

International Management Behavior

Rigorously revised, the ninth edition of this successful, established textbook is ideal for current and future global leaders who want to lead international businesses sustainably and with impact. Combining a wealth of theoretical knowledge with real-world situations from diverse cultures, countries, and industries, the book brings key concepts to life while offering tools and strategies for putting them into practice. Reflecting global trends, this new edition features a greater focus on culture, virtual teams, leadership paradoxes, digital transformations, and a mindset-centered approach to dynamic change. All-new examples and cases contribute to bringing the book completely up to date, while reflection questions and a rich suite of online teaching resources (including suggested student exercises and classroom activities, teaching notes, further resources, and access to Aperian Globesmart) make this an essential tool for developing mindful, global leaders.

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“This ninth edition is the best version yet. Tightly integrated and forward-looking, it provides insightful concepts and frameworks as well as immediately actionable guidance, while focusing on the development of global leadership skills.”

Allan Bird, Rikkyo University

“Continues to stand alone in providing students a practical approach to being effective global leaders, while incorporating a foundation of relevant models and frameworks.”

William Blake, Queen’s University

“This is a seminal work that is thoroughly evidence-based from the research literature and is written in a manner that will catalyze the intellectual curiosity of both undergraduate and graduate students. This is a tremendous resource for the cross-cultural education community.”

Mark E. Mendenhall, University of Tennessee

“A brilliant toolbox to help the reader gain valuable insights and reflect on their own experiences. The people-centric approach and concept of mindfulness underlines the importance of being able to balance ‘in the moment’ evaluation of a situation with the strategic goals of an organization.”

Bente Toftkaer, Danish Confederation of Industry

“This book is an excellent resource for any international human resource management course, especially with its updated content and case studies that are extremely relevant for today’s global context in which leaders and companies operate.”

Poornima Luthra, Copenhagen Business School

International Management Behavior

Global and Sustainable Leadership

NINTH EDITION

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To Julianna, Katie, Andrea, Russell, Arielle, and Alexander, to help
them inspire the next generations of dialogue and sustainability.

Martha L. Maznevski

To all the friends who have helped me learn about their cultures,
and my own.

Henry (Harry) W. Lane

To my family and friends, for instilling in me a curiosity about the world
and delight in the wonder that inhabits it.

Vanessa C. Hasse

To my children, Andreas and Dagny, who I hope will grow up to both appreciate
their heritage and at the same time take responsible, global action.

Rikke Kristine Nielsen

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Preface

The real voyage of discovery consists not in seeking new landscapes, but in having new eyes

Marcel Proust, French novelist (1871–1922)

Welcome to the Ninth Edition!

The international business environment has changed substantially since we published the eighth edition in 2019. Significant occurrences included global phenomena such as the COVID-19 pandemic straining health care systems worldwide and impacting millions of people, extreme weather events contributing to increased starvation and human migration, a global recession, the wars in Ukraine and the Middle East, and the rise of artificial intelligence.

To reflect these changes, we've crafted this edition with a fresh look so that instructors have the latest thinking needed to educate modern global managers and readers aspiring to be global managers in this new environment. Accordingly, we have revised and updated the content significantly to include:

- new chapters, concepts, and current examples to illuminate the complexity of today's environment;
- the addition of paradox theory to complement the thread of mindfulness – context awareness and a process orientation – that we wove through the eighth edition;
- a substantial revision of our coverage of sustainability;
- new teaching cases dealing with relevant management issues for use as a current textbook in courses on international or cross-cultural management and leadership.

Welcome to New Authors!

We are joined by two new authors in this edition, Vanessa C. Hasse (Ivey Business School, Canada) and Rikke K. Nielsen (Aalborg University, Denmark), who bring expertise that is highly relevant to understanding and navigating the current global environment. Vanessa's research centers on global strategy in uncertain and complex contexts. Rikke's work contributes to an increased understanding of

sustainability challenges and examines organizational paradoxes faced by global leaders. Both are innovative and award-winning teachers.

Developing Global Leaders: A Research-Grounded, Pragmatically Tested Text

We have developed, refined, and tested the perspectives in this book for more than 40 years with undergraduates, graduate students, and practicing executives of all levels and in all types of organizations around the world. We have found this material applicable to large multinationals, small-to-medium sized enterprises (SMEs), born-global organizations, and nongovernmental organizations (NGOs). Users have also found it useful for managing domestic organizations with diverse workforces as well as for managing international companies.

The extensive supplementary material provided in the online Instructor's Manual (www.cambridge.org/maznevski) combines the conceptual knowledge with sample syllabi and assessments, contextually based skill-building class exercises, cases, PowerPoint presentations, and video links to provide an effective learning package.

In addition to drawing on the up-to-date research of experts in the business and management fields, we have conducted our own research on the issues and skills relevant to international management. Importantly, we have lived, worked, and taught internationally and bring that practicality on how best to train global managers to this text.

Objectives

The objectives in writing this text and for developing courses based on it are fourfold:

1. Individual Awareness.
 - a) Help readers increase recognition of the pervasive and hidden influence of culture on behavior, particularly with respect to management practices.
 - b) Help readers better understand and identify how their approaches to decision-making and problem solving are influenced by their own culture.
 - c) Augment global “people skills” that may be underdeveloped as a complement to existing technical or business skills.
2. Organizational Awareness.
 - a) Develop familiarity with the types of situations and issues that managers often confront when working globally.
 - b) Examine, analyze, and solve actual management situations in which an appreciation of cultural differences can influence the execution of global strategy and make a difference to performance.

-
- c) Understand the influence of culture on strategy, structure, organizational systems, and change, as well as on individual behavior.
 3. Skill Development. Develop skill in using selected analytical tools (frameworks) that can guide managers working across cultures. Important examples include:
 - a) The MBI (Map-Bridge-Integrate) Model for use in interpersonal and/or team situations.
 - b) The Strategic Alignment Model for use in organizational diagnosis, executing strategy, and aligning the organization.
 - c) The Organizational Change Framework to guide agile change programs.
 4. Encouragement of Sustainability, Social Responsibility, and Ethical Behavior. We challenge readers to consider their current and future responsibilities as global leaders more broadly than from simply a financial perspective.

Orientations

Based on our research and experience, we have developed distinct orientations and perspectives that inform our approach to educating global leaders, which we elucidate below.

Management Focus

In this book we take the perspective of practicing managers and managers-to-be who are faced with situations requiring action. We therefore provide a problem-solving approach to international business. International business activities are complex situations in which both business factors and cultural factors are simultaneously embedded and need to be managed together. The skills needed to cross boundaries cannot be isolated from management realities, and appreciating various and multiple influences on behavior can make a difference in outcome and performance.

Behavioral Focus

This book emphasizes that the human element in managing effectively across cultures is just as important as, and sometimes more important than, the technical or functional elements. However, most managers develop stronger technical or business skills than the behavioral boundary-spanning interpersonal and cultural skills. They need to complement these strong business backgrounds with behavioral skills; if they don't, they may never get the opportunity to use those business or technical skills.

Process Focus

Related to the behavioral focus is the process focus: behaving, interacting, learning, and moving forward to meet objectives. This perspective is an important contributor to success in a global market. In other words, leading well in an international setting is not just about having the right characteristics or competences; it's about the dynamics of knowing how to adapt quickly and effectively, how to take a next step and then move forward. Often, good international management is less about “finding a solution or making a decision” and more about “identifying and embarking on a process.”

Intercultural Focus

The focus of material in this textbook is on the interaction between people of different cultures in work settings. This intercultural orientation is distinct from a comparative approach, in which management practices of individual countries or cultures are examined and compared. Although we do often report on cultural comparisons, we focus on what happens at their intersection. This is the boundary that provides both the greatest challenges and the most interesting opportunities. We note that an intercultural focus does not necessarily mean across-country – the intercultural focus can apply equally within countries among diverse communities.

Culture-General Focus

This book is intended for a wide variety of managers and other staff who must function effectively in a global environment; therefore, we do not concentrate deeply on specific cultures, countries, or regions. A culture-general perspective provides a framework within which country-specific learning can take place more rapidly as necessary. It helps to know what questions to ask and how to interpret the answers received when conducting business globally or helping others do the same. It helps the learner become more effective at learning about and adapting to other cultures. We do provide specific examples of cultures, countries, and regional cultures: not enough to take the place of in-depth culture-specific training for people who are assigned to a particular place, but enough to enhance the impact of that training.

What, How, and When: Types of Knowledge Developed with the Ninth Edition

Bloom's Taxonomy is the most used and cited classification scheme of educational goals and objectives (Bloom et al., 1956). Over the years it has been reinterpreted

numerous times to facilitate its understanding. An interpretation that we favor is that of Susan Ambrose and colleagues (2010):

- **What:** This is *declarative information* such as data, facts, concepts, and terminology.
- **How:** This is *application*, procedures, techniques, or ways to make use of the information.
- **When:** This is *judgment*, and it is highly situational. It combines an understanding of your on-the-ground context interacting with yourself, including your culture, values, and practices, to inform your decisions.

This edition addresses all three types of knowledge. Readers will find declarative information throughout the book, along with tested frameworks such as the MBI model, the strategic alignment framework, and the leading change framework. They will also find many examples of how the frameworks and concepts are applied and be encouraged to discover their own applications. Through further examples and reflection questions, readers will be invited to develop judgment in applying the tools in different situations.

Outline of the Book: Following the Challenges and Opportunities

The four parts of this book follow the main categories of challenges and opportunities we see international managers experiencing most frequently. Each part contains a series of teaching cases that apply the concepts of the section to management practice.

Part I examines the “New Global Context” of international business and management behavior. The first chapter, “Global Leaders in the 21st Century,” looks carefully at the noteworthy changes in the business and leadership contexts of globalization. This chapter introduces the importance of mindful global leadership. Chapter 2 identifies the “Pathways to Mindful Global Leadership,” including competences, mindsets, and paradox thinking. Chapter 3, “Understanding Culture,” the final chapter in this section, defines culture and identifies why culture is such an important element of the international management context. The concepts and principles in these first three chapters set the foundation for the rest of the book. Part I cases offer a closer look at global leadership and situations in which cultural misinterpretation created challenges for leaders making key business decisions.

Part II consists of four chapters that look at “Leading People across Contexts.” Chapter 4, “Mapping Cultural Dimensions for Effective Interaction,” provides a framework for understanding differences and illustrates it with many examples.

Chapter 5, “Communicating across Cultures: Bridging and Integrating,” looks at how to use the maps of cultural differences to communicate effectively, manage conflict, and generate synergies. “Designing and Leading Effective Teams,” including virtual global teams, is the topic of Chapter 6. In Chapter 7, “Talent Management: Selecting and Preparing Leaders for Global Assignments,” we look at how organizations select, prepare, and support people who develop expertise in global leadership. Part II cases focus on making decisions related to individuals’ experiences with intercultural interactions, global teams, and selecting a global leader.

In Part III, “Executing Strategy in a Global Context,” we turn to the relationship between management behavior and organizational performance. Chapter 8, “Strategy and Organizational Forms,” describes a repertoire of organizational types used by firms from large, matrixed multinational enterprises to small born-global start-ups. Chapter 9, “Executing Strategy,” discusses the principles of organizational design, drawing on a model of strategic alignment. The framework explains how aligned organizations are more likely to execute strategy effectively and perform well. Because global leaders are almost constantly involved in influencing or managing organizational change, Chapter 10 provides guidance for “Leading Organizational Change.” Part III cases put readers in the position of making decisions about organizational design, strategy execution, and change management.

Part IV, “Purpose, Sustainability, and Integrity,” looks at the relationship between leaders, their organizations, and society. Chapter 11, “Sustainability and Responsible Organizations,” discusses the foundations of organizations’ societal context, stakeholder theory, and the underlying orientations for ethical and sustainable practices. A significantly revised chapter, it examines sustainability and organizational practices. Chapter 12, “Competing with Integrity and Ethical Decision-Making,” brings us back to the individual level, looking at global leaders as individual decision-makers. This chapter also provides a conclusion for the book, with our reflections on global leadership journeys. Part IV cases highlight dilemmas and paradoxes in sustainability, responsibility, and ethical decision-making and put the reader in the position of making and implementing difficult decisions.

Each chapter includes further interactive components. Specifically:

- In-chapter activities invite the reader to pause and apply an important concept or framework to their own experience.
- End-of-chapter integrative reflection questions provide an opportunity to reflect more deeply on the application of chapter content across situations.
- A section on further resources suggests ways readers can discover more about the ideas in the chapter.

A Final Word about Our Approach to Writing

The chapters combine our own research and experience and that of many others. We do not provide a review of all the research in the field because other resources do that well. Instead, we focus on the research and frameworks that provide the most immediate practical guidance for managers and aspiring managers, and we present it in ways that have proven to be helpful for learning and practice. We provide many examples throughout the book to help readers see how others have applied the lessons and generate ideas for applying the ideas and behaviors themselves. Most of our examples come directly from the experience of managers with whom we've worked closely, and we've tried to capture the flavor, feeling, and tempo of these people and the places in which they live and work. They may not always be recognized as leaders who capture headlines in the press, but through their experiences we are able to provide more behavioral and reflective insights. We find that they are great role models.

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Acknowledgments

The ninth edition of this book is a major revision from previous editions, owing to the magnitude and rate of change in the global context. The book has evolved significantly over its 35-year journey, shaped in every edition by the events of the world as well as the experiences of the authors in our various institutions, faculty adopting the book, students of management, and leaders with whom we work. We are very grateful for this community.

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