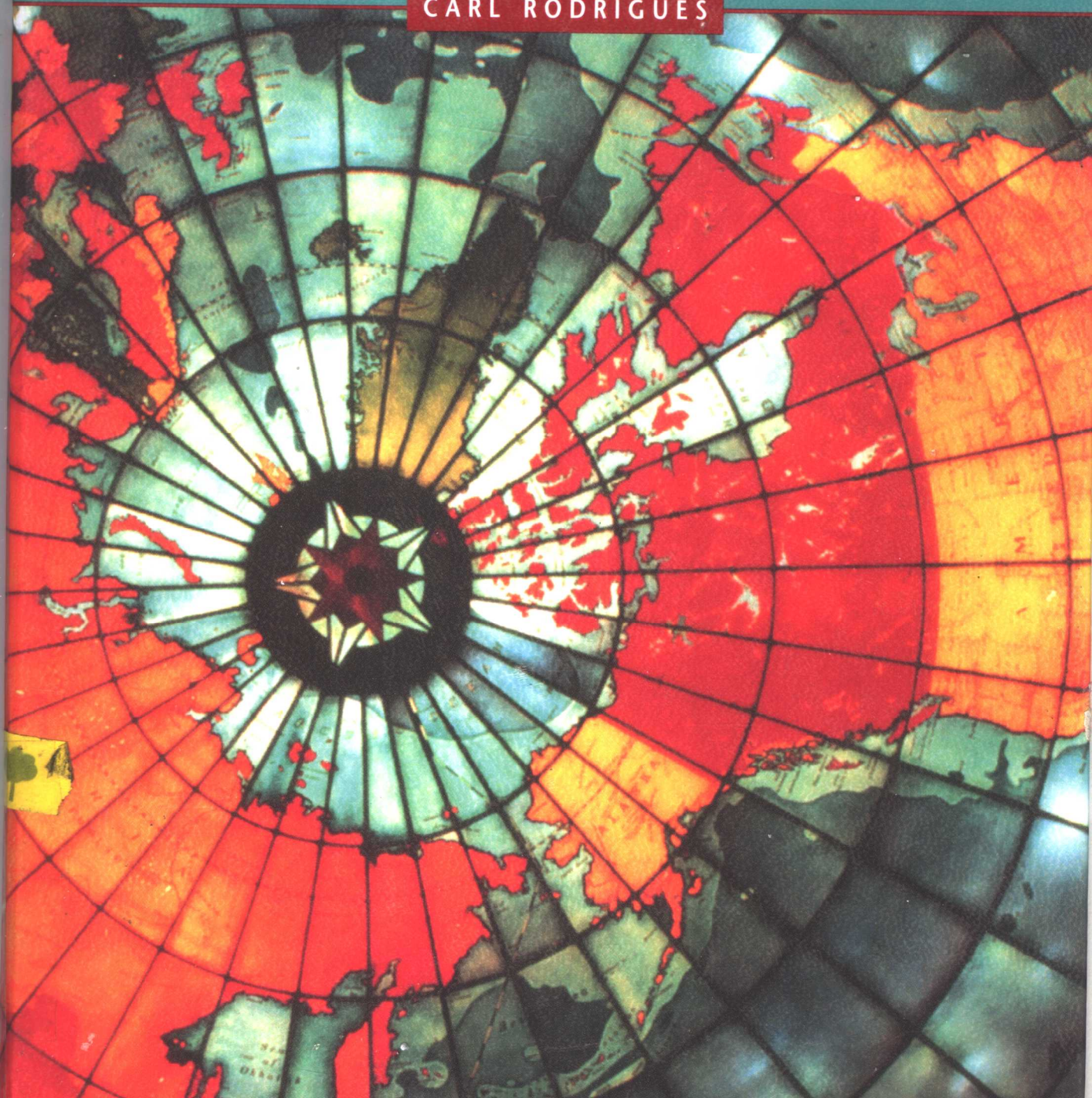


# INTERNATIONAL MANAGEMENT

A CULTURAL APPROACH

CARL RODRIGUES



# INTERNATIONAL MANAGEMENT

*A Cultural Approach*

CARL RODRIGUES

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# P R E F A C E

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## TO THE STUDENT

### Text Objective

The purpose of *International Management: A Cultural Approach* is to teach, in a comprehensive, “user friendly” style, the managerial process (planning, organizing, staffing, coordinating, and controlling) in a global context to upper undergraduate and MBA students who will take a course on international management. Ideally, students who enroll in this course will have completed a generic management course, such as Introduction to Management, or Principles of Management, or Management Process, or Organizational Behavior.

In the past, in some nations, the United States for example, most business enterprises were able to maintain a steady growth rate or at least survive in their home-country market. However, since costs have steadily increased in those nations and foreign competitors with lower costs have rapidly emerged, many of those businesses lost that market stability and have been or are now being forced to compete in the international market arena. And, as technologies continue to transfer across countries, businesses in more and more nations are becoming active and competitive participants in the global economy. These developments will continue to generate not only new global competitors, but new business opportunities in foreign markets as well. This means that more and more firms will have to, or choose to, become involved in international business. It also means that more and more companies will need managers with the ability to apply the managerial process across countries and cultures with differing characteristics. A good starting point toward the development of such managers is at the college/university level (and even at the pre-college level). Thus, there is a need for a college/university text of this nature. This text was written because such a book is scarce.

### Text Organization

The text describes how varying national cultures affect the application of the managerial process. For example:

- ◆ Individuals in some cultures commit to plans more readily than individuals in others.

- ◆ Strategies are affected by the varying cross-cultural preference for products and services and marketing techniques.
- ◆ People in some cultures require more organizational structure than people in others.
- ◆ Executives sent abroad to manage a firm's foreign subsidiary adapt more readily in some cultures than in others. And many executives have great difficulty adapting in any foreign culture.
- ◆ Individuals in some cultures want to participate more in the decision-making process and have a lower tolerance for authoritarian managers than individuals in other cultures.
- ◆ The business practices and negotiation styles that work in one culture usually do not succeed in another culture.
- ◆ Most nations have their own unique language, both verbal and non-verbal, which affects the application of the communication process across cultures.
- ◆ Employee motivation and work values vary from country to country. Thus, the motivational technique that works at home does not necessarily work in a foreign culture.
- ◆ Managers in some cultures want more control over an international corporation's local subsidiary than managers in other cultures.
- ◆ The practice of business ethics is affected by the country's culture, as is a corporation's social responsibility.

Chapters 1 and 2 give an overview of how culture and other country factors, such as the legal, political/government, economic, and technological systems, affect the managerial process. Chapters 3 and 4 discuss strategies for internationalizing business operations. Chapter 5 presents various international organizational structures. Chapters 6 and 7 discuss options for staffing international operations and training and developing global managers. Chapters 8 and 9 discuss cross-cultural communication, business practices and negotiations. Chapters 10 and 11 discuss cross-cultural decision making, leadership, and motivation. Chapter 12 discusses controlling global organizations. Chapter 13 discusses cross-cultural business ethics and corporate social responsibility. And Chapter 14 presents some of the managerial challenges executives may face in the future in managing global business enterprises, especially the difficulties of applying total quality management (TQM) across cultures.

## TO THE INSTRUCTOR

### Text Flexibility

Some of the chapters in *International Management: A Cross-Cultural Approach* can be adapted to an instructor's preference for sequencing of



topics. For example, some instructors may prefer to cover certain topics, such as cross-cultural business ethics and corporate social responsibility (Chapter 13), or cross-cultural human resources management (Chapters 6 and 7) earlier in the course. Some instructors may prefer to cover international organizational structures (Chapter 5) and international controls (Chapter 12) sequentially. And some instructors may see fit to cover parts of chapters out of sequence.

## **Pedagogy**

The text provides the following pedagogy features.

### ***Practical Chapter Opening Quotes***

Each chapter begins with a practical international management opening quote intended to whet students' appetite for the material contained in the chapter.

### ***Objectives of the Chapter***

After the practical opening quote, all chapters present a brief background of the substance of the chapter and its objectives.

### ***Practical Perspectives and Anecdotes***

All chapters contain numerous practical perspectives inserted in toned form. (One practical perspective in Chapter 7 and two in Chapter 9 are long, and are thus presented as appendices at the end of the chapter.) The chapters also contain short practical anecdotes throughout the body. The aim of these practical perspectives and anecdotes is to help students understand the theoretical aspects of the chapter.

### ***Figures, Tables, and Graphs***

To make reading the chapters more interesting, many of the processes, concepts, and theories are presented in figure or table or graphic form. For classroom discussion, these can generally be displayed via overhead transparencies (or via some other more advanced means).

### ***Key Terms, Questions and Exercises, Assignment, and Case Studies***

At the end of each chapter there is a set of key terms, questions and exercises, an assignment, and case studies. All of these tie to the body of the chapter, and help students develop an integrative understanding of the essence of the chapter.

### ***Textbook Integrative Cases***

Seven textbook integrative cases are presented after the final chapter (Chapter 14). These are to be assigned just before the end of the semester, after students have completed the key terms, questions and exercises, assignment, and case studies in all chapters.

### ***Glossary, Name and Subject Index***

A glossary section and a name and subject index is contained at the end of the text.

### **The Supplement Package For Instructors**

An *Instructor's Manual and Text Bank* provides lecture assistance. The manual includes the purpose of each chapter, teaching notes, the answers to the questions and exercises and to the chapter integrative cases. It also includes the purpose of the seven text integrative cases, how they should be used, the questions which should be posed to students, and the answers. The Test Bank part of the manual includes multiple-choice, true-false, and suggested essay questions, and the answers.

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