

SECTION ONE

Teaching the Material

For each chapter in the textbook, the *Manual* provides notes consisting of the following elements:

- A: Main teaching points.
- B: Implications for the management student.
- C: Class discussion questions.
- D: Answers to the exercises.
- E: Additional exercise material.
- F: Test bank.

CHAPTER ONE

International Management and Culture

A: Main Teaching Points (by textbook section)

In general, this chapter introduces the notions of culture and international management.

1.1 Introduction

The international manager has to decide how far cultural factors influence any one event, and how far culture has to be taken into account against other factors. Culture is (perhaps) never the only influence.

1.2 Factors that influence decision making

Decision making in the company is influenced by both internal and external factors. Many of the internal factors (such as strategy) are also influenced by the EXTERNAL ENVIRONMENT (figure 1.1) within which the company operates.

Students sometimes ignore international aspects of the environment. It is worth reminding them that firms based in different countries operate in different environments.

1.3 Using culture

The environmental factor given most emphasis here is NATIONAL CULTURE. The reasons why the manager needs to understand culture are examined. Hofstede's (1984) definition of culture is discussed:

[culture is] the collective programming of the mind which distinguishes the members of one human group from another . . . Culture, in this sense, includes systems of values; and values are among the building blocks of culture. (*Culture's Consequences* (abridged edition, Sage), p. 21.)

The section examines the implications. It also notes other aspects of culture that may be significant in explaining behavior.

This topic is crucial, and should not be rushed. In particular, check understanding of the difference between values, attitudes, and beliefs. The textbook pays most attention to values and how they are reflected in behavior. Many people do *not* behave in accordance with the beliefs and attitudes that they profess!

Make clear why we focus on culture, not individual psychology. The good manager understands the psychology of the individuals who work for him/her. An understanding of the psychology helps the manager understand and predict the behavior of the individual, but in order to understand and predict GROUP BEHAVIOR, the manager needs to understand their culture.

Time is spent usefully on the notion of the group. Hofstede's definition focuses on the national group, which is relevant when, for example, comparing national workforces. But in some analytical contexts this "group" has little value – for example, when comparing national sub-cultures, organizational cultures, industries.

1.4 Cross-cultural and international management

This section distinguishes cross-cultural and international management. It deals with the advantages of managing cultural differences and the disadvantages of ignoring them.

B: Implications For the Management Student

(This section modifies the material on pp. 19–20 of the textbook.)

1. In what programs of your business school are the widest range of cultures represented?
 - What cultures are represented?
2. Choose one of these programs. In the program of your choice, in what activities is cultural diversity managed by:
 - the students?
 - the instructors and administrators?In what activities is cultural diversity ignored by:
 - the students?
 - the instructors and administrators?
3. When diversity is managed:
 - what benefits arise from diversity?
 - what problems arise?
 - how could the diversity be better managed by students?
 - how could the diversity be better managed by instructors and administrators?
4. When diversity is not managed, why not? How can these obstacles be overcome?

C: Class Discussion Questions

1. Find examples of values, beliefs, and attitudes shared by the class. How are these expressed in behavior?
2. If the class is culturally diverse, find examples of values, beliefs, and attitudes particular to different cultures but not shared by all. How are these expressed in behavior? Does their expression lead to tensions and conflicts with other cultures? How are these problems resolved?
3. What factors other than culture influence the behavior of class members? When is culture less important than these other factors?

D: Answers to the Exercise

This exercise is designed to make students examine their value-systems objectively, and to understand that cultures may differ on these points. This prepares the students for the cultural analysis discussed in the next chapter. There are no absolutely right or wrong answers.

Encourage students to retain their answers, and to review them on completing chapter 2.

E: Additional Exercise Material

This exercise demonstrates how perceptions of reality are determined by values and needs. Just as individuals may share experiences but evaluate them differently, so members of different culture groups have different priorities.

1. Write five lines of notes on the most significant ADVANTAGES and DISADVANTAGES of living in your community. Write from the point of view of an above-average income member.
2. Now imagine yourself in the other roles listed below, and write similar notes for each. Alternatively, ask your colleagues to take on one of these roles and write notes:
 - a below-average income member
 - a member of a racial minority
 - a member of a religious minority
 - the opposite sex/child/old person/disabled person
 - a cyclist/pedestrian/driver/user of public transport
 - a sports fan/art lover
 - and so on.

3. Compare the sets of notes. You can expect each role to have listed different priorities. A lack of common priorities illustrates how perceptions of the same reality differ, depending upon experience and needs, and the priorities of the group to which you belong.

F: Test Bank

1. Decisions taken by the company are influenced by:
 - a. Internal factors (e.g. strategic planning) only
 - b. Factors in the external business environment
 - c. National culture only
 - d. A combination of factors in the internal and external environments.

(Answer, d: pp. 4–5)

2. Managers use cultural analysis because:
 - a. They do not have skills of psychological analysis
 - b. Most decisions have to be made in respect of groups
 - c. Individual problems can be ignored
 - d. Psychological analysis does not give predictability.

(Answer, b: pp. 7–8)

3. Hofstede defines culture as:
 - a. Values only
 - b. Values and technology
 - c. An explicit social construct
 - d. Including values.

(Answer, d: p. 8)

4. A culture distinguishes:
 - a. Members of one nation from another
 - b. Members of one ethnic group from another
 - c. Members of one human group from another
 - d. Members of one generation from another.

(Answer, c: pp. 8–9)

5. The child learns his/her cultural values:
 - a. From teachers only
 - b. From parents and other teachers
 - c. From sources including parents, teachers, other adults, other children
 - d. From teachers and television.

(Answer, c: pp. 10–11)

6. Because cultural values are acquired so early in life, they are:
 - a. Easily forgotten
 - b. Held at a conscious level in the brain

- c. Immature
- d. Extremely deep-rooted.

(Answer, d: p. 11)

7. Cultural values are:
- a. Easily articulated by members of the group
 - b. Normative, about how people ought to behave
 - c. Often held on a preconscious level
 - d. Beliefs and attitudes.

(Answer, c: p. 12)

8. Values and beliefs:
- a. Never correspond
 - b. Always correspond
 - c. Do not always correspond
 - d. Correspond only in conservative societies.

(Answer, c: pp. 12–13)

9. The relationship between culture and religion is complex. Religious practice:
- a. Expresses the culture but does not influence it
 - b. Influences the culture but does not express it
 - c. Both influences and reflects the culture
 - d. Neither influences nor reflects it.

(Answer, c: p. 13)

10. Material culture:
- a. Is of interest only to the technologist
 - b. Gives an indirect reflection of cultural values
 - c. Provides the manager with insights into technological values
 - d. Provides clear evidence of managerial values.

(Answer, b: pp. 14–15)

11. The terms “cross-cultural management” and “international management”:
- a. Correspond
 - b. Overlap but do not entirely correspond
 - c. Have no correspondence
 - d. Do not correspond in some textbooks, but do in this one.

(Answer, b: pp. 15–16)

12. Diversity management:
- a. Is only a problem in the financial industry
 - b. Can be applied only when managing different national cultures
 - c. Is applied only when the group is involved in a routine task
 - d. Presents opportunities and difficulties.

(Answer, d: p. 19)