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International Business and Culture Course Development and Teacher Growth

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**INTERNATIONAL BUSINESS AND CULTURE
COURSE DEVELOPMENT
AND TEACHER GROWTH**

**Submitted in partial fulfilment of
The requirements for the
Master of Arts in Teaching degree
At the School for International Training,
Brattleboro, Vermont**

**By
Deborah (Lang) Bainbridge**

March 1999

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This project by Deborah (Lang) Bainbridge is accepted in its present form.

Date August 9, 1999

Project Advisor Bonnie Mennell

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ABSTRACT

This paper describes the development process of an International Business and Culture Course for a new certificate program at the Colorado International Education and Training Institute (CIETI). I was hired for the specific purpose of designing this course. This paper is a compilation of some of the resources I've collected, experiences of what worked and what did not work, learning and teaching ideas I've incorporated from my course work at SIT, and my personal values and beliefs. My keen interest is in emotional intelligence and I have used it as a unifying theme to explain why I have chosen to teach what I teach in this course.

ERIC Descriptors:

English for Special Purposes

Cross Cultural Training

Curriculum Development

Teaching Styles

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CHAPTER I

BACKGROUND INFORMATION

Personal Background

1. How I arrived at this place

I took a long circuitous route to arrive at my current position. As a new college graduate my first job was as a physical education teacher at a private school in a suburb of Detroit. I left teaching after two years to move to Colorado where my family had located while I was in my final year of college. I had always loved the mountains, particularly the Colorado Rockies, but I knew that teaching jobs were scarce in this state and I would probably have to change careers to live here. Being far more enamored with an adventurous outdoor lifestyle than with teaching made it an easy choice, I followed my family to Grand Junction to pursue my dreams. I struggled as a novice teacher. I also believed the lie, which says, “those that can’t do, teach” and I was not overwhelmingly successful even as a teacher! I wanted an escape from teaching and yet in the deepest recesses of my heart I knew this was only temporary. I sought other life experiences so that one day I might teach from a place of knowing.

The next thirteen years of my life provided the colorful tapestry of experience I desired. The circumstances of a boom, then bust local economy, lead me from one job to another--working two years for a private aviation company at the local airport, two years exploring the field of physical therapy at a rehabilitation hospital, three years in banking, one season as a full time ski instructor, three years at a commercial real estate office, and finally a year at USWest Direct, publisher of the white and yellow pages phone directories. While working at the bank, with the intent of advancing my career in business, I entered an MBA program offered in the evenings on the local campus of Mesa State College. I completed the degree in August 1986.

I tried on jobs as though they were garments. Some were fun (the airport), some were fun and fashionable (ski instructing), others were sophisticated (commercial real estate and US West). Each job led to more interesting opportunities and each fit for a season or two but never well enough to make a career of it. In retrospect, it was a blessing that I never stayed long enough to move into high paying or managerial positions because I might have become fixed, allowing security issues to dictate the remainder of my life but as you will see I am an adventurer at heart.

A call came from Japan in January 1992. My friend was leaving her job at the Nagasaki YMCA where I had visited her one year earlier and she had recommended me as her replacement, would I be interested? I spent the next six weeks storing my belongings, packing and shipping boxes, leasing my apartment, arranging flights and then I was off, embarking on the most heroic and exotic adventure of my life. Facing every fear imaginable led to startling discoveries. There are no friends like those you meet overseas when the friendship is born out of isolation and loneliness and those needs are

met with compassion and kindness. Teaching is a joy when self-disciplined learners create an atmosphere where spontaneous teachable moments often occur, allowing the teacher to learn how to teach and the learner to learn how to learn. Discovery of these teachable moments kindled the sparks of that ever-elusive career I'd been seeking. I was not fully aware of this fact yet; however, what I did know with certainty is that the lives of my students were being impacted, sometimes dramatically, by what we were creating in the classroom together. The power of that emotional impact was irrefutable on both my students and myself. Responding to the call for adventure opened in my mind the door to endless possibility.

An expatriate friend said this about life in Japan, "The longer you stay, the longer you stay." Life is comfortable there, income is good, travel opportunities abound, the food is good, and you meet the most interesting people so why come home? I'd spent three years there, entered my 40's, life was good; perhaps too good, too easy, time to move on. Besides, if I really wanted a career in business this international experience should boost my opportunities immensely and I was of the age that I needed to act soon. What would I do when I returned? I had no distinct plan but recall only my wishes. I wanted to find a job which would utilize every skill I had so my life would not feel so segmented. My interests and areas of expertise were broad—sports, social work, teaching and business—where does one even begin the job search?

As is often the case, life moves in a given direction because some doors we would like to go through become closed to us. Such experiences met me the first six months after coming home. I had skills for survival—secretarial or substitute teaching—but I struggled to create a meaningful life. I looked in California, then in Grand Junction, then

in the Denver/Boulder/Longmont area and finally returned to Grand Junction the first week of December 1995 still without knowing what I would do.

Only a few days after arriving in Grand Junction, dressed in very casual attire, I went into Colorado International Education and Training Institute (hereafter abbreviated CIETI) to leave a current resume. I had left one the previous summer to no avail but I knew this resume was better organized and sharply defined my skills. To my great surprise Ron Bradley, the owner and President, was there and talked with me for a few minutes. I remember the following questions: "You taught English in Japan?" "You have an MBA?" "You teach skiing?" Yes, yes, and yes. The next several years of my life were outlined in that thirty-minute conversation. These were the talents he needed and he proceeded to tell me that he wanted to begin a business program in the fall of 1996. He also offered me part time work beginning in January 1996 teaching English and skiing to groups coming from Argentina, Japan and possibly Thailand. I inquired whether or not it would be valuable for me to get a master's degree in teaching ESL and he highly recommended it suggesting I investigate the School for International Training (SIT) which he and his wife Ellen had attended. The school was already known to me because several close friends from Nagasaki were studying there at the time. I knew it was greatly respected in Japan and that graduates from SIT had little trouble finding good jobs. Additionally, I felt that receiving a master's degree from an internationally recognized and acclaimed school meant far more than attending a state or local school as I had done for the MBA degree. I applied and was accepted to the Summer MAT (Master's in the Art of Teaching) program. I held all the jigsaw pieces and waited to begin fitting them together to design the program that I will describe in this paper.

2. Why emotional intelligence (EQ) is relevant to me and the International Business and Culture Class

I am an extremely fearful person, often quite shy which may be mistaken for standoffish or aloof, however, I prefer the word “reserved” because it seems to have less of a negative connotation. American culture places no value on such behavior whatsoever but in Japan it is natural and very nearly a national norm. Japan provided fertile soil for me to bloom, to develop a confidence in myself. It was emotional development that I needed most to enable me to find success in my career. I needed to overcome these fear factors or at least learn how to neutralize them so as to render them harmless. Seldom have I ever outwardly displayed my fears and never have I let them prevent me from accomplishing goals, but nevertheless, they were demons to be wrestled with which greatly impaired my personal effectiveness and sense of self worth. Achieving emotional strength and operating from a position of strength has had a powerful influence on my life personally. EQ is absolutely necessary to be truly successful in virtually any career, particularly one that involves people. While I feel that students who come here to study international business already demonstrate a high EQ, I believe that what I teach and how skillfully I teach it can boost their aptitudes even higher, enhancing their marketability and expanding their horizons.

CIETI - The School

The school now known as CIETI, was established in 1986 by Mesa State College as an Intensive English Program (IEP) under the directorship of Ronald W. Bradley. The primary purpose of the IEP has been to provide training in English language skills, college study skills and provide support to students bound for US colleges. The IEP continues to be the primary focus of the school, however, in July 1992 the school became an independent corporation which has enabled it to diversify into other markets including semester/year abroad programs and short term programs. These are designed to combine English language studies with other special interests, which include business, skiing, outdoor recreation, professional development, and most recently the International Business Certificate Program.

The Business Certificate Program

1. How it began

This program, as initially conceived, was to be a one-semester business certificate program affiliated with UCSC (University of California at Santa Cruz) whereby CIETI would provide the regular classroom instruction and UCSC would send some of their instructors to provide several two day-seminars for our students throughout the semester. Certificates were to be issued by UCSC upon completion of the program, which was viewed as a strong marketing tool for our program. Unfortunately this did not materialize

and while two consultants from UCSC came to give seminars in the first semester of the program we have not utilized them since. Undaunted by this setback, however, we determined to proceed with the program anyway believing it could be a success even without their involvement. ALC Education¹ in Japan supported us in this decision and markets our program to Japanese business professionals. I believe that we have considerably more freedom to design the program without the involvement of UCSC and this is a strength. Upon completion of the semester course many of the students are placed in a voluntary six month internship position where they receive real world experience in an area of business of their choosing at several different locations in the US—San Francisco, Denver, Washington DC and Grand Junction thus far.

2. Components of the business program

All business students take two core classes as follows:

International Business & Culture	M-F	8:30 - 10:30 a.m.	10 hrs./wk
Business Communications	M-F	1:00 - 2:30 p.m.	7.5 hrs./wk

They may also choose from a wide selection of elective classes, which are offered to all students at the institute. Elective classes meet twice a week for 45 minutes or a total of 1.5 hours per week.

Also, at the request of ALC Education and for a higher tuition charge the Japanese students receive additional support:

Japan Forum Class	T, Th	10:45 - 12:15	3 hrs./wk
Private Tutorial Lessons		scheduled individually	3 hrs./wk

My responsibility was to plan and teach the International Business and Culture Class and teach private lessons.

3. Description of the students

The students have tended to be young working professionals generally between the ages of 25 - 35 although a few have been in their late 30's or early 40's. Due to the marketing efforts of ALC Education the Japanese students form the backbone of the program but we have been somewhat successful in attracting students from other countries as well. Student diversity can and should be an integral part of the program. Other students in the program have come from Spain, Switzerland, Bulgaria, Brazil, Argentina and Russia. The majority of the students have quit their jobs in Japan (or elsewhere) in order to come here to study. It is their hope to improve their career opportunities through this experience. The other students tend to be corporate clients who have been sent here to learn English by their companies. Generally these students have elected to attend our school from among several choices offered to them. All students are dedicated to working hard and cooperation is rarely a problem. Training them to understand my vision of what their learning experience should be is sometimes difficult because it requires them to break from their previous passive style of education and become active purposeful participants in their own learning.

One month of preparation time before going to SIT - May 1996

Teaching a group of students from Thailand for a month was supposed to be one of my teaching assignments when I initially came to work at CIETI in spring 1996. I was working part-time on a contractual basis the first semester and when we learned that this group would not be coming it represented a significant loss of income for me. Sensitive to my dilemma Ron Bradley offered a solution that was mutually beneficial to both of us. He proposed that I work for one month doing research in the library at Mesa State College to design the curriculum for the new business program, which was to begin in August. This proved to be an excellent investment of time as it enabled me to watch business videos, review current periodicals and locate other books and reference materials which would be of great value. It had been eight years since I had earned my MBA degree and this afforded me the opportunity to assess trends in business since then, noting which ideas were still relevant and what was new on the scene. I carefully went about the task of selecting stimulating materials for the course, thus, this was my entry point into the course development.

The following table describes the framework components which teachers need to consider as outlined by Kathleen Graves in her book, Teachers as Course Developers.

Table 1 Framework Components

Needs assessment: What are my students' needs? How can I assess them so that I can address them?

Determining goals and objectives: What are the purposed and intended outcomes of the course? What will my students need to do or learn to achieve these goals?

Conceptualizing content: What will be the backbone of what I teach? What will I include in my syllabus?

Selecting and developing materials and activities: How and with what will I teach the course? What is my role? What are my students' roles?

Organization of content and activities: How will I organize the content and activities? What systems will I develop?

Evaluation: How will I assess what students have learned? How will I assess the effectiveness of the course?

Consideration of resources and constraints: What are the givens of my situation?²

One highly significant thought expressed in this book is that these do not necessarily represent sequential steps, but rather, teachers enter into course development from whichever point makes most sense to them. In my case the first step was in selecting and developing materials and activities for the class. I selected numerous books, videos and magazine articles which fit themes that Ron and I felt were important—teamwork, quality, marketing and advertising, ethics, cultural variables, conflict management, globalism, and area studies of different regions of the world. It quickly became apparent that there was no suitable textbook and the most logical tactic would be to use the authentic articles, models, diagrams, etc. taken directly from sources that were particularly thought provoking.

The month drew to a close and I felt reasonably well equipped with materials to begin teaching. Ron and I drew up a course outline (see Appendix A) and I vowed to continue searching for more materials as I headed off to SIT for my first summer of course work toward my MAT degree.

CHAPTER II

GUIDING PRINCIPLES I LEARNED AT SIT

Experiential learning

More than a little fear and trepidation accompanied me in June 1996 as I entered the School for International Training in Brattleboro, Vermont. Many people told me what a wonderful school it was and each of them spoke about experiential learning as the backbone of the program but my concern was whether this was an idea that I would want to embrace philosophically.

The experiential learning cycle was introduced to us during our first day of orientation. It is based upon the following four steps which are sequential and cyclical:

Step 1	<u>C</u> oncrete <u>E</u> xperience (CE)	Actual involvement in a task by doing it
Step 2	<u>R</u> eflective <u>O</u> bservation (RO)	Careful review of what took place in Step 1 (CE)
Step 3	<u>A</u> bstract <u>C</u> onceptualization (AC)	Creating meaning out of seemingly independent factors that were observed; defining concepts and developing models and theories
Step 4	<u>A</u> ctive <u>E</u> xperimentation (AE)	Participating in a new experience as in Step 1 but altered or modified by what was observed and learned in Step 2 (RO) and Step 3 (AC) above

Experiential learning then, is a cyclical process that is grounded in experience and reflection. It involves the interaction between people and their environment whereby knowledge is gained through concrete “here and now” experiences. It is the shared experience of the group that provides a publicly shared reference point for testing of ideas. It draws abstract ideas from concrete experiences and then utilizes this feedback to reorganize a new concrete experience. (See Appendix B for a more detailed diagram of the experiential learning cycle.)

In attending SIT, I was unknowingly embarking on yet another great adventure equally as stimulating and powerful as the experience of living overseas because it involved seeing the world through new eyes. It was the process of discovering the cyclical relationships between experiences and thoughts and using those thoughts to reshape new experiences through active experimentation. It involved becoming an active learner to learn about learning and also an active teacher to learn about teaching. It seldom entailed quietly sitting and listening to a lecture but centered around total involvement of teacher and learner in task accomplishment. Beyond this came the part that had the most profound effect on me, the art of reflection. I became a learner of Mandarin Chinese, Turkish, Italian, Spanish, French and Japanese as different approaches to language teaching were introduced and I was asked to write about those experiences. What did I like? What did I dislike? Did I learn? How do I know I learned? How and when might I utilize this particular approach? Endless questions about my learning experience and more endless questions when I was the teacher. What went right? What was missing? How did the students react? What were my goals? Did

I accomplish them? Was I comfortable using this approach? Which approaches fit me best?

Reflective writing

I liked the art of reflection because I found it truly is an art. It involves holding ideas in my head long enough to try to make sense out of them and then in sharing these reflections with my classmates I was amazed to see that we did not all learn the same. We did not learn the same things, nor by the same methods, nor with the same excitement or enthusiasm for the various approaches. It came as a genuine surprise to me that there is no one right way of teaching that is suitable for all students. The implications of this began to shape my teaching, first, each student must make his own meaning through reflective writing, and secondly, sharing their reflections will help sensitize students to each others' concerns, issues, thoughts, ideas, etc. and the shared experience of the group will lead to further learning.

Reflective journal writing played an increasingly important role during the first year of the business course. I gained a much deeper appreciation for it both from using it myself in keeping a teaching journal and in watching my students use it and seeing their depth of learning expand in their writing throughout the semester.

A course entitled "Exceptionality in the Classroom" was the only requirement I needed to meet to renew my Colorado State Teaching Certificate, which I allowed to lapse many years ago so I enrolled in an evening class Spring semester 1997 at Mesa State College. The most exciting assignments for me were to write 10 abstracts from

professional journals and give comments about those articles. Most of the articles I chose to read came from the TESOL Journal and were concerned with reflective writing. Included below are some of the important theoretical concepts I discovered and how I was able to relate them to my own personal experience. The first and second abstracts are presented in their entirety because they were invaluable to me. This first article, not my abstract of it, is one of the first reading assignments given to my students each semester now so they can understand the reasons why I ask them to keep journals. It justifies to them in ways more eloquent than I can express the value of this work.

Abstract 1
Ed. 350 Exceptionality in the Classroom
By: Debbie Lang

Carroll, Michael, "Journal Writing as a Learning and Research Tool in the Adult Classroom", TESOL Journal, Autumn 1994, Vol. 4, No.1, pp.19-22.

Summary of the Article

This article discusses the purpose of journal writing. Initially, as a teacher, the author began to keep a journal for his own personal development. He recognized that this experience was very beneficial to his teaching. It helped him to better clarify his thoughts and direct his teaching. His thoughts turned toward his students and he asked himself two questions:

1. How could he structure his classes to encourage more student participation?
2. Could he get his students to assess their learning in a meaningful way and thereby provide valuable input into the development of the course?

Through his own heightened awareness he came to these questions. They were a direct result of his journal writing and so he surmised that this process could also lead his students into a new awareness of their learning.

He saw multiple reasons for the journals. It would make him more aware of and responsive to student needs. It would make students more aware of their own learning. Writing is a good tool for language learning. If students became more involved in their own learning it would decrease their dependency on teachers. Also, if teacher and student could share these reflections, theories, and practices it would help to build mutual understanding.

The two strongest reasons for journal writing, however, are as follows:

1. When students write about what they have learned they understand it better.
2. When students care about what they write the understanding reaches even greater depths.

Much of the rest of the article was about the process of keeping a journal and the results he achieved with his students. Those students who were able to achieve this level of reflective journal writing became more self-directed in their learning.

My Comments

I am currently working on a MAT (Master's in the Art of Teaching) in TESOL. I attended summer school in Vermont last summer at The School for International Training (SIT) and will return again this summer to complete the program. Much of what we learned there was about the art of reflective writing. I became a believer in this method when I returned to my job this fall. Since August I have been keeping a teaching journal which has led me to many new ideas and discoveries. It is helpful to take things out of my head and put them on paper, in front of my eyes where I can examine them more closely.

My experience led me to many of the same conclusions that this author articulates. I was very excited to read about his results because I also have now engaged my students in the art of journal writing. This semester, in particular, I am making this a primary focus of my class. I am anxious to see if I can achieve success with this method. I'm hoping that my students will begin to see the beauty of it and experience a sense of personal growth.

Thus far, I find that I still have to remind them every day to write something. What I get is mostly a record of what we discussed in class without much reflection. I am hopeful that I will be able to inspire them to move past this point into more meaningful writing.

Abstract 2

Ed. 350 Exceptionality in the Classroom

By: Debbie Lang

Cardoza, Lenore Firsching, "Getting a Word in Edgewise: Does 'Not Talking' Mean 'Not Learning'?", *TESOL Journal*, Autumn 1994, Vol. 4, No.1, pp. 24 - 27.

Summary of the Article

This article focused on the "quiet student" in the language classroom. The question that was raised focused on whether the quiet students were learning? In other words, does not talking equal not learning?

This teacher observed her students and noted their behaviors in her teaching journal. She noticed that in unmonitored class discussions one or two students dominated the class and there were four women in the back of the room who contributed nothing to the discussion. These students sat quietly and took notes in class. She was interested in knowing whether they were getting anything out of the class. So she structured some activities to find out.

She chose a hot topic about why local schools were rated very poorly in performance. A classroom discussion on the topic was dominated by one particularly verbal student. After allowing the debate to continue for some time she stopped it and asked the students to switch to a journal writing exercise and talk about two related questions:

1. In your opinion, what is the problem with the U.S. educational system?
2. What was school like for you, in your country?

In the writing exercise, the four women who had said nothing wrote long, complete, thoughtful and grammatically correct responses to these questions while the woman who had been particularly vocal wrote little. Other students in the class praised the four women for the content and the quality of expression they had achieved in their writing.

The four women had indeed learned but that led to another question. Were they able to communicate effectively in conversation? Seeking the answer to this question the teacher interviewed their co-workers and supervisors. She found that these women were practicing their oral skills in their daily lives. One of these women even made a formal request that the ESL classes be lengthened and classes were extended from 60 to 90 minutes.

My Comments

This article was interesting to me for several reasons. It is an excellent example of how much can be learned from student journal writing. It shows that not all students learn the same. This signals to a teacher that many different types of activities are needed to accommodate different learning styles.

I was also pleased to read about these quiet students. I am a quiet student and I do not particularly like being pushed to participate in a discussion. I prefer to offer my comments at my own initiative and sometimes not at all. In my graduate classes last summer a professor appeared somewhat annoyed with me for this behavior and we ended up having some rather lengthy discussions on paper about this, in the end perhaps a truce was achieved.

However, upon returning to the classroom and trying to lead discussions, I soon realized what my teacher was up against in students like me. Teachers like to see full participation and flowing discussion but it isn't easy to achieve. I, too, get frustrated with students. My frustrations though are much greater with the students who talk too much; those who do not allow others the opportunity to speak. Achieving balance in the classroom is the mark of a masterful teacher but I find that the journals are a tool whereby balance can sometimes be struck. By having students read from their journals the quiet students have their opportunity to shine. They grow in stature in the eyes of their classmates and new understanding is fostered.

Abstract 3

Ed. 350 Exceptionality in the Classroom

By: Debbie Lang

Reichelt, Melinda and Tony Silva, "Cross-Cultural Composition", TESOL Journal, Winter 1995/1996, Vol. 5, No.2, pp. 16 - 19.

My Comments from Abstract 3

This writing and sharing exercise is the type of activity that I am always seeking out for my classroom. Although we have no native English speaking students in my program we do have students from many countries. I like activities that give the students glimpses into the world of another person. I have also noticed that such activities are always the most successful things I do. Students have that "Ah-ha!" experience that makes them want to know more...to dig for a deeper understanding of the world and people who are different from them.

As in the first two abstracts I wrote, this again focuses on writing. One might think that I love writing. It is a struggle for me as well as the students but I've also experienced the power and mystery of writing. I'm fascinated by it because I want to know what goes on in the minds of my students. I also want to be an effective teacher. I want my students to leave knowing that they have learned...and that what they have learned is useful to them for the rest of their lives.

Abstract 5

Ed. 350 Exceptionality in the Classroom

By: Debbie Lang

Holten, Christine A. and Donna M. Brinton, " 'You Shoulda Been There': Charting Novice Teacher Growth Using Dialogue Journals", TESOL Journal, Summer 1995, Vol. 4, No.4, pp. 23-26.

My Comments from Abstract 5

I see many benefits to dialogue journals. They require a time of reflection both for the person writing the entries and for the person who reads and responds to them. Reflection is a powerful tool. It can be used to examine good, fun, exciting things that happen and analyze what went right. It can also be used to speculate about distressing or annoying things that happen and try to gain a new perspective on those situations.

Reflective writing is a paradox to me. It requires discipline from the writer to sit down and write about what happened. It's work that takes time and energy. The writer must overcome his resistance, which springs from the desire to abandon the cares and worries of the day. Instead, he forces himself to pick them up again and examine them. In doing so, however, he finds that his thoughts run freely. New ideas emerge that were not there before. New connections are made in the brain—previously unrelated pieces of information now form a coherent theme. Then to have an experienced peer or supervisor read about and comment on this creative process that has taken place can be very inspiring.

Abstract 8

Ed. 350 Exceptionality in the Classroom

By: Debbie Lang

Reid, Joy, "Change in the Language Classroom: Process and Intervention", Forum, January 1994, Vol. 32, No.1, pp. 8-11, 38.

My Comments from Abstract 8

My two biggest struggles this school year lie in the areas of personal commitment to the learning process and student recognition of his/her learning progress.

I believe that it is important for teachers to highlight the importance of commitment in learning and at the same time recognize that it is the student's choice to make that commitment or not. In either case, there are certain responsibilities and consequences. In voluntary adult learners commitment is rarely a problem so I was surprised to meet a resistant student this semester. I have wrestled with ways of trying to bring about a change of heart. Ultimately, I may not be successful. As disappointing as that may be, I understand that it was the personal choice of the student and need not be a poor reflection on me.

Helping students recognize that they have learned was a personal challenge for me last semester. It frustrated me to hear them say "My English has not improved!" In response to such comments I spent an entire class reviewing in different ways. First, I reminded them of all the articles and concepts we had studied throughout the semester and asked them to talk about key points in each one. Next, I gave them three large sheets of blank newsprint paper and asked them to label them: Individual level, Classroom (Group) level, and Community level. Each student wrote any comments they had about their learning experiences on these levels. Finally, I assigned a final paper for them to write—a Learning Statement about what they had learned on each of these three levels. Each student presented this paper before the class on the last day. It was a very moving experience as they began to recognize and talk about what they had learned. I was proud of them—the power and sincerity of their communication was an unforgettable experience.

Wishing to avoid that last minute panic of "How do I help them to know that they know?" I changed my tactic this semester. I asked my students to keep class journals. After each topic we study I ask them to write in their journal about what they have learned. What new thoughts do they have on the subject? What surprises did they find in studying the subject? What differences did they recognize between themselves and their classmates? The author uses the term *metacognition* for this type of learning. I have never heard this terminology yet it is what I am striving to achieve. The writing process serves two important functions. It is a record of what they have learned and it is also a record of the process of that change. I have heard no grumbling this semester about not improving or not learning. I believe the tool has been very effective.

Each article I read increased my understanding of what, how and why to insist upon reflective journal writing. My comments show a growing confidence in what can be achieved through this learning tool. Later in this paper I will attempt to explain how I feel this relates to emotional intelligence but at this point let it suffice to say that being introduced to the concept at SIT was like unlocking some deep mysteries of learning for me.

“I, Thou, It”

The simple but profound concepts contained in the article, “I, Thou, It” from David Hawkins book, The Informed Vision: Essays and Learning and Human Nature, have never stopped teasing my mind since the day I read it. They are at once simple to comprehend yet infinitely complex. The article says that we relate to one another through an “it”. The relationship between “I” and “Thou” is built, sustained and flourishes through an “it”—that which we talk about or the activities we engage in together. Teachers who want to engage students need to find an “it” to connect them. Kathleen Graves, one of my wise, kind, knowledgeable teacher trainers at SIT, said that the “it” is inside each person. Given that premise then it seems to me that the role of the teacher must be to bring it out and to help people connect their “its” much as a child does when connecting the dots of a puzzle to recognize the picture hiding between them. My classmates at SIT and I found many “its” to share—the love of languages, the love of teaching, travel experiences and perhaps most importantly, our experiences of teaching each other as a crucial part of our coursework in the MAT program.

Connecting “its” or building relationships based upon trust and respect became an important goal in creating and teaching the International Business and Culture Class. I wanted students to find and become engaged in an “it”; to be explorers of the outer world of business, culture and countries and of the inner world of self and meaning, the outer world of experiences and the inner world of reflection. Exploring the “it” throughout the semester becomes a process of weaving shared memories and experiences among members of the group, one tapestry composed of many threads. I believe such an experience enhances emotional intelligence.

Start with what they know

How do I teach weaving? Where does the process begin? Initially students are not eager to speak freely about themselves or their thoughts and ideas. The “it” needs to be something they know well and can discuss comfortably without calling too much attention to the individuals themselves. The beginning is a place, which they already know. I’ve found two tasks that accomplish this feat. The first is to group students according to countries and ask them to draw at the top of a large piece of newsprint paper a picture of their flag and a map of their country showing where each student lives. Next the students circulate around to each of the maps writing or drawing images or words to describe what they know about each country. The class then discusses the things that appear on the paper and it functions as an icebreaker and as an assessment tool for cultural awareness and English skills. They are beginning to connect the dots of their experiences.

The second exercise is a drawing one as well. On four blank white letter-sized pieces of paper I ask each student to draw four pictures about any aspect of their lives. Upon completion they present their drawing to one another. This activity becomes far more meaningful than asking students for verbal self-introductions. For example one drawing depicted a student's home on the 15th floor of a high rise apartment building in Seoul; an unlikely fact to come out of a verbal introduction. Sometimes artistic skills are identified by the class and utilized throughout the semester. More often, students realize that their own artistic skills are no better or worse than others so there is no cause for embarrassment. As the students begin explaining their pictures a wonderful thing happens, the pictures become the focus for everyone rather than the person speaking. The speaker points to his drawing confidently explaining the significance of each object while the eyes of the class also rest on the picture freeing the speaker of their direct gaze. They are involved in the "it" rather than directly with one another.

Start with what they know, then build. The concept holds true for every new topic we study throughout the semester ranging from cultural variables to an area study of Latin American countries to TQM or Nike vs. Reebok. How often are teachers guilty of plunging into subject matter, eager to explain what they know without first investigating what the students bring? I believe that knowing what a student brings facilitates empathy and understanding, basic elements of emotional intelligence.

Growth through Shared Learning

The teachers at SIT rarely told us anything; we experienced everything firsthand and then we talked about each shared experience. It gave us the freedom to make sense of situations, to construct our own meaning, to think and analyze first from our internal mechanisms and then to reevaluate based upon what others had shared. Realistically I think that no one likes being told what to think because that denies the creative energies of the mind the power to work. It is the interaction between the mind and the physical world that creates depth of learning. I began to see that what I learn from an experience is profoundly and uniquely different from every other person in the group. Discovering what others had learned was at times humorous, enlightening, shocking, etc. but always gratifying. Together we could know more than we could as individuals, in other words, the intelligence of the group increased. Mutual respect seemed to grow from the curiosity of noticing our different realities. The why and wherefore of their ideas came to matter to me causing my emotional intelligence to grow.

Shared learning, therefore, became a primary objective of the International Business and Culture Class in the firm belief that it would also enhance their personal growth and learning. Shared discussions about culture led two students—one from the south of France and one from Madrid, Spain—to realize for the first time how closely related their cultures actually are. They were surprised to discover that they had far more in common with each other than with other students in the class from Japan and Estonia. Each of them commented about this in their journal writing for the day.

Be transparent

“I find that it helps students when I am really transparent” was a casual remark made by another teacher at SIT as we walked together the brief distance between buildings on campus. It was a gem of wisdom that has made my work easier. I found that a quick explanation of my teaching philosophies frequently acts as a catalyst to gaining cooperation. It seems very straightforward to me now that explaining how to do an activity is not enough, students may challenge me if they do not know why we are doing it. Rather than being annoyed or taken aback by such a challenge I see that it is a teachable moment where we can discuss values and beliefs. Although they may still remain dubious, after such a discussion there is rarely any serious resistance to doing what I ask of them and upon completion of these experiential activities even their doubts seem to dissolve. Being transparent is allowing students to see the real agenda rather than keeping it hidden. I do not believe that teachers intentionally hide this from their students but they often appear ignorant of the powerful impact it could have upon them.

All learning is personal

This seems so obvious that it is hardly worth mentioning, or is it? Learning occurs as new information is assimilated in the brain. Occasionally the new information fits neatly with prior knowledge but often it does not and old ideas, once useful, must

now be abandoned in light of new understanding. Learning is often a process of tearing down and restructuring prior knowledge.

I want my students to encounter new information at a deeply personal level. I want to be able to see how they are absorbing the information and restructuring their thinking. I want to know the life experiences that are influencing their thoughts in this moment. I want students to consider the interrelationship of their thoughts and their experiences. If I can have a window to look at these things then I have a better sense of what they are learning and what I am teaching. My window is their journal writing, their class discussions, private conversations and their learning statements at the end of the semester.

As a learner it feels liberating to me to envision learning as personal, to allow my thoughts to lead wherever they may, to realize that others actually cherish them too. It makes me want to think great thoughts! As a teacher I want to help my students validate their thinking to trust themselves and to be able to exert a strong and positive influence upon those around them.

Building and recycling

Kathleen Graves writes, "Two general, complementary principles of sequencing are building and recycling. In deciding how to sequence materials, one considers building from the simple to the complex, from more concrete to more open-ended..."

and “Recycling has the effect of integrating material and thus augments students’ ability to use or understand it.”³

I do not remember specific discussions or moments of revelation about building and recycling though they certainly must have been part of our discussions about teaching and learning. However, when I read the above quotes I felt the power of experience in connecting with them. My journal musings of the first semester often centered around the question “How can I make this easier for the students?” A content based course, such as business, is based on real materials produced for real business people in the real world. They are produced for sophisticated, intelligent leaders of dynamic national and international companies; the English is not easy. I began to see that by using a simple activity to introduce basic concepts I could then “up the ante” by assigning articles with difficult vocabulary written about those simple ideas that they already understand.

Also, everything we do in the first three or four weeks of the semester gets continually recycled throughout the remaining weeks. We talk about culture and cultural variables which appear each time we do areas studies for Latin America, Europe, Asia, etc. and also when studying corporate cultures. We talk about reflective journal writing and being able to discuss their learning in terms of both abstract ideas and concrete experiences. This jargon is practiced almost daily in the writing that ensues. The concepts of teamwork and Total Quality Management (hereafter called TQM in this paper) are common threads making an appearance in a majority of the business writings of the past fifteen years. Each time these topics reappear, the content and context is new so that it is not repetitious or boring but the students are led to a new depth of knowledge. Their excitement for learning seems to grow in direct proportion to their depth of

understanding. There is a gradual crescendo in the complexity of the materials and ideas, peaking in the final two weeks. During these weeks, we talk about issues of conflict management and David C. Korten's book, When Corporations Rule the World, which raises questions regarding the amount of power we as a society are willing to allot corporations in shaping our values, culture, communities, national and international identities. I believe that these questions deal with issues of emotional intelligence.

Engaging students

1. In the materials

I have already described in Chapter 1 of this paper, "One month of preparation time before going to SIT", how I searched the library for videos, books and magazine articles. The screening process was daunting—written media was too long, too difficult, or just plain boring and speakers on the videos were too fast, spoke too much slang, were too arrogant. I panned for gold and was rewarded not with a rich strike, which would have been one or two sources which could serve as course textbooks but with some tiny golden nuggets. My next job was that of a "smithy" in melting and molding the pieces into something artistic and pleasing to my students. I continue to uncover more nuggets along the way and the course becomes richer for it.

There are two criteria that the selections must meet, one is quality and the other depth. I cannot take a boring video or piece of writing and teach it so that it becomes interesting. I can only use those that excite the neurons in my own brain believing that the effect will be similar on my students. The strategy is remarkably successful. Good

ideas generate student involvement and they become engaged in their own learning. One of my foremost goals of teaching is to find materials in which the students are willing to engage.

2. With each other

This task can be more difficult than selecting materials, particularly for Asian students who are raised in a hierarchical world where self-expression is not regarded as a virtue, where the individual must kowtow to the decisions of the group. Such ingrained behavior patterns do not change readily. It takes great patience and long explanations (being transparent) before they are ready to embrace a new philosophy about education. I tell them that when I lived in Japan, I needed to learn how to curb my fiercely independent spirit to “fit in” to the group structure of their society. Because of this, I now have new skills that I can exercise at will to make my behavior suit many more situations, in other words, I am more flexible. Studying the concept of teamwork early in the semester helps to start us on the long road to building a community of learners who view each other with a sense of respect for what they know and what they bring and what they are willing to share.

3. With their own thought processes

I have already written at length about my beliefs in reflective journal writing, however I have a little more to add. I learned to think at SIT, I learned to think about thinking, I learned that I can think better (my thought process) and, I can think better

thoughts (my thought content) if I write about them. I am learning to think as I write this professional paper trying to make sense of my experiences.

It is the Christmas season right now, the season of giving and receiving gifts. Hope, anticipation, surprise, wonder are emotions that go hand in hand with gift giving so I'd like to suggest that reflective thinking and writing is similar to opening a gift. It is the act of looking beneath the surface of ribbons and wrapping and discovering the gift inside. The emotions are completely involved, the wonder, the excitement and the sense of discovery of self. I want my students to cultivate this type of thinking; it is my gift to them.

4. In the community

Business happens in the real world and therefore I want everything we study to have a real world component to it. This is the step that validates their learning and completes the cycle to the best of my ability. Below is a table showing the units of study and the real world components:

<u>Topic of study</u>	<u>Real World Component</u>
1. Teamwork	1. ROPES course
2. Speeches & presentations	2. Toastmaster's International
3. TQM	3. Louisiana Pacific Corp.
4. Marketing	4. Guest Speaker Harley Davidson Dealership
5. Global communications	5. Distance learning program at Mesa State College
6. Area studies - Europe, Asia, Latin America, Russia, E. Europe, Africa, The Middle East, etc.	6. Foreign students at CIETI, foreign faculty members at Mesa State College, people living in the community who are foreigners or have lived abroad for an extended time DT Swiss Bike Technology
7. Background knowledge about Grand Junction	7. Grand Junction Chamber of Commerce Mesa County Economic Development Council
8. Retail	8. Wal-Mart Store Manager
9. Conflict Management	9. Guest from Mesa State College or the community

On site visit to the Executive English Program at World Learning

World Learning was founded in 1932 as The Experiment in International Living, which promoted people-to-people exchanges to promote international understanding. It currently operates over 220 programs in 120 countries. The School for International Training was established as an outgrowth of this institution in order to provide language training and teaching materials for US Peace Corps volunteers.

One of the multitudes of programs at World Learning is the Executive English Program. (See Appendix C) Several of my professors at SIT encouraged me to visit this nearby site thinking it might assist me in planning for my upcoming class. This visit allowed me to peruse their library for resources I might find useful, to attend both private and group lessons and to talk at length with Laura Hull, director of the corporate language programs. Kathleen Graves mentioned that the final chapter of her book, Teachers as Course Developers, might be useful to me. This chapter was written by Laura Hull and is entitled "A curriculum framework for corporate language programs". Ms. Hull spoke with me about her experiences in curriculum development much as they are described in her chapter of the book.

I learned some important things from this visit. What I saw them teaching bore similarity to what I would have taught and the materials they were using were similar to what I had uncovered through my own research. The program was designed differently than ours but that is because they have much different time constraints than we have. I left the building with a new measure of confidence that I was on the right track.

By the end of my first summer at SIT I felt optimistic about the course content, the teaching materials and activities and equipped with a new awareness of my personal philosophy of teaching. With my arms full of books and my head full of ideas I was ready to meet my students and begin work. It was a blessing that this first year of teaching the International Business and Culture Course was my Interim Year Teaching Practicum (hereafter called IYTP) at SIT. It involved close supervision from a faculty advisor at SIT, a series of five papers about my teaching, daily journal writing about my classes and a week long supervisory visit from my faculty advisor, Marti Anderson. This

support system, together with the unshakable faith placed in me by Ron and Ellen Bradley, helped me to clear many hurdles that might otherwise have seemed insurmountable. I returned to Colorado and began my first and second trips through The Experiential Learning Cycle as I taught the course in the fall semester and once again in the spring semester.

CHAPTER III

MY FIRST YEAR TEACHING INTERNATIONAL BUSINESS AND CULTURE

Fall Semester 1996 - Structure and Proficiency Problems

1. An Overview

The first group of students who went through this program will always remain set apart from other classes. A very special bonding occurred as we struggled together, each in our respective roles, to achieve success. Perhaps the most pressing problem was that some of the students perceived the materials as being too difficult. Another was that unknowingly Ron Bradley and I had built in mistakes in the organization and framing of the class. A final factor that I had failed to consider was assessment, an oversight which came as a shock at the end of the semester when student began to complain "I haven't learned anything!" or "My English is not improved!". I knew the comments were untrue but I understand why they occurred, namely that I had not planned for ways to help students recognize or measure their progress. I was very fortunate that my SIT advisor was able to help me over that hurdle.

The composition of this class played an important role in its ultimate success. I had five Japanese students, eight Spanish students, one Bulgarian and one Swiss student.

The majority of students were in their mid-twenties to early thirties, the oldest student being a 43-year-old Japanese man. The variety of cultures and personalities not only kept the class lively and entertaining, it gave a wide basis of comparison for the topics we studied.

2. Proficiency Problems

The largest obstacle threatening the success of the course was their level of English ability, particularly since most of the materials we used were authentic and quite difficult. Had the students been tested for placement in our regular AEP English program most would have found themselves in Intermediate I or II with much easier materials from which to work, not in the advanced class where the level of materials might approach that of the business program. We worked on basic English skills through speeches, presentations, journal writing, videos, etc. My primary tactic in addressing the difficult material, however, was to get them to search for meaning first, to try to understand the idea, then tackle the vocabulary. My hope was that the ideas would be stimulating enough to maintain their interest and act as a force pulling them into an ever-increasing degree of comfort in English. Nevertheless, when the readings were difficult the less skilled students became discouraged and resistant.

Re-reading my teaching journal from that time I now recognize that many of the experiential activities were particularly successful because they allowed for meaningful interaction between students regardless of their skill levels. They also helped to focus their attention on ideas before I gave them difficult readings, thus preparing them for what was ahead. Following is a chart of some of these experiential activities:

<u>Topic of study</u>	<u>Experiential Component</u>
1. Teamwork	1. ROPES course
2. Cultural Variables	2. Role play situations
2. TQM – Communication	3. Color Blind Game
4. TQM	4. Deming’s Red Bead Experiment (Appendix D)
5. Advertising	5. Advertising skits
6. Conflict Management	6. Role play
7. Listening skills/ active listening	7. Situational responses to incidents described in P.E.T. (Parent Effectiveness Training – Appendix E)

This list has been expanding with each new semester as I actively search for, but more often stumble across, experiential activities that I can incorporate in my teaching.

a. The Color Blind Game

To illustrate the power and usefulness of these activities I would like to describe what happened in more detail from my teaching journal. The first was the “Color Blind” game, which I observed on a BBC Video production, entitled “TQM - Communication”. A corporate trainer working with executives blindfolded them and randomly distributed to each of them oddly shaped plastic pieces. There were six different shapes and a set of each of these shapes in five different colors for a total of 30 pieces but the trainer withheld three of them and the participants had to communicate with each other to discover the size and shape of the missing pieces. The only question I would answer was “What color is this?”

I cut similar shapes from sturdy cardboard, colored them and blindfolded my students to try this experiment. We actually did the activity twice, on consecutive days

because I challenged them to see if they could do it faster. These journal entries are from the second time through the exercise:

It took an incredibly long time for them to figure out a system that would work as two students tried to establish power and control but each in their own way. One student was verbally dominant but another refused to give up his pieces showing no regard for the delay this caused for the rest of the group. These two students are very strong leaders but they have very different styles.

Another student had the best solution to the problem but he couldn't get the others to listen to his ideas and follow them. He was extremely polite and diplomatic though, a quality I found to be quite admirable.

One student said she felt like an important person in the group today...not ignored like last Friday. Several others mentioned that they wanted to offer suggestions but no one would listen or even give them a chance to speak. It was an interesting game and the students said that the discussion about it continued over lunch.

The experience of this game made a powerful impact on the students and gave them food for rich and thoughtful discussion. A few questions that can be raised about the above three paragraphs are "How am I communicating with people?" "How can I make myself heard?" and "How can I be sure to include others in the communications process?"

Several days later at the request of my students we watched the video I had made of them playing the game and another interesting observation was made. One of the dominating leaders in the exercise commented that she was very surprised to see how hard everyone was working to try to solve the problem. She didn't realize it at the time she was playing. I pointed out how polite the one young man was throughout the game and I wanted everyone to be aware of it because it is something that I value.

b. Situational responses to incidents described in P.E.T.

My journal entry describes the process:

Today we had a truly wonderful class. We have been talking about communication all week and I wanted to introduce the concept of listening skills ...and particularly active listening. In order to do this I decided to begin with several situations given in the book, Parent Effectiveness Training, (See Appendix E) and let them write down their responses to each problem. Writing and sharing their responses took most of the class period. The students really enjoyed listening to each other's replies. They provided some interesting insights into various ideas about how a parent should relate to his/her child. Next, we read a list of 12 typical categories of response that most parents make to those same situations. As homework I asked them to classify their responses in one of those 12 categories.

I think this exercise was successful because it gave them an opportunity to share their ideas, which were firmly based in their beliefs. One student noted that the Japanese people tended to see a child's problems as something that the child did (or didn't do) to bring the trouble upon himself whereas the western students were more likely to blame other people for the child's problem.

This is an interesting activity for many reasons. It serves to heighten awareness of good listening skills but also, as noted above, cultural differences frequently emerge as well as personal values. Many insights are gained from this activity. It is an easy transfer to make from a parent/child authoritarian relationship and a supervisor/employee relationship of authority. Good listening skills are often the difference between being an effective leader and an ineffective one, good listening skills are good life skills!

This introduction to listening skills aroused their interest and I followed it the next day by a more difficult task, to read Brenda Ueland's article, "Tell Me More" (see Appendix F). The article is longer than much of the reading I gave that semester but it

held their interest. I judged by their attentive faces that it was as moving to them as it was to me when I first read it at SIT.

One technique that I discovered with long and/or difficult articles was to have them highlight the key phrases, ideas, or paragraphs and just concentrate on what was said there. I believe that this helped them to learn to skim the readings more quickly besides showing them where to devote their efforts. The real breakthrough I found to help them with their reading, however, came during my second summer at SIT in a course called Teaching and Learning the Written Language (TLWL) but I do not want to get ahead of myself so that story will keep until later in this paper.

The final day of class after students presented their learning statements I shared some parting comments with them. My journal notes are as follows:

My hope and desire has been that the power of the ideas that we talk about in class will expand your awareness of the world. If those ideas take hold in your mind and grow, then your English skills and abilities will necessarily grow too in order to keep up with the rest of your brain. I'd like you to think of the ideas as the engine of a train pulling you forward into the English language and a more global awareness and understanding. This engine is the power, which can greatly increase your rate of learning.

Behind the engine are other cars. One car is called grammar, one car is called pronunciation and listening, speaking, writing, reading and so on. It's a very long train.

My job, as I see it, was to stimulate your engine to want to go faster, to provide you with materials and ideas that you would find so interesting that they would actually accelerate your speed of learning or at least increase your desire to learn so that you will be hungry for more skills and more ideas, and more experiences...so that you will leave this program saying "Tell me more..."

3. Structural Problems

One unique and important component of this course is the time spent doing area studies. It has proven to be one of the more difficult parts of the course to teach and also one of the most rewarding and exciting. In the original design of the course we divided the world into regions: Europe, Asia, N. America, S. America, and Africa and the Middle East. These area studies were to be inserted into certain weeks of the semester in order to increase student's awareness, knowledge and skills about the world, their intercultural competence. Ron Bradley and I rather arbitrarily decided that during the first eight weeks of the semester I would teach general background knowledge about each area—history, economics, people, geography, politics, etc. The second half of the semester we planned to revisit each of these areas to talk more specifically about culture and business practices. This segmentation proved to be a big mistake as evidenced from the following journal entry:

After class is when the real trouble began. The Japanese students were all in the room waiting for their Japan Forum class to begin. I was totally taken aback when two students began to verbally attack me with great hostility. They felt that studying history, geography, politics and economics of these regions was a waste of time and not related to business. They are here (in America) for only a short time and want to study only business.

It was clear to me that the other three students present did not share these sentiments for although they did not support me, they did not attack me. Later they privately confirmed that they could see the value and rationale for this work.

This was a particularly painful way to arrive at the understanding that I must not only make an immediate connection between the background studies and business and

culture but I also needed to convince students that background knowledge is critically important in international business. The more one knows about a country and its culture the greater chance of successfully doing business there.

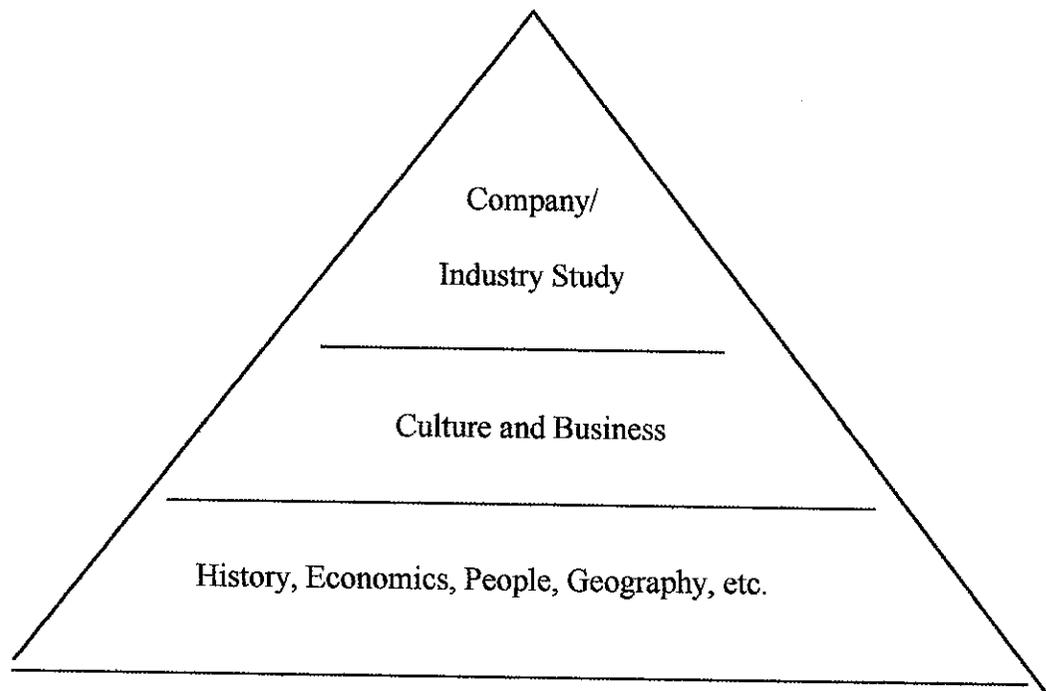
The incident described above occurred about midway through the semester, the point at which point we were scheduled to begin looking at the business and culture aspects of these regions anyway, so no structural changes were necessary at that time but since then I have always taught the components together. I have also begun each semester by introducing and incorporating the following concepts from The Canadian Guide to Working and Living Overseas to build an appreciation of the importance of general knowledge about other countries:

What is Your International I.Q.?

1. Political, Economic and Geographic knowledge of the world.
2. Knowledge about the international aspects of your field of work.
3. Cross cultural knowledge and skills for use in the overseas work environment.
4. Personal coping and adapting skills.

These four simple questions encompass much, if not all, of the rationale for the content of this course. They have been very helpful in fostering cooperation among students as they seek to boost their International I.Q.

The following model represents what I feel is the logical way to approach area studies:



The information most difficult to obtain is at the apex of the triangle and therefore, is allocated the least amount of time. It is this way out of necessity rather than choice since interesting, readable articles about foreign businesses rarely appear in business magazines in the US. I am most interested in finding more sources for this type of information.

Culture and business information is more readily available so it is given more time. The Interact Series published by Intercultural Press has been an invaluable source of accurate, enjoyable, well organized reading about many different countries throughout the world. The books are written by people who have lived for extensive periods of time, usually 10-20 years, in those various countries so they have a deep understanding of the

people and culture. The authors write from a perspective of intimate firsthand knowledge and respect which effectively arouses the readers' interest.

The base of the triangle is information that is most easily obtained but it poses another problem, to make it appear alive and meaningful rather than presenting raw, boring data. I wish we could get on a plane and fly to each region, that we might learn from personal interaction with the various peoples and cultures, but barring this impossibility, my goal is to see how close I can bring the students in other ways. Guest speakers, either from the community, Mesa State College or other students at CIETI have been the most satisfactory method I've discovered thus far. The business students take great pleasure in meeting people from far flung parts of the globe and listening to them talk about their countries, there is a very special life and energy in the class on those days. It is also a joy to watch the eagerness with which these guests speak about their homelands.

I have been through the experiential learning cycle three times now in teaching this course. Each cycle was an experience that I reflected upon causing me to modify my theories and experiment with something new. Each cycle brings new ways of connecting the content into a more unified theme. I understand the best way of sequencing of topics to build upon one another, to fit neatly together. Students like this!

4. Assessment problems

Immersed in day to day lesson planning I had given no forethought to the end of the semester. When it arrived yet another challenge confronted me, helping the students to know that they had learned. How do they know, that they know what they know?

How can this be measured? I sent a frantic e-mail to Marti Anderson, my advisor at SIT, and the “voice of experience” responded as follows:

I thought I'd offer a couple of thoughts on your questions of how to get students to 'see' the progress that they have made. This is such a significant question, because as you said - these are things that you can see, but so often students can't. I do have a couple of suggestions - The first idea is for 'next time'. It can be very powerful to videotape or audiotape students early on, doing some kind of communicative activity. Then, after a period of time, you tape them again. Then you show/or play the two tapes and if there is progress, students can't miss it. This is one of the most effective means I know.

Another idea is to set up an activity where students are asked to report to each other on things that they have learned in the class. Every student has the opportunity to prepare a short presentation on something they have learned (about another culture, about US business practice, about English). Often through the process of selecting and presenting, students are surprised to find out all that they know. Then, too, as they see each other's presentations, they can also review in their own mind what they have learned about the same topic.

A final thought would be to design some “assessment activities” - and call them that. In other words, tell students that these activities are designed for them and you to get a sense of what they have learned. As you design the activity though, make sure that the level of what you create is well within the range of what students are able to do - even customizing it for individual students. The goal, then, is to create an assessment where everyone feels successful - and sees all that they know, rather than focusing on what they still don't know.

These suggestions were a godsend in my immediate dilemma and a guidepost for future planning. With a clear sense of purpose it was a simple matter to determine what needed to be done. One day was spent summarizing the central idea of each article, handout, and activity we had done together. I was impressed with their recall and pointed this out to them. The following day I prepared three large pieces of newsprint paper and labeled them “community” “class” and “personal”. Students then circulated to each paper and wrote everything they could think of that they had learned on each level. We posted them on the walls and read them together. This was a preparatory exercise for

their final assignment, three written learning statements discussing what they had learned at each level. The statements were presented to the class on the last day. A fleeting impulse told me to videotape this session so I did, thus capturing the most poignant moment of my teaching career, learning what my students had learned and how they felt about the learning process. It was very moving for everyone, not to the point of tears, but we were enveloped in a deep sense of awe and appreciation of what had transpired within this group of people over the past four months.

Spring 1997

My teaching journal from the first day of this semester reads as follows:

January 15, 1997

We have five students—three Japanese, one Argentinean, and one Brazilian. One of the Japanese women is only here for three weeks though. I like her so I'm sorry to see her go. If/when she goes, however, it will balance the class a little better... less heavily weighted by Japanese culture!

I think I must approach this class much differently from last semester. There are fewer students, fewer experiences, and fewer countries and cultures from which to draw comparisons. I will try to balance this by inviting more guest speakers from other countries. I also think that since it is a small class I will have them do a lot more writing, keeping one personal journal and one journal to write class reflections and summaries. This may bring more depth to the class since the breadth of cultures is not so great.

The lesson I value more than any other this semester, was that of student journal writing. That is, using student journals as a tool to scrutinize what they were learning, to

share with one another and to review what they had learned and to give them a sense of appreciation that they were indeed learning. I went to great lengths to explain the purpose and format for journal writing. I was careful to stress that class journals were not intended to be a record or summary of the material we discussed in class, but rather, a reflection upon the thoughts and questions that came to mind based upon what they had studied. One student with a particularly good grasp of reflection made the following entry in her journal:

What is Culture?

When some people gather, they make a way of thinking. And then the thinking makes a lifestyle of their own. Culture consists of food, clothes, religion, house music and so on, however, when we are in our culture, we can't realize it and once we get out from our barrier of culture, we realize the differences between our culture and another one.

What we talked about today changed my (way of) thinking. We learned about the Iceberg model of Culture. I recognized that the culture has much depth and (a large part of it is) invisible. Four years ago, when I came to Denver and stayed one month, I thought that it's very easy to understand the differences of culture, however, I stay for three months now and I can't sometimes understand them (cultural differences) and it's difficult for me to accept all culture in the U.S. I think I didn't see the culture underwater four years ago.

This is a fine example of reflective journal writing because she is reevaluating her experiences through the model of culture that we studied in class. She begins to understand that there is an "underwater" part of culture that is difficult to grasp and she expresses her personal frustration in understanding or accepting it. It seems to me that this is learning at its deepest level, theories and ideas coupled with personal experiences at an emotional level.

Together we learned the beauty of journalizing but it does not end with reflective writing. Very early in the semester I wrote in my own journal:

January 17, 1997

I asked them to write for five minutes about yesterday's class. It was very interesting to note that each person spoke/wrote about something completely different. It illustrated very clearly how we each build meaning differently. This also served as a wonderful way to review what we did yesterday.

Since different people focused on different aspects of the material it proved to be a fairly complete review of the entire lesson the previous day. In addition, sharing these journal entries gave glimpses into the minds and experiences of one another upon which relationships and understanding can be built.

Lest the reader think that journal writing is always a success with all students I rush to assure you that this is not the case:

January 20, 1997

Two students did not do the journal assignments I gave them as homework. I feel that it is very important to get them started from the beginning in their journals. If I let it slide now, they will develop the attitude that if it isn't important to them then they don't have to do it. Also I want to utilize the journals heavily as a learning tool for them this semester.

One of those two students continued this pattern throughout the semester and finally quit the class without finishing it. I wrote in my final report to my adviser at SIT during that practicum teaching year:

Student "A" (name is not important) did not respond well to elements that I felt were important. It began with journal writing. When I assigned journal writing as homework "A" did not do it. Consequently, I began having students do at least their class journals during class time. I still asked them to keep a personal journal as well on their own time... with little success!

The class journals were a very meaningful learning tool for most of the students but I suspect that "A" always hated it. He did not express that to me so it is only a guess. He was either unable or unwilling to write about anything that personally connected him to the class materials. The idea of reflective thinking or writing seemed totally foreign to him. He wanted nothing to do with it. I hoped that as we progressed in journal writing exercises that he would develop an appreciation for it and try harder. It did not happen. His writing was very superficial... just restating what he had read. I encouraged him but...

I was deeply saddened when "A" left the program. More than any other student he caused me to examine my attitudes, his attitudes, and myself. What barriers divided us-- culture, personality, beliefs, attitudes? Probably all of these things and perhaps more. We never developed a trust in one another.

Two other students, however, were my saving grace. They traveled the full distance with me in their journal writing. They began with some uncertainties about it but they overcame them. I could see slow, steady, subtle shifts in their attitudes over the course of time. At the end of the semester those changes were dramatic. They recognized how far they had come and they knew the changes were important to their lives. They used their journals to write Final Learning Statements just as the previous semester students had done—a series of three papers describing what they had learned on the community level, the class level and on a personal level.

The class level learning statements, or what they had learned from each other, were inspirational for me. The Brazilian student wrote that one of the most important

things he had learned was to be patient with the Japanese people. He came to realize that they need time to formulate their thoughts and it was partly his responsibility to give them that time, not to rush in and speak right away. This was valuable for him and a real key to inter-cultural communication. He came to admire their politeness and their attention to small details. A young Japanese woman gave the reverse side that same story. She learned that she must not be so hesitant to speak, that people were interested in what she had to say, and it was better to express her thoughts than to remain silent. She also realized that it was important to react to people more quickly, otherwise the conversation might move on and she would miss her opportunity to contribute to it.

Both students volunteered to speak at graduation and shared portions of their Learning Statements. The Brazilian student did an excellent job, which was a natural outcome of his exuberance and confidence, but I was deeply moved by the shy young Japanese woman. Clearly, this semester was a life altering experience for her as she moved well beyond the restraint of her previous mode of thinking. For me this was a moment of sheer joy... to participate in that process, to watch it happen and to see her feeling confident and triumphant.

This semester taught me how powerful a tool journal writing can be, both for the teacher and the students, as long as students are willing to experiment with this form of learning. I also came to see that doing two journals was pointless, the class journal is really what I needed to promote their learning. I am interested in what they are experiencing in their lives outside of class in this new culture but it is too much to expect them to write about both. I do invite them to write about other things in their class

journal if they want to share something with me and I try to allow some class time weekly to learn what is happening in their lives outside of our classroom.

I felt much stronger in my ideas about teaching after this first year. I found I could be flexible in course content and still address the themes I felt most important—teamwork, culture, TQM, communication, etc. I felt much more confident that what I was teaching and how I taught it was solid, well planned and worthwhile but I still faced one major obstacle, namely, how to help students access authentic difficult texts more easily. I was delighted then when I returned to SIT for my second summer of studies that that knarly problem began to sort itself out too.

CHAPTER IV

FURTHER GUIDANCE FROM SIT

Returning for the second summer of teacher training at SIT was far less harried than the first since I understood the culture of the school and I had established relationships with the people there. It was still a surprise, however, to realize that in that brief eight week summer session of the previous year, my classmates, teachers and I had forged meaningful friendships due to the process of exchanging our experiences and ideas. I was delighted to see my classmates and teachers again. I remember chattering excitedly with them about our IYTP experiences, about what we had taken away from the first summer at SIT, and how we had applied those things to our teaching.

Very quickly we found ourselves engrossed in new materials and these ideas began to float around, taking hold in our brains. The content of this summer's program was immensely satisfying and rewarding for me personally. English Applied Linguistics demystified the grammar trees of transformational grammar. Testing and Evaluation enhanced my understanding of and need for assessment. Teaching Practice helped me to further develop skills in awareness and feedback and the Teaching Culture class provided many new frameworks for analyzing culture. My favorite class, however, above all these, was Teaching and Learning the Written Language (hereafter referred to as TLWL).

The first half of the course was devoted to learning and improving writing skills and the second half to reading skills. Volumes could be written on what I gleaned from the TLWL class but I will focus here only on what significantly influenced the way I taught my business students.

Error Correction in Student Writing

Trisha Dvorak of the University of Michigan, in an article entitled “Writing in the Foreign Language”, states two conclusions that research supports:

1. Writing improvements are unrelated to grammar study, whether of traditional or transformation variety, and
2. intensive correction of student writing, which has a negative effect on writing in terms of student attitudes and motivation, has little positive effect at all.⁴

She goes on to cite studies which show that the quality of second language writing appears to improve with constructive teacher feedback on content but not on form. She writes that “language develops fundamentally out of a need and a desire to discover and share meaning” and “the most effective writing practice is that which has communication as its primary focus.” One of the final questions she leaves the reader to consider in this article is “Does an emphasis on form and correctness so distort the nature of what is being taught as to keep students from ever developing the analytical abilities that underlie true writing skills?”⁵

This article confirmed and strengthened my own beliefs about journal writing and eased my concerns about error correction. I had witnessed other teachers using elaborate codes to teach students how to correct their own errors but it all looked quite cumbersome and tedious to me, for both the teacher and students. It was delightful to realize that my intuition had been correct, in that in the process of trying to explain their own thoughts, students were stretched to improve their writing skills. My written comments to students about their journal writing had been based only on the content and meaning of what they wrote. My attention to their grammar was quite minimal, usually when it interfered with meaning or if they needed a certain word or phrase to capture the essence of what they were trying to say. Students were asked to re-write their journal entries when such problems arose in their writing so I could be sure that they had noted the changes but they were not asked to find or correct their own mistakes.

It was liberating for me to know that research supported my intuitions. It freed me from a nagging fear that I should be using a more elaborate form of error correction and it also gave me renewed confidence to trust my instincts.

Reader Response Theory and Reader Response Groups

The Reader Response Theory, as I understand it, is quite simple. It is based on the premise that the only meaning in a text is that which the reader brings to it from his or her own unique life experiences. There is no universal meaning created by the author but merely the meaning evoked in the reader as he/she reads the words.

My initial reaction to that idea was disbelief! Surely, I thought, the author must be able to communicate his own meaning to his readers. My mind spins and reels at the thought that this may not be true and the implications of it, however, my purpose here is not to challenge the basic tenants of this theory but to discuss why it has proven to be a most useful tool in my teaching.

As with all our training at SIT, we had an “experience” with this method and then discussed what happened. We read a short story, which was followed by a group discussion of it. The absurd, funny, and far-fetched ideas that emerged from that discussion were astonishing to me. How could there be so very many interpretations of the same text? Even if I was not in accordance with all the ideas that emerged, it was fascinating to learn what was in the minds of my fellow students. I saw how rich this type of learning could be, because those involved created a “group meaning” for this story, unique from that of any other group of people. My own interpretation was influenced and changed by what others were saying. None of us could honestly say that we could perfectly grasp what the author intended to say. Indeed, I wonder if we even remotely grasped it but it was an interesting story and an exciting class. Throughout the remainder of the summer, we experimented with this concept in other Reader Response Group discussions and on each occasion a delightful learning experience ensued.

The teaching mechanics of this method are quite simple. First, assign a text to be read outside of class and request students to write a list of questions about it. Questions can be about vocabulary, meaning, emotions, etc.; no question is too stupid to ask. This preparation work ensures that everyone will participate as they seek answers to their questions. Next, throughout the discussion the teacher sits quietly removed from the

group and allows them to do all the work without saying anything. The reason for this is very sound, because once the teacher says anything, the students automatically want to hand control of the discussion and class back to the teacher since the teacher is an authority figure and must, therefore, be right. Finally, upon completion of the discussion, either as homework or in class, students must write about what they learned from the lesson as a reflective exercise.

As a teacher I found it extremely difficult to remove myself from the discussion. I wanted to help my students and they often made appeals to me, but I understood the pitfalls of doing so. I let them struggle and almost without exception, they eventually arrived at the point I would have made but they did it without me. Pride surged through me at the ultimate success of their efforts. It was gratifying to watch them in this active form of learning.

As I suspected, the Reader Response Groups became the means to help students digest the authentic texts that they needed to read for the business program. Students with stronger English skills were able to help weaker students until everyone shared the meaning, then thoughts and ideas about it could emerge. When I read their reflective writing about the topic and discussion, I could see exactly what they had learned. It all took place without my having to "spoon feed" this information, as a mother to an infant.

There are several important things for me to do to ensure success of the Reader Response Group. First and foremost was to give them interesting texts to read. Another clever idea I had was to appoint one student as the discussion leader. This student was merely responsible for making the discussion more equal, in other words, to include everyone by soliciting questions and opinions from all. It served well in classes with

predominantly Asian students, who felt uncomfortable in a class with no structure to it, as it might appear to them that I had abdicated my authority and abandoned them and was not doing my job. I furiously wrote notes about what student were saying and one final thing I did at the end of class, after their discussion, perhaps even after the reflective writing, was to answer any questions still remaining that were culture specific. In other words, if some point of meaning was obscured because it was deeply imbedded in the culture, I would explain its significance.

CHAPTER V

EMOTIONAL INTELLIGENCE

All teachers should have a personal philosophy of teaching and learning to guide them. It is the strength of those convictions that separates good teachers from mediocre ones. Good teachers understand why they do what they do and where they want to take their students. Students respond positively to teachers who know this and are more willing to take risks because they put their faith in the teacher's ability and self-confidence.

What I learned at SIT helped me to see with far greater clarity just what my underlying philosophies are and how they manifest themselves in designing the curriculum for the International Business and Culture Class. SIT did not give or teach me a philosophy but it did provide me with many useful experiences, which led to paradigm shifts. It also taught me to think deeply about what I do as a teacher and perhaps, above all, it taught me this catchy phrase, "You are your own best resource". What I learned from SIT was how to mobilize my own resources, to think for myself and to have confidence in what I believed to be true.

I will now explore my own personal philosophy, which led directly to the design of the International Business and Culture Class. It might have been reasonable to design

this course after a college level business class, making it very academic, and provide assistance with vocabulary and cultural elements. From its inception, however, Ron Bradley and I clearly did not want that type of class. We felt that experiencing and attempting to understand cultural differences are the keys to personal growth enabling our students to succeed in international business. Such personal growth comes from interacting with others on a personal and emotional level. It also involves developing a recognition of our own cultural beliefs and restraints and understanding how they impact the way we see the world. It is not a matter of suspending these beliefs, but of sensitizing ourselves to the beliefs of others that creates the opportunity for growth. Other cultures are rich in ideas, some of which may be used to modify our own perspectives and behaviors, others will merely be points of interest to provide guidance in future encounters with that culture. This course, therefore, was to be a combination of practical business knowledge as well as a journey of personal discovery for the students.

I have included in the Appendix some of the readings that I feel are most relevant to the development of this program but this paper is not about business materials development for ESL/EFL. The collecting of materials for a business course is, of necessity, ongoing. Articles written about business and world events quickly become out-dated (which is a favorite complaint of students), therefore, I want to focus only on the few readings I use that are of a more timeless nature. They relate to the personal discovery side of the course rather than business. It is my hope that they help students increase their level of emotional intelligence.

I first heard the term “emotional intelligence” (or EQ as it is abbreviated) as distinguished from IQ, a measure of mental intelligence, in the article, “Are You Smart

Enough to Keep Your Job?”, by Alan Farnham in Fortune, January 15, 1996 (See Appendix G). This article led me to read Daniel Goleman’s book, Emotional Intelligence. The most fascinating reading of all on the subject, however, was Descartes’ Error by Antonio R. Damasio, M.D., Ph.D. All of these works attempt to explain the utmost importance that emotions play in our decision-making processes. Good decision making is accomplished in the presence, not absence, of vital emotional components.

“Are You Smart Enough to Keep Your Job?”

The article, “Are You Smart Enough to Keep Your Job?”, applies a few of the basic premises of Goleman’s book to the world of business. It describes graduates of top ranking business schools with very high IQ’s whose lack of emotional intelligence cost them their positions. The ability to perceive and control emotions in oneself and others, as well as having empathy for others, are now widely recognized as essential leadership qualities. Businesses, faced with downsizing, have come to rely heavily on teamwork as an essential tool for accomplishing the same work with fewer people. Corporate hierarchies give way to teams, which slice through an organization to facilitate the communication of ideas. According to Alan Farnham, to rise in this type of organization, the “stars” must “learn how to persuade, listen, exercise patience and restraint, offer sympathy, feel empathy, and recover from the emotional assaults common to group give-and-take” if they are to achieve success. He also mentions the concept of “group IQ” which refers to how harmoniously members work together. The absence of friction and

infighting can greatly enhance the effectiveness of a group's output by creating a more synergistic, cohesive work environment.

The final segment of Alan Farnham's article describes the role of EQ in problem solving and decision-making. My own personal interest in decision-making processes led me to write a paper on the subject more than ten years ago while studying for my MBA degree. Even then I recognized the importance of good decision-making in leadership roles so I wanted to investigate it deeper. There was a myriad of books on the subject, none of which mentioned the influence of emotions upon the process. They were based on charts and theories, presenting mechanical ways of delineating a process that actually needs to be quite intuitive and creative. I no longer have this paper and do not remember any of the specifics of it, only a vague feeling of dissatisfaction with the "answers" I had found. Only one thought has stayed with me over all these years, which is from a book written by Peter Drucker, a world famous business consultant. He said that the most critical thing to consider in making a decision is how quickly it can be changed if something goes terribly wrong. I found this advice humorous, practical and thought provoking which must be why it has stayed with me throughout all these years.

Farnham suggests (based on Goleman's work) that gut instinct plays a key role, probably even the decisive role, in eliminating options and arriving at a decision. Gut instincts are the positive or negative emotions associated with one's previous body of experience. The larger the body of experience one has acquired, the more capable decisions he should be able to make. The logic of this resonates well with me in conjunction with my training in experiential learning at SIT. Firsthand experience is the

best teacher and when it is complemented with thoughtful analysis and experimentation the benefits are further enhanced.

Emotional Intelligence

Daniel Goleman's bestselling book, Emotional Intelligence, came as a welcome relief to me (and undoubtedly, many other people as well) when I read that IQ contributes no more than 20 percent to the factors that determine success in life! He writes about the other factors, which he labels emotional intelligence, that contribute to success--

... being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope.⁶

He acknowledges the work of Howard Gardner, a psychologist at the Harvard School of Education and author of the book, Frames of Mind. Gardner suggests that human beings are equipped with multiple types of intelligences, not just one which can be measured with an IQ score. The seven varieties Gardner lists are as follows:

1. verbal
2. mathematical/logical
3. spatial
4. kinesthetic
5. musical
6. interpersonal
7. intrapersonal⁷

The last two mentioned, interpersonal and intrapersonal, are both aspects of what Goleman calls emotional intelligence. Interpersonal intelligence is the ability to

understand and empathize with other people and intrapersonal intelligence is the ability to understand and manage oneself.

Goleman also outlines the five basic domains of emotional intelligence as proposed by Peter Salovey, a Yale psychologist. These are the building blocks of emotional intelligence and encompass Gardner's concepts of interpersonal and intrapersonal intelligence. They are as follows:

1. Knowing ones emotions: being able to recognize feelings as they happen
2. Managing emotions: being able to soothe oneself and shake off negative emotions
3. Motivating oneself: delaying gratification and stifling impulsiveness
4. Recognizing emotions in others: empathy
5. Handling relationships: managing emotions in others⁸

The ability to control impulse and emotions are functions of an individual's will and character and the ability to read and respond to emotions in others are manifested in empathy and altruism. Goleman states the importance of these traits in the following words, "And if there are any two moral stances that our times call for, they are precisely these, self-restraint and compassion."⁹

Virtually every topic and every activity of this course is designed to foster relationships among people of different cultures, from the teambuilding activities of the ROPES course during the first or second day of class, to group projects, to the study of cultural variables and country studies. The goal is to deepen student's understanding of intercultural competence by sharpening their skills of awareness, attitude, knowledge and cross-cultural behaviors. (See Appendix H: Four levels of Cultural Competence)

Likewise, the journal writing and final learning statements are to assist the students to grow on a personal level by reflecting on their own gut level reactions to the experiences they have had in class. Intercultural competence, however, is really secondary to what I believe is the primary goal of enhancing emotional intelligence.

The final points I want to discuss from Goleman's book are based upon and lead into Damasio's book, Descartes' Error, which will follow in later discussion herein. Goleman speaks more in layman's terms and is therefore a good place to begin discussion of "Our Two Minds". He states that "In a very real sense we have two minds, one that thinks (the rational mind) and one that feels (the emotional mind)."¹⁰ He proceeds to say that:

These two fundamentally different ways of knowing interact to construct our mental life. One, the rational mind, is the mode of comprehension we are typically conscious of: more prominent in awareness, thoughtful, able to ponder and reflect. But alongside that there is another system of knowing: impulsive and powerful, if sometimes illogical—the emotional mind.¹¹

And he continues:

Still, the emotional and rational minds are semi-independent faculties, each, as we shall see, reflecting the operation of distinct, but interconnected, circuitry in the brain.¹²

This is significant to my teaching because what it says, in effect, is that there are two components to teaching and learning—things that are happening in the rational mind and things that are being experienced in the emotional mind. Emotional factors are recognized and labeled as "the affect" in the world of ESL/EFL language teaching but I

find it helpful, indeed enlightening, to think about the process in terms of two brains. (This is grossly oversimplified to those interested in the science of the brain!). It is the overwhelming force of these emotional elements that are critical to decision-making. It is learning to trust the correctness of our emotional response that enables us to be confident in our decisions.

Descartes' Error

Antonio R. Damasio heads the department of neurology at the University of Iowa College of Medicine. His book will satisfy anyone with a scientific bent for brain neurology, however, the book is not good reading for the faint of heart or interest. I probably fall somewhere between these two extremes, finding that it was well worth the struggle to understand it. I summoned the EQ trait of "persistence" and was transformed by what I read.

I was interested in Damasio's work for two reasons: he offers an explanation of how feelings arise and why they are completely integrated into the process of high reasoning. Goleman's writing is primarily about the effect of emotions upon outward behavior and the "appropriateness" of such behavior, whereas Damasio looks internally to explain the way that emotions are wired into the brain and are necessary for rational decision-making. Goleman is interested in willfully controlling emotional responses, Damasio explains why emotional responses are necessary to think and problem-solve.

I gained a great respect for my emotional nature from Damasio. I am far more willing to trust my "gut" instincts in situations of high uncertainty because I can

appreciate the fact that my entire biological organism of brain, body and emotion has interfaced to produce those feelings. A lifetime of acquired experiences has entered into those feelings, giving weight to their validity. Being attuned to one's emotional state can be helpful in every choice we make.

Personal decision-making is not a simple process. It does not occur in isolation but happens in a complex social environment. It requires both broad-based knowledge (facts about objects, persons, and situations in the external world) and reasoning strategies (goals, options for action, predictions of future outcome, and plans to implement goals at different time scales) to operate over such knowledge. On a biological level emotions and feelings are part and parcel of the brain's function in arriving at a decision.¹³

...Personal and social decisions are fraught with uncertainty and have an impact on survival, directly or indirectly. Thus they require a vast repertoire of knowledge concerning the external world and the world within the organism. However, since the brain holds and retrieves knowledge in spatially segregated rather than integrated manner, they also require attention and working memory so that the component of knowledge that is retrieved as a display of images can be manipulated in time.¹⁴

Knowledge, attention and working memory--a complex process, indeed! The requirement of "a vast repertoire of knowledge" has been a stumbling block for me in the past. I feared that perhaps my knowledge was insufficient or incomplete to make sound judgments. Damasio's work, however, suggests to me that the brain is powerful enough to sort through variables and reach a sound conclusion based upon what I already know. How often do people seek further knowledge and pay little attention to their own

perceptions? A fellow student at SIT repeated to me what a teacher there had once told her, "All we have, is what we notice." This suggests the same idea to me, we need to notice more and sort through the things we notice to become better decision-makers. My teaching is based upon the desire to increase awareness. Factual knowledge is important, but equally important, is how students have been affected by what they've learned.

The introduction to Damasio's book outlines his three major proposals. The following overview is sufficient to grasp his key ideas and I recommend the book to anyone interested in further reading. In his own words (the headings are my own) his proposals are as follows:

1. Proposal One – Emotions and feelings are part of the network of reason.

(I) propose that reason may not be as pure as most of us think it is or wish it were, that emotions and feelings may not be intruders in the bastion of reason at all: they may be enmeshed in its networks, for worse and for better.... Moreover, even after reasoning strategies become established in the formative years, their effective deployment probably depends, to a considerable extent, on a continued ability to experience feelings.¹⁵

It has always been recognized that strong negative emotions such as anger, rage or jealousy can often result in irrational behavior but Damasio noticed that:

It is thus even more surprising and novel that the *absence* of emotions and feeling is no less damaging, no less capable of compromising the rationality that makes us distinctly human and allow us to decide in consonance with a sense of personal future, social convention and moral principle.¹⁶

Damasio became interested in the case study of a man named Phineas Gage who sustained a brain injury while working on the railroad in Vermont in the summer of 1848.

Miraculously, Gage survived the injury and subsequent infections with the ability to walk, talk and remain coherent. However, thereafter, his judgement was permanently impaired. He lost the ability to anticipate the future and plan according to complex social codes, to feel a sense of responsibility toward himself and others; and to orchestrate his survival deliberately, at the command of his own free will. This case and other modern counterparts led Damasio to the belief that both “high-level” and “lower-level” brain activity cooperate in the making of reason. The lower-levels, which regulate emotions, feelings and bodily functions,

... maintain direct and mutual relationships with virtually every bodily organ, thus placing the body directly within the chain of operations that generate the highest reaches of reasoning, decision making, and, by extension, social behavior and creativity. Emotion, feeling, and biological regulation all play a role in human reason. The lowly orders of our organism are in the loop of high reason.¹⁷

2. Proposal Two – Feelings are reflections of the body landscape

The data, sent from our bodies to our brain, must be continually updated and quite possibly this is the origin of our feelings.

... the essence of a feeling may not be an elusive mental quality attached to an object, but rather the direct perception of a specific landscape: that of the body.

... In the landscape of your body, the objects are the viscera (heart, lungs, gut, muscles), while the light and shadow and movement and sound represent a point in the range of operation of those organs at a certain moment. By and large, a feeling is the momentary “view” of part of that body landscape. It has a specific content –the state of the body...¹⁸

When viewed from this perspective, feelings are not a luxury. They provide information about the world around us through our bodies. They serve as guides, sensing

changes in our environment and circumstance and sending this data to the brain to act upon.

Feelings let us catch a glimpse of the organism in full biological swing, a reflection of the mechanisms of life itself as they go about their business.¹⁹

When this data is sent to the brain it is utilized in high reasoning, and when it is absent, reasoning is permanently impaired. When, through injury or illness, the neural connections between bodily state (feelings) and reason are severed, the ability to weigh future outcomes and act accordingly appears to be lost. The brain is no longer being updated about the state of the emotions. It is these very feelings or emotions, which allow us to weigh our decisions, assess the outcomes, and balance the scale of rationality. Being aware of this vital link frees me to trust my instincts to a far greater degree. Perhaps it is also the reason why experiential learning is so powerful; it begins with an “experience” in which the body participates and then sends messages to the brain. The brain monitors and interprets the experience and tells us what to try next. There are real emotions lending weight to the outcome. What we experience as gut-instinct may be no more than the sum total of our life experiences.

3. Proposal Three – The body as a frame of reference for the mind

We construct the world around us then through our bodies. The data sent through the body becomes our indispensable frame of reference. It requires continuous monitoring and updating. Damasio said that

... the body, as represented in the brain, may constitute the indispensable frame of reference for the neural processes that we experience as the mind;²⁰

... The mind had to be first about the body, or it could not have been. On the basis of the ground references that the body continuously provides, the mind can then be about many other things, real and imaginary.²¹

Our minds are very accurate at interpreting the data supplied through the body.

Make-believe smiles use different facial muscles than real smiles and electrophysiological data show that they generate a different pattern of brain wave responses than those generated by real smiles. It is impossible to “fake” a smile. We do not fool others or ourselves when we smile politely. This is the reason why acting and advertising are difficult careers and why we have difficulty looking natural while posing for photographers. It means that genuine emotional responses are perceptible even if this occurs at a subconscious level. My emotional honesty with students in various situations, both in the classroom and outside it, will help instill trust and create an environment of openness and spontaneity.

Since the ability to read and recognize feelings in others and ourselves is critical to successfully achieving our goals, the topic of feelings bears a closer examination.

Damasio outlines three varieties of feeling which are helpful to understand.

Varieties of Feelings

1. Feelings of Basic Universal Emotions
2. Feelings of Subtle Universal Emotions
3. Background Feelings.²²

The feelings of basic universal emotions are happiness, sadness, anger, fear and disgust. The feelings of subtle universal emotions are variations of the first five but they are tempered by experience:

... euphoria and ecstasy are variations of happiness; melancholy and wistfulness are variations of sadness; panic and shyness are variations of fear. This second variety of feelings is tuned by experience, when subtler shades of cognitive state are connected to subtler variations of emotional body state.²³

The final variety he mentions is background feelings; feelings which represent the state of the body when it has not been interrupted by the above mentioned emotional states. Background feelings are the state of our body between emotions, when it is not shaken by basic or subtle emotions. These are the feelings that we probably experience most often in our lives, giving us our sense of being.

... We are only subtly aware of a background feeling, but aware enough to be able to report instantly on its quality...

... The concept of "mood," though related to that of background feeling, does not exactly capture it... background feelings are persistently of the same type over hours and days, and do not change quietly as thought contents ebb and flow, the collection of background feelings probably contributes to a mood, good, bad, or indifferent.²⁴

I was most interested in the concept of background feelings because we spend most of our lives in this mode. My authority as a teacher gives me great influence over the feelings of basic and subtle emotions in my students but do I also contribute to their background feelings? It seems probable to me that I do. I do it by attending to the background feeling in the classroom, making an effort to allay their fears and create a harmonious environment. It will be shattered from time to time by other emotions. This

is a necessary part of their experience as cultures and ideas clash but my role is to consistently bring them back into a pleasant background feeling where they can thoughtfully process what they have experienced.

CHAPTER VI

EQ AND THE SECOND YEAR OF THE PROGRAM

Damasio says that feelings are first and foremost about the body. They let us “mind the body” whether it is in an intense emotional state or in “background” mode; they provide a frame of reference for the higher functions of brain activity. It is important to recognize when we are moving in and out of these various emotional states. They play a vital role in communicating with others, in decision-making, in conflict resolution and in developing strong leadership qualities. They are completely integrated into the design of this course.

... How is it that we are conscious of the world around us, that we know what we know, and that we know that we know?

In the perspective of the above hypothesis, love and hate and anguish, the qualities of kindness and cruelty, the planned solution of a scientific problem or the creation of a new artifact are all based on neural events within a brain, provided that the brain has been and now is interacting with its body. The soul breathes through the body, and suffering, whether it starts in the skin or in a mental image, happens in the flesh.²⁵

Excellent leadership and sound, rational decision-making are tied to emotions.

Making students more aware of this interconnectedness through their experiences in the

International Business and Culture class is my primary objective in designing the program. The topic of emotional intelligence is touched on lightly as we study and discuss the article "Are You Smart Enough to Keep Your Job" but everything builds on those ideas. The building blocks are provided through the experiences offered in the program and what each student builds from them is different. A wide range of emotions are experienced by the students and myself throughout each semester but ultimately, as they present their final learning statements to each other there is a moment of triumph as they explain what made sense to them. They "know that they know"; they know that they have moved to a new level of awareness. The beauty of this, for me, is in knowing what they do not yet understand; that this is only the beginning. What they have learned will take root and grow and influence their thinking and decision-making throughout their lives. I hear from many of these former students and I feel a great sense of pride in the direction their lives have moved after participating in our program.

I have recently married an Englishman and now reside in the United Kingdom. Several weeks ago my husband braved my first driving experience in his lovely new car. It felt completely wrong. First, the car was on the wrong side of my body, second it was on the wrong side of the road and third I had to maneuver through roundabouts where we would have had intersections or access ramps in the United States (things that make sense to me!) I remember describing that experience to my friends and family as a "mind-bending" experience. My body was sending signals to the brain saying, "Wait-a-minute, this feels wrong!" and my brain responded by saying, "No, the circumstances are different, proceed on course but exercise extreme caution!" Multiplied a thousandfold, this must be what my students feel as they enter not only a new culture but also a new

way of learning how to learn, the experiential learning cycle. There is resistance to overcome but I realize that it is a process, happening gradually over the course of the semester. Their emotions are fully involved in these changes and my job, as a teacher, is to win their confidence and help them believe that all will make sense to them by the close of the term. This happened with far more success during the second year of teaching. It was much easier than the first time I struggled through the learning cycle in the fall of 1996. My confidence has grown as I came to a clear understanding of my own goals and teaching philosophies and the influence of emotions on the learning process.

Students come with a wealth of knowledge that I want them to share. Hopefully, when they leave, it will be with a sense of awe and discovery at what they have learned together. I want them to leave a lasting imprint upon each other just as they have left a lasting imprint upon me.

ENDNOTES

¹ It took some detective work to learn what the acronym, ALC Education, represents. I sent an e-mail and received the following reply from their WebMaster. "ALC stands for Associated Liberal Creators, also Japanese pronounce ALC as 'aruku' which means 'walk' (in Japanese). We walk on the business scene with Liberal Mind. ALC Education is one of our affiliated companies. That organization runs International Business Programs in Nebraska and Colorado."

² Graves, Kathleen. 1996. *Teachers as Course Developers*. Cambridge, United Kingdom: Cambridge University Press. p.13.

³ Ibid. p.28-29.

⁴ Dvorak, Trisha. 1986. "Writing in the Foreign Language" in L.M. Calkins (ed.) *Listening, Reading and Writing: Analysis and Application*. Northeast Conference on the Teaching of Foreign Languages. pp. 151-152.

⁵ Ibid. p. 162.

⁶ Goleman, Daniel. 1995. *Emotional Intelligence*. New York: Bantam Books. p.34.

⁷ Ibid. p. 38.

⁸ Ibid. p. 43

⁹ Ibid. p. xii.

¹⁰ Ibid. p. 8.

¹¹ Ibid. p. 8.

¹² Ibid. p. 9.

¹³ Damasio, Antonio R., M.D., PhD. 1994. *Descartes' Error*. New York: Avon Books. pp. 83-84.

¹⁴ Ibid. p. 84.

¹⁵ Ibid. p. xii.

¹⁶ Ibid. p. xii.

¹⁷ Ibid. p. xiii.

¹⁸ Ibid. p. xiv.

¹⁹ Ibid. p. xv.

²⁰ Ibid. p. xvi.

²¹ Ibid. p. xvi.

²² Ibid. p. 150.

²³ Ibid, p. 149.

²⁴ Ibid. pp. 149-151.

²⁵ Ibid. p. xvii.

APPENDIX A

Course Outline

INTERNATIONAL BUSINESS CERTIFICATE PROGRAM

Program/Course Objectives and Descriptions

PROGRAM OBJECTIVES

The program is designed to provide a balance between skills development and increasing the participant's understanding of global cultures and business, with special emphasis on the U.S.

The program is divided into four components: International Business and Culture; English for International Business; Elective Courses; and Special Workshops and Seminars.

INTERNATIONAL BUSINESS & CULTURE COMPONENT (two hours daily)

OBJECTIVES:

This component is content based. The content, materials, lectures, etc. are selected for their focus on international business and culture. IQ tests are popular these days in American Education. This course is designed to improve the "International IQ" of the students who participate in this program. The course focuses on six areas: Cultural and Intercultural Competence; World Regions; American Business Practices and Corporate Culture; Globalization and Ethics, and Interpersonal Communication and Language Development.

This component utilizes case studies, visiting lecturers, program participants--from the country or region being studied as well as university professors and community professionals--, video broadcasts, and library research and research on the World-Wide Web. Student class participation includes discussions, debates, and presentations.

CONTENT:

Cultural and Intercultural Competence:

This component thoroughly examines the ten variables of culture, with special emphasis on the definition of corporate culture, and what this means in conducting business effectively in the international marketplace.

World Regions:

As it is important to understand a country or region in its entirety in order to work with or live in another country, this component examines the politics, economics, history, geography, general culture and corporate culture of the major regions of the world--Europe, Latin America, Southeast Asia, Central Asia, India, Russia, Africa and the Middle East.

American Business Practices and Corporate Culture:

This component focusses specifically on American business and American business culture. Areas of study include a definition of the three types of business entities--corporation, partnership and proprietorship--, marketing, trade agreements and their ramifications, competition, decision-making processes, leadership and management qualities and styles, and Total Quality Management and its affect on American business culture.

Globalization and Ethics:

This components examines the effects of globalization on the future. Will nations be replaced with economic zones? Will corporations rule the world? What are the social responsibilities of international businesses? How can international businesses be held accountable for their actions?

Interpersonal Communication and Language Development:

The entire course is permeated with opportunities for growth in interpersonal communication and English improvement.

The course is entirely interactive. Students from several countries and cultures share experiences and research, discuss readings and videos, give opinions and argue viewpoints, give speeches and presentations both in class and in the community, participate in workshops, interact with visiting lecturers and write papers.

Each student maintains a daily journal that culminates in a final Learning Statement.

ENGLISH FOR INTERNATIONAL BUSINESS COMPONENT (90 minutes daily)

OBJECTIVE:

To introduce and practice all the communication skills necessary to conduct effective business internationally.

CONTENT:

Written Communications--Business Letters (various formats, purposes and cultural protocol); Faxes; Memoranda; Reports; Resumes

Oral and Non-Verbal Communications--Participating in meetings; Conducting meetings; Using the Telephone; Giving Presentations; Accent Reduction; Non-verbal Communication; Interviewing; Negotiating Cross-culturally

Using the Internet and World-Wide Web--Process and business uses

ELECTIVE COURSES (each 90 minutes weekly) (participants choose two)

Symposia on World Issues (advanced); Current Events (high intermediate); Discussion Circles (Intermediate); Customer Service; Children's Literature; Dress for Success; National Parks; American Music; American Movies; Idioms, Expressions, and Proverbs; Pronunciation; Grammar Workshop; Writing Workshop; Vocabulary; Listening Comprehension; TOEFL/TOEIC Preparation.

WORKSHOPS AND SEMINARS

Special four-six hour workshops and seminars are conducted by specialists or professionals in their field and bring a high level of expertise and knowledge to specific elements of the program. Topics are selected from the following.

Progressive Leadership for the 21st Century; Effective Communication in the Global Marketplace; Increasing Personal Effectiveness and Performance; Managing International Business; Effective Marketing Communications and Public Relations in Asia (selected topics are taught by faculty from the University of California Santa Cruz Extension)

PROGRAM COURSE INTEGRATION

Each Course in the International Business Certificate Program lends support to or opportunities for expansion of skills to the other courses. The English for International Business course (EIB) gives specific opportunities for language development that supports the International Business and Culture course (IBC). Example: Presentations assigned by IBC are practiced with video before being given in the IBC course. This includes grammar and organization, pronunciation, body posture, eye contact, voice modulation, etc. Improved pronunciation, grammar, eye contact, etc. gained in the EIB course, improves the communication with students from other countries.

PROGRAM ORIENTATION--Week One

Schedule Overview; Program Design and Expectations; English Assessment (TOEIC); Evaluation of World Knowledge; Self Awareness Exercise; Ropes Course--Team Building and Risk Management

Campus and Community Tour; Introduction to the Mesa State College Library; Life in Grand Junction and Adjusting to the New Culture.

(1) Do independent & group research in the library and on the Internet on regional cultures, history, politics, geography, and economic systems, culminating in videotaped oral presentations; (2) Complete an independent Community Research Project with videotaped formal presentation; (3) Complete midterm and final examinations.

METHODS OF INSTRUCTION

All classes are interactive and consist of lectures, video presentations, discussions, presentations, brainstorming, case studies, and group problem-solving activities. Participants will visit international companies and interact with top management.

Colorado International

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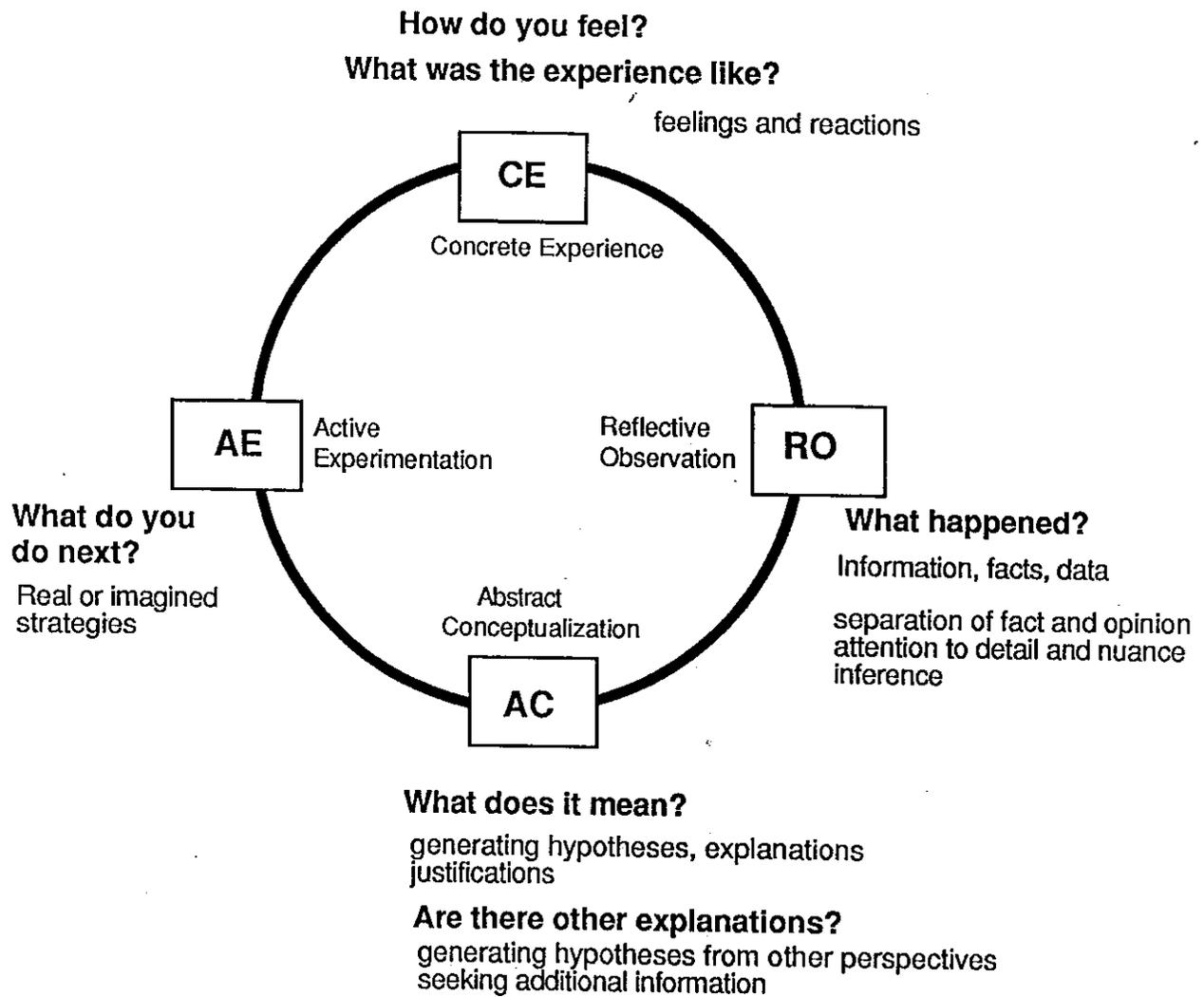
INTERNATIONAL BUSINESS AND CULTURE SYLLABUS

	The Global Environment	American Business Practices
Week 1	Introduction of Self and Country Evaluation of World Knowledge Iceberg Theory of Culture	TOEIC Test Teamwork Experiences: Teambuilding Activities/Ropes Course
Week 2	Ten Cultural Variable Cultural IQ & Intercultural Competence	Teamwork Theory and Concepts: Video and Readings
Week 3	Tour of Mesa State College Library Individual Cultural Profile Cultural Learning Internet Writing Exchange Project 1	Group Communication Technologies: Introduction to Internet Observe Distance Learning Program at MSC Interactive Video Class
Week 4	Focus on Europe I Introduction: history, politics, geography, people, and group presentations	Presentation for Public Speaking Skills: Guest Speakers from Toastmaster's International Attend Toastmaster's Meeting
Week 5	Focus on Europe II Doing Business in Europe: Cultural Variables, Business Practices, Case Studies, Videos, Group Presentations	Prepare and give first of three speeches: Analysis of individual speeches and group presentations
Week 6	Focus on Latin America I Introduction: (as above)	Intercultural Learning Model Communication Barriers
Week 7	Focus on Latin America II Doing Business in Latin America	Visit GJ Area Chamber of Commerce Visit Mesa County Economic Development Council Prepare and give second speech
Week 8	Focus on Russia and India I Forum of local companies doing business internationally Internet Writing Exchange Project 2	Communication: "Color Blind" Game BBC Executive Business Club Video Listening Skills
Week 9	Focus on Asia I Introduction	Second Ropes Course (optional) Watch, review and discuss second speech
Week 10	Focus on Asia II Doing Business in Asia	Total Quality Management (TQM) Company Visits: Harley Davidson; Louisiana-Pacific Corp. Community Research Project Third Speech

Week 11	Focus on Africa and the Middle East I Introduction Internet Writing Exchange Project 3	Advertising/ Marketing Case Study: Coca-Cola vs. Pepsi; Mac Donald's vs. Burger King
Week 12	Focus on Africa and the Middle East II Doing Business in Africa and the Middle East	Competition Case Study: Nike vs. Reebok
Week 13	Focus on North America I Canada and Mexico Introduction	Leadership and Decision Making Company Visit: Wal-Mart Review of Third Speech
Week 14	Focus on North America II Doing Business in North America	Negotiation and Conflict Resolution
Week 15	Business Ethics When Corporations Rule the World	Case Study: Ben & Jerry's Ice Cream
Week 16	Globalization: Trends, Issues Internet Writing Exchange Project Evaluation	Recap, Final Exams, TOEIC Test

APPENDIX B

The Experiential Learning Cycle



*Adapted by Patrick Moran from
 EXPERIENTIAL LEARNING.
 David Kolb, 1984. Prentice-Hall.*

APPENDIX C
World Learning EEP

EXECUTIVE ENGLISH PROGRAM



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Program Benefits

World Learning's Executive English Program is designed expressly for executives who work in the global marketplace and need to communicate effectively in English. Whether it is our dedicated faculty, World Learning's long history of success, or our state-of-the-art teaching materials and techniques, we accelerate your attainment of the language and cultural skills that will quickly help you to:

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- Conduct business in English.
- Increase your confidence in cross-cultural communication.
- Broaden the vision of your business and your career.
- Acquire the precise business vocabulary you need.
- Improve all aspects of your English language skills.
- Interpret nonverbal cues accurately.
- Enhance awareness of cultural challenges in conducting business across time zones and countries.
- Gain additional insight into U.S. business practices.
- Become more comfortable with U.S. culture through informal contact.

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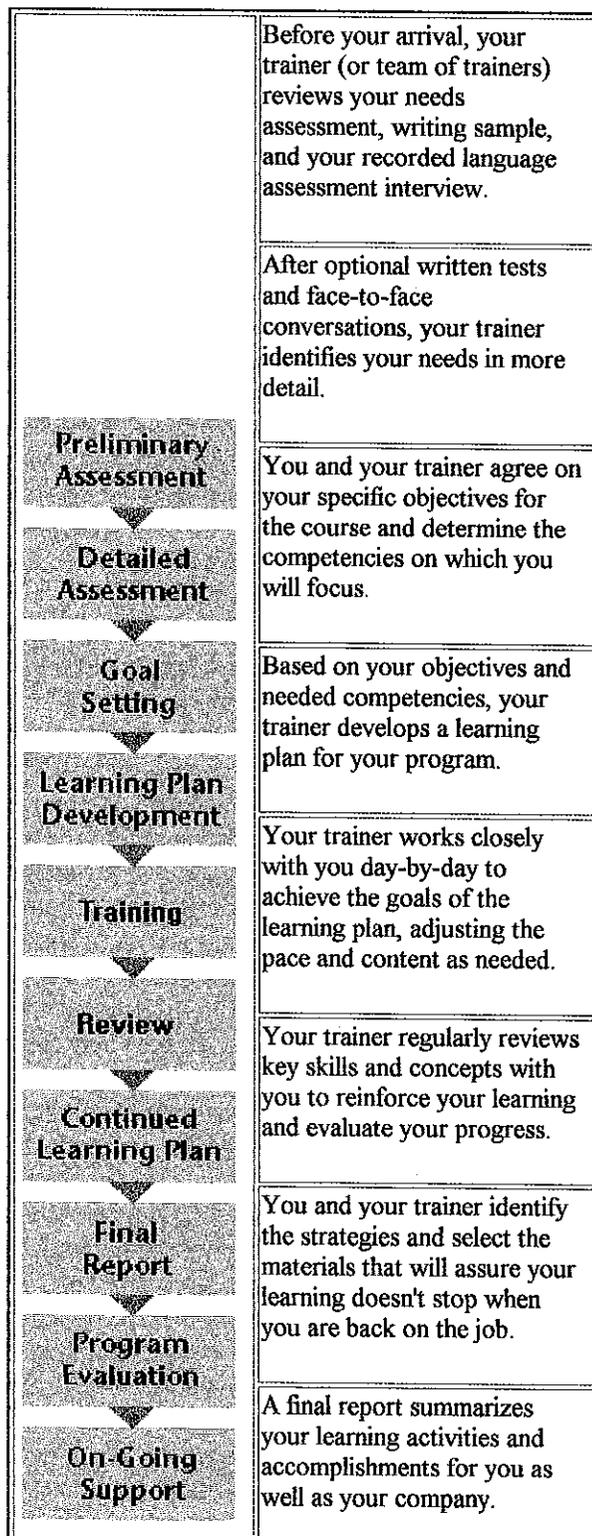
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	<p>You evaluate all aspects of your Executive English program and its effectiveness in meeting your communication needs.</p>
	<p>After your return to work, we actively support your continued learning for as long as you need us.</p>

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APPENDIX D

Deming's Red Bead Experiment

most cost-effective. For example, should good eyesight or great strength be required, one could add magnifying lenses and levers. One manufacturer had a process that required the worker to select from among several tool-size options for different steps in the process. The tools were all stenciled with size information, but hurried workers often chose the wrong tool. The answer, it turned out, was simple: color-code the tools. Red was big, green was medium, and white was small.

Perhaps the biggest payoff of all in improving processes comes from examining every step of every process to be certain that we need to be doing it at all. Much of what we do can be eliminated with no adverse consequence to the product being built or the service being offered. More on this later in our discussion of reengineering.

Process improvement is fundamental to greater corporate strength. We cannot produce quality products and services without processes that yield excellence. We cannot shorten product development cycles without improving the product development process. We cannot bring better people into the organization unless we improve our recruitment process. We cannot improve our understanding of customer requirements unless we improve our market research process. And so on. In short, the process is king!

The Red Bead Experiment

Dr. Deming, during his seminars, employed a simple game to illustrate the importance of processes, and the futility of reliance on inspection. Known as the "Red Bead Experiment," the game made use of a small transparent plastic box containing some 2,000 small beads, 80% white and 20% red, randomly mixed.

Deming introduced the box, together with a small scoop, to his students and stated that he, as founder of The Universal White Bead Company, needed five "willing workers." Five student volunteers came forward and Deming next called for two additional volunteers to serve as inspectors and one additional volunteer to be chief inspector. He commented with a wry smile that the ratio of five workers to three inspectors seemed about right for an American manufacturer. He also noted that the ratio of two inspectors to one chief inspector seemed to conform roughly to industry averages.

Deming informed his newly assembled "staff" that each worker was expected to produce 50 beads per day, and that only white beads were acceptable; red beads were defects. He then illustrated the process that the workers were to use to produce their daily quota: the small scoop, which held exactly 50 beads, was to be dipped into the box, and 50 beads were to

be withdrawn. He admonished his workers once again to remember that only white beads were acceptable; red beads were defects.

The first worker stepped up to the task, dipped the scoop into the box full of beads, and tried hard to bring up only white ones. The worker was asked to submit the scoop full of 50 beads for inspection, and the inspectors, checked by the chief inspector, counted them, looking for defects (red beads). Let's assume that for worker number one, 9 red beads were counted. This number was duly recorded on a big board. Deming strongly declared 9 defects to be an unacceptably high level, and admonished the second worker to be more careful. Worker number two tried even harder, but withdrew — let's say — 12 red beads, as counted and recorded by the inspectors. Deming pretended to be irate, saying that he would not tolerate this level of incompetence. Worker number three, we'll assume, was lucky: only 6 defects. Deming promised that worker a vice-presidency if performance continued at that level. And so it went for five "days" of production for each of the five workers. They all tried hard to move their scoop around to avoid extracting red beads — but, of course, to no avail.

Because the red beads were randomly mixed among the white ones, and because the process mandated by management (Deming) precluded the use of fingers or other devices to selectively extract white beads, continued "manufacture" of some number of red beads was inevitable. In Deming's experiment, the results of 25 total withdrawals were recorded (five workers working for five "days"), and the total number of defects (red beads) was divided by the total number of withdrawals. To no one's surprise, the average number of red beads was invariably very close to 10 (20% of 50).

With the Red Bead Experiment, Deming was communicating three important lessons. The first thing learned is that when workers produce low quality, it is generally because of a poorly designed process; only rarely is it attributable to the worker's attitude or skill level (most workers want to succeed). The second lesson is that process output varies randomly around some average result. The third is that, while inspection will generally (though not always) identify defects, defects will continue to occur at some predictable average rate and a predictable range of variation, unless the process is changed in ways that will reduce or eliminate defects altogether.

Deming's lesson was to *prevent* defects through process improvement rather than to *detect* them by inspection.

Deming used the results of the Red Bead Experiment to introduce his students to the rudiments of Statistical Process Control. Using the simple formulas of SPC, he calculated the Lower and Upper Control Levels to be

TQM - Deming's Red Bead Experiment

Materials Required

A small transparent plastic box

About 2,000 small beads, 80% white and 20% red, randomly mixed

Small scoop

Lessons

1. When workers produce low quality, it is generally because of a poorly designed process (it is usually not because of poor skills or attitudes of workers)
2. Process output varies randomly around some average result.
3. While inspection can generally identify defects, defects will continue to occur at some predictable average rate, unless the process is changed in ways that will reduce or eliminate defects altogether

It is more important to prevent defects through process improvement rather than to detect them by inspection.

TQM - Deming's Red Bead Experiment

People Needed

5 willing workers (student volunteers)
2 inspectors
1 chief inspector

The ratio of five worker to three inspectors seemed about right for an American manufacturer. Also the ratio of two inspectors to one chief inspector seemed to conform roughly to industry averages.

Directions

Each worker is expected to produce 50 beads per day
Only white beads are acceptable
Red beads are defects
Dip into the box with the scoop, fill it with beads and submit the beads for inspection
Inspectors count the beads and look for defects
Chief inspector checks the work of the inspectors
Number of defects are recorded on the whiteboard
9 defects are an unacceptably high level
Workers continue until a total of 25 total scoops have been withdrawn (this represents a total of 5 workers, working for 5 days)
Divide the total number of red beads (defects) by the total number of beads withdrawn

Red Bead Experiment

Worker #1	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Total
# Defects						
Total Output						
% Defects						
Worker #2	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Total
# Defects						
Total Output						
% Defects						
Worker #3	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Total
# Defects						
Total Output						
% Defects						
Worker #4	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Total
# Defects						
Total Output						
% Defects						
Worker #5	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Total
# Defects						
Total Output						
% Defects						

APPENDIX E

Parent Effectiveness Training – Response Situations

parent responds to the child's communications. Parents need to examine how they respond verbally to children, because the key to any parent's effectiveness is found here.

In our P.E.T. classes we use an exercise to help parents recognize what kinds of verbal responses they use when their kids come to them with feelings or problems. If you would like to try this exercise now, all you need is a sheet of blank paper and a pencil or pen. Suppose your fifteen-year-old announces one night at the dinner table:

"This school is for the birds. All you learn is a lot of unimportant facts that don't do you any good. I've decided not to go to college at all. You don't need a college education to be someone important. There are a lot of other ways to get ahead in the world."

Now, write down on the paper exactly how you would respond verbally to that message. Write down your verbal communication—the exact words you would use in responding to that message from your child.

Now, when you have done that, try another situation. Your ten-year-old daughter says to you:

"I don't know what's wrong with me. Ginny used to like me, but now she doesn't. She never comes down here to play anymore. And if I go up there she's always playing with Joyce and the two of them play together and have fun, and I just stand there all by myself. I hate them both."

Again, write down exactly what you would say to your daughter in response to that message.

Now, another situation in which your eleven-year-old says to you:

"How come I have to take care of the yard and take the garbage out? Johnny's mother doesn't make him do all that stuff! You're not fair! Kids shouldn't have to do that much work. Nobody is made to do as much as I have to do."

Write down your response.

One last situation. Your five-year-old boy becomes more and more frustrated when he can't get the attention of his mother and father and your two guests after dinner. The four of you are talking intently, renewing your friendship after a long separation. Suddenly you are shocked when your little boy loudly shouts:

"You're all a bunch of dirty old smelly stinkbugs. I hate you."

Again, write down exactly what you would say in response to this vibrant message.

The various ways you have just responded to these messages can be classified into categories. There are only about a dozen different categories into which parents' verbal responses fall. These are listed below. Take the responses you wrote down on your sheet of paper and try to classify each into whichever category fits your responses best.

I. ORDERING, DIRECTING, COMMANDING

Telling the child to do something, giving him an order or a command:

"I don't care what other parents do, you have to do the yard work!"

"Don't talk to your mother like that!"

"Now you go back up there and play with Ginny and Joyce!"

"Stop complaining!"

2. **WARNING, ADMONISHING, THREATENING**
Telling the child what consequences will occur if he does something:
"If you do that, you'll be sorry!"
"One more statement like that and you'll leave the room!"
"You'd better not do that if you know what's good for you!"
3. **EXHORTING, MORALIZING, PREACHING**
Telling the child what he *should* or *ought* to do:
"You shouldn't act like that."
"You ought to do this. . . ."
"You must always respect your elders."
4. **ADVISING, GIVING SOLUTIONS OR SUGGESTIONS**
Telling the child how to solve a problem, giving him advice or suggestions; providing answers or solutions for him:
"Why don't you ask both Ginny and Joyce to play down here?"
"Just wait a couple of years before deciding on college."
"I suggest you talk to your teachers about that."
"Go make friends with some other girls."
5. **LECTURING, TEACHING, GIVING LOGICAL ARGUMENTS**
Trying to influence the child with facts, counterarguments, logic, information, or your own opinions:
"College can be the most wonderful experience you'll ever have."
"Children must learn how to get along with each other."
"Let's look at the facts about college graduates."
"If kids learn to take responsibility around the house, they'll grow up to be responsible adults."
"Look at it this way—your mother needs help around the house."
"When I was your age, I had twice as much to do as you."
6. **JUDGING, CRITICIZING, DISAGREEING, BLAMING**
Making a negative judgment or evaluation of the child:
"You're not thinking clearly."

- "That's an immature point of view."
"You're very wrong about that."
"I couldn't disagree with you more."
7. **PRAISING, AGREEING**
Offering a positive evaluation or judgment, agreeing:
"Well, I think you're pretty."
"You have the ability to do well."
"I think you're right."
"I agree with you."
8. **NAME-CALLING, RIDICULING, SHAMING**
Making the child feel foolish, putting the child into a category, shaming him:
"You're a spoiled brat."
"Look here, Mr. Smarty."
"You're acting like a wild animal."
"Okay, little baby."
9. **INTERPRETING, ANALYZING, DIAGNOSING**
Telling the child what his motives are or analyzing why he is doing or saying something; communicating that you have him figured out or have him diagnosed:
"You're just jealous of Ginny."
"You're saying that to bug me."
"You really don't believe that at all."
"You feel that way because you're not doing well in school."
10. **REASSURING, SYMPATHIZING, CONSOLING, SUPPORTING**
Trying to make the child feel better, talking him out of his feelings, trying to make his feelings go away, denying the strength of his feelings:
"You'll feel different tomorrow."
"All kids go through this sometime."
"Don't worry, things'll work out."
"You could be an excellent student, with your potential."
"I used to think that too."

"I know, school can be pretty boring sometimes."
 "You usually get along with other kids very well."

11. PROBING, QUESTIONING, INTERROGATING

Trying to find reasons, motives, causes; searching for more information to help you solve the problem:

"When did you start feeling this way?"
 "Why do you suppose you hate school?"
 "Do the kids ever tell you why they don't want to play with you?"
 "How many other kids have you talked to about the work they have to do?"
 "Who put that idea into your head?"
 "What will you do if you don't go to college?"

12. WITHDRAWING, DISTRACTING, HUMORING, DIVERTING

Trying to get the child away from the problem; withdrawing from the problem yourself; distracting the child, kidding him out of it, pushing the problem aside:

"Just forget about it."
 "Let's not talk about it at the table."
 "Come on—let's talk about something more pleasant."
 "How's it going with your basketball?"
 "Why don't you try burning the school building down?"
 "We've been through all this before."

If you were able to fit each of your responses into one of these categories, you are a fairly typical parent. If one of your responses did not fit into any of the twelve categories, hold on to it until later when we introduce some other categories of responses to children's messages. Perhaps they will fit into one of those.

When parents do this exercise in our classes, over ninety per cent of most parents' responses fall into these twelve categories. Most of these mothers and fathers are surprised at the unanimity. Also, most of them have never had anyone point out just how they talk to their children—what modes of com-

munication they use when responding to their children's feelings and problems.

Invariably, one of the parents asks, "Well, now that we know how we talk, what about it? What are we supposed to learn from finding we all use the "Typical Twelve" categories?"

What About the "Typical Twelve"?

To understand what effects the "Typical Twelve" have on children or what they do to the parent-child relationship, parents must first be shown that their verbal responses usually carry more than one meaning or one message. For example, to say to a child who has just complained that her friend doesn't like her or doesn't play with her anymore, "I would suggest you try to treat Ginny better and then maybe she will want to play with you" conveys much more to a child than simply the "content" of your suggestion. The child may "hear" any or all of these hidden messages:

"You don't accept my feeling the way I do, so you want me to change."
 "You don't trust me to work out this problem myself."
 "You think it's my fault, then."
 "You think I'm not as smart as you."
 "You think I'm doing something bad or wrong."

Or, when a child says, "I just can't stand school or anything about school" and you respond by saying, "Oh, we all felt that way about school at some time or another—you'll get over it," the child may pick up these additional messages:

"You don't think my feelings are very important, then."
 "You can't accept me, feeling as I do."

APPENDIX F

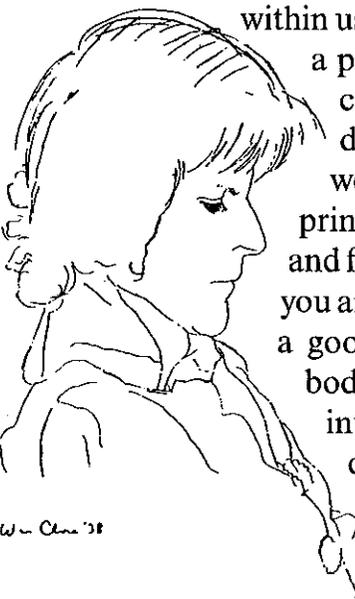
“Tell Me More”

BRENDA UELAND

Tell me more

On the fine art of listening

Hear ye! Hear ye! A new Brenda Ueland book is coming out. Although she was one of the most prolific writers of the 20th century (six million published words), Brenda only had two books published during her 93-year lifetime. More than 140,000 copies of one of those books, *If You Want to Write*, have been sold by Graywolf Press since Ueland's death in 1985. The rest of her writings—articles, essays, and a newspaper column that ran for 30 years in the *Minneapolis Times*—disappeared along with the rest of yesterday's news. Nevertheless, some of Brenda's best writings have survived, and are now collected in a new volume called *Strength to Your Sword Arm: Selected Writings*, published by Holy Cow! Press of Duluth, Minnesota. For additional samplings of Brenda's writings, see the June/July 1985 issue of *Utne Reader*.



I want to write about the great and powerful thing that listening is. And how we forget it. And how we don't listen to our children, or those we love. And least of all—which is so important too—to those we do not love. But we should. Because listening is a magnetic and strange thing, a creative force. Think how the friends that really listen to us are the ones we move toward, and we want to sit in their radius as though it did us good, like ultraviolet rays.

This is the reason: When we are listened to, it creates us, makes us unfold and expand. Ideas actually begin to grow within us and come to life. You know how if a person laughs at your jokes you become funnier and funnier, and if he does not, every tiny little joke in you weakens up and dies. Well, that is the principle of it. It makes people happy and free when they are listened to. And if you are a listener, it is the secret of having a good time in society (because everybody around you becomes lively and interesting), of comforting people, of doing them good.

Who are the people, for example, to whom you go for advice? Not to the hard, prac-

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tical ones who can tell you exactly what to do, but to the listeners; that is, the kindest, least censorious, least bossy people that you know. It is because by pouring out your problem to them, you then know what to do about it yourself.

When we listen to people there is an alternating current, and this recharges us so that we never get tired of each other. We are constantly being re-created. Now there are brilliant people who cannot listen much. They have no ingoing wires on their apparatus. They are entertaining, but exhausting, too. I think it is because these lecturers, these brilliant performers, by not giving us a chance to talk, do not let us express our thoughts and expand; and it is this little creative fountain inside us that begins to spring and cast up new thoughts and unexpected laughter and wisdom. That is why, when someone has listened to you, you go home rested and lighthearted.

Now this little creative fountain is in us all. It is the spirit, or the intelligence, or the imagination—whatever you want to call it. If you are very tired, strained, have no solitude, run too many errands, talk to too many people, drink too many cocktails, this little fountain is muddied over and covered with a lot of debris. The result is you stop living from the center, the creative fountain, and you live from the periphery, from externals. That is, you go along on mere will power without imagination.

It is when people really listen to us, with quiet fascinated attention, that the little fountain begins to work again, to accelerate in the most surprising way.

**If you are a listener,
everybody around you
becomes lively and
interesting.**

I discovered all this about three years ago, and truly it made a revolutionary change in my life. Before that, when I went to a party I would think anxiously: "Now try hard. Be lively. Say bright things. Talk. Don't let down." And when tired, I would have to drink a lot of coffee to keep this up.

Now before going to a party, I just tell myself to listen with affection to anyone who talks to me, *to be in their shoes when they talk*; to try to know them without my mind pressing against theirs, or arguing, or changing the subject. No. My attitude is: "Tell me more. This person is showing me his soul. It is a little dry



Brenda Ueland in New York, circa 1920: "I went to Henri in Greenwich Village...and told him to cut my hair all off. He was frightened, appalled...Wherever I went, seas of white faces turned to gaze. That is just what I liked."

On fear

Fear of bugs and thunder was adorable [in women] and it is still considered so, when it should arouse in men fierce scorn. Courage is the greatest virtue, because unless you have it, you cannot practice any of the other virtues. The fraidy-cat mother inflicts a terrible psychic handicap on her sons. Among wild animals the newly born offspring has no fear at all until he sees it in his mother. Men with instinctive fears because of cowardly mothers have to hide it all their lives, a cause of terrible mental suffering and breakdown.

—Strength to Your Sword Arm:
Selected Writings

On writing

I learned . . . that inspiration does not come like a bolt, nor is it kinetic, energetic striving, but it comes into us slowly and quietly and all the time, though we must regularly and every day give it a little chance to start flowing, prime it with a little solitude and idleness. I learned that you should feel when writing not like Lord Byron on a mountaintop, but like a child stringing beads in kindergarten—happy, absorbed, and quietly putting one bead on after another.

—*If You Want to Write*

and meager and full of grinding talk just now, but presently he will begin to think, not just automatically to talk. He will show his true self. Then he will be wonderfully alive."

Sometimes, of course, I cannot listen as well as others. But when I have this listening power, people crowd around and their heads keep turning to me as though irresistibly pulled. It is not because people are conceited and want to show off that they are drawn to me, the listener. It is because by listening I have started up their creative fountain. I do them good.

Now why does it do them good? I have a kind of mystical notion about this. I think it is only by expressing all that is inside that purer and purer streams come. It is so in writing. You are taught in school to put down on paper only

the bright things. Wrong. Pour out the dull things on paper too—you can tear them up afterward—for only then do the bright ones come. If you hold back the dull things, you are certain to hold back what is clear and beautiful and true and lively. So it is with people who have not been listened to in the right way—with affection and a kind of jolly excitement. Their creative fountain has been blocked. Only superficial talk comes out—what is prissy or gushing or merely nervous. No one has called out of them, by wonderful listening, what is true and alive.

I think women have this listening faculty more than men. It is not the fault of men. They lose it because of their long habit of striving in business, of self-assertion. And the more force-

Brenda & Carl

The friendship of two great writers

THE POET CARL SANDBURG HAD SOME OF HIS BEST TALKS about writing with reporter Brenda Ueland of Minneapolis, a vivacious brunette divorcee whom he met through literary critic Joseph Warren Beach. In the late '30s when he was in Minneapolis, Sandburg stayed with Ueland and her family in her big, old house overlooking Lake Calhoun. A sparkling, outspoken woman of Norwegian heritage, she had lived a bohemian life in Greenwich Village before the First World War, part of the ebullient circle that included John Reed and Louise Bryant. "I was the first woman in the Western world to have my hair all cut off," she exulted. "I went to Henri in Greenwich Village . . . and I told him to cut my hair all off. He was frightened, appalled. To cut off that nice, very black, ladylike hair, with a pug! It was splendid. Wherever I went seas of white faces turned to gaze. That is just what I liked."

Despite her avant-garde life-style and her passion for romance and adventure, Brenda was a purist about love. She and Sandburg shared a deep attraction, took long walks around the lakeshore near her home, and talked endlessly about politics and writing. They shared the constrained, uniquely enriching love between a man and a woman who could consummate an emotional, spiritual bond physically, but do not. The result-

ing mutual respect forged a deep friendship between them, and for years they enjoyed the electricity of their meetings, in person or in letters.

She and Sandburg talked as they strode around the lake in a chill Minnesota dusk. Sandburg told Brenda he thought it was possible for a man to love many women at once, and, perhaps, impossible for him not to. But, he said vehemently, a commitment to marriage and fidelity to one woman was sacramental. In her 90s, her black eyes brilliant and fierce, Brenda looked back on her remarkable life. "I have had many glorious love affairs," she smiled, "hundreds of them. But not with Sandburg. We loved each other, it was true. But never sexually. We chose not to."

Her audacity and honesty endeared her to Sandburg, and he trusted her judgment as a writer, expressing in his letters to her some of his most thoughtful theories about the act of writing. He called her 1938 book *If You Want to Write* (reprint, Graywolf Press) the "best book ever written about how to write."

—*Penelope Niven*

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Now men is the c things in the fathers, of t move amor like remote was over 70 ous, admira of great for loneliness o eration. He could not h said, really would walk on a beautif talk to me a and Higher

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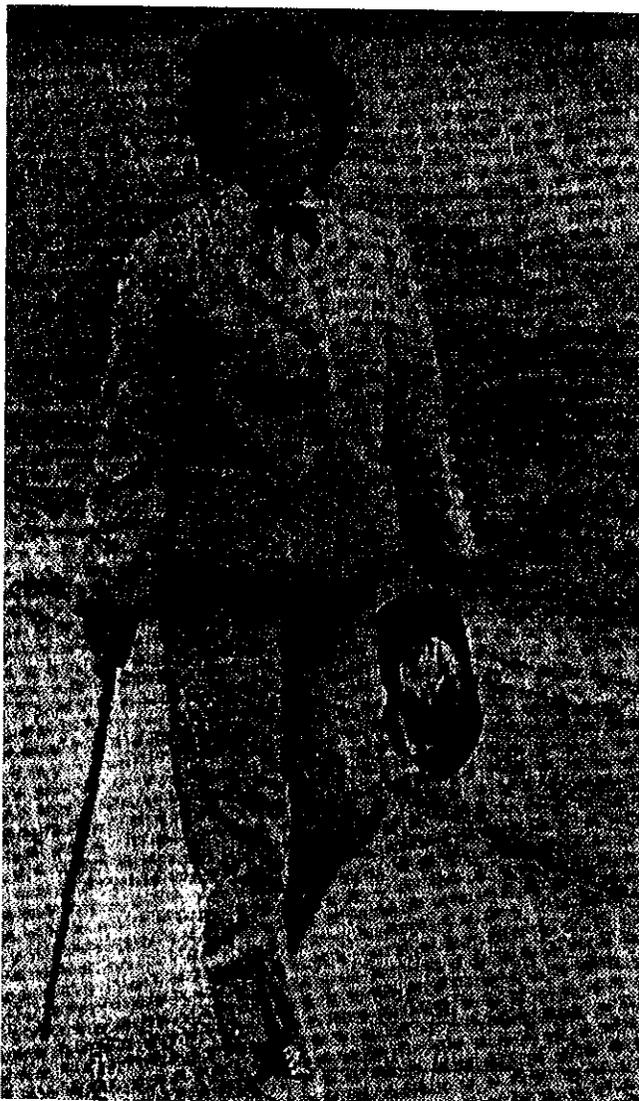
ful men are, the less they can listen as they grow older. And that is why women in general are more fun than men, more restful and inspiring. Now this non-listening of able men is the cause of one of the saddest things in the world—the loneliness of fathers, of those quietly sad men who move among their grown children like remote ghosts. When my father was over 70, he was a fiery, humorous, admirable man, a scholar, a man of great force. But he was deep in the loneliness of old age and another generation. He was so fond of me. But he could not hear me—not one word I said, really. I was just audience. I would walk around the lake with him on a beautiful afternoon and he would talk to me about Darwin and Huxley and Higher Criticism of the Bible.

“Yes, I see, I see,” I kept saying and tried to keep my mind pinned to it, but I was restive and bored. There was a feeling of helplessness because he could not hear what I had to say about it. When I spoke I found myself shouting, as one does to a foreigner, and in a kind of despair that he could not hear me. After the walk I would feel that I had worked off my duty and I was anxious to get him settled and reading in his Morris chair, so that I could go out and have a livelier time with other people. And he would sigh and look after me absentmindedly with perplexed loneliness.

For years afterward I have thought with real suffering about my father's loneliness. Such a wonderful man, and reaching out to me and wanting to know me! But he could not. He could not listen. But now I think that if only I had known as much about listening then as I do now, I could have bridged that chasm between us. To give an example:

Recently, a man I had not seen for 20 years wrote me: “I have a family of mature children. So did your father. They never saw him. Not in the days he was alive. Not in the days he was the deep and admirable man we now both know he was. That is man's life. When next you see me, you'll just know everything. Just your father all over again, trying to reach through, back to the world of those he loves.”

Well, when I saw this man again, what had happened to him after 20 years? He was an unusually forceful man and had made a great



Brenda Ueland in Minneapolis, 1939: “It is much better to walk alone—no cackle of voices at your elbow to jar the meditative silence of the morning.”

deal of money. But he had lost his ability to listen. He talked rapidly and told wonderful stories and it was just fascinating to hear them. But when I spoke—restlessness: “Just hand me that, will you? . . . Where is my pipe?” It was just a habit. He read countless books and was eager to take in ideas, but he just could not listen to people.

Well, this is what I did. I was more patient—I did not resist his non-listening talk as I did my father's. I listened and listened to him, not once pressing against him, even in thought, with my own self-assertion. I said to myself: “He has been under a driving pressure for years. His family has grown to resist his talk. But now, by listening, I will pull it all out of him. He must talk freely and on and on. When he has been really listened to enough, he will grow tranquil. He will

On death

You know much brighter souls than I, Blake, Swedenborg, and Jesus, great souls more pervasive to the invisible than I am, say that when we die we are not dead. I cannot help but believe that. It is a certitude. I cannot get away from the notion.

Death is unbearably tragic and grievous because it is a kind of farewell. But it is not forever.

Those who are Yonder, in a queer way—I have discovered this myself—are more puissant than ever. They are more befriending, more strengthening, more helpful.

Then there is this thought. Rudolph Steiner, the Hungarian mystic, said that the Catholic prayers for the dead are so right, so true, because the person who has died at first is a little lost. Our love helps him, makes it easier for him to find his way. I believe it.

—Strength to Your Sword Arm:
Selected Writings

On music

I have a theory that music lifts the spirit from the ground to a little freedom. It is as though you float a little above yourself, and dust falls away, and what we are meant to be is there. Jacob Boehme said that Eternity is that flash of time when we are what we love. And music does that—"The bright shoots of everlastingness."

—Mitropoulos and the North High Band

On hunting

Every year twenty million American men go hunting, not from necessity, not for food, indeed at great expense, but for FUN. They kill more than a billion animals weaker than themselves, helpless. Women do not. What we despise most is the unchivalry of it. The hunters are so cozily safe themselves.

—Strength to Your Sword Arm

begin to want to hear me."

And he did, after a few days. He began asking me questions. And presently I was saying gently:

"You see, it has become hard for you to listen."

He stopped dead and stared at me. And it was because I had listened with such complete, absorbed, uncritical sympathy, without one flaw of boredom or impatience, that he now believed and trusted me, although he did not know this.

"Now talk," he said. "Tell me about that. Tell me all about that."

Well, we walked back and forth across the lawn and I told him my ideas about it.

"You love your children, but probably

don't let them in. Unless you listen, people are wizened in your presence; they become about a third of themselves. Unless you listen, you can't know anybody. Oh, you will know facts and what is in the newspapers and all of history, perhaps, but you will not know one single person. You know, I have come to think listening is love, that's what it really is."

Well, I don't think I would have written this article if my notions had not had such an extraordinary effect on this man. For he says they have changed his whole life. He wrote me that his children at once came closer; he was astonished to see what they are: how original, independent, courageous. His wife

How to talk with kids

Advice to the shapers of the next generation

DON'T ASK YOUR POOR CHILDREN THOSE AUTOMATIC questions—"Did you wash your hands, dear?"—those dull, automatic, querulous, duty questions (almost the only conversation that most parents have to offer). Note the look of dreadful exhaustion and ennui and boredom that comes into their otherwise quite happy faces. And don't say, "How was school today, dear?" which really means: "Please entertain me (mama) who is mentally totally lazy at the moment with not one witty or interesting thing to offer, and please give me an interesting and stimulating account of high marks."

Years and years ago when my child was 4 years old, I suddenly learned not to do this. I learned—a bolt from Heaven—never to ask an automatic question, so boring, so mentally lazy, so exhausting. No, I would *myself* tell her something interesting and arresting: "I saw Pat Greaves next door running and bawling because he was being chased by a strange yellow cat." My child's eyes would sparkle with interest, and there we were, in the liveliest conversation, and behold! she was soon telling me the most interesting extraordinary things, her own ideas. At our meals together I felt that it was I, not she, who must be the wit, the raconteur, the delightful one, the fascinated listener to her remarks, the laughter at her jokes. Now, the light in a child's eyes is a splendid gauge and tells you in a split-

second if you are failing and becoming a bore and a schoolmarm. She has liked me ever since.

Another aspect of the same thing is this: I say to those youngish parents (the vast majority these days) who are exhausted by their children and, with pale, neurasthenic frowns on their foreheads, are always pleading, "Plee-ase go to bed, dear... Plee-ase now Jack, Sally, Jane, go in the other room dear, and look at television."

"No," I say, "you are doing it wrong. You are failing as parents. You should be so vigorous, healthy, in the pink of condition (cut out all the smoking and drinking and coffee breaks), so inexhaustible, rambunctious, jolly, full of deviltry and frolic, of stories, of dramatizations, of actions, of backward somersaults, or athletics and tomfoolery, of hilarity, that your children at last, after hours of violent exercise, worn down by laughter and intellectual excitement, with pale, neurasthenic frowns on their foreheads, cry: "Plee...eease, Mama, go to bed!"

—Brenda Ueland

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seemed really to care about him again, and they were actually talking about all kinds of things and making each other laugh.

For just as the tragedy of parents and children is not listening, so it is of husbands and wives. If they disagree they begin to shout louder and louder—if not actually, at least inwardly—hanging fiercely and deafly onto their own ideas, instead of listening and becoming quieter and quieter and more comprehending. But the most serious result of not listening is that worst thing in the world, boredom; for it is really the death of love. It seals people off from each other more than any other thing. I think that is why married people quarrel. It is to cut through the non-conduction and boredom. Because when feelings are hurt, they really begin to listen. At last their talk is a real exchange. But of course, they are just injuring their marriage forever.

Besides critical listening, there is another kind that is no good: passive, censorious listening. Sometimes husbands can be this kind of listener, a kind of ungenerous eavesdropper who mentally (or aloud) keeps saying as you talk: "Bunk . . . Bunk . . . Hokum."

Now, how to listen? It is harder than you think. I don't believe in critical listening, for that only puts a person in a straitjacket of hesitancy. He begins to choose his words solemnly or primly. His little inner fountain cannot spring. Critical listeners dry you up. But creative listeners are those who want you to be recklessly yourself, even at your very worst, even vituperative, bad-tempered. They are

If you hold back the dull things, you are certain to hold back what is clear and beautiful too.

laughing and just delighted with any manifestation of yourself, bad or good. For true listeners know that if you are bad-tempered it does not mean that you are always so. They don't love you just when you are nice; they love all of you.

In order to learn to listen, here are some suggestions: Try to learn tranquility, to live in the present a part of the time every day. Sometimes say to yourself: "Now. What is happening now? This friend is talking. I am quiet. There is endless time. I hear it, every word." Then suddenly you begin to hear not only what people are saying, but what they are trying to say, and you



Brenda Ueland in 1981: "True love till the end of time."

sense the whole truth about them. And you sense existence, not piecemeal, not this object and that, but as a translucent whole.

Then watch your self-assertiveness. And give it up. Try not to drink too many cocktails to give up that nervous pressure that feels like energy and wit but may be neither. And remember it is not enough just to *will* to listen to people. One must *really* listen. Only then does the magic begin.

Sometimes people cannot listen because they think that unless they are talking, they are socially of no account. There are those women with an old-fashioned ballroom training that insists there must be unceasing vivacity and gyrations of talk. But this is really a strain on people.

No. We should all know this: that listening, not talking, is the gifted and great role, and the imaginative role. And the true listener is much more beloved, magnetic than the talker, and he is more effective, and learns more and does more good. And so try listening. Listen to your wife, your husband, your father, your mother, your children, your friends; to those who love you and those who don't, to those who bore you, to your enemies. It will work a small miracle. And perhaps a great one.

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Brenda Ueland's classic book on writing, If You Want to Write, is available for \$12.95 postpaid from Graywolf Press, 2402 University Av., Suite 203, St. Paul, MN 55114.

Her autobiography, Me, and a collection of essays entitled Mitropoulos and the North High Band are available for \$11.05 and \$8.45 respectively, postpaid, from The Schubert Club, 302 Landmark Center, St. Paul, MN 55102

On life

I sit here looking out the window. I have been working all night. I am wearing dark-blue flannel sail-or pants, heavy brogues, a white cotton shirt, a red bow tie, a white sweatshirt washed so much that there are holes in it and the sleeves are frayed. I need a walk badly, for I have been working much too hard and steadily under pressure, for the last two months.

And it is queer, I have not a touch of resignation about the future, or nostalgia, or poetic mournfulness for the days that are gone. I seem to be entirely cheerful and full of anticipation. I seem to be always holding my breath with suspense, as though something wonderful were going to happen the next day and the next; and I wish everybody in the world could feel this way.

And now goodbye.

—Me

APPENDIX G

“Are You Smart Enough to Keep Your Job?”

ARE YOU SMART

BY ALAN FARNHAM

In an age of teamwork and fluid careers, IQ alone doesn't cut it anymore.

WHEN I GRADUATED from Harvard College as an ostensibly smart guy, I discovered that I did not know how to make change. This was brought to my attention when I got a job selling cigars and pipes in a tobacconist's shop. I understood subtraction and addition okay ... in the abstract. But when confronted with a cash register (a nonintelligent one; this was 1977) and a testy, foot-tapping customer, sapience fled. My boss did not fire me; he pitied me. The Angel of Duh passed over, and I lived to make change another day.

A smartness deficit of this kind, while embarrassing, is seldom fatal, since it arises

REPORTER ASSOCIATE *Tim Curvell*

from a lack of skill. And skills can be learned. Innumerate? Scott Flansburg, the Human Calculator, has people making change and doing logarithms in a jiffy. Inarticulate? An hour with Verbal Advantage, and you may be mistaken for Dick Cavett. Memory bad? Haven't read the Fifty Greatest Books? Illiterate? All these deficits and more can be put right, for a price.

Failures of perception, however, are tougher, attacking otherwise smart, highly successful people. Seldom do they explode in a single, career-killing solar flare of foolishness (although sometimes they do; see box, "Great Moments in Career Suicide"). Instead they gnaw away, year by year, quietly

undermining accomplishment, until one day someone finally says, "You know, I don't care if O'Reilly is making twice his quota. He's a jerk. I want him out of here."

This, allowing for poetic license, is what happened to Dick Snyder, former head of publishing giant Simon & Schuster. For years he seemed unable to stop himself from degrading and humiliating subordinates, even as he pushed S&S to ever higher earnings. Viacom eventually bought S&S, and Frank Biondi, Viacom's CEO, fired Snyder. Explaining why he had done so to writer Roger Rosenblatt in a *New York Times Magazine* article, Biondi said Snyder had "not been a team player." Yes, said Rosenblatt, but what



MENOUGH TO KEEP YOUR JOB?

if Snyder had been able to double S&S's business? Would Biondi still have fired him? "Probably," replied the axman coolly.

Snyder displayed a deficit of what author Daniel Goleman calls "emotional intelligence," or, as it is sometimes known, EQ. This he defines as the power not only to control emotions but also to perceive them. Failing to perceive can be costly.

George McCown, co-founder of McCown De Leeuw, a buyout partnership in Menlo Park, California, hired a "very data-driven individual" with such a deficit, though he didn't know it at first. She was smart—very smart—and from the finest schools. When Jane crunched numbers, they stayed crunched. So

pleased was McCown with her ability that he entrusted her with the job of checking out a company he hoped to buy. She visited it and returned with her recommendation: Buy. Why? The numbers said so.

McCown then visited, and what he saw shocked him. "I could tell in the first two minutes of talking to the CEO that he was experiencing serious burnout. The guy was being overwhelmed by problems. On paper, things looked great. But he knew what was coming down the line. Jane had missed those cues completely." She no longer works for the firm.

Goleman's recent book, *Emotional Intelligence*, uses science to confirm what common

sense has long observed: There's more to success than having a high IQ. Knowing when to laugh at the boss's jokes, when to trust a co-worker with a confidence, and when someone is on the verge of a nervous breakdown are, collectively, a form of smarts every bit as vital to workplace survival as understanding the electoral college or knowing how to do cube roots.

Goleman doesn't denigrate IQ. He merely notes that in a group of people with identical IQs, some will outperform the others. Something more than IQ is at work. The mental component of "something more" is EQ.

It has, he says, five dimensions: knowing one's own emotions and controlling them;



recognizing emotions in others (empathy) and controlling them; and self-motivation. Empathy—the ability to see life as somebody else sees it—he considers the fundamental skill of management.

The book has been a runaway hit, perhaps because the public is responding positively to a more optimistic view of intelligence than the one propounded in the previous best-seller on the subject, *The Bell Curve*. Like most experts on intelligence, *The Bell Curve*'s authors described IQ as immutable: What you've got now, you're stuck with. Goleman says that emotional intelligence, by contrast, is mutable. It can be increased, goosed, buffed.

MOREOVER, Goleman asserts, emotional intelligence is handmaiden to IQ. When the emotions are at peace, IQ functions static-free. When they are engaged positively, they can enhance intellectual performance. Proof? Dr. Robert Rosenthal, a professor of psychology at Harvard and an expert on empathy, has shown that when people giving IQ tests treat their subjects warmly, the subjects score higher.

Goleman's book has struck a nerve, I think, because it plays off a couple of deeply held folk beliefs:

► Smart people can be "too smart for their own good," falling prey to their own special stupidities (a belief shared, incidentally, by Dr. Arno Penzias, the Nobel laureate who heads Bell Labs; see box, "Putting the Idiot in Idiot Savant"). The dim, by contrast, possess a mystic wisdom.

► Smartness isn't, by itself, especially attractive (which may account for the poor newsstand sales of *Playboy*'s November 1985 cover—"The Women of Mensa"). Dumbness, however, is forever amiable. If the long march of 20th-century film comedians (Ed Wynn, Stan Laurel, Shemp Howard, Lou Costello, Huntz Hall, Red Skelton, Jerry Lewis, Jim Carrey) proves anything at all, it is that three generations of imbeciles are not enough.

We digress.

Goleman's book holds valuable insights for navigating the reefs and shoals of a contemporary career. The skills he describes are exactly those required of people struggling to lead (or work within) a group. Thanks to the weakening of corporate hierarchies, ours is the age of the group.

Ellen Hart, a vice president of Gemini Consulting and a specialist in group dynamics, thinks the advent of group structure has wrought subtle changes to the Peter Principle: Men and women still may rise to the

level of their incompetence; but incompetence now manifests itself, most often, as a want of EQ. A star—a technician with a specialty—rises to a height at which, if he is to advance any further, he must solicit help from others. To get it, he must learn how to persuade, listen, exercise patience and restraint, offer sympathy, feel empathy, and recover from the emotional assaults common to group give-and-take.

At Chemical Bank, Ernest Pelli's bosses suggested he polish these very skills. So, late on a Thursday night in Manhattan, Pelli, 32, attends a Dale Carnegie class, explaining to classmates that he is there "to practice showing interest in other people." Trained as an accountant, he rates his technical skills as very good. But Chemical wanted him to work on "the intangibles"—the people skills required of managers. "Especially in accounting," he explains, "you see a lot of people who are interested only in the technical aspect." When, for example, the bank values an asset one way and the client another, a lack of EQ skills can make discussions "more contentious than they need to be."

The emotionally illiterate can degrade what Yale psychologist Robert Sternberg calls "group IQ." The term doesn't refer to the numerical average of team members' individual IQs, but to how harmoniously players work together. Though the group may never work smarter than its members' strengths would suggest, it certainly can work dumber by allowing friction and infighting to frustrate its efforts.

At Bell Labs, researchers for the *Harvard Business Review* studied E-mail patterns to determine why certain scientists underperformed their equally distinguished colleagues. What they found was that scientists who were disliked had been frozen out of the informal E-chat circles that distributed advice, gossip, and other useful information. When these pariahs asked for help from netmates in times of crisis, what they got was the cold E-shoulder.

Computers, so successful at modeling other aspects of human intelligence, haven't yet mastered EQ, which may explain why companies are starting to value it more highly.

At Forte Hotels, a computer does what a smart person might once have done, noting and recording each guest's preferences. No human need recall that Mrs. Dunbar likes white roses on her nightstand. That information is recalled automatically the next time she books a reservation. What form of human intelligence does Sir Rocco Forte, CEO, most prize? *continued*

REALLY IN

Much of what you must know to succeed in business these days is not easily learned in a book or classroom, as the surrounding article makes clear. Acquiring key business skills, such as perceiving and controlling emotions in oneself and others, is a subtle process. But much else of what you need is just meat-and-potatoes knowledge, things you can learn in a semester or less by taking the right course. Here are eight learnable skills you need to advance in your career today.

FINANCE. Eat your spinach. Finance is at the core of so many successful companies that no CEO aspirant can afford to avoid schooling in it, even if it means mastering some math you haven't encountered since high school. This will help you understand, among other things, how your company raises and allocates capital. It will also make clear why that new product your team has designed might not be launched, despite its sensational showing in test markets: The numbers indicate that most likely the returns on the item will never clear the hurdle rate that will cover the cost of capital it requires and deliver a profit as well.

ACCOUNTING. Now the broccoli. A dismaying number of managers don't know how to read a balance sheet or a profit-and-loss statement, says Sheila McLean, president of the Association of Executive Search Consultants. So sign up for a course in these fundamentals, as well as some more sophisticated ideas. Roberto Goizueta, CEO of Coca-Cola, was trained as a chemical engineer, but it isn't his understanding of how Coke's precious formula is replicated billions of times that has made him a hero to shareholders. It is his ability to work with such concepts as economic value added (EVA) and market value added (MVA) to measure value growth and wealth creation.

GREAT MOMENTS IN CAREER SUICIDE

"I know the most amazing waitress," he says. "She can look at a counterful of people eating breakfast and tell immediately who wants chatting up, who wants to be left alone. Uncanny. Just uncanny." Earl Hunt, author of *Will We Be Smart Enough: A Cognitive Analysis of the Coming Workforce*, agrees that such skills probably will always defy automation. "Jobs that depend primarily upon unconstrained interactions with other people," he says, are safe. "I defy anyone to design a computerized system to operate an acceptable day-care facility."

EMLOYERS have begun to screen for EQ attributes. Jonathan Grayer, CEO of Kaplan Educational Centers in New York City, sees a new type of test aborning. "We've had, in just the past three months, companies approach us asking us to create such a test," he says.

He thinks the Scholastic Assessment Test (formerly the Scholastic Aptitude Test), to a degree, already captures EQ. "People taking the SAT have to have mastered the content—the ability to reason, add, subtract. But if they have confidence in their ability, that plays into the score. Their ability to guess effectively under stress, the frequency with which they change their answers, their ability to go on when they've missed a question—all those things that we might call confidence or optimism are part of EQ."

The challenge for Kaplan and other testing companies is to come up with adult analogues to the "marshmallow test" made famous in Goleman's book: A child is given a marshmallow and told that if he can put off eating it until later, he can have two. Writes Goleman: "The diagnostic power of how this moment of impulse was handled became clear some 12 years to 14 years later, when the same children were tracked down as adolescents." The plucky holdouts for two marshmallows were socially more adept by any definition. At age 4, the test was twice as powerful a predictor of how the kids would do on the SAT as was IQ.

A few employers have already tried to measure aspects of EQ deemed important for certain jobs. Met Life, for example, tested

IQ can come in handy. Same goes for EQ. But sometimes you just need plain old common sense. Forthwith, some examples of people who had savvy to spare but stepped in a big puddle of stupid anyway.

■ Stephen Chao may be the first person ever to be fired solely on the basis of a visual aid. Chao was a rising star at the Fox network when he spoke at a company-sponsored panel discussion of censorship in June 1992. To make a point, Chao hired a male model to stand by the podium and strip during his speech. The error of Chao's decision was compounded by the fact that his fellow panelists were conservative luminaries Irving Kristol, Lynne Cheney, and Michael Medved. Medved describes the scene: "[Secretary of Defense] Dick Cheney was sitting right below this man's private parts." Fox Chief Rupert Murdoch, unamused by the scene, summarily dismissed Chao.



■ As negotiating tactics go, asking the other side to guarantee a loan is probably not a great strategy. But that's what G. Kirk Raab, the flamboyant president and CEO of Genentech, did last spring during negotiations with Roche Holding, which has two-thirds of Genentech's stock and was seeking to extend its option to buy the rest. Raab explains that he wanted \$2 million to build a house, and most of his money was tied up in his company's stock—stock he couldn't sell because he was negotiating the price with Roche. So he simply asked Roche to guarantee his loan. Not only did he not get the money; his action prompted the board of directors to demand his resignation. "I don't think I did anything wrong," says Raab, now chairman of the

REPORTER ASSOCIATE Edward A. Robinson

board of another pharmaceutical company, Shaman. "I think I did something pretty silly."

■ Robert Lemire, a GE engineer, was a little bit too inspired by Chairman Jack Welch's promise of a company without boundaries. Lemire decided that what GE really needed was a Department of Creativity and Innovation to solicit suggestions from employees. When Lemire's proposal was rejected by his superiors, he went to GE's annual meeting and nominated himself to the board of directors. Referring to Welch as "the naked emperor," Lemire volunteered his services as "a dumb lieutenant who will be able to tell [Welch] when he is naked." He failed to win election to the board but, undaunted, went back to his plant, where he circulated a poll, via office E-mail, to 5,400 employees, asking them to rate GE's employee innovation initiatives. "I thought the guys at the top would see

that this guy was pushing and pushing, and they would let me make a real presentation to them," Lemire says. But GE had heard enough, and it pushed him out in the summer of 1994 for "a huge unauthorized use of E-mail."

■ Clayton Williams was smart enough to amass millions in the oil industry. But when he ran for governor of Texas in 1990, he squandered a double-digit poll lead over his opponent, Ann

Richards, with an incredible series of impolitic remarks. Shortly after his landslide primary victory, Williams made national headlines by likening rape to bad weather. "If it's inevitable," he said, "just relax and enjoy it." Things only got worse. Williams on Richards, a recovering alcoholic: "I hope she hasn't been drinking again." On Ballot Proposition One, the only one on the ballot: "Which one is that?" On how he voted on Ballot Proposition One: "My wife told me what to do, I guess." Richards won with 52% of the vote. Williams today maintains that some of his remarks were taken out of context. His comment on rape, for example, was said "to my cook. It wasn't meant for the women's bridge club." Tactful as ever, Williams says he's learned his lesson—"not to joke about the weather." —Tim Carvell

salesmen for optimism. Martin Seligman, a professor of psychology at the University of Pennsylvania, had found that optimism was predictive of academic performance. Success, in Seligman's words, came down to a "combination of reasonable talent [with] the ability to keep going in the face of defeat." Might the same be true for insurance salesmen, who must constantly rebound from having doors slammed in their face? Met Life said: Go find out.

Seligman discovered that in the first two

ing the cues and clues that signal, often unconsciously, what people are thinking and feeling. "Most of us don't use our powers of observation," he says. "The way people gesture, the look in their eyes, their tone of voice—it all discloses how they feel."

The most accomplished observers, thinks Brosnahan, can further refine their powers. "I see it all the time in trial work and in poker." Poker? An entire school of poker playing holds that the best way to beat an opponent is to watch his "tells"—pokerese for body lan-

the CIA. In most, the decision-maker assigns weight or rank to variables, based on his estimation of their significance. For example: For your big interview on Tuesday, should you wear your blue suit or your brown plaid plus fours? Easy: the blue suit. Experience tells you so. Says Jones: "We would be in serious trouble making decisions without this built-in software for ranking."

How serious trouble? Goleman gives an extreme (but real) example: A corporate lawyer underwent brain surgery for removal



Met Life found that salesmen who tested high for optimism sold 37% more insurance than their more pessimistic brethren their first two years on the job.

years on the job, salesmen who scored high for optimism sold 37% more insurance than their more pessimistic brethren. Seligman then tried another experiment: Applicants who were optimists, but who failed to meet Met Life's other standard test criteria, were hired anyway. This group outsold its pessimistic counterparts by 21% its first year and by 57% the next.

Seligman now believes optimism can be taught and has devoted a book to that subject (*Learned Optimism*). What about the other competencies subsumed in EQ? Can they be learned?

There's no question that the observational skills supporting empathy can be sharpened. Jim Brosnahan, a star litigator with the San Francisco law firm of Morrison & Foerster, has devoted a professional lifetime to read-

guage. Does the player, for example, look away from his cards in a way that suggests lack of interest? It likely means he's got a killer hand. Whole books have been devoted to cataloguing and diagnosing tells, among them *Play Poker, Quit Work and Sleep Till Noon!* by John Fox and what is regarded as the classic of this genre, *The Body Language of Poker: Mike Caro's Book of Tells*.

ON A DEEPER LEVEL, EQ can be cultivated to assist problem solving and decision-making. Traditional, analytical approaches to decision-making, as taught in business school and the military, are described succinctly in *The Thinker's Toolkit: Fourteen Skills for Making Smarter Decisions in Business and in Life*, by Morgan Jones, a former teacher of analytic skills for

of a tumor. All his cognitive functions emerged intact, including logic and memory, but he somehow lost his emotional capacity to form preferences. He no longer knew whether he preferred to sleep with the window open or shut or if he preferred coffee to tea.

He found it virtually impossible to make even simple decisions quickly, since, faced with a choice of several equally logical choices, his gut feeling for each was neutral. Goleman's point: "While strong feelings can create havoc in reasoning, the lack of an awareness of them can be ruinous."

Since gut instinct, bidden or not, enters into rational decision-making, experts have begun to wonder if the gut might not be harnessed to the decision-maker's advantage. The most interesting research, so far,

comes from the military, where battlefield exigencies discourage use of neat decision trees.

John Schmitt, a major in the U.S. Marine Corps Reserves, has studied the way officers actually make decisions on the battlefield. Most of the time they don't use analytical constructs. They size up a situation and do what gut instinct tells them. That process Schmitt

calls intuitive decision-making. "It's a sensing activity," he says, "essentially artistic."

Gary Klein, Ph.D., owner and chief scientist of Klein Associates, which does R&D in applied cognitive psychology for the military, explains how intuitive decision-making works: "People call it 'intuitive,' and I guess that's accurate; but the word conjures up an image of Luke Skywalker summoning the

Force." The approach, he says, is anything but mysterious.

People with years of experience to draw upon quickly recognize a pattern of information that might mean nothing to a novice. While the novice would have to attack the problem by considering, analytically, many possible solutions, the experienced person sees a possible solution immediately—not

PUTTING THE IDIOT IN IDIOT SAVANT

To what stupidities are the smart especially prone? FORTUNE asked Dr. Arno Penzias—astrophysicist, research scientist, Nobel Prize-winner, and really, really smart guy—who, as Bell Labs' chief scientist, has ridden herd on the brightest of the bright.

Are there strains of stupidity that afflict the smart?

Oh, sure. Absolutely. One of them—probably the single biggest one—is fanaticism. The definition of a fanatic is someone who works on the result at all costs, irrespective of its value. He's lost sight of the reason something's being pursued and just pursues it with redoubled zeal. If you're a fanatic, you're going to look at a book, and you're going to study every goddamned thing in the book, every single detail. Most fanatics score very high on intelligence tests. There probably are dumb fanatics, too. But dumb fanatics would lose interest. Fanatics get distracted by detail, by complexity, by the esoteric. It's work for its own sake—digging one hole, boring in, and getting more and more fascinated about less and less. It's whatever the opposite of customer focus is.

Scientists ask me, "How do I know I'm on a good research project?" I say, Simple: Imagine what you're going to do is going to be 100% successful; find out how much money it's going to be worth; multiply by the probability of success, divide by the cost, and look at the figure of merit. When I said this originally, everybody became hysterical. Everybody got mad, saying, "How would we know the probability? How would we know what it's worth? What if we don't know who the customer is?"

But if you don't know who needs something, why are you doing it? If you don't know what the chances are of success, why are you doing it? If you don't know how much it's going to cost—not just in resources but in years of your life—why are you doing it? You ought to know all three things! This is a way of looking at the world—the ability to look at the larger context—you don't get that by using a No. 2 pencil between two vertical dotted lines. You gotta come up for air!

Really good ideas ultimately have something simple at the bottom of them. If you don't have that kind of vision, then what you're doing is probably what Don Norman, author of *The Psychology of Everyday Things*, calls the kind of technology we have too much of: designed by experts to impress other experts. That's not what we're looking for.

Go, Doc, go!

Another stupidity? Indecision. Indecision is somebody who can't say no to anything—a kind of intellectual nymphomaniac. It's somebody who says, "Yeah, I'm interested in that, and I'm interested in that, and I'm interested in that."

Personally, I'm interested in a great number of things. But at the same time I'm able to focus and say, This is what

I'm *not* going to work on. A lot of smart people just can't decide what they're not going to work on. This is the opposite of the problem I described earlier—the person fixated on one minor thing. This is the inverse of that stupidity: Everything is interesting.

Those two are based on subject matter. A third one has to do with time. Some people are too long term; others are too short term. You have to have balance between the two. Very bright people often lose interest in something very quickly and are off to the next thing if they can't get it right away; others lose track of time and stay on one thing forever.

What do you think of Daniel Goleman's thesis—that there's more to intelligence than IQ?

I absolutely agree with this guy. In notions of intelligence

you can go one of two ways: There are people who say it can't be measured, others who say it's completely covered by IQ. I think they're both wrong. There's this middle ground. There are skills of self-discipline, self-confidence, self-assurance, and question asking. Very often, successful people are those who feel good enough about themselves, confident enough, to stick their necks out and ask a question.



the best solution, maybe, but one that works.

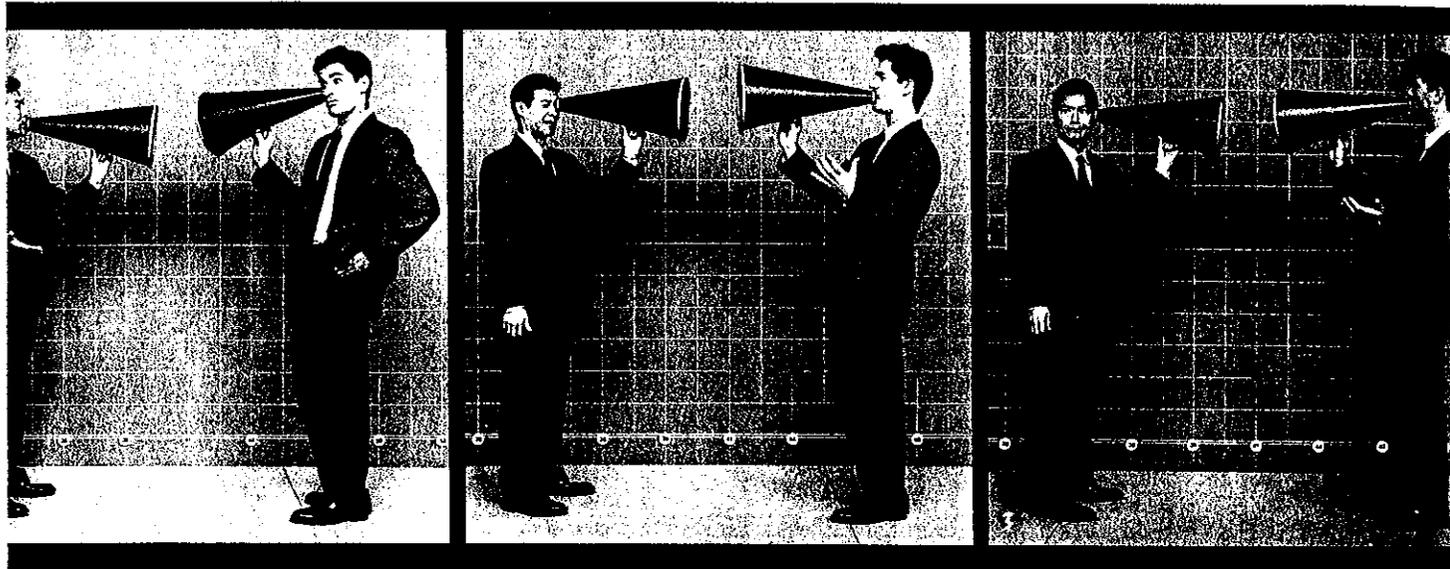
Says Klein: "This is different from the kind of advice you get in management books, which say look at all the options and identify the evaluation criteria and weigh the options numerically, and see which option has the highest score. Everybody talks about that approach. The fact is, hardly anybody ever uses it."

Decisions reached via gut get attributed to "intuition," says Klein, because people lack

It wasn't pretty. Real traders winced as their pretend counterparts yelled things to one another like, "Ten at \$290, sir!" One general said to another condescendingly, "No, no. I'm the seller; you're the buyer." Slowly, however, they improved, and by session's end the guys with diamond studs in their ears were patting their charges on their olive-drab backs. Said Lieutenant General Paul K. Van Riper: "Analytical problem solving is fine, if you've got all the time in

guishes the better ones is their body of experience." Smartness, then, lies in gaining more experience—as much relevant experience as you can get your hands on. That may not always be easy, says Klein. "Somebody can sit in a fire department that's not very busy and, ten years later, emerge not very skilled. In a busy one, they build up experience more quickly."

An employee who wants to sharpen her decision-making should ask, for example, to



People who lack particular emotional skills—especially empathy, or the ability to see life as somebody else does—can degrade what's known as "group IQ."

a vocabulary to explain what they're really doing: using a sophisticated form of pattern recognition. "Because we don't have a vocabulary," he says, "a lot of organizations don't trust it."

THE MARINE CORPS wants to trust it more. To that end, it tried a novel experiment in December. For two days, 11 senior officers, including several generals, were remanded to the care of traders at the New York Mercantile Exchange. Why? Generals in time of war must analyze complex information quickly under high-stress conditions, making split-second decisions. Traders do that all the time, as they buy and sell and shout and scream at each other in the pits. Perhaps these most uncivil civilians could teach the generals a thing or two. So, after a little coaching (and after the exchange had closed for the evening), the generals began to trade.

the world. With these guys, it's all ingrained. If they have to stop to think about it, they lose millions of dollars."

Shoshana Zuboff, a professor of business administration at Harvard, says organizations that don't trust intuition are making a mistake. "So many people go awry because they use sterile analytic tools," she says. She uses the example of a shoe company deciding what new style of women's shoe to make. The company could reach one sort of decision by studying market analysis. It could reach an entirely different—and perhaps superior—one by going to shoe stores, listening to customers' comments, and using a little empathy to put itself into the shopper's shoes.

If the gut is the practical site of decision-making, how can one make it smarter?

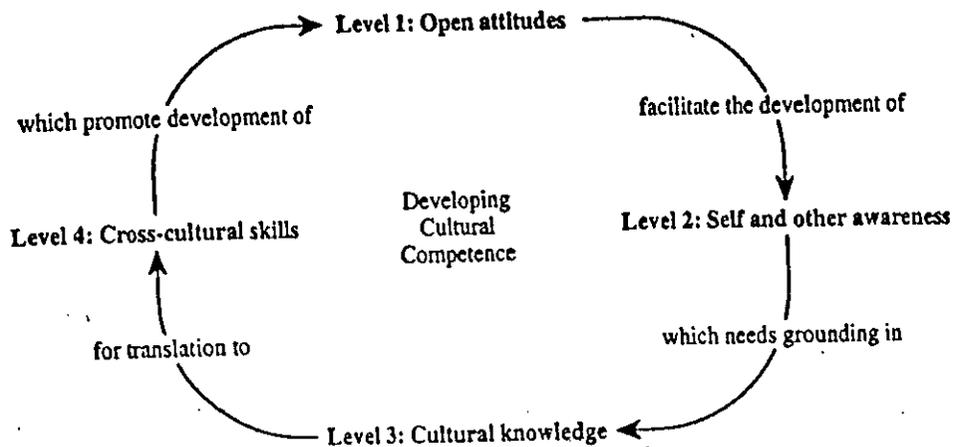
Says Klein: "We've not found a strategy we can teach people to make them better decision-makers, because what distin-

be rotated through a variety of jobs within her specialty and to serve on task forces, and should try to soak up as much secondhand experience as she can from old-timers in the office. Prospectively, she should try to anticipate the types of experience that will be needed tomorrow: Is the corporation expanding to Mexico? Taking a vacation south of the border to get a better feeling for Mexican culture might not be dumb.

Ellen Hart of Gemini Consulting thinks one of the smartest things an employee can do is to assume full management of his own career. Keeping a job—any job—is not, after all, the test of smartness. Smartness is making sure your intellectual and emotional abilities are matched to a job that promotes their growth. If EQ and IQ are telling you your job no longer fits, it may be time to ask yourself: Is your job smart enough to keep you? **E**

APPENDIX H
Four Levels of Cultural Competence

FIGURE 2-1:
Four Levels of Cultural Competence



Source: © Training Management Corporation (TMC), *Doing Business Internationally: The Cross-Cultural Challenges*. Seminar and Coursebook (Princeton, NJ, 1992).

Level 1: Open Attitudes ©*

Objective: Develop receptivity to cross-cultural learning.

- Am I open to recognizing cultural differences by not assuming that “we are all the same”?
- Am I open to examining my own cultural orientations in an honest and objective fashion and unlearning cultural habits that might be counterproductive?
- Am I open to receiving information about other cultures (information that may conflict with my existing thoughts and feelings about what is real, efficient, effective, appropriate, proper, etc.)?
- Am I open to experiencing other cultures without rushing into evaluations, becoming trapped in stereotypes, or falling into ethnocentric behaviors?
- Am I able to empathize and see from different viewpoints while still being secure in myself, resilient, and able to act?

*© Training Management Corporation (TMC), *Doing Business Internationally: The Cross-Cultural Challenges*. Seminar and Coursebook (Princeton, NJ, 1992).

Level 2: Self and Other Awareness*©

Objective: Recognize key differences and similarities between self and others.

Self-Awareness

- What are my primary cultural orientations? How do they affect how I do business?
- How do I differ from my mainstream culture and mainstream business culture?
- How adaptable am I? How can I increase my capacity for intercultural learning?

Other-Awareness

- What are their primary cultural orientations? How do these orientations affect the way they do business?
- What is their mainstream culture and their business culture? What are the significant variations among their cultures?
- How adaptable are they? How willing are they to learn more about me and my style of working?
- What common ground exists? How can we build on our shared understandings?

Level 3: Cultural Knowledge*©

Objective: Ground awareness in a solid base of cultural knowledge.

- What do I need to know about all cultures? Specific cultures?
- What resources will help me find the knowledge I need, when I need it?
- How can I continue to build a practical knowledge base of cultural information that will serve me over the long term?

Level 4: Cross-Cultural Skills*©

Objective: Develop behaviors that maximize cross-cultural effectiveness.

- How do I translate my awareness and knowledge into functional skills?
- What skills will help me minimize cross-cultural conflict and maximize productivity and effectiveness?
- How can I continue to refine my skills and develop my level of cultural competence and adaptability?

*© Training Management Corporation (TMC), *Doing Business Internationally: The Cross-Cultural Challenges*, Seminar Coursebook (Princeton, NJ, 1992).

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