

APPENDIX No 1

Exemplifying the Small Culture Approach in view of the Overall Activity

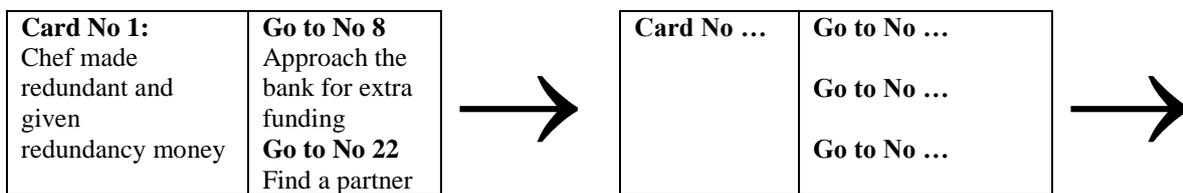
<p>i) need for group cohesion: recipe, convention, discourse identity, expression, exclusivity</p>	<p>Students obviously liked this type of activity. The idea to make business decisions appealed to them very much.</p> <p>Most of them shared similar attitudes about some moral and practical issues such as whether to pay the bail for their partner or to leave him in police custody and to spend the money on opening the café/bistro instead.</p> <p>Less than 10% of them were hesitant but only 7 per cent of them decided to pay the bail and thus to risk the business.</p> <p>In this particular case 3 per cent of them behaved just like cultural dopes do, following the conduct of their peers almost blindly, and joining the more influential group which insisted not to pay the bail. These 3 % neither explained nor made any attempt to follow an independent stand, a stand of their own.</p> <p>The vast majority – 93% decided to leave their partner in jail and to open the café/bistro/restaurant instead. They justified their stand by leaving the problem to be solved later-on when they earn enough money to pay the bail for his release.</p> <p>None of them suggested to discuss the problem with their arrested partner and to take his opinion into consideration.</p> <p>None of them proposed to help his family financially or in any other way while he is under arrest.</p> <p>The data have been gathered from the questionnaires and analyzed by the teacher who also registered them in her capacity of an observant taking field notes during the simulation game itself.</p>
<p>ii) cultural residues and influences: family, nation, region, peers, profession, institution etc</p>	<p>All of them are students of the same age studying in a class of intensive English language learning judging by the fact that they hardly had any difficulty understanding the language on the ‘cards’ designed for upper intermediate level.(B₂)</p> <p>This conclusion is based on the data contained in the questionnaires filled in by the students and analyzed by the teacher who applied both the quantitative and qualitative approach.</p>
<p>iii) social constructions: routinisation, institutionalization, naturalization</p>	<p>Students seem to be familiar with such kind of activities for they managed to complete the activity on time (within the time limits set by the designers of the simulation game).</p> <p>The questionnaires include a question about the duration of the simulation game called business maze which provided the teacher with valid information about the precise number of minutes it took each group to finish the maze. A mitigated data collecting intrusive approach was used.</p>
<p>iv) products: artifacts, art, literature values. Discourse of and about culture</p>	<p>The common values shared by the students led to similar results –only two out of the eight groups involved in the game finished the activity successfully (i.e. were not broke in the end).</p> <p>Only two groups or it makes 12.5% of all students managed to run a successful business.</p> <p>All students from the groups that bankrupted insisted to revise their decisions on the spot thus refusing to accept the fact that some decisions in business and life are irrevocable.</p> <p>Only one group or 6.25% from all students did not play it safe.</p>

APPENDIX No 2

QUESTIONNAIRE
A POST “BUSINESS MAZE” ACTIVITY
 (circle the correct answer where possible)

I. Duration of the Business Maze activityWas it successful or not? Yes, it was; No it wasn't

II. Draw a “CHART” of your business decisions (and the options you ignored) writing down in brief what each step, with its different options, referred to.
 N.B. Do it on a separate sheet of paper.



III. Write down the key words and phrases that provoked you to the decision-making at each step.

- | | | |
|---------|---------|---------|
| 1..... | 2..... | 3..... |
| 4..... | 5..... | 6..... |
| 7..... | 8..... | 9..... |
| 10..... | 11..... | 12..... |

IV. Name the words and phrases at each step that you didn't know and were crucial to your decision-making: example : Card No 1 : redundant ;

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V. In retrospect did you make any wrong decisions?
 We could have made better decisions at Card No

However, we chose card No because

.....

VI. Was the activity interesting and why? No, because

.....

Yes, because

.....

VII. Why are activities such as these used for management training? Rank your decisions. (example: write: 2,4,3,5 in the gap below).

1.I have no idea; 2. To develop team building skills; 3. To find out who makes a good leader; 4. To develop problem-solving skills; 5. To help people who work in the same company to get to know each other and learn to work together.....

APPENDIX No 3

“CHART” OF YOUR BUSINESS DECISIONS

