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Management Across Cultures

AUSTRALASIAN EDITION

This first Australasian edition of the popular text *Management Across Cultures* explores the latest approaches to cross-cultural management, 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. As more and more managers find themselves becoming global managers, and in a world where practices and expectations can differ significantly across national and regional boundaries, this has never been more important.

Rich in cases and examples, *Management Across Cultures: Australasian Edition* integrates research from across the social sciences with contemporary management practices for a comprehensive overview of cross-cultural management. It features:

- a "management challenge" that serves as the basis for each chapter
- learning objectives to focus student learning
- application boxes throughout to illustrate how the concepts under study apply to practice
- a "manager's notebook" that summarises chapter lessons and their implications for managerial action
- key terms to highlight chapter concepts
- discussion questions that probe both the conceptual and managerial implications
- a case at the end of each chapter that allows students to apply the problem-solving skills learned
- end-of-book case studies that draw together the concepts from a range of chapters.

Additional teaching and learning materials are available on this book's companion website at **www.cambridge.edu.au/academic/management1e**.

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Guided tour

Learning strategy for book

The learning strategy for this book is organised around a 3-stage developmental process:

Global challenges

Stage I begins our analysis by discussing both the challenges facing managers and how various managerial roles and responsibilities can often differ across cultural and organisational boundaries.

Recognise global challenges:

1. Management across cultures: an introduction
2. Global managers: challenges and responsibilities (with global management model)

Global understanding

Stage II focuses on developing a deeper awareness and critical analysis of the complex cultural, organisational, and situational contexts in which global managers increasingly find themselves.

Develop global understanding:

3. Cultural environments (including map of cultural environment and Appendix summarising various models of national cultures)
4. Organisational environments (including map of organisational environment)

Global management

Stage III then builds on this foundation to focus on developing specific multicultural skills managers can use to survive and succeed in today's competitive global environment.

Develop global management skills:

5. Communicating across cultures
6. Leading global organisations
7. Negotiating global partnerships
8. Managing ethical conflicts
9. Managing work and motivation
10. Managing global teams
11. Managing global assignments
12. Lessons learned

A **global management model** is introduced early in the text to guide in the development of critical analysis skills as the book progresses.

Learning strategy for chapters

Each chapter also follows a learning strategy aimed at building bridges between theory and practice using a range of real-world examples, applications, discussion questions, and cases.

Chapter introduction

- Management challenge
- Chapter outline

Chapter content

- Concepts, research, and examples
- Applications and questions
- Manager's notebook: - summary points and action strategies

Chapter review

- Key terms
- Discussion questions
- Case study

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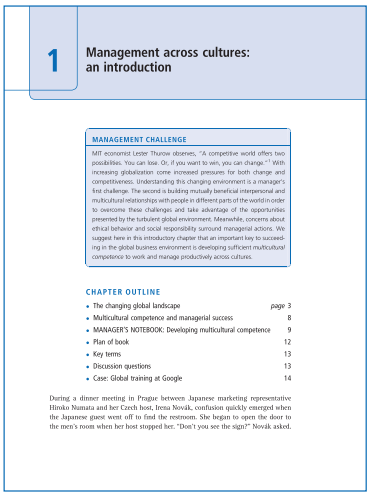
Chapter introduction

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



1 Management across cultures: an introduction

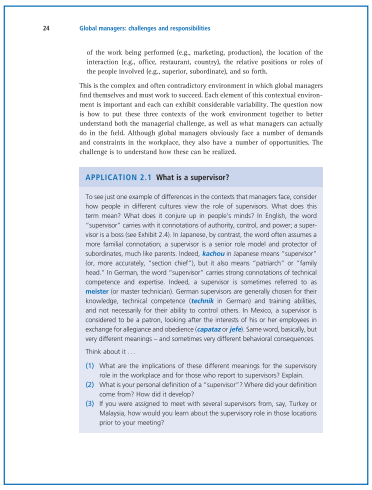
MANAGEMENT CHALLENGE

MIT economist Lester Thurow observes, "A competitive world offers two possibilities. You can lose. Or, if you want to win, you can change."[1] With increasing globalization come increased pressures for both change and competitiveness. Understanding this changing environment is a manager's first challenge. The second is building mutually beneficial interpersonal and multicultural relationships with people in different parts of the world in order to overcome these challenges and take advantage of the opportunities presented by the turbulent global environment. Meanwhile, concerns about ethical behavior and social responsibility surround managerial actions. We suggest here in this introductory chapter that an important key to succeeding in the global business environment is developing sufficient multicultural competence to work and manage productively across cultures.

CHAPTER OUTLINE

- The changing global landscape *page* 3
- Multicultural competence and managerial success 8
- MANAGER'S NOTEBOOK: Developing multicultural competence 9
- Plan of book 12
- Key terms 13
- Discussion questions 13
- Case: Global training at Google 14

During a dinner meeting in Prague between Japanese marketing representative Hiroko Numata and her Czech host, Irena Novák, confusion quickly emerged when the Japanese guest went off to find the restroom. She began to open the door to the men's room when her host stopped her. "Don't you see the sign?" Novák asked.



24 Global managers: challenges and responsibilities

of the work being performed (e.g., marketing, production), the location of the interaction (e.g., office, restaurant, country), the relative positions or roles of the people involved (e.g., superior, subordinate), and so forth.

This is the complex and often contradictory environment in which global managers find themselves and must work to succeed. Each element of this contextual environment is important and each can exhibit considerable variability. The question now is how to put these three contexts of the work environment together to better understand both the managerial challenge, as well as what managers can actually do in the field. Although global managers obviously face a number of demands and constraints in the workplace, they also have a number of opportunities. The challenge is to understand how these can be realized.

APPLICATION 2.1 What is a supervisor?

To see just one example of differences in the contexts that managers face, consider how people in different cultures view the role of supervisors. What does this term mean? What does it conjure up in people's minds? In English, the word "supervisor" carries with it connotations of authority, control, and power; a supervisor is a boss (see Exhibit 2.4). In Japanese, by contrast, the word often assumes a more familial connotation; a supervisor is a senior role model and protector of subordinates, much like parents. Indeed, ***kachou*** in Japanese means "supervisor" (or, more accurately, "section chief"), but it also means "patriarch" or "family head." In German, the word "supervisor" carries strong connotations of technical competence and expertise. Indeed, a supervisor is sometimes referred to as **meister** (or master technician). German supervisors are generally chosen for their knowledge, technical competence (***technik*** in German) and training abilities, and not necessarily for their ability to control others. In Mexico, a supervisor is considered to be a patron, looking after the interests of his or her employees in exchange for allegiance and obedience (***capataz*** or ***jefe***). Same word, basically, but very different meanings—and sometimes very different behavioral consequences.

Think about it . . .

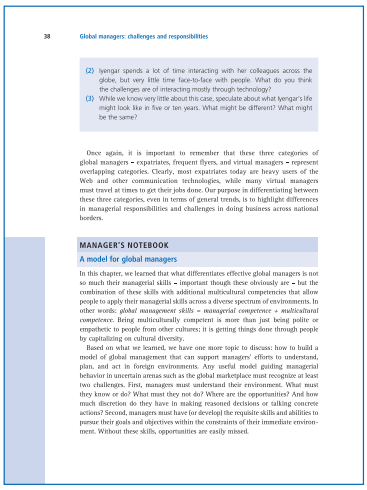
(1) What are the implications of these different meanings for the supervisory role in the workplace and for those who report to supervisors? Explain.
(2) What is your personal definition of a "supervisor"? Where did your definition come from? How did it develop?
(3) If you were assigned to meet with several supervisors from, say, Turkey or Malaysia, how would you learn about the supervisory role in those locations prior to your meeting?

Chapter content

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 require to survive and succeed. These materials are based on current theory and research.

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

Manager's notebooks summarise chapter lessons and their implications for managerial action.



38 Global managers: challenges and responsibilities

(2) Iyengar spends a lot of time interacting with her colleagues across the globe, but very little time face-to-face with people. What do you think the challenges are of interacting mostly through technology?
(3) While we know very little about this case, speculate about what Iyengar's life might look like in five or ten years. What might be different? What might be the same?

Once again, it is important to remember that these three categories of global managers – expatriates, frequent flyers, and virtual managers – represent overlapping categories. Clearly, most expatriates today are heavy users of the Web and other communication technologies, while many virtual managers must travel at times to get their jobs done. Our purpose in differentiating between these three categories, even in terms of general trends, is to highlight differences in managerial responsibilities and challenges in doing business across national borders.

MANAGER'S NOTEBOOK

A model for global managers

In this chapter, we learned that what differentiates effective global managers is not so much their managerial skills – important though these obviously are – but the combination of these skills with additional multicultural competencies that allow people to apply their managerial skills across a diverse spectrum of environments. In other words: *global management skills + managerial competence + multicultural competence*. Being multiculturally competent is more than just being polite or empathetic to people from other cultures; it is getting things done through people by capitalizing on cultural diversity.

Based on what we learned, we have one more topic to discuss: how to build a model of global management that can support managers' efforts to understand, plan, and act in foreign environments. Any useful model guiding managerial behavior in uncertain arenas such as the global marketplace must recognize at least two challenges. First, managers must understand their environment. What must they know or do? What must they not do? Where are the opportunities? And how much discretion do they have in making reasoned decisions or talking concrete actions? Second, managers must have (or develop) the requisite skills and abilities to pursue their goals and objectives within the constraints of their immediate environment. Without these skills, opportunities are easily missed.

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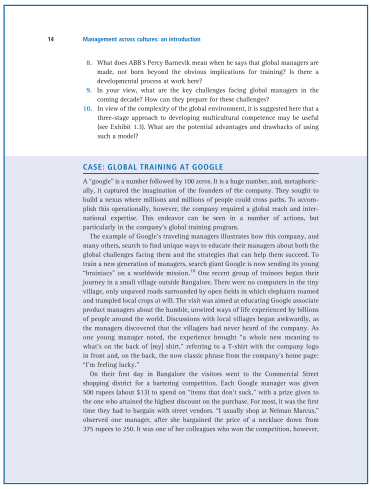


14 Management across cultures: an introduction

8. What does ABB's Percy Barnevik mean when he says that global managers are made, not born beyond the obvious implications for training? Is there a developmental process at work here?
9. In your view, what are the key challenges facing global managers in the coming decade? How can they prepare for these challenges?
10. In view of the complexity of the global environment, it is suggested here that a three-stage approach to developing multicultural competence may be useful (see Exhibit 1.3). What are the potential advantages and drawbacks of using such a model?

CASE: GLOBAL TRAINING AT GOOGLE

A "google" is a number followed by 100 zeros. It is a huge number, and, metaphorically, it captured the imagination of the founders of the company. They sought to build a nexus where millions and millions of people could cross paths. To accomplish this operationally, however, the company required a global reach and international expertise. This endeavor can be seen in a number of actions, but particularly in the company's global training program.

The example of Google's traveling managers illustrates how this company, and many others, search to find unique ways to educate their managers about both the global challenges facing them and the strategies that can help them succeed. To train a new generation of managers, search giant Google is now sending its young "brainiacs" on a worldwide mission.[17] One recent group of trainees began their journey in a small village outside Bangalore. There were no computers in the tiny village, only unpaved roads surrounded by open fields in which elephants roamed and trampled local crops at will. The visit was aimed at educating Google associate product managers about the humble, unwired ways of life experienced by billions of people around the world. Discussions with local villages began awkwardly, as the managers discovered that the villagers had never heard of the company. As one young manager noted, the experience brought "a whole new meaning to what's on the back of [my] shirt," referring to a T-shirt with the company logo in front and, on the back, the now classic phrase from the company's home page: "I'm feeling lucky."

On their first day in Bangalore the visitors went to the Commercial Street shopping district for a bartering competition. Each Google manager was given 500 rupees (about $13) to spend on "items that don't suck," with a prize given to the one who attained the highest discount on the purchase. For most, it was the first time they had to bargain with street vendors. "I usually shop at Neiman Marcus," observed one manager, after she bargained the price of a necklace down from 375 rupees to 250. It was one of her colleagues who won the competition, however,

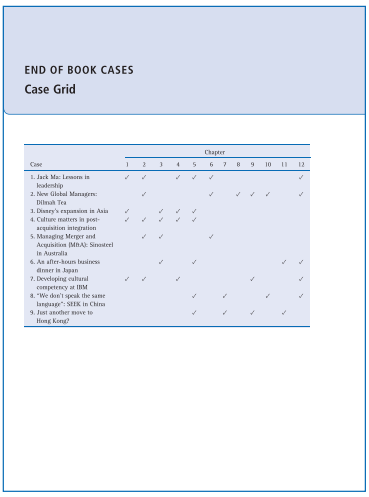
Chapter review

Key terms highlight chapter concepts for purposes of review, while **discussion questions** probe both the conceptual and managerial implications of the materials under study.

Each chapter concludes with a **case study** for applying the problem-solving skills learned.

End of book cases

The book concludes with a selection of nine cases that collectively draw upon material covered in each chapter. These cases can be used to explore a number of different concepts in the one case example.



END OF BOOK CASES
Case Grid

Case	Chapter 1	2	3	4	5	6	7	8	9	10	11	12
1. Jack Ma: Lessons in leadership	✓	✓			✓	✓	✓					✓
2. New Global Managers: Dilmah Tea		✓				✓		✓	✓	✓		✓
3. Disney's expansion in Asia	✓		✓	✓	✓							
4. Culture matters in post-acquisition integration	✓	✓	✓	✓	✓							
5. Managing Merger and Acquisition (M&A): Sinosteel in Australia		✓	✓			✓						
6. An after-hours business dinner in Japan			✓		✓						✓	✓
7. Developing cultural competency at IBM	✓	✓		✓					✓			✓
8. "We don't speak the same language": SEHK in China					✓		✓			✓		✓
9. Just another move to Hong Kong?					✓		✓		✓		✓	

Learning strategy online

Instructors can access a comprehensive set of 600 downloadable **PowerPoint slides** online at www.cambridge.edu.au/academic/management1e. These slides are designed to review the materials covered in each chapter, including key concepts, chapter applications, manager's notebooks, end-of-chapter discussion questions, and cases.

An online **instructional resources package** is also available to instructors that includes suggestions for use of in-text materials and PowerPoint slides; web links to author-recommended videos, cases, exercises, and simulations; team problem-solving activities; and supplemental downloadable global management cases and exercises by the authors.

Suggested responses to End of Book Cases are also available for instructors.

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