   c. concise
   d. wordy
5. The tone of the article is ______ and ______.
   
   a. emotional
   b. factual
   c. balanced
   d. argumentative

6. What overall method of development is used in this article?
   
   a. describing an empirical study and its results
   b. defining a problem and proposing a solution
   c. analyzing a scientific process
   d. attacking an argument by comparing data

7. In the concluding sentence, the authors state: “We believe that all sides are best served when these debates rely less on anecdotal evidence and more on empirical facts.” (Paragraph 17) What are the authors contrasting in this statement?
   
   a. written reports and oral debates
   b. the most globalized and the least globalized countries
   c. measurable, objective information and unscientific information
   d. the advantages and disadvantages of globalization

“Nationality Matters More Than Ever: That’s No Joke”
Michael Schrage
Fortune
November 13, 2000

Discussion

1. Michael Schrage writes that because of “political correctness,” humor that focuses on ethnic differences is no longer acceptable. Explain what he means, and give your opinion on the principle of “political correctness.” (Political correctness is based on the idea that all people should be treated politely and not insulted because of their culture or ethnic group. This concept became popular during the 1980s. paragraphs 1–3)

2. Why will national, cultural, and ethnic differences increasingly determine success in tomorrow’s global markets? (Simple economic reality dictates that firms competing in global markets are driven to differentiate by making the most of the assets and insights that make them special. It is not enough just to be faster, better, and/or cheaper. paragraph 4)
3. What is the meaning of the term cultural capital? What examples of cultural capital does Schrage give? (Cultural capital means those intangible elements that define a regional taste, an ethnic sensibility, or a national culture. They represent resources that cannot be copied by business competitors. Examples are Tony Blair’s “branding Britain”; Malaysia and Singapore’s emphasis on “Asian values”; Hungary, Bangalore, Ireland’s celebration of their software; Israel and Taiwan’s claim to the future of high-tech entrepreneurship; and France’s xenophobic arrogance. paragraph 5)

4. Why may “enlightened globalists” feel that nationalism and ethnicity in economics should matter less? (They believe that the economic imperatives of global markets are stronger than the prejudices caused by cross-cultural differences. They think that as national economies become more integrated, people’s fundamental similarities—not their differences—drive globalization. paragraph 6)

5. What do experts such as David Landes and Michael Porter argue about cultural considerations? (They argue that cultural and regional tastes have profound influences on a nation’s ability to innovate. paragraph 6)

6. Why will nationalistic and ethnic economics prove extraordinarily dangerous? (There are ugly and destructive negative stereotypes of national economic character. Also, a country or region may define itself along its cultural competence to the exclusion of other opportunities. Companies may reorganize themselves according to cultural stereotypes, which could cause resentment and backlash. paragraph 7)

7. What positive ethnic and national stereotypes of your native country could be an asset (advantage) in business? What negative ethnic and national stereotypes of your native country could be a liability (disadvantage) in business? (This can be done as a team activity, with students putting their responses on the board.)

8. Do you agree with Michael Schrage that “national, cultural, and ethnic differences will increasingly determine success in tomorrow’s global markets”? Explain your answer.

Chapter 3. Mergers and Acquisitions

“Buying into Japan Inc.”
Ryoji Itoh and Till Vestring
Harvard Business Review
November 2001

Scanning

1. In 2001, what percent of all M&A activity in Japan did foreign purchases account for? (19%)

3. Which company acquired the Japanese telecommunications company
   International Digital Corporation (IDC)? (Cable and Wireless)

4. Under Carlos Ghosn, what net profits did Nissan achieve in 2000? ($2.7 billion)

Comprehension

1. Why have only a few outsiders built successful companies in Japan? (Japan has
   long been an inhospitable place for foreign companies. McDonald's, IBM, and
   Microsoft are the exceptions. paragraph 1)

2. What have most multinational corporations had to settle for? (They have had
   to settle for relatively small, low-profit businesses in the market. paragraph 1)

3. Why is the climate in Japan changing? (After a decade of economic weakness
   and bankruptcies, Japanese managers and workers are recognizing that their
   economy needs an influx of new ideas and ways of working. paragraph 2)

4. How have Japanese companies traditionally approached mergers? (Japanese
   mergers are approached as mergers of equals, and they rely heavily on consen-
   sus building. paragraph 4)

5. What are the negative effects of relying heavily on consensus building? (It
   slows down decision making and prevents decisive action. After the Mizuho
   Group merger in 1999, the banks still operate separately with three co-CEOs.
   paragraph 4)

6. Explain the Citigroup and Nikko Securities transaction. (Citigroup drove a
   hard bargain with Nikko and had the upper hand. It agreed to buy a modest
   20 percent of Nikko in return for control over its investment banking business.
   paragraph 5)

7. Why are Japanese workers nervous about Western ownership? (They fear that
   an American or foreign company will move quickly to cut employment rolls.
   paragraph 6)

8. In actuality, why may the jobs of Japanese workers be more secure with for-
   eign companies than with Japanese companies? (Most foreign acquirees look
   to Japan as a source of growth, not cost savings. Thus, their jobs are more
   secure with a foreign company determined to prosper in Japan than with the
   merger of two ailing domestic companies. paragraph 6)

9. How did Cable and Wireless prevail over NTT in acquiring IDC? (It articu-
   lated a clear growth strategy. It planned to make IDC the Asian hub for its
   global business and was committed to investing heavily in the company. NTT
   was much less open about its plans for IDC. paragraph 7)
10. Why should foreign acquirers be put in charge of Japanese operations? (They have far more experience integrating and restructuring companies than do their Japanese counterparts. paragraph 8)

11. How did Carlos Ghosn achieve success at Nissan? (Carlos Ghosn, the Brazilian executive, had spectacular success at Nissan, achieving net profits of $2.7 billion in 2000 after a loss of $6.8 billion the year before. He and his team of seasoned turnaround artists worked directly with Nissan’s middle managers, avoiding hierarchical consensus building. paragraph 8)

Analysis

1. What is the main idea of the article, and in which paragraph(s) is it stated?
   a. Foreign companies should increase their acquisition and leadership of Japanese companies, which could help revive the Japanese economy. (Paragraphs 3 and 9)
   b. European companies, by investing heavily in Japanese companies, are becoming global.
   c. The economy in Japan is in a downturn, which has led to many domestic mergers.
   d. American companies have been buying Japanese companies recently, but serious cultural conflicts have emerged.

2. What is the meaning of the italicized words in this sentence in paragraph 5? “Citigroup left no doubt about who had the upper hand in the transaction.”
   a. investment
   b. seniority
   c. power
   d. money

3. What can be inferred from the phrase Japan Inc., which is often used to describe the country of Japan, as in the title of the article “Buying into Japan Inc.”?
   a. Japan is an incorporated country whose government runs on business management principles.
   b. The country of Japan is similar to a large corporation because it is characterized by hierarchy and rigid rules.
   c. Japan has always focused on building up its international trade and direct investment.
   d. Japan offers opportunities to foreign acquirers because of its economic weakness.
4. The authors’ writing style is ____________ and ____________.  
   a. conversational  
   b. academic  
   c. technical  
   d. nontechnical

5. The tone of the article is ____________ and ____________.  
   a. subjective  
   b. objective  
   c. authoritative  
   d. tentative

6. What overall method of development is used in this article?  
   a. defining a complex method  
   b. narrating a personal history  
   c. comparing and contrasting two systems  
   d. justifying a thesis with examples

7. What techniques do the authors use to get the reader’s attention in the introduction (paragraphs 1–3)?  
   a. contrasting ideas (“but they’re the exceptions”; “But the climate is changing”; “Seizing these advantages, though, requires thoughtful yet bold action”)  
   b. parallelism  
   c. indirect quotations  
   d. statistics ($58 billion; up from $7 billion; 19%, up from 7%)

“Japanese Mergers: Marriage in Name Only”  
The Economist  
March 2, 2002

Discussion

1. Explain the humor in the title of the article “Japanese Mergers: Marriage in Name Only.” (The author has compared a merger of companies that do not successfully integrate to a marriage that is not a true marriage.)

2. What are the first two examples given by the author to show that “Japanese employees are not good at transferring loyalty to a new company”? (At the Bank
of Tokyo-Mitsubishi, the employees of the two companies still do not get along. At Nissan Motor before it merged with Renault, it merged with Prince Motor, and there were bitter internal rivalries. paragraphs 1 and 2)

3. Why does Nippon Steel still alternate its presidents between people of Yawata and Fuji origin? (The two companies have not integrated and have separate personnel departments. paragraph 3)

4. What do employees complain about at Mizuho Holdings, the world's largest bank? (There is a power struggle among the three companies that merged: DKB, Fuji Bank, and Industrial Bank of Japan. Employees complain they get scolded for not fighting turf battles. paragraph 4)

5. Explain the meaning of the term to save face. How does the Japanese need to save face lead to postmerger discord? (To save face means to maintain a person’s dignity, honor, and reputation. It is an important cultural value in Japan. In a merger, even when one company is clearly stronger than the other, these companies insist that there is a merger of equals. Preserving this balance creates false expectations. This situation can lead to discord. paragraph 5)

6. Why do Japanese mergers take so much longer to implement than mergers in the United States and Europe? (Mergers in Japan may take two or three years, while mergers in the United States and Europe can be concluded in two or three months. The need for consensus decision making and other bureaucratic procedures slows the process in Japan. paragraph 6)

7. In both “Buying into Japan Inc.” and “Japanese Mergers: Marriage in Name Only,” the authors describe the Japanese approach to mergers as “a merger of equals.” How does this differ from mergers in other countries?

8. Name some recent mergers that have been successful. (Compaq and Hewlett-Packard)

Chapter 4. Language

"Beyond Babel: Why the Babble Below Will Matter Less"
Michael Schrage
Fortune
March 19, 2001

Preview

Scanning

1. What has happened to linguistic fluency in the global economy? (It has decayed into a cost-ineffective anachronism. paragraph 2)
2. What will smart global firms look for? (ways to reduce their dependence on English: paragraph 4)

3. What do global manufacturers rely on to manage their innovation efforts? (computer-aided design and computer-aided engineering software: paragraph 6)

4. What do words so often create? (ambiguities and misunderstandings: paragraph 9)

Comprehension

1. Michael Schrage refers to the Tower of Babel in his title. Have you heard of the Tower of Babel, which is mentioned in the Bible? Can you explain the meaning of the Tower of Babel in terms of Schrage's argument in this article? (The Tower of Babel is mentioned in the Bible in Genesis 11. It was a huge tower whose builders—from Babylonia, present-day Iraq—originally spoke one language. The story of this tower has many interpretations, but one interpretation says that multiple languages were dispersed throughout the world because the tower displeased God, who then created a great confusion. The connection to Schrage's argument is his point that today's diversity of languages has caused great confusion: "Faux fluency is a major obstacle to understanding, not its enabler." paragraph 3)

2. According to Schrage, what is the new reality about language? (Language is devolving into a trivial ingredient for postindustrial success. paragraph 2)

3. Explain the meaning of the following statement: "Diversity creates its own imperatives." (Global firms will have to look for ways to reduce their dependence on language altogether, because the diversity of languages used by clients and employees creates misunderstandings. paragraphs 3–4)

4. What happens as organizations globalize? (The need for simple, less ambiguous communication intensifies. paragraph 4)

5. What drives the development process in global manufacturing firms? (Digital visualizations, such as computer-aided design and engineering software, drive the development process. paragraph 6)

6. What has happened to the role of language as technology has been promoted? (Text gets marginalized, language shifts from the center of the page to the margins, and words reinforce an image. paragraph 7)

7. What should managers be rewarded for? (Managers should be rewarded less for their multilingual fluency and more for their ability to communicate and motivate through multimedia representations. paragraph 9)

8. Explain the meaning of Schrage's closing statement: "I'm learning how to draw." (Schrage believes his writing ability will become less important than his ability to draw and to create digital visualizations.)
9. Do you agree with Michael Schrage's argument that "language... is devolving into a trivial ingredient for postindustrial economic success"? Explain your answer.

10. How likely is it that "icons, animation, and cartoonlike communication," rather than language, will become the dominant media for organizational communication? Justify your answer.

Analysis

1. What is the main idea of the article, and in which paragraph(s) is it stated?
   a. It is easier to learn to use digital visualizations, such as computer-aided design, than to learn to speak English.
   b. The globalization of organizations has led to a greater dependence on the English language.
   c. Global organizations should emphasize the use of technology rather than language to communicate clearly. (Paragraphs 7 and 9)
   d. Economic success in the 21st century will depend equally on knowledge of the English language and mastery of technology.

2. What is the meaning of the italicized word in this sentence in paragraph 5?
   "We'll tolerate the executive who mutters malaprops and garbles his gerunds; but we'll fire the ones who screw up the numbers."
   a. misunderstands
   b. rejects
   c. forgets
   d. distorts

3. We can infer the following from this statement in paragraph 1: "In theory, the right word is worth a thousand pictures."
   a. Theories about the acquisition of language are unproven.
   b. Words and pictures are so different that they cannot be compared.
   c. In theory, pictures are more valuable than words.
   d. In reality, the right picture is worth a thousand words.
4. What can be inferred from the title of the article “Beyond Babel: Why the Babble Below Will Matter Less”?
   a. Communication with words has become less important since the Tower of Babel was built in ancient times.
   b. Communication with words has become more important since the Tower of Babel was built in ancient times.
   c. Because of the Tower of Babel, words have become meaningless and unimportant.
   d. It doesn’t matter that people can no longer understand each other by communicating with words.

5. The author’s writing style in this article is ___________ and ___________.
   a. colorful
   b. academic
   c. formal
   d. informal

6. The tone of the article is ___________ and ___________.
   a. ironic
   b. serious
   c. bureaucratic
   d. colloquial

7. What overall method of development is used in this article?
   a. supporting an unusual argument
   b. describing a chronological process
   c. explaining a quantitative method
   d. defining a technological problem

8. What techniques does the author use to get the reader’s attention in the introduction (paragraphs 1 and 2)?
   a. negative statements
   b. vivid adjectives, adverbs, and verbs (adjectives: wonderful, impressive, brilliant, cost-ineffective, irritating, passé, trivial, post-industrial; adverbs: seamlessly, undeniably; verbs: shift, communicate, shut up, decays, ignore, crouses, devaluing)
   c. a direct quotation (from Tom Lehrer)
   d. personal revelations
Discussion

1. What reasons does the author give for the fact that English has become “the global language”? (The success of a language has everything to do with the power of the people who speak it. English moved with the times, and by the 19th century, it had spread across England’s empire and had begun its rise as a global language. Also, English had many origins, it is elastic, it puts up few barriers to new words, and it is a language of subtlety, nuance, and complexity. paragraphs 3, 5, and 7)

2. What is the real reason for the “latterday triumph of English,” and why is this reason a “source of friction”? (The real reason for the triumph of English is the triumph of the English-speaking United States as a world power. The friction is caused because English threatens to damage or destroy much of local culture in some countries and to replace it with American culture. paragraph 8)

3. Which countries are complaining that the dominance of English is damaging or destroying their local culture? Have you experienced this problem in your native country? (Complaints about English come from France, the Quebeckers in Canada, Germans, Poles, and the Chinese in Hong Kong. paragraphs 11, 16–17, and 19)

4. In 1908, Mohandas Gandhi of India said that “to give millions a knowledge of English is to enslave them.” What did Gandhi mean by this statement? Do you agree with him? (India was a colony of England before achieving independence. Thus, Gandhi saw English as an oppressive legacy of colonialism that should be exterminated. paragraph 19)

5. The author states that native English speakers are becoming less competent at other languages, although more people in the world are becoming multilingual. How many languages do you speak?

6. The author uses many foreign words that are common in English. Guess the meaning of these loanwords: *bona fide* (genuine, authentic), *angst* (worry, anxiety, insecurity), *laisser-faire* (no interference with individual freedom of choice and action), *façade* (false, superficial appearance), *insouciance* (lighthearted unconcern; feeling of being carefree), *de facto* (in reality; actually); *clichés* (overly familiar words), *bon mots* (clever remarks), and *dicta* (principles; legal opinions).

7. Although the articles “Beyond Babel: Why the Babble Below Will Matter Less” and “The Triumph of English: A World Empire by Other Means” both focus on language, the authors take different approaches to the topic. What are the major differences in content, style, and purpose? (The author of “The Triumph of English” writes in a serious and formal style. The purpose is to explain how
English became a global language and the effects that English has had on various countries. Schrage’s purpose in “Beyond Babble” is to persuade the reader that language in general should become subordinate to visual images in the global business world. His style is idiomatic, informal, and conversational. He uses humor to make his points.

Chapter 5. Brand Names

“Developing a Name to Work Worldwide”
Sam Solley
Marketing
December 21, 2000

Preview

Scanning

1. What percent of the English dictionary has already been registered as Web sites? (98 percent, paragraph 3)

2. What type of tool helps the client feel there are real processes to name creation? (etymology—tracing of words to their origins, paragraph 6)

3. Why are short-listed brand names “disaster checked”? (to ensure that they do not have an unfortunate meaning in any language, paragraph 10)


Comprehension

1. Why is it so challenging to create a new global brand name today? (It is unlikely that any marketer could propose a name with no adverse global connotations or interpretation, paragraph 1)

2. Why was it easier to choose the names of Coke, Pepsi, and Levi’s than it is to choose a name now? (There was not quite the competition for names that there is now, paragraph 3)

3. What has resulted from the naming crisis? (There has been an explosion in the number of naming consultancies set up, paragraph 4)

4. What do clients like to know when they hire a naming consultancy? (They like to know there is a science behind the process, paragraph 5)

5. Why is creating a global brand “simply a matter of extending the existing national brand”? (Consumers travel everywhere, so brands need to be consistent in whichever country they are seen, paragraph 7)
6. Explain the process of naming a global brand. (The creative team generates a long list of raw names, which is narrowed down to a shortlist that meets the criteria. The short-listed names are disaster checked and then go forward for legal checks to see if other companies have already registered the proposed names. Paragraphs 9-11)

7. How important is a brand name, according to Simon Anholt? (A name can do a lot but not everything. It must be a good, strong, unique container that can hold the brand value securely. Paragraphs 12-13)

8. Which famous brands have been a failure in your native country? Why have they failed?

Analysis

1. What is the main idea of the article, and in which paragraph(s) is it stated?
   a. It is essential to think creatively when choosing a global brand name.
   b. A good brand name can usually ensure that a product or service will be a success.
   c. Globalization has increased the difficulty of choosing a brand name, so it is important to follow a research process. (Paragraph 1)
   d. Many possible brand names have negative connotations and, therefore, must be carefully screened.

2. What is the meaning of the italicized word in this sentence in paragraph 12?
   "Ultimately a name is just a word, and it's important to appreciate how much it can do, but also how much it can't do."
   a. finally
   b. definitely
   c. unfortunately
   d. surprisingly

3. We can infer the following from this statement in paragraph 2: "Yet it is not totally unheard of for major companies to make mistakes when naming products for a global market."
   a. Major companies do not make mistakes when naming products for a global market.
   b. Major companies make many mistakes when naming products for a local market.
   c. No one has heard of mistakes made by major companies when naming global products.
   d. Mistakes are sometimes made by major companies when naming products for a global market.
4. The author’s writing style in this article is ___________ and ___________.
   a. formal
   b. informal
   c. literary
   d. businesslike

5. The tone of the article is ___________ and ___________.
   a. analytical
   b. emotional
   c. factual
   d. dramatic

6. What overall method of development is used in this article?
   a. enumerating the advantages and disadvantages of a plan
   b. supporting a controversial thesis with examples
   c. testing the evidence supporting a theory
   d. explaining a series of steps in a process

7. A metaphor is a literary device used by writers to make their writing more vivid, and it involves the comparison of two dissimilar objects or ideas. In the concluding paragraph, the author uses metaphoric language: “It [a brand name] must be a good, strong, unique vessel with no holes in it... so you can start pouring in that brand value, secure in the knowledge that it’s not running out at the bottom as fast as you pour it in.” What is being compared in this metaphor?
   a. A good brand name is compared to a strong, unique container. (A strong brand name with no flaws can safely hold the brand value.)
   b. A strong brand name is compared to a weak brand name.
   c. A brand name is compared to brand value.
   d. A unique brand name is compared to a common brand name.
"Luxury Goods Firms Target the Middle East"
Pamela Ann Smith
*The Middle East*
November 2000

Discussion

1. Which sector of the market for luxury goods in the Middle East is growing the most rapidly? (the sector aged under 30: paragraph 3)

2. What factors explain the growth in the demand for luxury brands in the Middle East? (A substantial number of wealthy people live in Saudi Arabia and the Gulf States. The newest trend is the desire for “superluxe” goods, and the Middle East is open to all levels of demand in the luxury goods sector. Middle Eastern investors and trading houses are opening exclusive shops for the high-end retail market. paragraphs 2–4)

3. Why is Riyadh in Saudi Arabia the major focus of attention for luxury goods retailers? (Riyadh is larger in geographical area than Paris and has a homogeneous consumer market, large households, an inclination to spend, and a sizable middle class eager to purchase the latest in Western fashions. People have high disposable incomes and a propensity to spend, and the bulk of the population is below 30 years of age. paragraphs 7–8)

4. In this fierce competition, which brand names are likely to succeed and prosper? (Only those retailers, distributors and franchisees willing to invest to maintain the quality of the brand image are likely to prosper. paragraph 13)

5. Which luxury brands have opened stores in your native country? Which are the most successful?

6. What is your definition of a luxury brand? Do you buy these brands?

---

**Chapter 6. The Internet**

"A Net Not Made in America"
Stephen Baker
*Business Week*
March 26, 2001

**Preview**

*Scanning*

1. What standard did analysts devise to measure a nation’s progress in terms of Internet penetration? (how many months the country is behind the United States: paragraph 1)
2. What is the prediction for Internet penetration in 2005 in Europe and the United States? (52 percent in Europe and 73 percent in the United States: paragraph 3)

3. In 2001, what percent of Americans surfed the Net? (43 percent: paragraph 7)

4. What led Japan to produce the best small cars in the world in the 50's and 60's? (market pressure: paragraph 7)

Comprehension

1. What was the goal of the American dot-com business model? (a personal computer on every office desk and in every home, using Amazon, Yahoo! and eBay: paragraph 1)

2. Who will provide the new leadership for the next stage of the Net? Why? (Non-U.S. users will provide leadership, because everyone is on equal footing in the search for money-making e-business models, paragraph 3)

3. If growth in the sales of personal computers slows, what machines will the Net likely migrate onto? (The Net will likely migrate onto other machines, primarily the mobile phone, paragraph 3)

4. Why are handheld, Net-enabled machines as valuable as gold? (They can extend e-mail, ticket orders, inventory levels, and music downloads into the hands of buyers and sellers every waking hour: paragraph 5)

5. What does the economy of the 21st century run on? (information: paragraph 5)

6. Why will the Web have to become more multilingual? (Billions of Chinese, Brazilians, and French struggle to navigate the Web in English: paragraph 7)

7. Where will innovations and breakthroughs come from? (They will come from China or India or other countries in the world, rather than the United States. America's PC titans will have less of a stranglehold on software and content: paragraph 7)

8. What major innovation would you like to see for the Internet?

9. Similes and metaphors, which are figures of speech, add vividness to writing. They involve comparisons of dissimilar objects or ideas. Stephen Baker uses similes and metaphors in the first six sentences of paragraph 1. Explain how these comparisons clarify Baker's meaning. "They came in like an invading army. It was the American dot-com brigade. . . . Soon, these foreign frontiers for the Internet were operating on the U.S. model." (In the first sentence, Baker uses a simile to compare American dot-com companies to an army (brigade) that is attacking foreign countries to win control of the countries' Internet markets. Then he uses metaphors: "laid down the railways and bridges," "supplied the materiel," "attacked the mass online markets." These figures of speech help the reader form an image of the power and force of American companies as they gained dominance over foreign markets.)
Analysis

1. What is the main idea of the article, and in which paragraph(s) is it stated?
   a. In the next stage of Internet innovation and development, the leaders will be from countries other than the United States. (Paragraphs 3 and 7)
   b. The most valuable technology today is not personal computers but Net-enabled machines.
   c. Although other languages will become more common on the Internet, the Net will continue to use English primarily.
   d. The most significant breakthrough for the Internet will be in the area of music downloads.

2. What is the meaning of the italicized word in this sentence in paragraph 3? “In fact, non-U.S. users could well drive the Net to the next stage.”
   a. expand
   b. help
   c. open
   d. lead

3. What can be inferred from the title of the article “A Net Not Made in America”?
   a. The Internet will gain more users in countries around the world.
   b. The Internet of the future will be dominated by non-U.S. countries.
   c. The United States will buy its Internet technology from other countries.
   d. The United States will stop making software for personal computers.

4. The author’s writing style in this article is _______ and _______.
   a. idiomatic
   b. formal
   c. personal
   d. impersonal

5. The tone of the article is _______ and _______.
   a. subjective
   b. objective
   c. colloquial
   d. academic
6. What overall method of development is used in this article?
   a. comparing and contrasting two approaches
   b. choosing and describing one alternative out of several
   c. supporting an argument by giving specific examples
   d. defining a technical system

7. The graph titled “The Changing Global Net” shows that in 2001 there were almost 250 million non-U.S. Internet users, compared to about 170 million U.S. users. Which of the following statements made by Stephen Baker are supported by these statistics?
   a. “Mobile telephony will be essential for the Net to attain its potential.”
   b. “Now foreign dot-coms seem to be following their American prototypes over the financial cliff.”
   c. “Non-U.S. users could well drive the Net to the next stage.”
   d. “The Web also will have to become more multilingual.”

“Turkey Logs On”
Jon Gorvett
The Middle East
September 2000

Discussion

1. Who used the Internet in Turkey before 1995? (Pre-1995 usage was limited to a number of academic institutions. paragraph 5)

2. What factors have led to the growth of Internet users in Turkey? (In 1995, a national Internet backbone was established, and the INTERNET consortium was set up in 1996. Many companies entered the market, offering computer and Internet packages and Internet cards, so start-up costs and subscription rates fell dramatically. paragraphs 6–7)

3. How successful has e-commerce been in Turkey? (Turkey ranks 39th among the top 60 countries. Obase Computer and Consultancy Company provided services to 835 national businesses in 1999 and had a target of 1,200 businesses for the year 2000. E-commerce has had a powerful effect on tourism. paragraphs 9–10)

4. Explain the electronic training that is being offered to small businesses. (Turkey is expecting a boom in e-training in the future, and small businesses will benefit the most from its lower costs. These businesses have a problem finding qualified employees. Consortiums are offering resolution packages with e-training packs, specifically directed at small businesses, known as “KOBs.” paragraph 13)
5. What problems does Turkey have to solve in its technological infrastructure? (The growth in servers and users has not been matched by developments in the telephone network, with many areas still using analogue exchanges. Also, companies underestimated the market and failed to install equipment sufficiently powerful to deal with such a quantity of e-traffic. paragraph 14)

6. What is the government’s attitude toward the spread of Internet usage? (There are significant groups that are wary of the spread of Internet usage. Conservatives and Islamists have pushed for controls, with a ruling forbidding locating Internet cafés near schools. paragraph 15)

7. How did the earthquakes in 1999 affect the use of Internet cafés? (In the areas worst affected by the earthquake, the highest number of people are using Internet cafés, where they can escape from the devastation, make contact with others, and go into another world. paragraphs 18–19)

8. How strong is the technological infrastructure in your native country?

9. What is the attitude of your native country’s government toward the spread of the Internet?

---

**Chapter 7. Information Technology**

“Go Mobile—Now!”
Peter G. W. Keen
*Computerworld*
June 2001

“Key Shift for IT”
Peter G. W. Keen
*Computerworld*
May 2001

“A Truly Global Web”
Peter G. W. Keen
*Computerworld*
December 2000

**Preview**

*Scanning*

“Go Mobile—Now!”

1. What has e-commerce been paced by, especially in the business-to-business market? (U.S. technology and business innovation: paragraph 2)

2. According to *Consumer Reports*, what were the satisfaction levels with mobile phones? (among the lowest of any of its studies: paragraph 3)

3. Where is the largest mobile phone company in the world located? (the United Kingdom, or U.K.: paragraph 5)

4. What is the world’s most profitable and fastest-growing mobile Web and messaging service? (NTT DoCoMo: paragraph 5)
"Key Shift for IT"

1. What are the main issues IT must increasingly address? (the impacts of technology; paragraph 1)

2. What is Moore's law? (Computer hardware price-performance doubles every 18 months; paragraph 4)

3. What will result from the huge international imbalance in e-commerce purchases? (More goods and services will be sold out of the United States; paragraph 4)

4. In many consumer protection cases, what are troubles caused by? (IT system design problems and poor handling of the business processes behind the system; paragraph 4)

"A Truly Global Web"

1. In the United States, where have the main growth areas in business-to-consumer e-commerce been? (books, plane tickets, and consumer electronics; paragraph 2)

2. What fee do credit card companies charge merchants in Japan? (Around 10 percent of the amount of the sale; paragraph 3)

3. In China, how many television sets are there for every personal computer? (25; paragraph 3)

4. Where is half the world's manufacturing now done? (Asia; paragraph 6)

Comprehension

"Go Mobile—Now!"

1. What will the next major shift in the use of IT be? (wireless and mobile commerce; paragraph 1)

2. In what way is e-commerce very different from m-commerce? (E-commerce has been paced by U.S. technology and innovation, but m-commerce is not being led by the United States; paragraph 2)

3. What has caused the low interest among U.S. consumers in wireless Internet tools? (fragmentation, unreliability, cost, and poor quality of cell phones, as well as fragmented rollout of broadband services; paragraph 3)

4. What lessons have designers learned from Wireless Application Protocol (WAP)? (Trying to shrink HTML pages onto a phone display with slow wireless transmission speeds does not work; paragraph 5)

5. Where is Simple Messaging System (SMS) used? (almost everywhere in Europe; paragraph 5)

6. Where should IT professionals look for the next innovation space of online business? (beyond the United States; paragraph 6)
"Key Shift for IT"

1. What shift has taken place in the responsibilities of IT organizations? (IT must address the impacts of technology rather than managing expenditures, development, operations, and support. paragraph 1)

2. What four areas will need new IT expertise, experience, and education? (energy and conservation, privacy, taxation, and consumer protection: paragraph 2)

3. What tensions exist in any telecommunications-dependent service? (tensions between convenience and privacy, access and control, personal service and anonymity: paragraph 4)

4. Why is an international trade war coming? (The huge international imbalance in e-commerce purchases means more goods and services will be sold out of the United States. Europe wants to add a value-added tax. paragraph 4)

5. Why are there growing reports of problems for consumers involved in online business? (There are few precedents, established practices, and laws to cover online business, so there are growing reports of problems. paragraph 4)

"A Truly Global Web"

1. What is the difference between the market for standard phone services and the market for Internet services? (For phone services, global differences are fairly narrow and relate to price. For Internet services, people and companies are very different both regionally and nationally in their demand patterns and behaviors. paragraph 1)

2. In American and Asian countries with average incomes that are lower than those in the United States, what are people most likely to use the Internet for? (to use e-mail, to access entertainment, and to use the Net to help their children with their education: paragraph 2)

3. How are credit cards used in much of Latin America? (They can only be used in the countries in which they are issued, and business credit is far more limited there than in the United States and Europe. paragraph 3)

4. In which areas do many Asian and Latin American countries need improvements before business-to-business e-commerce can take off? (movement of goods, availability of credit, and regulatory blockages: paragraph 4)

5. What is a priority for e-commerce logistics leaders everywhere? (extending supply chains across the globe: paragraph 6)

6. Why does IT need a new knowledge base for the expansion of e-commerce? (IT cannot carry U.S. assumptions and experience into the global arena. It should think globally and act globally. paragraph 7)
Analysis

1. What is the main idea of the article “Go Mobile—Now!” and in which paragraph(s) is it stated?
   a. IT developers in the United States must catch up with international advances in m-commerce. (Paragraphs 3 and 6)
   b. The best IT product to market in the future is the mobile phone.
   c. Sales of mobile phones have outpaced sales of personal computers around the world.
   d. Japan's instant messaging service is extremely successful.

2. What is the main idea of the article “Key Shift for IT,” and in which paragraph(s) is it stated?
   a. Consumer protection is the most serious problem facing IT.
   b. The field of IT must become aware of not only the management but also the impacts of technology. (Paragraphs 1 and 5)
   c. The difficulty of protecting the privacy of consumers engaged in e-commerce has been increasing.
   d. U.S. domination of e-commerce is causing complaints from other countries.

3. What is the main idea of the article “A Truly Global Web,” and in which paragraph(s) is it stated?
   a. The use of the Internet varies from one country to another, but it is most often used for e-mail.
   b. Credit cards have changed the way business is done in every country in the world.
   c. Business-to-business e-commerce is growing rapidly in Asian countries.
   d. IT must adopt a global perspective if e-commerce is to succeed and expand. (Paragraphs 1 and 7)

4. What is the meaning of the italicized word in this sentence in paragraph 1 of “Key Shift for IT”? “Now, about five years into the e-commerce era, the main issues IT must increasingly address are the impacts of technology.”
   a. look over
   b. revise
   c. deal with
   d. clarify
5. We can infer the following from this statement in paragraph 3 of “Go Mobile—Now!” “Early this year, *Consumer Reports* said that satisfaction levels with mobile phones were among the lowest in any of its studies, below that for lawyers.”

a. The United States has to improve and update the IT used in its m-commerce.

b. Cell phones are not popular in the United States because they are expensive.

c. *Consumer Reports* is a reliable source of information on the quality of products.

d. Satisfaction levels for lawyers are lower in the United States than in most other countries.

6. The author’s writing style in these articles is __________ and __________.

a. formal

b. informal

c. technical

d. nontechnical

7. The tone of these articles is __________ and __________.

a. objective

b. subjective

c. authoritative

d. tentative

8. What overall method of development is used in these three articles?

a. outlining problems and offering solutions

b. classifying and analyzing methods

c. refuting arguments through examples

d. defining technological processes

9. In “Go Mobile—Now!” the author structures his article around seven questions and answers. What is the purpose of this test?

a. to entertain readers with an easy quiz

b. to explain the diverse forms of m-commerce

c. to increase readers’ awareness of their lack of global knowledge

d. to prove the point that m-commerce is international
Discussion

1. What great contribution did Claude Shannon make? (Shannon is the father of information theory, a science devoted to messages, signals, communication, and computing. paragraph 2)

2. Where does the word bits come from? (Bit is a compressed form for binary digits. paragraph 3)

3. What is the difference between analog technology and digital technology? (Analog technology is based on continuous signals, and digital technology is based on discrete—on-off, yes-no—signals. paragraphs 3–4)

4. What did Shannon understand about electrical circuits? (He realized that the marriage of on-off to yes-no meant that circuits could carry out something akin to logic. Not only could they transmit bits; they could manipulate them. paragraph 5)

5. Thomas Edison was Shannon’s hero. Who was Thomas Edison, and why is he famous? (Edison, who lived from 1847 to 1931, is a genius in the history of technology and a famous American inventor, with over 1,000 inventions. Among his inventions are the electric lamp, the phonograph, and the motion-picture projector. The period from 1879 to 1900, when Edison produced most of his inventions, has been called “the age of Edison.”)

6. Gleick writes that “information, in its new scientific sense, is utterly divorced from meaning. . . . The medium, it turns out, is not the message.” Explain what Gleick means. (Gleick means that the medium of computers does not provide the content of a message. It just conveys the message in the form of bits, which make no sense and have no meaning. Marshall McLuhan, a Canadian professor of communication, wrote Understanding Media in 1964. In this famous book, he stated that “the medium is the message.”)
Chapter 8. Science

“The Biology Century Dawns”
Harvard Business Review
April 2001

Preview

Scanning

1. What field of science was the source of business innovation in the 20th century? (physics: paragraph 1)

2. What is DNA, in essence? (only another form of software code: paragraph 2)

3. How much data can a single gram of DNA theoretically store? (as much as one trillion CDs: paragraph 3)

4. Why have researchers been studying ants, bees, and termites? (They are studying social insects to understand the principles and behaviors of self-organizing systems: paragraph 4)

Comprehension

1. What field of science will break the dominance of physics as the source of business innovation in the 21st century? (biology: paragraph 1)

2. What is the most obvious sign of biology's ascendance? (the mapping of the human genome: paragraph 2)

3. Why will computer processing and the Internet both influence and be influenced by scientists’ progress in genetics? (DNA is in essence only another form of software code: paragraph 2)

4. What is an example of a commercial breakthrough produced by the new field of biomimicry? (swimmers’ bodysuits made of a material that mimics sharkskin and has low drag: paragraph 3)

5. Why do some biologists believe that DNA molecules could one day be used for storing and processing data? (A single gram of DNA can theoretically store as much data as one trillion CDs: paragraph 3)

6. What are the business implications from research in the field of swarm intelligence? (The implications are for how companies can organize themselves and develop more effective business strategies: paragraph 4)

7. What does the author predict about biological experimentation when pursued for profit? (The controversies are certain to multiply and intensify: paragraph 5)
8. How do you feel about reproductive cloning, which is the cloning of a human being? Explain your answer.

**Analysis**

1. What is the main idea of the article, and in which paragraph(s) is it stated?
   a. The 21st century will be dominated by biology, primarily as a result of the developments in genetics. (Paragraphs 1 and 2)
   b. Business will be affected by the numerous innovations in the field of genetics.
   c. Major controversies over the ethics of cloning may result in legislation that outlaws cloning.
   d. When DNA is completely understood, scientists will be able to use it for storing computer data.

2. What is the meaning of the italicized word in this sentence in paragraph 6? “Get ready for the ultimate in luxury goods: a whole new version of you.”
   a. most expensive
   b. most popular
   c. most extreme
   d. most common

3. What can be inferred from this statement in paragraph 5? “Undoubtedly, cloning will be ground zero in this brave new world.”
   a. Advances in biology in the 21st century may include cloning.
   b. Cloning experiments will have to start from an advanced level of research.
   c. The new world of the future will be brave enough to reject cloning.
   d. The center of controversy in the future will be cloning.

4. The author’s writing style in this article is ____________ and ____________.
   a. simple
   b. complex
   c. businesslike
   d. poetic
5. The tone of the article is ___________ and ___________.
   a. positive
   b. negative
   c. judgmental
   d. nonjudgmental

6. What overall method of development is used in this article?
   a. chronologically describing a process
   b. supporting a thesis with examples
   c. justifying an argument by contrasting two approaches
   d. refuting the assumptions of an argument

7. The author concludes the article with one short sentence: “Get ready for the
   ultimate in luxury goods: a whole new version of you.” What is your response
to this statement? (Answers will vary.)
   a. disbelief
   b. doubt
   c. concern
   d. excitement

“DNA: Handle with Care”
Bronwyn Fryer
Harvard Business Review
April 2001

Discussion

1. Describe the Human Genome Project and its effects. (In 1991, the U.S. Congress
   launched a $3 billion taxpayer-funded initiative to uncover the links between
   genes and disease. It will revolutionize testing and treatment for thousands of
   genetic diseases and lead to scores of business opportunities. Also, it raises pro-
   found ethical and legal questions for companies. introduction to interview)

2. What business opportunities have developed in regard to scientific advances in
   the field of genetics? (They include genetic testing, medical applications, law en-
   forcement, genetic tagging, personal identification, and product breakthroughs
   using biological materials, such as a new kind of roof. paragraphs 1 and 2)

3. What loopholes exist in the laws that protect against genetic discrimination in
   insurance? (Most of the laws do not protect people from discrimination based
   on genetic information about their relatives. So insurers can circumvent the law
by basing their decisions on family histories. Also, state prohibitions on genetic
discrimination do not apply to self-funded insurance plans, and 85 percent of
larger companies are self-insured. paragraph 6)

4. Why should companies avoid using genetic information when making decisions
about employees? (Privacy cannot be assured, and genetic predictions are not
foolproof. There is no good reason for using genetic information. paragraph 8)

5. What advice does Andrews give to companies developing genetic applications?
(They should establish an ethics advisory panel with a human face, gathering
experts in law, biology, philosophy, psychology, sociology, and anthropology,
so they can be sensitive to protests against their research. paragraph 9)

6. Would you choose to undergo genetic testing? Explain your answer.

7. What is your opinion on allowing companies to collect genetic information
about their employees?

Chapter 9. Health

“For Developing Countries, Health Is Wealth”
Laura D’Andrea Tyson
Business Week
January 14, 2002

Preview

Scanning

1. According to the World Health Organization (WHO) commission, what is the
minimum yearly cost of essential health treatments in developing countries?
(between $30 and $40 per person per year: paragraph 3)

2. What is the average per-capita health spending in the poorest countries?
($13 per year: paragraph 4)

3. What is the principle of differential pricing? (Drug companies sell drugs at
lower prices in low-income countries as the norm. paragraph 6)

4. How many lives per year could be saved by 2010 if the WHO commission’s
recommendations are enacted? (about 8 million lives per year: paragraph 7)

Comprehension

1. Explain what economists have discovered about the relationship between
health and economic growth. (They have found a strong correlation between
better health and faster economic growth. paragraph 1)
2. What would result from providing adequate health care services to the world's poorest citizens? (It would save millions of lives each year, reduce poverty, and promote development. paragraph 1)

3. List the main causes of illness and high mortality rates in developing countries. (a small number of conditions, including malaria, tuberculosis, childhood diseases, maternal and perinatal deficiencies, and HIV/AIDS: paragraph 2)

4. What is the formal name of the WHO commission that researched and wrote the report on health care in developing countries? (the Commission on Macroeconomics and Health: paragraph 3)

5. How much money do developed countries currently contribute to developing countries for health care per year? (about $6 billion per year: paragraph 4)

6. How much additional money per year did the WHO commission recommend that developed countries contribute by 2007? (an additional $27 billion per year: paragraph 4)

7. Describe the purpose of the national organizations that the WHO commission urged each developing country to establish. (The commission urged that national organizations be established to formulate a strategy for increasing domestic spending on health and for extending health care services to all citizens. paragraph 5)

8. What recommendations did the WHO commission make concerning drug companies? (Global drug companies should offer essential medicines to developing countries at the lowest possible prices and should provide for licensing of patented drugs to generic producers in developing countries. paragraph 6)

9. What benefits would result from improving health in developing countries? (By 2010, 8 million deaths would be prevented, which would translate into about 330 million disability-adjusted life years. paragraph 7)

10. Define the meaning of the term disability-adjusted life years. (It is a measure of more years of life and fewer years of disabilities. paragraph 7)

11. What are the direct economic benefits of saving 330 million disability-adjusted life years? ($186 billion each year: paragraph 8)

12. Does the world community have a moral obligation to invest in the health care of its poorest citizens? Justify your answer. (This is a good topic for a class debate.)
Analysis

1. What is the main idea of the article, and in which paragraph(s) is it stated?
   a. The global pharmaceutical industry should lower its prices for all consumers to ensure that people will be healthy.
   b. Developing countries that establish commissions on health services will be given grants from the WHO to support their efforts.
   c. The world community should contribute money to improve the health services in developing countries for both economic and humanitarian reasons. (Paragraphs 1, 7, 8)
   d. Reduced disability results in higher productivity in a country, which increases total benefits.

2. What is the meaning of the italicized word in this sentence in paragraph 8? “On economic and humanitarian grounds, the case is compelling for the world community to invest in the health of its poorest citizens.”
   a. clear
   b. appealing
   c. logical
   d. convincing

3. We can infer the following from this sentence in paragraph 4: “Even if developing countries significantly increase the resources they devote to health and use such resources more efficiently, the WHO commission concludes that developed countries must contribute an additional $27 billion per year by 2007.”
   a. Providing adequate health care services to poor countries could save millions of lives yearly.
   b. Poor countries lack sufficient financial resources to invest in improving their health care services.
   c. High-income countries give more importance to health care services than do low-income countries.
   d. Developed countries have an obligation to help developing countries improve their standard of living.
4. The author's writing style in this article is ________ and ________.
   a. formal
   b. informal
   c. technical
   d. nontechnical

5. The tone of this article is ________ and ________.
   a. neutral
   b. persuasive
   c. authoritative
   d. tentative

6. What overall method of development is used in this article?
   a. attacking the assumptions of an argument
   b. evaluating the advantages and disadvantages of a plan
   c. chronologically describing a problem
   d. supporting an argument by enumerating specific proposals

7. What techniques does the author use to get the reader's attention in the first paragraph?
   a. an indirect quotation (from Lord Chesterfield)
   b. metaphors
   c. repetition of words (health is used five times; economists, economic; poor, poverty, poorest, poverty)
   d. definitions of terms

"Can We Learn to Beat the Reaper?"
Jeffrey Kluger
Time
January 21, 2002

Preview

Scanning

1. What was the average life-span early in the evolution of Homo sapiens? (20 years; paragraph 3)

2. How have all the gains in length of life been achieved? (by treating diseases that used to kill humans in youth or middle age; paragraph 4)
3. What happens once you start to immortalize a cell? (It will start to divide indefinitely, like cancer cells. paragraph 8)

4. How many centenarians were there in the United States in 2002? (about 50,000; paragraph 10)

Discussion

1. What has been the most seductive goal for scientists and physicians? (extending human life; paragraph 1)

2. What are we learning now about this goal? (It may be forever out of our reach. paragraph 1)

3. What is the life expectancy for people in the developed world? (People are able to live into their 70s and often beyond. paragraph 3)

4. Explain the difference between life expectancy and life-span. (Life expectancy is the number of years you can expect to live before dying from an illness or accident; life-span is the maximum age to which the disease-free body could remain alive before it wore out and broke down. paragraph 4)

5. If science cured every disease of the elderly, how many years would this add to current life expectancy? (only 15 years; paragraph 5)

6. Why won’t dosing a cell with the enzyme telomerase extend the human life-span? (Cells start to divide indefinitely, just like the destructive effect of cancer. paragraph 8)

7. Why is genetic manipulation not a possible way to reduce the aging process? (Thousands of genes are involved in the aging process, so it is too difficult for biologists to use this method. paragraph 8)

8. Name other methods that have been mentioned as alleged life extenders. (taking human growth hormones or reducing caloric intake by 30 percent; paragraph 9)

9. Explain what we can do to extend our lives by decades. (We can eliminate unhealthy dietary and lifestyle habits. paragraph 10)

10. What can we do on a global level to extend the life expectancy of the entire species? (We can make progress on the treatment of diseases and eliminate unhealthy dietary and lifestyle habits. paragraph 10)

11. Do you eat a healthy diet and live a healthy lifestyle?

12. What changes would you be willing to make in your lifestyle if these changes could extend your life? Explain your answer.
Analysis

1. What is the main idea of the article, and in which paragraph(s) is it stated?
   a. Although life expectancy rates may increase in the future, the human life-span of 125 years is unlikely to increase. (Paragraphs 2 and 10)
   b. Life expectancy of the human species has been increasing steadily in every century.
   c. Medical advances in curing diseases that previously killed human beings at a young age have extended life expectancy.
   d. Genetic manipulation will eventually make it possible for humans to live longer.

2. What is the meaning of the italicized word in this sentence in paragraph 2?
   “Animals and plants have no trouble honoring the deal; humans, however, keep trying to change it, hoping to hang around longer than nature envisioned—or our bodies can manage.”
   a. demanded
   b. determined
   c. imagined
   d. allowed

3. We can infer the following from this sentence in paragraph 10: “The quieter news is that while immortality is beyond us, that 125-year life-span is still out there beckoning.”
   a. Although humans cannot achieve eternal life, they have the possibility to extend their life expectancy.
   b. It is impossible that the human life-span could be extended beyond 125 years.
   c. Many scientific advances will be made in the future in the area of longevity and life-span.
   d. Even though scientists are pessimistic, human beings will continue to search for eternal life.

4. The author’s writing style in this article is ____________ and ____________.
   a. impersonal
   b. personal
   c. idiomatic
   d. formal
Chapter 10. Working Women

“All It Takes Is a Dream”
Shilpa Mathai
The Middle East
January 2001

Preview

1. For how many years did Fauzia Al Araithi work to raise the initial investment outlay for her factory? (10 years: paragraph 4)

2. What type of work captured Fauzia’s attention initially? (farming: paragraph 6)
3. How much money did Fauzia have when she decided to set up her factory in Nizwa, in central Oman? (RO300,000 [RO = Omani rial], or U.S.$770,000; paragraph 9)

4. What does Fauzia believe are the real essentials for success in business? (talent and vision: paragraph 17)

Comprehension

1. Describe the business that Fauzia Al Araini owns. (She owns a profitable factory that manufactures plastic containers. paragraph 2)

2. Where did Fauzia work for 10 years before she had enough money to start her business? (in government services: paragraph 5)

3. Why did Fauzia give up her idea of owning a farm? (The practicalities loomed large. Oman’s saline water is not conducive to agriculture, and livestock farming is risky. paragraph 6)

4. How did Fauzia decide to go into the manufacturing of plastic containers? (She noticed invoices for plastic containers from manufacturers in the UAE and Saudi Arabia when visiting a friend’s office. She discovered that there was no one producing these articles in Oman. paragraph 7)

5. What does Fauzia say about the role of women in Oman? (‘Women have always been accorded respect in Oman. . . . There were never any gender biases’; ‘Oman is very much an equal opportunities country.’ paragraphs 11 and 14)

6. What type of fund does Fauzia suggest be set up in Oman for business entrepreneurs? (She wants a fund to help aspiring entrepreneurs without a family business background. It would be a co-operative that would furnish capital in the form of a long-term loan, along with guidance and technical expertise. paragraph 13)

7. Why is Fauzia able to manage her factory, further the cause of women, take courses, and play with her three children? (She manages her time well and is lucky to have a supportive husband. paragraph 16)

8. What are Fauzia’s dreams for the future? (She wants to expand Sur Plastics overseas, introduce new product lines, and get an MBA in marketing. paragraph 17)

9. Fauzia has achieved extraordinary business success in a male-dominated culture. What factors have contributed to her success?
Analysis

1. What is the main idea of the article, and in which paragraph(s) is it stated?
   a. Women in Oman have opportunities to own businesses, but few women are successful because many barriers to their success exist.

   b. Fauzia Al Araimi, who became a successful businesswoman through determination, hard work, and vision, is a role model for Omani women.
      (Paragraphs 1 and 17)

   c. If a person receives an excellent education and has money, he or she can succeed in the business world.

   d. Raising capital is one of the most difficult parts of starting a business in Oman.

2. What is the meaning of the italicized word in this sentence in paragraph 3? “I always cherished the dream of starting my own enterprise, of doing something on my own.”
   a. nurtured
   b. believed in
   c. remembered
   d. maintained

3. We can infer the following from these sentences in paragraph 12: “We are not veiled stereotypes. That is a rather romantic cliché, but reality is different.”
   a. Because Omani women are all different, they cannot be easily understood.
   b. The veils that Omani women wear protect them from reality.
   c. Many people have oversimplified mental images of Omani women.
   d. Omani women face discrimination and prejudice in everyday life.

4. The author’s writing style in this article is __________ and __________.
   a. journalistic
   b. academic
   c. bureaucratic
   d. colorful
5. The tone of the article is _________ and _________.
   a. straightforward
   b. ambiguous
   c. pessimistic
   d. optimistic

6. What overall method of development is used in this article?
   a. analyzing a personal experience by describing causes and effects
   b. enumerating the steps in a commercial process
   c. debating the value of an economic proposal
   d. comparing and contrasting approaches

7. The author has an energetic writing style. What techniques give her style this energy?
   a. direct quotations ("I love challenges." "What's life without a fight?" "Life has been no cakewalk for me." There are many other quotations.)
   b. long sentences
   c. complex vocabulary
   d. strong verbs (exclaimed, shattered, runs, rakes in, stacked, cherished, refused, sustained, organise, worked. There are many other strong verbs.)

"Cracks in Mexico's Glass Ceiling"
Elisabeth Malkin
Business Week
July 10, 2000

Discussion

1. How did Maria become a full member of the all-male club that is Mexican big business? (She bought a 20.62 percent stake in Televisa holding company Grupo Televicentro—worth about $536 million—and has three seats on its board. paragraph 1)

2. Why was Maria attracted to Televisa? (It combines old and new media. The company dominates in television, radio, and publishing and is making a big push into the Internet with the launching of a Spanish-language portal and its own Net incubator. paragraph 4)

3. What has Maria been doing for the past three years? (She has been running a private equity fund, investing mainly in real estate. She manages a family fortune that Forbes estimates at $1 billion. paragraph 5)
4. What are the signs of change for businesswomen in Mexico? (Women are starting their own companies in record numbers, while multinationals have promoted some of their female executives to top positions. For instance, Compaq's Barbara Mair has been the chief executive since 1993, paragraph 7)

5. Describe the similarities and the differences between Fauzia al Araini (the subject of the article “All It Takes Is a Dream”) and Maria Aramburuzabala. Consider each woman's personal and professional lives. (Differences: Fauzia is married and has three sons. Maria is divorced. Fauzia comes from a middle-class family. Her mother was a single parent of three daughters who was one of the first women to join the Royal Oman Police. Fauzia had to raise money to start her own business. Maria comes from a wealthy family that is one of the four that control Modelo, a large publicly traded company. Thus, Maria had the necessary money to buy a 20.62% stake in Televisa. Similarities: Both Fauzia and Maria are exceptionally determined, hardworking, assertive women who know what they want to accomplish and love the world of business. They have been able to overcome the barriers facing women in the male-dominated countries where they live and work. They are successful women executives.)

6. Both Fauzia and Maria had to struggle to become successful in business. Whose struggle seems to have been more difficult? Why? (Fauzia had a more difficult struggle getting started in business, because she did not have the advantage of wealth that Maria had. However, Fauzia has the advantage of having a supportive husband: “I'm just lucky I have a supportive husband.” Maria is a wealthy single woman who loves business: “It's a passion.” However, she had to overturn the Mexican custom that family-owned businesses pass from father to son or son-in-law. Each of the women overcame different types of barriers.)

7. Maria Aramburuzabala has changed the Mexican custom that dictates that family businesses are passed from father to son or son-in-law. What is the custom in your native country in regard to inheritance of family businesses?

8. What are the major obstacles facing women who want to be owners of companies and managers in the business world?

9. Name some women from your native country who are successful in business, and describe their companies.

“Rio Co-op Raises Worker Standards, Fashionably”
Andrew Downie
The Christian Science Monitor
November 7, 2001

Discussion

1. What makes the Cooparoca women's sewing cooperative in Rocinha, a favela (slum) in Brazil, different from other types of sewing and clothing manufacturing shops? (The pay is much better, the location is pleasant, everything is discussed among the employees, and the atmosphere is good. paragraphs 2–4)
2. How did Maria Teresa Leal, coordinator of the Cooparoca, make a success out of the cooperative? (She convinced big textile companies to donate surplus cloth and materials and gathered women into a cooperative and taught them how to sew. She formally registered the company in 1987 and won grants from the UNDP and a government credit line that enabled the organization to buy its headquarters. Cooparoca formed a partnership with M. Officer, a Brazilian fashion house. paragraphs 7–10)

3. What was ironic about the clothes designed and made by the Cooparoca for a fashion show in Rio de Janeiro in 1994? (The women had no experience making clothes and produced outfits that were ill-fitting and poorly finished, but the fashion critics loved it and thought the clothes were influenced by Belgian deconstructionist designers that were trendy at the time. paragraphs 11–13)

4. Describe the democratic atmosphere at the Cooparoca. (The workers run their own show. Big decisions are made democratically. The seamstresses set their own production targets and are paid on a piece-rate basis, and they may work from home; the only demand is that workers meet their stated target. paragraph 16)

5. What types of women’s cooperatives exist in your native country?

6. The Rocinha Favela has a Web site that is in Portuguese. Log on to <http://www.Rocinha.com.br> to look at photographs of this unusual place. If you know Portuguese, print out several pages, translate the information into English, and share it with your classmates.

---

Chapter 11. Expatriate Employees

“Expat Training”
Gary Wedespahn
T+D
February 2002

Preview

Scanning

1. What happened to Unidata after several years of acrimonious infighting? (The entire venture was dissolved without launching a single product. paragraph 2)

2. What positive characteristics of U.S. citizens abroad are mentioned by host nationals? (optimism, industriousness, inventiveness, decisiveness, enthusiasm, and friendliness. paragraph 8)

3. In a 1999 survey of 300 companies by Cendant International Assignment Services, what percent reported failed expatriate assignments? (63 percent. paragraph 11)
4. According to Michael Marquardt in "Successful Global Training," what percent of American businesspeople going abroad receive no cultural training or preparation? (70 percent. paragraph 14)

Comprehension

1. How do organizations worldwide often react to economic downturns and uncertainty abroad? (by cutting training for expatriates and international business travelers. paragraph 1)

2. What argument is supported by the three examples of Unidata, Siemens and Westinghouse, and Renault and Volvo? (Intercultural training is necessary to prevent cross-border business failures. In all three cases, cultural differences and lack of common ground led to failure. paragraphs 2, 3, 4)

3. List some of the perceptions that people from around the world have of U.S. business travelers. (the statements from paragraphs 6 and 7)

4. Why is it worthwhile to equip expatriates and business travelers of all nationalities with sufficient intercultural knowledge? (Non-U.S. expatriates also carry problematic cultural baggage. The Dutch are thought to be blunt; Germans inflexible; Japanese vague and indirect; Latin Americans casual toward deadlines. paragraph 9)

5. What statistics does the author give to prove that adjusting to an unfamiliar environment, cultural values, and social customs is stressful? (The divorce rate among expatriate couples is 40 percent higher than that of their domestic counterparts, and the school dropout rate of their children is 50 percent higher than in their home countries. A survey found that of 300 companies contacted, 63 percent reported failed expatriate assignments. paragraph 11)

6. List some symptoms of culture shock and explain what organizations can do to prevent or lessen most reactions to culture shock. (Symptoms are listed in paragraph 12. Proper assessment, selection, counseling, training, and support can lessen those reactions. paragraph 13)

7. What statistics support the author’s statement that “Clearly, organizations need to do more to prepare expatriates for establishing rapport with their local colleagues and neighbors”? (According to Michael Marquardt, 70 percent of American businesspeople going abroad receive no cultural training or preparation; 59 percent of HRD executives say their companies offer no cross-cultural training; 5 percent didn’t even know of the existence of such training. paragraph 14)

8. What methods does the author suggest using to start a discussion on cross-cultural training at an organization? (Assess the need by conducting a survey, fine-tune the focus, debrief the damage, raise the awareness level, and post links on the intranet. paragraphs 16–20)

9. In your experience, have you found that “Westerners are unable or unwilling to adjust to local customs and culture”? Explain your answer.
10. What is the meaning of the term *culture shock*? Have you ever suffered from culture shock? If so, explain the causes and effects. (*Merriam-Webster’s Collegiate Dictionary* [10th ed.] defines *culture shock* as “a sense of confusion and uncertainty sometimes with feelings of anxiety that may affect people exposed to an alien culture or environment without adequate preparation.”)

**Analysis**

1. What is the main idea of the article, and in which paragraph(s) is it stated?
   a. Although being an expatriate employee involves challenges, businesspeople can benefit from such assignments by expanding their knowledge of other cultures.
   b. In American companies, employees are not given enough cross-cultural training before being sent to work abroad, so many organizations fail to achieve their mission.
   c. Many business travelers from around the world fail in their overseas assignments because they are affected by culture shock.
   d. Companies should offer their expatriate employees intercultural training to prevent cross-border business failures that result from cultural differences. (Paragraphs 1, 9, and 15)

2. What is the meaning of the italicized word in this sentence from paragraph 12? “Symptoms of culture shock significantly *binder* expatriates’ ability to establish friendships with local people.”
   a. hold back
   b. test
   c. destroy
   d. strengthen

3. The following inference can be drawn from this statement in paragraph 6: “Saudi Arabians, Turks, and Egyptians have told me that they dislike the tendency of U.S. business travelers to rush starting a project before they’ve invested time and effort in building personal relationships.”
   a. Saudi Arabians, Turks, and Egyptians are usually not concerned about starting projects on time.
   b. U.S. business travelers attach less importance to building personal relationships than do Saudi Arabians, Turks, and Egyptians.
   c. U.S. business travelers attach the same importance to building personal relationships as do Saudi Arabians, Turks, and Egyptians.
   d. U.S. businesspeople tend to worry too much about meeting deadlines for business projects.
4. The author’s writing style in this article is ________ and ________.
   a. personal
   b. impersonal
   c. conversational
   d. bureaucratic

5. The tone of the article is ________ and ________.
   a. factual
   b. ironic
   c. critical
   d. approving

6. What overall method of development is used in this article?
   a. describing a problem and suggesting a solution
   b. analyzing a technical procedure
   c. developing an argument chronologically
   d. enumerating the characteristics of a plan

7. What techniques does the author use to get the reader’s attention in the introduction (paragraphs 1–5)?
   a. concrete examples (Unidata, Siemens and Westinghouse, Renault and Volvo)
   b. current statistics
   c. strong adjectives (economic, international, shortsighted, unwise, counterproductive, best, global, high-profile, multicultural, technical, acrimonious, entire, single, common, overwhelming, cultural, positive)
   d. technical definitions

"An American Expat’s View"
David Beadles
T+D
February 2002

Discussion

1. What work experience has the author had in Europe? (He worked for three years in six countries for three companies, paragraph 2)

2. What is frustrating to the author? (Europeans assume that he doesn’t know that they do things differently in Europe, paragraphs 1–3)
3. How did the American systems planner who was visiting the Brussels office alienate her colleagues? (She insisted on bringing her own Starbucks coffee to the office instead of drinking their espresso. paragraphs 4 and 5)

4. What advice does the author give to people working abroad? (The author suggests preparing for the adventure by learning about the region’s history, what the locals like to do and eat, and their biggest complaints. Once you’re there, listen to what people have to say and open yourself up to the experience. paragraph 7)

5. What mistake did the author’s boss make when he traveled abroad for the first time to Amsterdam? (He left a team business dinner while the Europeans were sharing their expectations and hopes for the new venture, thus violating European business protocol. paragraphs 8 and 9)

6. What frightening thought does the author mention? (The frightening thought is how many companies continue to send employees abroad to work on critical projects without a day of cultural awareness or linguistic training. paragraph 10)

“Women Working Overseas”
Tracey Wilen
T+D
May 2001

Discussion

1. What did Nancy Adler’s study on women in international business reveal? (It brought to light the falsity of many myths about women and revealed that women were interested in and willing to conduct business overseas. paragraph 1)

2. According to the author’s research, what is one area that businesswomen find critical to their success abroad? (Establishing credibility during the initial stages of business is critical. paragraph 4)

3. Explain the difference between how men derive credibility and how women derive credibility. (Men derive credibility from their gender and status within a company; women’s credibility is more often derived from their skills. They have to work harder to establish credibility because of their gender. paragraph 5)

4. List the six pointers that Tracey Wilen gives to help expatriate businesswomen establish credibility. (Be visible, get introduced, include a distinct title on your business card, lead business discussions, be professional, and be aware of women’s roles in other countries. paragraphs 8–15)

5. Why is it important for expatriate businesswomen to be aware of women’s roles in other countries? (Understanding the status of women in their own environments gives you insight into how those cultures may perceive you. paragraph 15)
6. How can managers be effective in international business? (They can help enhance the team’s credibility, make sure team members understand their roles, and reinforce the authority of female team members during meetings. Paragraphs 16–18)

7. What is the meaning of the term patriarchy, and what are the characteristics of a patriarchal society? (Merriam-Webster’s Collegiate Dictionary [10th ed.] defines patriarchy as “control by men of a disproportionately large share of power.” A patriarchal society is “a social organization marked by the supremacy of the father in the clan or family, the legal dependence of women and children, and the reckoning of descent and inheritance in the male line.”)

Chapter 12. Contract Negotiation

“Good Negotiation Equals Good Contracts”
Steven P. Cohen
Contract Management
August 2001

Preview

Scanning

1. What is the definition of a successful negotiation? (It is one that has yielded a mutually acceptable result each party will implement without having a gun held to their heads. Paragraph 3)

2. What happens if a negotiator ignores one facet of the negotiation process? (It may haunt him or her later on, particularly during the implementation of the resulting contract. Paragraph 5)

3. Why does it make sense to view each negotiation as an episode in an ongoing relationship? (That gives the parties a sense of context and increases their consciousness of the joint decision-making process’s long-term consequences. Paragraph 7)

4. What is the foundation of successful negotiations? (Preparation: Paragraph 11)

5. Who are stakeholders? (Parties who will derive some sort of consequence from the negotiation process: Paragraph 14)
Comprehension

1. Why is it important that the process of contract negotiation be considered fair by the negotiating parties and their constituents? (If the process is not considered fair, the agreement reached may not be durable, and the contract may be impossible to manage. paragraph 2)

2. What must the parties ensure when organizing and proceeding with a negotiation? (that the process fosters agreement, the items agreed on are mutually understood, the parties have authority to reach agreement, and the contract can be monitored to each party’s satisfaction. paragraph 3)

3. Why is negotiation not a straightforward process? (There is no specific order that every negotiation must follow. A good negotiator must be cognizant of multiple factors simultaneously and focus on many issues at the same time. paragraphs 4–5)

4. Why is the negotiating process more efficient in ongoing relationships? (The parties have an easier time communicating, due to their familiarity with one another’s style. paragraph 7)

5. Why is negotiating not a competitive sport? (Sometimes one party may gain more than others, but over the long term, the process may yield fundamental equality, with each party benefiting. paragraph 9)

6. What are the advantages of preparation for negotiation? (Preparation is the foundation of negotiations. It makes it possible to develop a checklist of issues that may arise, to protect a negotiator from surprises, and to deal with issues before they become problems. paragraph 11)

7. Why do negotiators need to understand whether the people they are dealing with are the “drop-dead decision-makers”? (The “drop-dead decision-makers” are the only individuals who have the authority to deliver on whatever agreement is reached. “Who Really Makes the Decisions?”)

8. Why should negotiators determine the interests, goals, or objectives of their stakeholders? (By understanding these issues, the negotiator has a better chance of getting the stakeholders to buy into the agreement. paragraphs 14–15)

9. What determines how smoothly the contract terms are fulfilled? (The contract must include elements that address how promises made will be monitored. paragraph 17)

10. List the personality traits that an effective negotiator should have. (This can be done as a team activity, with students putting the answers on the board.)
Analysis

1. What is the main idea of the article, and in which paragraph(s) is it stated?
   a. Detailed preparation is a critical element in contract negotiation because it determines the success or failure of the negotiations.
   b. The team that gets the best contract is usually the team that worked the hardest and was the most inflexible.
   c. It is much easier to negotiate with people with whom you have worked before and have a relationship.
   d. Successful contract negotiation depends on preparation for the negotiation, fairness in the negotiation process, and monitoring of the final agreement. (Paragraphs 2, 3, and 11)

2. What is the meaning of the italicized word in this sentence in “Top 10 Rules for Negotiating a Successful Contract”? “If you attack someone else's self-image, you are jeopardizing your chance of reaching a mutually agreeable resolution.”
   a. extending
   b. endangering
   c. ensuring
   d. enhancing

3. We can infer the following from this statement in paragraph 9: “Negotiating is not a competitive sport.”
   a. Good negotiations do not end with a losing team and a winning team.
   b. It is impossible to be the winner of a contract negotiation.
   c. Intense competition between negotiating teams should be avoided.
   d. Training and practice do not improve negotiating skills.

4. The author’s writing style in this article is ___________ and ___________.
   a. formal
   b. informal
   c. technical
   d. nontechnical
5. The tone of the article is ___________ and ___________.
   a. subjective
   b. objective
   c. argumentative
   d. balanced

6. What overall method of development is used in this article?
   a. analyzing a policy and criticizing its weakness
   b. clarifying a complex process
   c. identifying the effects of a future course of action
   d. arguing against an accepted theory

7. Why does the author compare a negotiator with an airplane pilot in paragraph 4?
   a. to develop an argument that negotiators are like pilots
   b. to support his argument that preparation for negotiation is important
   c. to show that negotiators, unlike pilots, do not have to follow a mandatory series of steps ("By contrast, a negotiator has no list of answers that are always right or wrong.")
   d. to prove that both negotiators and pilots must be able to handle stress

"You Say Tomato"
Lalita Khosla
Forbes
May 21, 2001

Discussion

1. The word tomato is not pronounced in the same way in American English and British English. Americans say tomato with a long a (like the vowel sound in may). The British say tomato with a short a (like the vowel sound in ma). Explain how the title “You Say Tomato” relates to the content of the article. (Each culture and country has its own customs, traditions, values, and perspectives. These differences can lead to misunderstandings and problems when people from a variety of countries work together. While cultural values and customs differ from country to country, people can learn to understand and respect these differences.)

2. Describe the problem that arose between Hewlett-Packard engineers in California and Hewlett-Packard engineers in Grenoble, France. (The engineers in California sent a long e-mail to the French engineers, who found it patroniz-
ing, or insulting. The French sent a concise e-mail, so the U.S. engineers believed the French were withholding information. People started blaming personalities, and a cultural logjam occurred. paragraphs 3–4)

3. How did Charis Intercultural Training improve the relationship? (Charis quizzed members of each team and asked about their preferred communication styles. After six months of training, the relationship improved. paragraph 5)

4. What suggestions would you make to others about negotiating with people from your native culture?

5. Do you find that Americans are sensitive to cultural differences?

6. Have you had any experience in negotiating a business contract? If so, explain the results.

Chapter 13. Management

“How We Went Digital without a Strategy”
Ricardo Semler
*Harvard Business Review*
September–October 2000

Preview

*Scanning*

1. Over the last 10 years, how did the number of Semco employees change? (from 450 to 1,300; paragraph 5)

2. What is the name of the South American Web portal that Semco developed for the building industry? (Edify: paragraph 17)

3. What is Ricardo Semler’s business philosophy? (Give people the freedom to do what they want and their successes will far outnumber their failures. paragraph 19)

4. What has the turnover rate been at Semco in the past six years? (less than 1 percent: paragraph 26)

5. What spirit is nurtured at Semco? (a respect for individuals and their ideas, a distrust of bureaucracy and hierarchy, and a love for openness and experimentation; paragraph 29)
Comprehension

1. Why has Ricardo Semler resisted any attempt to define the business of Semco? (He says: “Once you say what business you’re in, you put your employees into a mental straitjacket. You place boundaries around their thinking and, worst of all, you hand them a ready-made excuse for ignoring new opportunities.” paragraph 1)

2. What is unusual (“radical”) about the way Semco works? (Semco lets employees choose what they do, where and when they do it, and even how they get paid. paragraph 2)

3. Why does Ricardo Semler believe that the way Semco works will become increasingly common and even necessary in the new economy? (He says, “We have an organization that is able to transform itself continuously and organically—without formulating complicated mission statements and strategies.” paragraph 4)

4. How did Ricardo Semler get Semco to change from just a manufacturing company to a services and Internet company? (He says that change is easy “only if you are willing to give up control”; that “people will act in their best interests, and . . . in their organizations’ best interests, if they’re given complete freedom”; that “forcing change is the surest way to frustrate change.” He adds, “We just let our people follow their instincts and apply their common sense.” paragraphs 6 and 14)

5. What would most manufacturers do before changing from making cooling towers to managing buildings? (Semler says, “they’d do a lot of soul-searching about their core businesses and capabilities. They’d run a lot of numbers, hold a lot of meetings, do a lot of planning.” paragraph 14)

6. Describe Semco’s Internet ventures. (These ventures include Web-enabled inventory control; an on-line exchange for management of commercial construction projects; a South American Web portal for the building industry; and virtual construction fairs. paragraphs 15–18)

7. What is the ultimate measure of a business’s success? (It is not how big it gets, but how long it survives. paragraph 21)

8. What happens every six months at Semco? (Semler explains: “We shut down Semco and start it up all over again.” Every employee resigns—in theory—and asks to be rehired. All managers are evaluated, and the ratings are posted. paragraph 22)

9. What makes Semco an unusual place to work? (Semco has no set work hours, no assigned offices or desks, no dress codes, no employee manuals, no human resource rules, and no human resources department. People go to work when they want, go home when they want, and decide when to take holidays and how much vacation they need. They even choose how they will be compensated. “Ultimately,” says Semler, “all we care about is performance.” paragraph 24)
10. Describe the Lost in Space program at Semco. (New hires spend six months to a year floating around the company, meeting people and trying out jobs. When a new hire finds a job that fits with his personality and goals, he stays there, paragraph 26)

11. Why does Ricardo Semler believe that decisions should be made quickly and openly? (Semler says: “The best way for an organization to kill individual initiative is to force people to go through a complicated bureaucratic review and approval process. We strive to make it as easy as possible for Semco employees to propose new business ideas, and we make sure they get fast and clear decisions.” paragraph 27)

12. What has Ricardo Semler learned from his 20 years at Semco? (You have to have faith in people. Semler says that “successful businesses do not have to fit into one tight little mold. You can build a great company without fixed plans. You can have an efficient organization without rules and controls.” paragraph 31)

13. How would you like to work at Semco? What are the advantages and the disadvantages?

Analysis

1. What is the main idea of the article, and in which paragraph(s) is it stated?
   a. Ricardo Semler believes that the freedom and creative opportunities his company provides to employees will become more and more important in the new economy. (Paragraphs 4 and 31)
   b. When employees are restrained by rigid rules, they are of less benefit to their organization and become stagnant.
   c. Offering 11 different compensation plans is one of the most unusual aspects of Semco.
   d. Semco serves as a model for many companies around the world, even though its management methods are unusual.

2. What is the meaning of the italicized word in this sentence in “Eleven Ways to Pay”? “There are 11 compensation options. . . . And because the options can be combined in different ways, there is a vast number of possible permutations.”
   a. rewards
   b. problems
   c. solutions
   d. variations
3. We can infer the following from this statement in paragraph 19: “The company remains a work in progress—and I hope it stays that way forever.”
   a. Semler has strongly encouraged progressive and unusual ideas in his company because he believes in creativity.
   b. Expansion of a profitable business through partnerships is always a good management strategy.
   c. Achieving well-defined and measurable goals is emphasized by Semco’s top management.
   d. Semler believes that his company should continue to develop by being dynamic, flexible, and open to change.

4. The author’s writing style in this article is ____________ and ____________.
   a. impersonal
   b. personal
   c. conversational
   d. academic

5. The tone of the article is ____________ and ____________.
   a. subjective
   b. objective
   c. humorous
   d. serious

6. What overall method of development is used in this article?
   a. analyzing a technical proposal
   b. enumerating steps in an administrative process
   c. chronologically describing a problem
   d. justifying a method through analysis of causes and effects

7. In the conclusion to the article (“Staying Free”), what techniques does the author use?
   a. contrasting ideas (“But I’m beginning to see troubling signs that the traditional ways of doing business are reasserting their hegemony. “It’s sad and, I suppose, predictable. But it isn’t necessary.”)
   b. parallelism (paragraph 29: “a respect for individuals and their ideas, a distrust for bureaucracy and hierarchy, a love for openness and experimentation.” paragraph 31: “You can . . .”)
   c. direct quotations
   d. definitions
“Separating Sheep from Goats as Start-ups Fall to Earth”
Jennifer Rich
The New York Times
March 11, 2001

Discussion

1. On what condition did Luiz Cezar Fernandes agree to come out of retirement to run CI. Convergence? (He agreed on one condition: the office had to be on his sheep ranch in Petropolis, in the hills behind Rio de Janeiro, paragraph 5)

2. Why did Fernandes retire to his sheep ranch in Petropolis in 1999? (He lost a fight among shareholders at a bank he had founded, and he did not want to get run over by a car in Rio de Janeiro. He wanted to walk away from his high-tension city life and work in a more relaxed atmosphere. paragraphs 6–7)

3. Describe the work environment where Fernandes manages CI. Convergence. (The office is located on a beautiful sheep ranch 35 miles from Rio. There are landscaped gardens and pastures for the sheep. It is one of the most technologically advanced offices in Brazil. Fernandes has installed an advanced wireless Internet connection, fiber optic cables, and modular furniture. paragraphs 8–9)

4. What kind of work do the employees at CI. Convergence do? (They salvage troubled Internet businesses. They analyze business models and predict the future of the country’s financially troubled Internet companies, aiming to identify their potential for salvation and prosperity. The idea is to give strong companies a stamp of approval that will entice international investors back to Brazil. paragraphs 11–12)

5. Who are the partners of CI. Convergence, and what is their work model? (The three partners are Fernandes; Credit Lyonnais, which is called for any investment banking needs; and Trevisan, which provides auditing and consulting support. The business model is risky. Rather than assessing an upfront fee, the company will charge only success fees or take an equity stake in the companies it represents. These companies must agree to move their bookkeeping and back-of-office operations to the ranch so that CI. Convergence can monitor the bottom line more effectively. paragraphs 14–15)

6. Describe the education and professional experience of Fernandes. (Luiz Fernandes left home at age 12 and became an errand boy at a local bank. At age 21, with an eighth-grade education, he and partners founded Banco Garantia, which became Brazil’s largest investment bank. In 1983, he founded Banco Pactual, Brazil’s largest asset management firm. For over 30 years, he has been one of Brazil’s highest-profile bankers. paragraphs 23–24)

7. What did Fernandes do with Fazenda Maranbaia after he bought it in 1987? (He converted what had been a summer retreat for moneyed Brazilian families into a profitable sheep ranch. paragraph 25)
8. Both Ricardo Semler and Luiz Cezar Fernandes are Brazilian businessmen who run companies. In what other ways are they similar, and in what ways are they different? (Similarities: They are hard-driving, creative, and innovative businessmen who run their own companies according to their strong ideals and principles. Differences: Semler is the majority owner of a $160 million company with 1,300 employees that has a variety of businesses, ranging from manufacturing to Internet software. Semler’s company was established over 10 years ago. Fernandes is the owner of a small company of 20 employees that saves troubled Internet businesses. It may have 120 employees if it expands. Three partners own the company, which was established in 2000 and is just getting started.)

9. Would you rather work at Semco or at CL Convergence? Explain your answer.

Chapter 14. Entrepreneurship

“Dream Deferred: The Story of a High-Tech Entrepreneur in a Low-Tech World”
Monique Maddy
Harvard Business Review
May–June 2000

Preview

Scanning

1. How much venture capital had Monique Maddy raised at the time of Adesemi’s downfall? ($15 million; paragraph 2)

2. After attending Georgetown University, where did Monique study for a master’s degree in international development and economics? (Johns Hopkins University; paragraph 8)

3. Because of her research, what did Monique decide to focus Adesemi’s initial efforts on? (pay phones for customers on the lower rungs of the economic ladder in Tanzania; paragraph 13)

4. What percent of the world’s 6 billion people have access to the Internet? (only 2 percent; paragraph 26)

5. What caused a huge drain on Monique’s time and energy? (the misunderstandings spawned by the cultural diversity of her employees; paragraph 42)

6. How has Monique spent her time in the months since Adesemi was liquidated? (She has been regrouping, reflecting, and working on her next project; paragraph 57)
Comprehension

Introduction

1. How did Monique Maddy imagine the success of her company Adesemi? (Adesemi would blanket the entire developing world with affordable wireless telecommunications services, bringing desperately needed communications to billions of people, and Maddy would be rich and famous. paragraph 1)

2. Why was it shocking that Adesemi failed? (Monique explains that “we had come so far and achieved so much... we had raised more than $15 million in venture capital and launched the world’s first fully integrated “virtual” phone system... in one of its poorest nations, Tanzania... we were finally on the verge of explosive growth.” paragraph 2)

3. How is it possible to do good in the world and do well at the same time? (Such a goal takes nothing short of a deep-pocketed visionary investor, the political commitment of the emerging markets to economic change, and a generous portion of good old-fashioned luck. paragraph 4)

A Dream Is Born

4. Describe Monique’s education. (Her father sent her to boarding school in England, private school in New Jersey, Georgetown University for a bachelor’s degree, and Johns Hopkins University for a master’s degree in international development and economics. Later, she went to Harvard Business School. paragraphs 7–9)

5. When Monique worked for the UN (United Nations), where was she assigned? (New York, Indonesia, Angola, and the Central African Republic; paragraph 8)

6. How did Monique plan to spread economic prosperity to the third world? (Through her own efforts, Monique’s company would create the first continent-wide communications network in Africa, providing phones, television, and Internet services to lower- and middle-income people. After Africa, the company would go on to conquer the rest of the third world. paragraph 10)

Wake-Up Call

7. After doing a research project, what did Monique learn? (She had to start in one country, narrow her focus to pay phones, and find a partner because she could not start her company alone. paragraphs 12–14)

8. Where did Monique get the venture capital to start Adesemi? (She got it from a Harvard Business School classmate, Landmark Communications, Harbour Vest Partners, British Commonwealth Development Corporation, Dutch Development Finance Corporation, and two angel investors. paragraphs 15–16, 19, and 22)
9. Why did Adesemi have to surrender its Tanzanian assets and liquidate? (Commonwealth Development Corporation called its original loan because the corporation wanted out, paragraph 25)

Hard Lessons

10. In the final analysis, what went wrong with Adesemi? (Monique accepts responsibility for the fate of Adesemi and believes her lack of experience and her underestimation of the magnitude and complexity of what she was getting into caused its failure, paragraph 27)

11. Explain the two breeds of emerging-market venture capitalists. ("Do-gooders" are quasi-government agencies that do not embrace the idea of reward for risk that underlies entrepreneurship. They lend money to start-ups but do not trust them to do the right thing with it. They are terrified of risk, are enmeshed in bureaucracy, and adhere to their established procedures. "Do-wellers" believe business is a high-stakes game, and high reward is what they are after. They are patient and willing to pour money into investments that look as though they might score big, paragraphs 29–33)

12. What lesson did Monique learn from her experience with Adesemi? (Start-ups in the third world should stay away from do-good investors. They understand neither the concept of risk nor the concept of the long run, paragraph 34)

The Challenge of Diversity

13. Why was Adesemi’s diversity a huge headache for Monique? (The people had different attitudes toward work and the concept of empowerment, and cultural habits got in the way. Employees formed cliques and disliked the other nationalities’ cliques [balkanization]. They did not try to accommodate other employees’ cultural sensitivities, paragraphs 37–42)

Marriages of Convenience

14. How did Monique’s experience with local partners compare to what she learned in Harvard Business School? (In business school, Monique learned that local alliances are central to success in an emerging market. However, she found that local partners can give you as much pain as gain. They are needed the most in the beginning, but once the venture is established, the relationship can lose its purpose and utility. A local partner should always be required to invest money in a new venture so that he or she has a long-term stake in the business, paragraphs 43–44, 47–48)

Wanted: A Visionary Investor

15. What are common problems start-ups face in many emerging-market countries? (Few things are what they appear to be, regulations are infrequently enforced, it is difficult to find someone who understands the policies and regulations, and governments are mired in bureaucracies that engage in corruption and bribery, paragraph 49)
16. What does every entrepreneur doing business in the third world need? (a patient and visionary investor able to wait out the turbulence and frequent political obstructions; paragraph 56)

My Little Boat

17. What is Monique's plan for the future? (She will continue to sail the wind as a more seasoned sailor. [Monique is using a metaphor from Richard Bode's book First You Have to Row a Little Boat.] She hopes that with the lessons she has learned in the past six years, she will be able to chart a new route to her ultimate destination of bringing telecommunications to emerging markets. paragraph 59)

18. How realistic is Monique's plan for the future? (Students will have a variety of opinions on this question.)

Analysis

1. What is the main idea of the article, and in which paragraph(s) is it stated?
   a. Monique Maddy wanted to provide complete telecommunications services to poor people in Africa, but she failed to establish a company that could do so.
   b. The challenges of starting a telecommunications business in developing countries are so great that it is unlikely that an entrepreneur will achieve success in the long run.
   c. Being an entrepreneur demands more risk taking but offers greater rewards than does working as an employee in a traditional company.
   d. Monique Maddy, who learned valuable lessons from her experience in starting a telecommunications business in Tanzania, believes that she will one day achieve her dream. (Paragraphs 4, 27, 59)

2. What is the meaning of the italicized word in this sentence in paragraph 9? "I wanted to make a real difference, and I was beginning to get the sense that to do that, I would have to venture out on my own."
   a. decide
   b. proceed
   c. manage
   d. investigate
3. We can infer the following from this statement in paragraph 26 by Monique Maddy, “Entrepreneurs can change the world as long as they don’t try—as I did—to do it on a shoestring.”

a. Monique is doubtful that inexperienced entrepreneurs can change the world.
b. Monique regrets trying to enter an emerging market as an entrepreneur without sufficient experience.
c. Monique believes that having plenty of capital is essential to the success of entrepreneurs in emerging markets.
d. Monique believes that entrepreneurs need emerging-market venture capitalists that have plenty of money and the patience to wait for the return on their investments.

4. The author’s writing style in this article is ___________ and ___________.
   a. sophisticated
   b. simple
   c. idiomatic
   d. scholarly

5. The tone of the article is ___________ and ___________.
   a. subjective
   b. objective
   c. emotional
   d. balanced

6. What overall method of development is used in this article?
   a. justifying a proposal
   b. debating two sides of an issue
   c. enumerating characteristics of a system
   d. narrating a series of events

7. In the conclusion to this article (“My Little Boat”), what techniques does the author use?
   a. ironic humor
   b. indirect quotation (from Richard Bode: one should sail the wind)
   c. questions
   d. metaphoric language (Adesemi = the boat; Monique = the sailor; the wind = obstacles)
Discussion

1. Would you characterize Monique Maddy as an idealistic, optimistic dreamer; a realistic, pragmatic businesswoman; or a visionary, risk-taking entrepreneur?

2. How did Monique benefit from going to Harvard Business School? (She had friends and contacts who were willing to invest in Adesemi. She acquired the necessary theoretical knowledge about how to start and manage a business in a developing country.)

3. What would you have done differently from Monique in starting a telecommunications business in a developing country?

4. If you became an entrepreneur, what kind of business would you focus on? Explain your choice. (This is a good writing assignment.)

"Smart and Smarter"
Daniel Lyons
*Forbes*
March 18, 2002

Discussion

1. How have David Ji and Ancle Hsu created a problem for Sony, the powerful Japanese corporation? (David Ji and Ancle Hsu, the owners of Apex, sold almost 1 million low-price Apex Digital DVD players in November 2001 and surpassed Sony in North American unit sales, claiming 23 percent of the market, compared with 13.6 percent for the $58 billion (sales) Japanese giant. paragraph 1)

2. What has made it possible for Apex to market new high-tech gadgets earlier than other companies? (Aancel Hsu, Apex's chief operating officer, says: “We don't have the bureaucracy and overhead that Japanese companies have.” paragraph 3)

3. What does Sony think of Apex? (The people at Sony see Apex as a low-quality competitor that won't be around on a long-term basis. They point out that Apex has had quality-control glitches. paragraphs 4 and 8)

4. Describe the background of David Ji and Ancle Hsu. (Hsu, born in Taiwan, and Ji, raised in Jiangsu province in mainland China, emigrated to the United States in the 1980s. They met while working at a scrap metal company in Los Angeles and formed their own company to sell scrap metal to recyclers in China. They also made and sold car-stereo speakers, herbal supplements, and disposable rubber gloves. paragraph 5)

5. How did Ji and Hsu become successful? (In 1999, they decided to manufacture DVD players and to assemble them in China, instead of the United States. This enabled them to sell the DVDs at prices that were lower than their competitors' prices. By teaming up with Best Buy, Circuit City, Wal-Mart, K-Mart, and others, Apex Digital has become a profitable business. paragraph 6)

6. Explain the problems Apex has had. (In 2001, a Chinese exporter sued Apex Digital, claiming it owed $18 million. In February 2002, a warehouse company
alleged that Apex was in arrears by $2 million. Apex has also had problems with some DVD models, such as the high-end 7701 model. (paragraphs 7 and 8)

7. How is Apex trying to keep up with companies like Sony? (Ji and Hsu bought 60 percent of a Chinese DVD factory for $9 million and are planning to hire engineers to design their own machines. They also formed a joint venture with a Chinese television manufacturer and introduced 18 new models. They are planning to sell a digital camera that will play MP3 files. (paragraphs 9 and 10)

8. How do Ji and Hsu differentiate their company from the Japanese technology companies? (Ji and Hsu say that they are making new technology affordable to the average consumer, which Sony, Hitachi, and other Japanese companies don’t consider important. Ji and Hsu believe they are in touch with U.S. consumers and that Apex is “the only real American brand.” (paragraph 12)

9. If you decided to purchase a DVD player, would you buy a Sony or an Apex model? On what basis would you make this decision?

10. The title of this article, “Smart and Smarter,” is modeled on the title of a 1994 Hollywood movie called Dumb and Dumber. This movie is a comedy about two friends who act in unintelligent ways. Explain how the title “Smart and Smarter” applies to this article. (Ji and Hsu began their entrepreneurship by selling scrap metal to China, and then, after trying other businesses, they decided to make DVDs in China and sell them in the United States. Their company is now successful. They have been doing better and better because they are becoming smarter and smarter.

11. Compare and contrast the three entrepreneurs described in the articles in this chapter: Monique Maddy in “Dream Deferred: The Story of a High-Tech Entrepreneur in a Low-Tech World” and David Ji and Ancle Hsu in “Smart and Smarter.” In what ways are they similar, and in what ways are they different? (Similarities: All three people are entrepreneurs who are willing to take the risks involved in organizing and managing a company in order to make a profit. Differences: Maddy was born in Liberia and attended Georgetown, Johns Hopkins, and Harvard Business School. Her goal was more complex than Ji and Hsu’s: she wanted “to make a real difference” by bringing desperately needed telecommunications to billions of people in the developing world. Initially, she focused on installing pay phones in Tanzania. She had to beg for money from investors, who were frightened of investing in an emerging market. Maddy faced major obstacles in terms of government regulations and lack of sufficient capital. She also had licensing problems in Tanzania, which she could not solve. Ji and Hsu were born in China and emigrated to the United States. They have a more limited goal: they are selling DVD players and other high technology products in the U.S. market. They apparently were able to finance their company successfully. Ji and Hsu were faced with lawsuits by partners, but they settled them. They also failed to pay licensing fees for technologies that go into DVD players, but they are negotiating with licensing groups to resolve this. Maddy’s investors called their loan, and she had to liquidate Adesemi, but Ji and Hsu are running a profitable business that sells “the only real American brand” of DVDs.)
Examples of Students’ Written Assignments

A Note on Documentation Format

When writers incorporate another person’s words, facts, or ideas into their own writing, they must cite the source of this information. The three most commonly used documentation formats in academic writing are the APA (American Psychological Association), the MLA (Modern Language Association), and the Turabian or the Chicago Manual of Style. Many of the writing assignments in this text require the use of outside sources and the documentation of these sources. The documentation style that is used in these examples of students’ writing is the MLA in-text citation format. This format gives the author’s last name and the page number in parentheses in the text. It lists all sources as Works Cited at the end of the paper, arranged alphabetically by the author’s last name or alphabetically by title if no author is identified. The recommended text is The MLA Handbook for Writers of Research Papers, 5th ed. (New York: MLA, 1999).

The following Web sites provide information about the three major documentation formats.

American Psychological Association: <http://www.apastyle.org> (contains guidelines and examples)

Modern Language Association: <http://www.mla.org> (contains links but not guidelines and examples)

Turabian or Chicago Manual of Style: <http://www.press.uchicago.edu> (contains FAQs and links but not guidelines and examples)
Example of a Summary

Olivier Cavagna
April 2002

“Other People’s Words”

In the article “Other People’s Words” (Smithsonian, March 2002), Paul Gray argues that even when plagiarism is not done intentionally, it remains an immoral act, and, therefore, it should not be downplayed. Teachers may be confronted with students who plagiarize because they have not learned the rule about inserting quotation marks when using someone else’s language. However, plagiarism is also committed by well-known authors who should know better.

The author gives examples of recent cases where plagiarism has been uncovered. He begins with Stephen Ambrose, the historian who used other people’s work in his books without acknowledging it. Ambrose didn’t seem to think that he had been careless and was not particularly worried about his actions: “I wish I had put the quotation marks in, but I didn’t.” Another case of plagiarism is Doris Kearns Goodwin, whose book The Fitzgeralds and the Kennedys contained passages taken from three earlier books on the Kennedys. Goodwin tried to justify her error by saying that she had not realized what she was doing. She also put the blame on writing in longhand rather than on a computer.

Serious consequences can occur if a person is caught plagiarizing. Gray mentions Alex Haley, the author of Roots, who had to pay $600,000 to Harold Courlander because Haley’s book contained material from Courlander’s book. This costly settlement reveals that plagiarism should be taken very seriously.

Gray raises a question: “Is any of this of more than academic interest?” He answers this question by explaining what the word original means in its modern use: an author’s own words and ideas. Gray concludes that although Ambrose and Goodwin’s plagiarism may be considered “a lapse rather than a crime,” it is a major error in ethical behavior: “intentional theft remains theft, whether committed by those who know better or by those who are in the process of learning.”

Works Cited

Example of a Topic Outline for a Summary

Gloria Londoño
February 2002
Chapter 4: Writing Assignment 3

“Beyond Babel: Why the Babble Below Will Matter Less”

I. Introduction
   B. Main idea: New reality: Replacement of language by visual images

II. Summary
   A. Effects of global economy
   B. Language ineffective and unnecessary
   C. Misunderstandings from language
   D. Multicultural diversity in firms
   E. Communication through visual images, not words
   F. Language in supporting role
   G. Need for managerial skill in multimedia representations

III. Conclusion
   A. Restatement of main idea: New reality: Replacement of language by visual images
   B. Summary: Organizational communication through digital images
Example of a Sentence Outline for a Critical Review

Gloria Londoño
February 2002
Chapter 4: Writing Assignment 3

“Beyond Babel: Why the Babble Below Will Matter Less”

I. Introduction
   A. Background: In “Beyond Babel: Why the Babble Below Will Matter Less,” Michael Schrage discusses the communication barriers that exist in the global business world and the role technology will play in replacing language and improving communication.
   B. Thesis: I agree with the author that technology will have a dominant role in global communications. However, I disagree with his prediction that words will be replaced by images and technology as a means of improving communication.

II. Summary of article
   A. Main points
      1. Multinational companies should depend less on language and more on technology to communicate.
      2. “Words must be demoted as technology is promoted.”
      3. The multicultural workforce has led companies to realize most people prefer looking at images to reading.
   B. Supporting points
      1. Language is ambiguous and can create confusion rather than clarify.
      2. The skill that matters is not proficiency in languages but proficiency in computer software.
      3. Digital visualizations (images) drive the development process.
      4. Companies should invest in “language-free projects” to avoid misinterpretations due to language.

III. Critique
   A. Analysis of the strengths of the author’s argument
      1. Schrage is concerned about the communication gap in international firms.
      2. His solution, to replace language with technology, such as visual presentations, is clever.
   B. Analysis of the weaknesses of the author’s argument
      1. Schrage’s solution ignores important factors such as cultural differences, which result in varied interpretations of images and gestures.
      2. Doing business successfully requires personal contact and interaction through written and spoken language.
      3. Schrage ignores the tendency to add new business jargon related to advanced technology to the language.
IV. Conclusion

A. Schrage identifies the communication gap that arises in firms with international employees and provides a solution: Demote words and promote technology.

B. The goal of improving communication should be a priority for multinational firms. However, the solution of replacing language with visual images such as multimedia presentations does not address the cultural differences that affect people's interpretation not only of words, but also of images and gestures.
Example of a Critical Review

Gloria Londoño
February 2002
Chapter 4: Writing Assignment 3

“Beyond Babel: Why the Babble Below Will Matter Less”

In “Beyond Babel: Why the Babble Below Will Matter Less” (Fortune, March 19, 2001), Michael Schrage identifies the communication barriers that exist in the global business world and predicts that technology rather than language will assume the dominant role in communication in the future. His initial argument is convincing when he describes the need to simplify language in the business world so that people who speak different languages can understand one another. However, he focuses on the problems in communication caused by written and oral language, which makes his prediction simplistic. He ignores the fact that misinterpretations in communication exist because of differences in cultures as a whole and not just because of language. Although I agree with the author that technology will become increasingly important in business communication, I disagree with his prediction that words will be replaced by images and multimedia technology as a means of improving communication among global businesses.

Schrage encourages international firms to depend less on language and instead to focus more on technology to communicate. He believes that language is ambiguous and leaves room for misinterpretations and misunderstandings. To Schrage, the skill that really matters in a corporation is not being able to speak several languages, but rather, knowing how to use multimedia and computer software to communicate. According to Schrage, “These digital visualizations—not the written specifications or detailed product descriptions—drive the development process” (Schrage 214). Moreover, the multicultural workforce has led companies to realize that most people prefer looking at images to reading. He concludes that global companies should devote money to “language-free projects and management techniques” to avoid the misinterpretations and vagueness created by language.

I agree with Schrage’s concern about making language less ambiguous. However, I believe technology should be promoted not to replace words and language as a whole but to reinforce and clarify a specific concept. Unlike Schrage, who believes words aid pictures, I believe the opposite, that pictures aid words, especially in a global community. Schrage argues that words are vague and can be interpreted in a variety of ways. This is true, but unless you are familiar with the culture and the context of the images and pictures, they can also have different meanings, depending on the culture and background of the person interpreting the image. Schrage assumes images and visual representations are not sensitive to culture and not likely to be misunderstood. I believe that images are as relevant to a culture as words are, and, therefore, can be misinterpreted just as words can. Although technology can replace some written and spoken language,
images are still culture bound and can be interpreted in many ways unless they are combined with words that explain and clarify the image.

Moreover, I believe that if Schrage's views were adopted, most personal contact would be eliminated and simply replaced by technological communication, such as a meeting based solely on multimedia presentations. What about comments or questions on the presentation? Are they going to be presented in images as well? Technology may be essential to our lives, but there are still major elements in business that require personal contact. This is even more relevant in less industrialized cultures, where personal relationships play a key role in business. Thus, I believe that "demoting words" is an easy way out in cross-cultural communication but is not necessarily the solution to improving and simplifying communication.

Finally, the tendency in real life seems to be that rather than using fewer words in business and implementing more multimedia, an increasing number of new words and jargon associated with advanced technology have entered the language. Consequently, I do not foresee a reduction of words, or a simpler means of communicating, but just the opposite. Nonetheless, Schrage has identified a common problem in the global business market: many people are not fluent in the language (most often English) in which international business is being conducted. Thus, communication gaps are created. Schrage provides a clever solution: "Words must be demoted as technology is promoted" (Schrage 214). His arguments seem reasonable and logical; there is no doubt about the benefits of investing in technology and using it to improve communication. The goal of improving communication should be a priority for large multinational corporations. However, his solution of replacing one form of communication with the other does not address the differences in culture that affect the interpretation not only of words but also of images and gestures. Thus, the use of technology does not solve the problem of communicating across a variety of cultures.

Works Cited
Example of a Synthesis

Maimouna Ango
April 2002
Chapter 9: Writing Assignment 2

Health and Wealth

The articles “The Health of Nations” (The Economist, December 22, 2001) and “For Developing Countries, Health Is Wealth” by Laura D’Andrea Tyson (Business Week, January 14, 2002) address the topic of the investment by developed countries in the health care in developing countries, which would be helpful to the world economy. The articles are based on a report by the Commission on Macroeconomics & Health of the World Health Organization. Tyson, a member of the commission, explains how the investment in health will aid developing countries from an economic and humanitarian perspective and “would yield benefits that far exceed its costs” (Tyson 20). She states that if the world community is willing to invest to enhance health care services in developing countries, it will reduce disabilities and extend life, leading to higher productivity. The Economist, in discussing the WHO report, notes the problems that this project may encounter in its implementation by the world community. Both articles suggest that although this plan is advantageous, it may be difficult to implement.

According to Tyson, economists have discovered that health is closely related to economic growth. Developing nations with poor health services have less economic growth than rich countries: “Their poor health both reflects their poverty and contributes to it” (Tyson 20). Therefore, developed countries should provide financial aid to reduce poverty by promoting health care. This investment should be approximately an additional $27 billion per year above the current $6 billion per year, which is “only about 0.1% of the gross domestic product of the developed countries” (Tyson 20). The financial aid will primarily help developing countries to get drugs and fight diseases like malaria, tuberculosis and AIDS/HIV. Consequently, it “could save about 8 million lives per year by 2010” and extend life expectancy in those poor countries (Tyson 20). Each life saved will increase economic growth and productivity. In addition to this humanitarian benefit, the gain on an economic basis will be around $186 billion per year, which will be valuable for the world economy (Tyson 20).

However, The Economist suggests that this project may not be possible to achieve in reality. Among the obstacles, the author discusses whether the developing countries have the capacity to receive this financial investment and to utilize it properly. The Economist explains that poor countries “lack the domestic capacity . . . to absorb additional funding at such a rate” (The Health of Nations” 84). Furthermore, the developing countries will have to sustain this project by investing $35 billion, which might be a problem for those already deeply indebted countries. In addition, although this financial aid represents only 0.1% of the GDP of the developed countries, it is $27 billion more than current...
spending ("The Health of Nations" 83). Not all the developed world is willing to donate such an important amount to the developing countries. In fact, "only five donor governments meet the international target of 0.7% of GDP spent annually on official development assistance" ("The Health of Nations" 83).

Furthermore, the terrorist attacks on September 11, 2001, affected the world economy by provoking an economic downturn. One of the consequences of the global economic slowdown is that the United States is now "thinking more about al-Qaeda and anthrax than AIDS" ("The Health of Nations" 84). Economic priorities may have changed for other developed countries as well, making them less willing to spend 0.1% of their GDP to improve health services in developing countries: "Certainly the economic slowdown has made governments, and companies, look twice at assigning large sums to the war against disease" ("The Health of Nations" 84). Instead, they may prefer to spend that same amount of money on more traditional aid projects ("The Health of Nations" 83). Thus, despite the large benefits that this project may bring to the world community, the economic downturn that affected the whole world is another obstacle to its implementation.

The world community has a moral obligation to help poor nations achieve better health care. Improving health services in developing countries by donating an additional $27 billion per year by 2007 will not only be beneficial from a humanitarian view but will also help economically. It will save about 8 million lives annually and will also save $186 billion each year (Tyson 20). Unfortunately, these goals appear problematical due to a variety of reasons. Although this target represents an important opportunity for the entire world community, it is an extremely hard goal to achieve and will require international cooperation.

Works Cited


Example of a Business Letter

Jamil Azoury
April 2002
Chapter 11: Writing Assignment 1

11223 Avenida Caracas
Suite 354
Caracas, Venezuela
April 20, 2002

Mr. Joseph Clayton
Marketing Department
Edge Technologies
Morristown, NJ 13692

Dear Mr. Clayton:

Recently, I have been experiencing difficulty in coping with work because of language problems and cultural differences between my new colleagues and me. Although I have only been in Caracas for three months, I am worried that this situation will worsen. Thus, I am sending you this letter to request that you allow me to return to the United States. This is a serious matter that involves not only my future career in the company but also my family.

The main problem that has arisen is poor communication between my coworkers and me. As I don’t speak Spanish fluently, this is creating trouble on the professional level. Moreover, many employees do not speak English, which has led to serious controversies over the daily routine, and these conflicts have decreased productivity. In general, miscommunication seems to have caused misunderstandings, both major and minor. Consequently, I sense that I am not in a position to be efficient and productive for the firm.

My second concern is that my wife and children feel quite isolated in Caracas. My wife hasn’t adjusted to life in Venezuela and has been unable to find a suitable job. The children have not mastered Spanish yet, which has forced me to hire a private tutor, and they have not made any friends. As a result of these factors, the home situation is stressful, and my professional life has been affected. Based on my family’s experience, I suggest that Edge Technologies offer support services for its expatriate employees in the future.

I doubt that I can solve all these problems or be effective on the job here in Caracas, which means that the corporate return on expatriate investment is low. Therefore, I am asking that you permit me to return to the States and to my previous position in the company. I believe that my business skills and knowledge can be put to better use in the States than in Caracas. Thank you for considering this request. I look forward to hearing from you soon.

Sincerely,

Jamil Azoury

Jamil Azoury
Example of an Abstract (150 words)

Chapter 12: Writing Assignment 1

In “Good Negotiation Equals Good Contracts,” Steven Cohen outlines the negotiating procedure that will lead to an effective business contract. A good contract develops out of fair negotiations and depends on the negotiators' skill and knowledge. Negotiators should prepare carefully, have the ability to focus on several points simultaneously, and understand the importance of providing benefits to both parties. They should also be aware of the advantages that result from ongoing relationships among negotiators.

Effective negotiations do not follow an exact order but are characterized by flexibility and a dynamic approach. They must take place in an atmosphere of trust. Negotiators should be clear about who has the power to make the final decisions since these are the only people who can sign off on an agreement. The contract will not be successful unless it includes a method for monitoring its implementation so that problems that arise can be solved.
Example of an Oral Presentation Outline

Chapter 12

“The Electronic Negotiator”

I. Introduction
   A. Purpose statement
      The purpose of this presentation is to discuss “The Electronic Negotiator,”
      by Regina Fazio Maruca and Kathleen Valley, which was published in the

   B. Thesis statement
      Nowadays, the number of negotiations taking place through e-mail is in-
      creasing. Although this new type of negotiation has positive aspects, it
      changes the basic rules of traditional negotiation and is generally not as
      successful as face-to-face negotiation.

II. Summary
   A. Major points
      • More and more people are negotiating through virtual contact rather
        than in person.
      • People behave differently when they negotiate through e-mail: they share
        less information than when negotiating fact-to-face and are less flexible.
      • Negotiating through e-mail affects the progress of the negotiations be-
        cause there is more tension and a higher chance of impasse.
      • Good reasons to negotiate through e-mail are to save time and money
        and communicate at your own pace.
      • E-mail negotiations work best when the parties already know each other.

   B. Supporting points
      • Without physical or vocal cues, the negotiation dynamic changes.
      • In face-to-face negotiations, the norm is to use the “openness script”
        (sharing); in e-mail negotiations the norm is the “haggling script”
        (not sharing).
      • It is more difficult to reach an agreement through e-mail negotiations:
        50% of these negotiations end in failure.
      • Negotiations through e-mail can sometimes be more efficient and com-
        fortable than face-to-face negotiations.
      • The parties should meet each other and share social information before
        beginning e-mail negotiations.
III. Evaluation of the article
   A. Strengths
   This article, which is in the form of an interview, contains four basic questions from the interviewer. The Harvard Business School professor gives detailed, specific responses that explain the challenges of negotiating through e-mail. The professor describes the changes in negotiating behavior that occur when people discuss contract proposals via electronic messages and offers practical advice on how to succeed in this modern method of negotiation. The style of the article is informal and conversational, and statistics are provided to support the fact that negotiating through e-mail often leads to impasse.

   B. Weaknesses
   It would have been interesting to learn more about the recent study that the HBS professor had completed. What parties were involved and what were the topics of the negotiations? Also, the article does not discuss an important point. In order to be able to negotiate via e-mail, a person must have an Internet connection. The article presents the Internet as a common, worldwide tool. However, this is something that should not be taken for granted because many people in developing countries still do not have access to the Internet.

IV. Conclusion
   A. Restatement of thesis
   The use of e-mail to conduct negotiations is an example of the progress made in the field of high technology. Now negotiators don’t have to travel great distances to reach an agreement. They can simply discuss the contract proposals while sitting in front of their computers in their offices. However, this new type of negotiation has its own rules and is generally not as successful as face-to-face negotiation.

   B. Value of the article
   This article presented a great deal of information in the form of an interview with a researcher studying how high technology has influenced contract negotiations. It was interesting to learn that the behavior of people changes, depending on whether they negotiate in person or through e-mail. Apparently, seeing proposals on a computer screen makes people less willing to compromise. This is valuable information for anyone who will be engaging in negotiations. Although there is more than one way to negotiate a contract, perhaps the traditional personal approach to negotiations is still the best.
Teamwork

Chapter 10

Questionnaire

Part I
Name
Age
Nationality
Native language
Second language
Current GPA (Grade Point Average)
Year in college: freshman sophomore junior senior
Major
Minor

Part II
Please choose the appropriate answer.
1 = strongly disagree  2 = disagree  3 = neutral  4 = agree  5 = strongly agree

___ Studying business is the right choice for my future career.
___ I study business in order to work in the global business environment.
___ I will be successful professionally if I have a business degree.
___ I plan to get an MBA after I finish my BA.
___ My motivation for majoring in business is to make money.
___ My motivation for majoring in business is to work in a foreign country.
___ I have a role model for being in business.
___ I have not experienced discrimination in my business classes.
___ I decided on a business major after taking courses in many other fields.
___ I decided to major in business as soon as I entered college.
___ I come from a business family.
___ My family is supportive of my career goals.
___ Women who enter the field of business should be aggressive.
___ Women have to work harder than men do to succeed in business.
Chapter 11

**Job Interview Role Play**

This activity works best if teachers assign students to groups with three or six members.

- Each group is divided into managers or job applicants.
- Each group draws up a list of at least five questions that the managers will ask the job applicant and five questions that the job applicants will ask the managers.
- Students prepare a role play in which two students act as company managers and one student takes the role of the employee who has applied for a position abroad.
- Each group practices its role play before presenting it to the class.
- The time frame for the role play is 15 minutes. After the role play, the students in the audience can critique their classmates’ communication skills.

The following questions would be appropriate for the manager to ask the job applicant.

1. How many years of experience have you had in your field?
2. What is your favorite part of your job?
3. What professional accomplishment are you most proud of?
4. Have you ever lived or worked abroad?
5. Why are you interested in working abroad?
6. What are your future career goals?
7. In which parts of the world would you prefer to work?
8. What training in cross-cultural communications have you had?
9. What languages do you speak besides English?
10. Describe your computer and information technology skills.
11. Describe a situation you have been in that required flexibility and adaptability in dealing with people of diverse backgrounds.
12. What is your greatest strength, and what is your greatest weakness?
13. What makes you the best person to fill this position?
14. Explain any concerns you may have about working abroad.

The following questions would be appropriate for the job applicant to ask the manager.

1. What are the major responsibilities of this position?
2. Will the company provide predeparture training?
3. If training is provided, how extensive will it be?
4. Will the company pay for trips home once or twice a year?
5. What are the possibilities for advancement?
Chapter 12

Negotiations Role Play

This activity works best if teachers assign students to groups with six or eight members. Then each group is divided into team A, from the United States, and team B, from another country. Students work with their team to prepare a role play in which they act as negotiators.

- Each team chooses a team leader.
- Each team decides whether to use collaborative bargaining (a rather friendly approach) or adversarial bargaining (a somewhat hostile approach).
- Each team draws up a list of ground rules for the negotiating sessions.
- Each group of two teams practices its role play before presenting it to the class.
- The time frame for the role play is 15 minutes. After the role play, the students in the audience can critique their classmates’ negotiating skills.

Team A

Background: You work for a large company in Washington, DC, that has a joint venture with a company from ____________. Both companies will be working on the development of information technology such as mobile phones. You are a member of a bargaining team that has to negotiate a contract with the company from ____________, which has come to Washington, DC.

Task: This is the first bargaining session, and you are meeting in the hotel where the other bargaining team is staying. You have to negotiate the ground rules for future bargaining sessions with the negotiating team from the company from ____________.

Ground Rules Proposed by Team A (United States)

1. Bargaining sessions will be held every Monday and Thursday from 8:00 A.M. to 10:00 A.M.
2. Tape recorders will not be allowed in the negotiating room.
3. The meetings will be held in your company’s conference room.
4. Cancellation of sessions must be made at least 48 hours in advance.
5. Lawyers will not be allowed to attend the sessions.
6. One person will serve as the spokesperson. No one else will speak unless given permission.
7. Financial matters will be negotiated last.
8. Working conditions will be settled first.
9. English will be used in the bargaining sessions, and no translators will be allowed.
10. Smoking is not permitted during bargaining sessions.
11. Negotiators may use computers to take notes during sessions.
12. Proposals will be presented in writing.

Members of Team A

1.
2.
3.
Team B

Background: You work for a large company in __________ that has a joint venture with a company from Washington, DC. Both companies will be working on the development of information technology such as mobile phones. You are a member of a bargaining team that has come to Washington, DC, to negotiate a contract with the company from the United States.

Task: This is the first bargaining session, and you are meeting in your hotel's conference room. You have to negotiate the ground rules for future bargaining sessions with the negotiating team from the company in Washington, DC.

Ground Rules Proposed by Team B (___________)

1. Bargaining sessions will be held four evenings a week from 6 P.M. to 9 P.M.
2. Tape recorders will be allowed in the negotiating room.
3. The meetings will be held in a conference room in your hotel.
4. Cancellation of sessions must be made at least 4 hours in advance.
5. Lawyers will be allowed to attend the sessions.
6. All members of the negotiating team are spokespersons.
7. Financial matters will be negotiated first.
8. Working conditions will be negotiated last.
9. English will be used in the bargaining sessions, but translators will be present.
10. Smoking is permitted during bargaining sessions.
11. Negotiators may use computers to take notes during sessions.
12. Proposals will be presented either orally or in writing.

Members of Team B
1. 
2. 
3. 

...
Chapter 13

Job Advertisement for The Economist

SEMCO

A leading innovative Brazilian company is seeking an expert in strategic planning.

He/She will be in charge of a major long-term project that will determine the future direction of Semco.

Job Description

The expert in strategic planning will be responsible for the design, development, and implementation of a five-year strategic plan for Semco. He/She will oversee a team of international experts, coordinating all planning and policy, motivating team members to think creatively, and establishing a framework for long-term growth and development of Semco as it continues to revitalize its successful e-business model.

Main Tasks

Visualization of future direction for the company
Supervision of planning and strategizing
Coordination and preparation of division goals
Analysis of rationale for goals
Incorporation of e-business model with long-term strategy
Drafting of a five-year plan
Implementing of a five-year plan

Job Requirements

A university degree in business management
At least ten years relevant experience at a senior level in the field of strategic planning
Excellent written and oral communication skills
Superior interpersonal skills
State-of-the-art knowledge of information technology
Experience in working in a multicultural environment
Experience in Latin America a plus
Fluency in English
Portuguese highly desirable

This full-time position will be based in Sao Paulo, Brazil.
The position offers a salary commensurate with experience and a generous benefits package.
Semco will pay reasonable relocation expenses.

Interested candidates should send their resume to SEMCO—
FAX: 55-11-4321-5555
E-mail: humanresources@semco.org.br
Mail: P.O. Box 4321
02345 Sao Paulo, Brazil
Job Interview Role Play

This activity works best if teachers assign students to groups with four or six members.

- Each group is divided into Semco managers and job applicants.
- Each group designs a job advertisement for Semco.
- Each group draws up a list of at least five questions that the managers will ask the job applicants and at least five questions that the applicants will ask the managers.
- Students prepare a role play in which one student takes the role of the Semco company manager, and one student takes the role of the employee who is responding to the job advertisement.
- Each group practices its role play before presenting it to the class.
- The time frame for the role play is 15 minutes. After the role play, the students in the audience can critique their classmates’ communication skills.

Appropriate questions for the Semco manager to ask the job applicant include the following.

1. How did you hear about this company?
2. Tell me about your previous professional experience.
3. What qualifies you for this position?
4. Why are you interested in working at Semco?
5. What skills would you bring to this company?
6. What do you see yourself doing five years from now?
7. Describe a conflict you have had in a previous position and how you resolved it.
8. Describe a previous experience you had on a project team. How well did you communicate with the others and receive direction?
9. Describe a previous experience demonstrating how you have worked in a high-pressure, deadline-driven environment.
10. Do you have any concerns about working for Semco?

Appropriate questions for the job applicant to ask the Semco manager include the following.

1. What qualities are you looking for in a strategic planning expert?
2. What types of responsibilities would the position entail?
3. What does your compensation package include?
4. How many non-Brazilian employees work for Semco?
5. How many weeks of vacation do new employees get?
6. What opportunities are there for advancement?
7. What professional development training do you offer?
8. Would the company pay for my graduate degree if I wanted to get an MBA?
9. Does Semco have a dress code?
10. Please describe the work environment at Semco.
Writing Evaluation Forms

Summary Evaluation
Essay Evaluation
Synthesis Evaluation
Critical Review Evaluation
Research Paper Evaluation
Peer Critique Evaluation

The evaluation forms may be photocopied for classroom use.
Summary Evaluation

- Unsatisfactory – Satisfactory ✓ Excellent +

Content
- Main idea
- Major points

Organization
- Main idea in paragraph 1
- Paragraph coherence

Style
- Accurate paraphrasing
- Use of quotations

Mechanics
- Standard English grammar
- Punctuation, capitalization, spelling

Format
- Author, title, source, date in paragraph 1
- Paragraphing

Overall Evaluation ________________________________

Comments
NAME ______________________

Essay Evaluation

Unsatisfactory – Satisfactory ✓ Excellent +

Content
• Appropriate thesis
• Logical development
• Relevant information

Organization
• Thesis in paragraph 1
• Topic sentences
• Paragraph and essay coherence

Style
• Academic style
• Use of quotations
• Clarity and conciseness

Mechanics
• Standard English grammar
• Punctuation, capitalization, spelling
• Citation of sources

Format
• Margins and spacing
• 12-point font
• Paragraphing

Overall Evaluation ______________________

Comments
## Synthesis Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Excellent +</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Logic of introduction and thesis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Support for thesis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Balanced use of sources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Thesis in paragraph 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Topic sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Paragraph and essay coherence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Paraphrasing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use of quotations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Clarity and conciseness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Standard English grammar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Punctuation, capitalization, spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Citation of sources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Authors, titles, sources, dates in paragraph 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Paragraphing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Works Cited at end of synthesis</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Overall Evaluation

______________________________

### Comments
**Critical Review Evaluation**

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Excellent +</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Logic of introduction and thesis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Support for thesis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Analysis of author's ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Thesis in paragraph 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Topic sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Paragraph and essay coherence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Paraphrasing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use of quotations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clarity and conciseness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Standard English grammar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Punctuation, capitalization, spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Citation of sources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Author, title, source, date in paragraph 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Paragraphing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Works Cited at end of critical review</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Evaluation**

**Comments**
Research Paper Evaluation

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**Content**
- Proof of argument
- Logic of development
- Synthesis of information

**Organization**
- Thesis in introduction
- Topic sentences
- Paragraph and paper coherence

**Style**
- Paraphrasing
- Use of quotations
- Clarity and conciseness

**Mechanics**
- Standard English grammar
- Punctuation, capitalization, spelling
- Citation of sources

**Format**
- Paragraphing
- Spacing and margins
- Page numbers

**Documentation**
- Form of citations
- Number of citations
- Works Cited

**Overall Evaluation**

Comments
Peer Critique Evaluation

Use the form below when you evaluate your classmate’s writing assignment. Mark the document as Excellent (E), Satisfactory (S), or Unsatisfactory (U) in each of the following categories.

• Grammar
  correct standard English

• Mechanics
  correct and consistent punctuation, capitalization, and spelling

• Organization
  logical and effective presentation of ideas

• Content
  accurate, coherent, and relevant discussion of the subject

• Format
  clear and readable presentation on the page

• Documentation
  correct and sufficient citation of sources

Overall Evaluation ________________________________

Suggestions and Comments

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Bibliography


The revised edition of *Selected Readings in Business* addresses the new developments in the business world since 1991—e-commerce, information technology, women's status as professionals, application of science to business, and the increasing globalization of our world. Each unit has Internet activities to accompany it.

The *Millennium Edition* is ideal for programs for pre-MBA students and other students studying or interested in business. *Selected Readings in Business, Millennium Edition*, offers a variety of tasks to provide students with the skills needed in the business world, such as writing summaries, reports, letters, and memos; giving oral presentations; and analyzing realistic case studies. Glossaries are included.

This instructor's manual includes sample lesson plans, an answer key, student models, and evaluation forms.

**Also in the Michigan Series in English for Academic & Professional Purposes**

*American Legal English: Using Language in Legal Contexts*
Debra S. Lee, J.D., Charles Hall, and Marsha Hurley, J.D.

*International Medical Communication in English*
John Christopher Maher

For more information about University of Michigan Press books, visit our website at <http://www.press.umich.edu/esl/>.

Ann Arbor

The University of Michigan Press