**Chapter 3 Handouts**

**The Parable**

Rosemary is a young woman about 21 years old. For a long time she has been engaged to a young man named Hernando, and she is coming from a great distance to meet him for their scheduled wedding. The problem she faces is that between her and her betrothed there lies a river. No ordinary river, mind you, but a deep, wide river infested with hungry crocodiles.

Rosemary ponders how she can cross the river. She thinks of a man who has a boat, whose name is Sven. She approaches Sven and asks him to take her across the river. Sven replies, “Yes, I’ll take you across the river if you’ll spend the night with me.”

Shocked at this offer, she turns to another acquaintance, Lee Pai, and tells him her story. Lee Pai responds by saying, “Poor Rosemary, I understand your problem, but I don’t see how I can help. It’s really your problem, not mine.”

Rosemary, in desperation, decides to return to Sven, and spends the night with him. In the morning Sven takes her across the river. She completes her journey and arrives in time.

Her reunion with Hernando is warm, but on the evening before they are to be married, Rosemary feels compelled to tell Hernando how she succeeded in getting across the river. Hernando responds by saying, “I can’t believe you would do such a thing. I wouldn’t marry you if you were the last woman on earth.” And he banishes her as a soiled woman.

Finally, at her wit’s end, Rosemary turns to our last character, Seiichi. He listens to her story and says, “What a terrible thing to happen. Rosemary, I don’t love you, but I will marry you.” And that’s all we know of the story.

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“The Parable” Exercise: Instructions to Participants**

1. Write down, in rank order, the character whose behavior you *most* approve to *least* approve, plus a brief sentence explaining your first choice, second choice, and so on.

2. Split into groups of four or five. Each group member should take turns to share his or her first choice, second choice, then third choice, and so on. Probe each other for the reasoning behind the rank-order decision-making process.

3. Discuss and arrive at a group *consensus* of the rank-order choices. One member of the group should be responsible to record group choices and report back to the entire class.

Individual Rank-Order Choices

MOST APPROVE: 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LEAST APPROVE: 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Source:* Adapted from William Weeks, Paul Pedersen, & Richard Brislin (1979). *A Manual of Structured Experiences for Cultural Learning*. LaGrange Park, IL: Intercultural Network. NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“The Parable” Exercise: Reflective Analysis**

1. On the individual level, who was your top-ranked choice? What values were you defending? Who was your bottom-ranked choice? What values were you rejecting?

2. Where did you learn your cultural/personal values? Identify some influential sources.

3. Did you change your rankings to the group consensus rankings wholeheartedly? Explain your decision or dilemma.

4. Recommend 2 or 3 constructive ways to understand your own values and/or other people’s values mindfully.

NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reflections on *The Art of Choosing* TED Talk**

Read: Chapter 3 to become familiar with cultural value patterns.

Watch: Professor Sheena Iyengar’s TED Talk, “[The Art of Choosing](http://www.ted.com/talks/sheena_iyengar_on_the_art_of_choosing?language=en\).”

Answer the following questions:

1. Professor Iyengar used several examples to illustrate her TED talk. Which example or research experiment provoked you to think more concerning the topic of “choice”? How and why?

2. Professor Iyengar made several comments concerning the larger U.S. cultural value assumption of “the more choices the better.” What are the pros and cons of having more choices in your everyday life? Analyze and compare persuasively. To what extent do you agree or disagree with her cultural observations? Prompts: Try to connect your viewpoints with the value dimensions of individualism-collectivism and small-large power distance value patterns.

3. Can you draw out two learning lessons from the Ted Talk and apply them to your decision-making life? What criteria would you use to make a wise and sound decision? Feel free to apply the learning lessons to your workplace/school life, or family/intimate relationship life, or future goal planning….

*(continue on next page if needed)*

Professor Sheena Iyengar was born to Punjabi parents in Toronto, Canada. As a child, she was diagnosed with a rare form of retinal degenerative disease. Despite the challenges posed by her blindness, she earned her Ph.D. in social psychology from Stanford University in 1997. She is the inaugural S.T. Lee Professor of Business in the Management Division at Columbia School. She is the recipient of the Presidential Early Career Award for Social Sciences on cultural differences in decision-making and book award winner on *The Art of Choosing* (Wikipedia*).*

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reflecting on Cultural Value Patterns\***

Instructions: Answer the following questions about your value tendencies based on concepts in Chapter 3, applied to your personal experiences. (You may first want to complete QuikChoice 3.2 and 3.5 to assess your value tendencies.) Please share as much as you are comfortable with.

Question 1: Do you feel more closely related to individualism, collectivism, or do you have multicultural values based on different contexts? Explain in detail which value pattern(s) you most strongly associate with and why:

Question 2: The value orientation of “Destiny” describes people’s relationship with nature and includes (1) “Controlling or Mastering the Environment,” (2) “Harmony-with-Nature” or “flowing” value solution, and (3) “Subjugation-to-Nature” or “yielding” value solution. Which of these do you most strongly feel connected to and why? Please explain in detail:

Question 3: How does learning about these value orientations help you to become a more competent/flexible intercultural communicator?

*(continue on next page if needed)*

*\*Source*: Original exercise developed by Adrian Toomey, MA, California State University, Fullerton.

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Value Orientation Emphases**

What value orientation emphases are embedded in the following list of statements or proverbs?

1. The person who has achieved success has lived well, laughed often, and loved much.

Value emphasis:

2. The person who stands alone excites our imagination.

Value emphasis:

3. One finger cannot lift a pebble.

Value emphasis:

4. We will be known forever by the tracks we leave.

Value emphasis:

5. Walk lightly in the spring; Mother Earth is pregnant.

Value emphasis:

6. One arrow can be broken easily, but three arrows—bundled together—cannot be broken lightly.

Value emphasis:

7. Sour, sweet, bitter, and pungent—all must be tasted.

Value emphasis:

8. In youth, we learn; however, it is really in old age that we finally understand.

Value emphasis:

9. If you are patient in one moment of anger, you will escape a hundred days of sorrow.

Value emphasis:

10. When spider webs unite, they can tie up a lion.

Value emphasis:

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Four-Dimensional Values Inventory (DVI)**

Instructions:With a mark (***X***), indicate the predominant values of your cultural/ethnic group, workplace, family, and your own personal orientation on the continuum. (If you are not working right now, think of your college or university environment.) For example,

Cultural Value: Individualism <----------------♦--------***X***---------> Collectivism

**I.** **Identity Dimension - Individualism/Collectivism**

**Cultural Value:** Individualism<------------------♦-------------------> Collectivism

**Workplace Value:** Individualism <-----------------♦-------------------> Collectivism

**Family Value:** Individualism <-----------------♦-------------------> Collectivism

**Self Value:** Individualism<------------------♦-------------------> Collectivism

**II.** **Power Distance - Small Power Distance/Large Power Distance**

**Cultural Value:** Small P.D. <-------------------♦--------------------> Large P.D.

**Workplace Value:** Small P.D. <-------------------♦--------------------> Large P.D.

**Family Value:** Small P.D. <-------------------♦--------------------> Large P.D.

**Self Value:** Small P.D. <-------------------♦--------------------> Large P.D.

**III. Uncertainty Avoidance - Weak U.A./Strong U.A.**

**Cultural Value:** Weak U.A. <-------------------♦-------------------->Strong U.A.

**Workplace Value:** Weak U.A. <-------------------♦-------------------->Strong U.A.

**Family Value:** Weak U.A. <-------------------♦-------------------->Strong U.A.

**Self Value:** Weak U.A. <-------------------♦-------------------->Strong U.A.

**IV. Sex Roles - "Feminine"/Fluid vs. "Masculine"/Distinctive**

**Cultural Value:** Feminine <--------------------♦---------------------> Masculine

**Workplace Value:** Feminine <--------------------♦---------------------> Masculine

**Family Value:** Feminine <--------------------♦---------------------> Masculine

**Self Value:** Feminine <--------------------♦---------------------> Masculine

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Discussion Questions on DVI**

Jot down some of your reflections and talk to a "friendly face" right next to you. Compare the differences and similarities between your value rankings and your classmate's value rankings. Have a good conversation--ask some probing questions and practice some attentive listening skills.

1. How are your family value patterns different from or consistent with the larger cultural and/or ethnic value patterns?

2. How are your personal value patterns different from or consistent with the larger cultural and/or ethnic value patterns?

3. Which value dimension has the most influence on your everyday communication behavior? How so? Give a clear communication example.

4. Who is the "real you" in terms of your value system--your personal self, your workplace self, your family self, and/or your cultural self?

5. Think about a specific region of the world you might be visiting for an extended period of time or doing business with in the future. Identify the specific value dimension differences you might find between your cultural values and the cultural values in the region.

6. If you have to work with other students with diametrically opposite values on a team project, how would you manage the differences in a competent manner? Recommend three ideas you can practice or apply in order to manage possible value clashes.

**A Critical Incident:**

**“Transmitting Information on Transmission Systems”**

"Adjustment to Japan has been much easier than I thought it would be," Karl Ruch told his wife about a year after their move from Germany. Karl had been sent by an automobile company in Frankfurt to see if he could establish production facilities for transmission systems that would be built in Japan and imported into Germany. Having been told that negotiations take a long time in Japan, he was not disappointed that it had taken a year for a major meeting to be set up with his key Japanese counterparts. But the Japanese had studied the proposal and were ready to discuss it this morning, and Karl was excited as he left for work. At the meeting, people discussed matters that were already in the written document that had been circulated beforehand.

Suddenly, it occurred to Karl that there was an aspect of quality control inspection that he had left out of the proposal. He knew that the Japanese should know of this concern because it was important to the success of the project. Karl asked the senior person at the meeting if he could speak, apologized for not having already introduced the quality control concern he was about to raise, and then went into his addition to the proposal. His presentation was met with silence, and the meeting was later adjourned without a decision having been made on the whole manufacture-importation program. Because Karl thought that a decision would be made that day, he was puzzled.

What was the reason for Karl's difficulty?

*Source:* Adapted from: Kenneth Cushner & Richard Brislin (1996). *Intercultural Interactions: A Practical Guide* (2nd ed.). Thousand Oaks, CA: Sage.

NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Interactive Probes for “Transmitting Information…”**

(Ask yourself and probe your classmates’ reactions)

Choose the number with the best analysis and write down the reason for your choice.

1. Karl had brought up quality control, an issue about which the Japanese are very proud. The Japanese thought that Karl was questioning their commitment to quality control.

2. Expecting a decision in a year was still unrealistic; Karl should have been more patient.

3. Karl had brought up an issue on which there had not been prior discussion among the people somehow involved in that special issue.

4. Karl had asked the senior person about speaking; in actuality, there was a younger person present who was in charge to whom Karl should have deferred.