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Richard M. Steers, Luciara Nardon and Carlos J. Sanchez-Runde
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Management Across Cultures

The second edition of this popular textbook explores the latest approaches to cross-cultural management, as well as presenting strategies and tactics for managing international assignments and global teams. With a clear emphasis on learning and development, the text encourages students to acquire skills in multicultural competence that will be highly valued by their future employers. This has never been as important as now, in a world where, increasingly, all managers are global managers and where management practices and processes can differ significantly across national and regional boundaries. This new edition has been updated after extensive market feedback to include new features: a new chapter on working and living abroad; applications boxes showing how theories and key concepts can be applied to solve real-life management problems; student questions to encourage critical thinking; and updated examples and references.

Supplementary teaching and learning materials are available on a companion website at www.cambridge.org/steers.

RICHARD M. STEERS is Professor Emeritus of Organization and Management in the Lundquist College of Business, University of Oregon, United States.

LUCIARA NARDON is Assistant Professor of International Business at the Sprott School of Business, Carleton University, Ottawa, Canada.

CARLOS J. SANCHEZ-RUNDE is Professor and Director in the Department of Managing People in Organizations at IESE Business School, Barcelona, Spain.

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Management Across Cultures

Developing Global Competencies

SECOND EDITION

RICHARD M. STEERS
LUCIARA NARDON
CARLOS J. SANCHEZ-RUNDE

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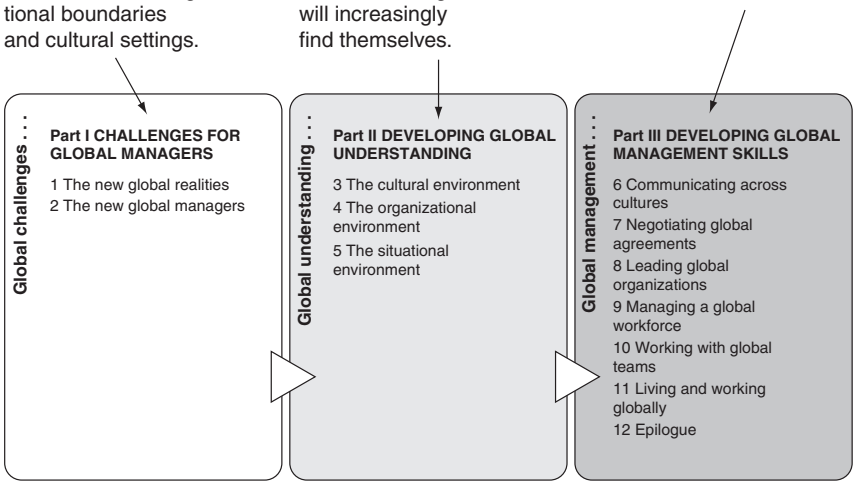
Learning strategy for the book

This book is divided into three parts

GLOBAL CHALLENGES
Part I sets the stage for our analysis by discussing both the challenges facing managers and how various global management roles can differ across organizational boundaries and cultural settings.

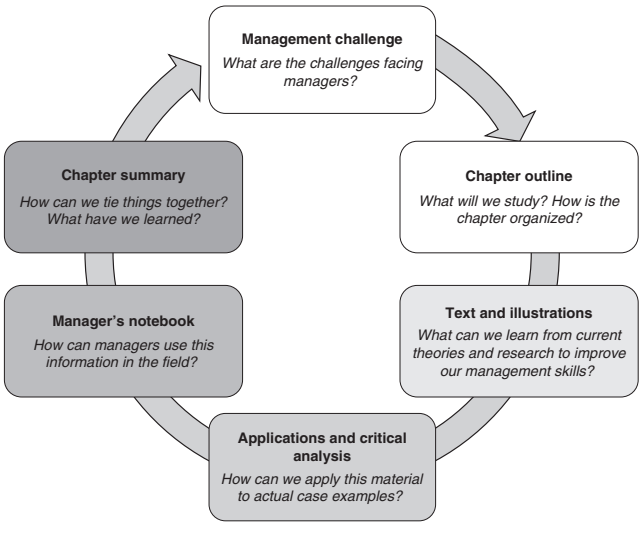
GLOBAL UNDERSTANDING
Part II focuses on developing a deeper awareness and understanding of the global environment in which managers will increasingly find themselves.

GLOBAL MANAGEMENT
Part III builds on this foundation to focus on developing specific skills managers will need to survive and succeed in the future.



Learning strategy for the chapters

Each chapter likewise follows a learning strategy aimed at building bridges between theory and practice using a range of interesting real-world applications and examples.



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GLOBAL CHALLENGES

Each chapter begins by discussing the **management challenges** that serve as the basis for the chapter. **Chapter outlines** organize the text.

The text brings together what we currently know – and, in some cases, what we don't know – about the problems global managers may face in the field and the global skills they will need to survive and succeed. These materials are based on current theory and research.

CHAPTER 1

The new global realities

MANAGEMENT CHALLENGE

Chapter outline

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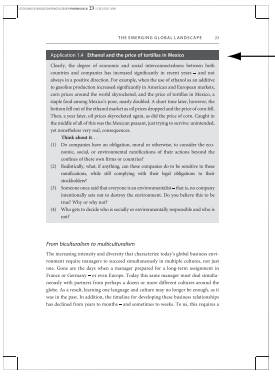
A competitive world offers two possibilities. You can lose. Or, if you want to win, you can change.

Lester Thurow
Sloan School of Management, Massachusetts Institute of Technology
United States



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Application 1.4 Ethanol and the price of tortillas in Mexico

Clearly, the degree of economic and social interconnectedness between both countries and companies has increased significantly in recent years – and not always in a positive direction. For example, when the use of ethanol as an additive to gasoline production increased significantly in American and European markets, corn prices around the world skyrocketed, and the price of tortillas in Mexico, a staple food among Mexico's poor, nearly doubled. A short time later, however, the bottom fell out of the ethanol market as oil prices dropped and the price of corn fell. Then, a year later, oil prices skyrocketed again, as did the price of corn. Caught in the middle of all of this was the Mexican peasant, just trying to survive: unintended, yet nonetheless very real, consequences.

Think about it:

(1) Do companies have an obligation, moral or otherwise, to consider the economic, social, or environmental ramifications of their actions beyond the confines of their own firms or countries?
(2) Realistically, what, if anything, can these companies do to be sensitive to these ramifications, while still complying with their legal obligations to their stockholders?
(3) Someone once said that everyone is an environmentalist – that is, no company intentionally sets out to destroy the environment. Do you believe this to be true? Why or why not?
(4) Who gets to decide who is socially or environmentally responsible and who is not?

From biculturalism to multiculturalism

The increasing intensity and diversity that characterize today's global business environment require managers to succeed simultaneously in multiple cultures, not just one. Gone are the days when a manager prepared for a long-term assignment in France or Germany – or even Europe. Today this same manager must deal simultaneously with partners from perhaps a dozen or more different cultures around the globe. As a result, learning one language and culture may no longer be enough, as it was in the past. In addition, the timelines for developing those business relationships has declined from years to months – and sometimes to weeks. To us, this requires a

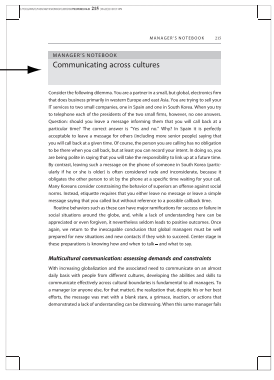
GLOBAL UNDERSTANDING

Applications are interspersed throughout each chapter to illustrate how the concepts under study apply in practice. Discussion questions encourage students to develop an understanding of what managers did in particular situations and how they might have done it better.

GLOBAL MANAGEMENT SKILLS

Manager's notebooks summarize the key implications and lessons for managers.

A **summary points** section concludes each chapter to complete the learning cycle.



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MANAGER'S NOTEBOOK

Communicating across cultures

Consider the following dilemma. You are a partner in a small, but global, electronics firm that does business primarily in western Europe and east Asia. You are trying to sell your IT services to two small companies, one in Spain and one in South Korea. When you try to telephone each of the presidents of the two small firms, however, no one answers. Question: should you leave a message informing them that you will call back at a particular time? The correct answer is "Yes and no." What in Spain it is perfectly acceptable to leave a message for others (including more senior people) saying that you will call back at a given time. Of course, the person you are calling has no obligation to be there when you call back, but at least you can record your intent. In doing so, you are being polite in saying that you will take the responsibility to link up at a future time. By contrast, leaving such a message on the phone of someone in South Korea (particularly if he or she is older) is often considered rude and inconsiderate, because it obligates the other person to sit by the phone at a specific time waiting for your call. Many Koreans consider ostensibly the behavior of superiors an offense against social norms. Instead, etiquette requires that you either leave no message or leave a simple message saying that you called but without reference to a possible callback time.

Routine behaviors such as these can have major ramifications for success or failure in social situations around the globe, and, while a lack of understanding here can be appreciated or even forgiven, it nevertheless seldom leads to positive outcomes. Once again, we return to the inescapable conclusion that global managers must be well prepared for new situations and new contacts if they wish to succeed. Center stage in these preparations is knowing how and when to talk – and when to say.

Multicultural communication: assessing demands and constraints

With increasing globalization and the associated need to communicate on an almost daily basis with people from different cultures, developing the abilities and skills to communicate effectively across cultural boundaries is fundamental to all managers. To a manager (or anyone else, for that matter), the realization that, despite his or her best efforts, the message was met with a blank stare, a grimace, insolent, or actions that demonstrated a lack of understanding can be distressing. When this same manager falls

Learning strategy online

An **instructor's guide** is available at www.cambridge.org/steers that demonstrates how best to use the book and PowerPoint slides in the classroom.

Instructors will find a comprehensive package of PowerPoint slides for every chapter, clearly structured to introduce the topic, summarize key concepts, the applications and manager's notebooks and encourage discussion and reflection.

A range of exercises to test student learning is also provided.

In addition recommended in-depth cases for each chapter are available at www.iveycases.com/CaseMateBrowse.aspx

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