

LESSON 6: A JOB WITHOUT A BOSS

TEACHER NOTES

Age: Young adults

Level: Intermediate (B1)

Time: 60 minutes + Project

Focus: Listening, speaking

Materials: One copy of the worksheet per student, lined paper for notes, internet connection, PC and projector in the classroom

Overall Aims: In this lesson, students will:

1. practice listening for details
2. practice fluency in speaking

LEAD-IN

Aim: to introduce students to the issue of hierarchy in the workplace

Approximate time: 10 mins

PROCEDURE:

Distribute the worksheet and preteach the words *flat* and *hierarchy*. Put students in pairs or small groups and have them discuss the question at hand. Ask them to list their reasons and get ready to share them with the class. When they are done, elicit their responses.

LISTENING: KOMŞU CAFE, A COLLECTIVE IN ISTANBUL

Aims: to listen for details

Approximate time: 30 mins

PROCEDURE:

The previous lesson focused on the concept of *crowdfunding*. **If you have already used that lesson with your students**, remind them of the concept before you play the audio and tell them they will now hear about a café in Istanbul which was established with funds from a successful crowdfunding campaign. **If you did not use that lesson with your students**, briefly introduce the concept of *crowdfunding*. You may give a dictionary definition (e.g. <http://www.macmillandictionary.com/dictionary/british/crowdfunding>) and quickly describe a real-life example (See indiegogo.com or kickstarter.com for examples).

Then, preteach the words *collective* and *manifesto*. Then, have the students go through the questions, play the audio and have them write down their answers. If necessary, play the audio once again.

Ask the students to compare answers with another student and elicit the responses.

Answers:

1. Any three of the following: Escape from the chaotic life of the city, chill with your friends, eat food, drink tea and coffee, read books, or simply sit and daydream.
2. Six young people (or: Three locals and three foreigners living in Istanbul).
3. A. collective / boss / equal
B. political / religious / ethnic
C. prices
D. alternative economy
4. Students' own answers.

AFTER YOU LISTEN: CLASS DISCUSSION

Aims: to practice fluency in speaking

Approximate time: 20 mins

PROCEDURE:

Put students in small groups and ask them to brainstorm the pros and cons of working/studying without an authority figure and to briefly note their ideas down. Give them around five minutes for this first stage. Afterwards, hold a whole class discussion based on students' views.

PROJECT/GLOCALISATION IDEA

This project can be done individually or in small teams:

1. Ask your students to select an issue that is currently affecting their community (such as integrating refugees, the homeless, the disabled, the elderly or the underprivileged in the society/workplace; empowering a certain group in the community; re-creating a sense of community in their neighbourhood, etc).
2. They should develop a project to address the community issue they have selected. This might be a public space, such as a café or park, or another initiative that brings people together around a common goal (See the example in the Teaching Tip).

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TEACHER NOTES

3. They may either write up their project and submit it or present it orally in class. They may consider the following as they develop their project:

- The issue you are addressing
- How your project addresses the issue
- Name of your project
- Details of your project

If you get students to present their ideas, you may want to hold a class discussion at the end of this activity to discuss which of the ideas they think would be most plausible/useful.

 **TEACHING TIP:** If you think students need inspiration, you may ask them to explore the amazing Shakespeare and Company (<https://shakespeareandcompany.com/>) in Paris. The Tumbleweeds link (<https://shakespeareandcompany.com/35/history/38/about-tumbleweeds>) is one definitely not to miss!

ACADEMIC VOCABULARY EXERCISES:

Answers:

A.

1. *hierarchy*
2. *community*
3. *issues*
4. *communication*
5. *economy*

B.

1. *define*
2. *focus*
3. *communicate*

C.

1. *The employees and the boss did not communicate much.*
2. *Can you define crowdfunding for me?*
3. *Our business should focus mainly on marketing.*

HOMEWORK AND INDEPENDENT LEARNING:

Assign the NPR episode A Workplace Where No One and Everyone Is The Boss (<http://www.npr.org/2015/07/21/421148128/zappos-a-workplace-where-no-one-and-everyone-is-the-boss>). Here, students can (a) listen to a program about Zappos, a shoe company that eliminated all bosses, and (b) read a summary of it. The listening is rather challenging; however, a transcript is available (in addition to the summary). You could ask students to do one or both of the following:

- Write a one-sentence definition of 'holacracy'.
- Write an enumeration paragraph (from Lesson 4) listing the advantages and/or disadvantages of 'holacracy'.

 **TEACHING TIP:** In real life, students will certainly come across speech above their level. Tell them that in these situations it is best to focus on what they understand (as opposed to focusing on all the things they do *not* understand) and work their way up from these anchors. Most students also benefit from hearing that tolerance for ambiguity is an important language and life skill. This listening exercise is a good opportunity to practice these skills.

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TRANSCRIPT

Komşu Café: A Collective in Istanbul

Komşu Café is one of thousands of coffee places in Istanbul where you can escape from the chaotic life of the city and chill with your friends, eat food, drink tea and coffee, read books, or simply sit and daydream. However, there is something special about Komşu Café that distinguishes it from the others. It is the story and the identity of the café.

Let's start with the story. The café is located in a small neighbourhood on the Asian side of the city. It was established by six young people: three locals and three foreigners living in Istanbul. They met each other while working in the kitchen of a charity for refugees and, over time, decided to open a 'collective café' together. Is 'collective' a new word for you? Let's find out why they decided to use this word ...

Before they opened the café, the six friends sat down and wrote a manifesto with four key ideas. First, they called themselves a collective, which means there is no boss and no hierarchy in the café. All six friends are equal. They make decisions about the café together and share the income equally. Second, Komşu Café is an open space for the people of the city to meet, talk and share their lives. Everyone is welcome and respected regardless of their political, religious or ethnic backgrounds and differences. And the focus of the café is on living, not making money. This brings us to the third key idea of the manifesto: there are no prices in this café! They don't see guests as customers. They offer the best service that they can and they let *you* decide how much money you want to pay. You may think it doesn't make much business sense to have no prices. But this is not an issue in Komşu Café because their guests understand that they share the responsibility to keep the café going. So far, the café has not suffered financially, which shows that they were right in trusting the people. Fourth, the café supports alternative economy and the opening of other collective cafés. Their dream is to open Komşu Cafés in different neighbourhoods for more people to join the collective and enjoy a different way of living and doing business.

In short, Komşu Café is a place where people care about each other and their environment. Their goal is to create a spirit of solidarity, equality and open communication. Next time you're in Istanbul, go and check it out for yourself!

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WORKSHEET

LISTENING ACTIVITY: KOMŞU CAFÉ, A COLLECTIVE IN ISTANBUL

LEAD-IN

Recent research shows a new trend in workplaces: An increasingly flat 'non-business' organization, rather than one with many hierarchies.

In your opinion, is it possible to get rid of all hierarchy and have a workplace with no boss? Why? Why not? Discuss with a partner and list your reasons.

LISTENING

Komşu Café is located in Kadıköy, Istanbul. It is not just a café; it is an innovative idea, a dream project. But why is it special? Let's listen and find out. As you listen, answer the following the following questions:



1. What are some of the things you can do in Istanbul's cafés? Write down at least three.

- _____
- _____
- _____

2. Who established Komşu Café?

3. Listen carefully and complete the manifesto of Komşu Café:

- a. They are a _____, which means there is no _____ and no hierarchy in the café. All six friends are _____.
- b. Komşu Café is a common space for the people of Istanbul to meet, talk and share their lives. All guests are respected regardless of their _____, _____ or _____ differences.
- c. There are no _____ in this café because they don't see guests as customers. After eating and drinking, the guests decide how much they can and want to give.
- d. The café supports _____ and the opening of other collective cafés.

4. In your opinion, what was it that made Komşu Café a successful crowdfunding project? Discuss in small teams and share your answer.

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WORKSHEET

AFTER YOU LISTEN: CLASS DISCUSSION

First, brainstorm in small teams: Would you feel comfortable working or studying in the absence of an authority (boss or teacher)? What would be some pros and cons of such a model? Take brief notes and use them in whole class discussion.

PROJECT

Select an issue that is currently affecting your own community and design a café to address this issue. Then, present it to your classmates. Consider the following while designing your café:

- The issue you are addressing
- How your café addresses the issue
- Name of your café
- How your café operates
- Other details you would like to mention about the employees, space, menu or prices

LESSON 6 WORD LIST

Key Words	Academic Words
collective	alternative
flat	communication
hierarchy	community
manifesto	define
	economy
	ethnic
	focus (on)
	hierarchy
	issue
	project

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WORKSHEET

Academic Vocabulary Exercises

A. Use the nouns below to complete the sentences:

community issues communication economy hierarchy

1. All armies follow a strict _____: a strict chain of command that all soldiers must follow.
2. The scientific _____ agrees that more money must go into cancer research.
3. There are many social _____ in the country to be addressed.
4. In my previous workplace, there was little _____ between the employees. As a result, nobody felt connected to others.
5. Experts warn that our _____ will be affected by the growing global crisis.

B. Use the verbs below to complete the sentences. Do not change them:

focus define communicate

1. Could you _____ the word 'crowdfunding' for me?
2. The new manager says she will _____ on improving communication between the different departments.
3. In crowdfunding, project owners should _____ with their backers.

C. Paraphrase (=rewrite) the following sentences by replacing the underlined word with the one in parentheses. Do not change the meaning of the sentence. Change the grammar where necessary:

1. The employees and the boss did not have much communication.
(communicate) _____
2. Can you give me a definition of crowdfunding?
(define) _____
3. Marketing should be the main focus of our business.
(focus – verb) _____