The state of the s

Stephen P. ROBBINS Mary COULTER



Managing in a Global Environment

LEARNING OUTCOMES

- Contrast ethnocentric, polycentric, and geocentric attitudes toward global business
- Discuss the importance of regional trading alliances and global trade mechanisms
- Describe the structures and techniques organizations use as they go international
- **Explain** the relevance of the political/legal, economic, and cultural environments to global business

What's Your Global Perspective?

- Parochialism viewing the world solely through your own perspectives, leading to an inability to recognize differences between people.
- Ethnocentric Attitude the parochialistic belief that the best work approaches and practices are those of the home country.

More Global Perspectives

- Polycentric Attitude the view that the managers in the host country know the best work approaches and practices for running their business.
- Geocentric Attitude a world-oriented view that focuses on using the best approaches and people from around the globe.

Global Trade Mechanisms

- World Trade Organization (WTO) a global organization of 153 countries that deals with the rules of trade among nations.
- International Monetary Fund (IMF) an organization of 185 countries that promotes international monetary cooperation and provides advice, loans, and technical assistance.

Global Trade Mechanisms (cont.)

- World Bank Group a group of five closely associated institutions that provides financial and technical assistance to developing countries.
- Organization for Economic Cooperation and Development (OECD) - an international economic organization that helps its 30 member countries achieve sustainable economic growth and employment.

Types of International Organizations

- Multinational Corporation (MNC) a broad term that refers to any and all types of international companies that maintain operations in multiple countries.
- Multidomestic Corporation an MNC that decentralizes management and other decisions to the local country.

Types of International Organizations (cont.)

- Global Company an MNC that centralizes management and other decisions in the home country.
- Transnational or Borderless Organization an MNC in which artificial geographical barriers are eliminated.

How Do Organizations Go Global?

- Global Sourcing purchasing materials or
 labor from around the
 world wherever it is
 cheapest.
- Exporting making products domestically and selling them abroad.



Going Global (cont.)

- Importing acquiring products made abroad and selling them domestically.
- Licensing an organization gives another organization the right to make or sell its products using its technology or product specifications.
- Franchising an organization gives another organization the right to use its name and operating methods.

Going Global (cont.)

- Strategic Alliance a partnership between an organization and one or more foreign company partner(s) in which both share resources and knowledge in developing new products or building production facilities.
- Joint Venture a specific type of strategic alliance in which the partners agree to form a separate, independent organization for some business purpose.

Going Global (cont.)

 Foreign Subsidiary - directly investing in a foreign country by setting up a separate and independent production facility or office.



Exhibit 3-3: How Organizations Go Global

Minimal Global Significant Global Investment Investment Exporting and Importing Strategic Alliance Global Sourcing Licensing Joint Venture Franchising Foreign Subsidiary

The Economic Environment

- Free Market Economy an economic system in which resources are primarily owned and controlled by the private sector.
- Planned Economy an economic system in which economic decisions are planned by a central government.

The Cultural Environment

- National Culture the values and attitudes shared by individuals from a specific country that shape their behavior and beliefs about what is important.
- Global Leadership and Organizational
 Behavior Effectiveness (GLOBE) program a
 research program that studies cross-cultural leadership behaviors.

Exhibit 3-4: What Are Americans Like?

- Americans are very informal. They tend to treat people alike even when great differences in age or social standing are evident.
- Americans are direct. They don't talk around things. To some foreigners, this may appear
 as abrupt or even rude behavior.
- Americans are competitive. Some foreigners may find Americans assertive or overbearing.
- Americans are achievers. They like to keep score, whether at work or at play. They
 emphasize accomplishments.
- Americans are independent and individualistic. They place a high value on freedom and believe that individuals can shape and control their own destiny.
- Americans are questioners. They ask a lot of questions, even of someone they have just met. Many may seem pointless ("How ya' doin'?") or personal ("What kind of work do you do?").
- Americans dislike silence. They would rather talk about the weather than deal with silence in a conversation.
- Americans value punctuality. They keep appointment calendars and live according to schedules and clocks.
- Americans value cleanliness. They often seem obsessed with bathing, eliminating body odors, and wearing clean clothes.



Exhibit 3-5: Hofstede's Five Dimensions of National Culture

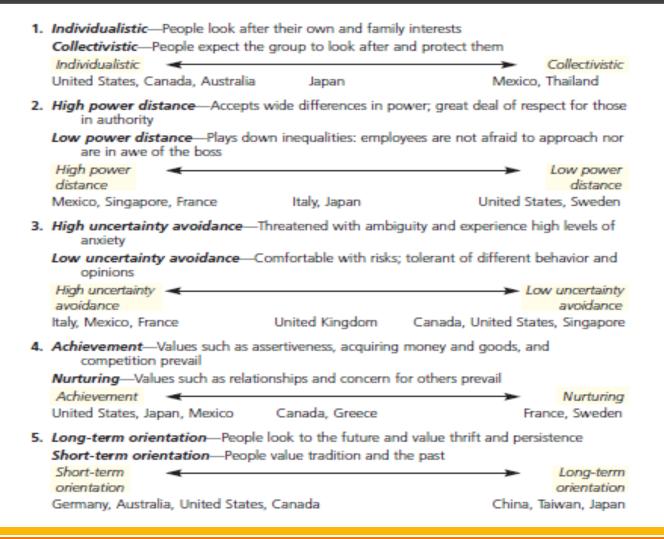




Exhibit 3-6: Globe Highlights

Dimension	Countries	Countries	Countries
	Rating Low	Rating Moderate	Rating High
Assertiveness	Sweden	Egypt	Spain
	New Zealand	Ireland	United States
	Switzerland	Philippines	Greece
Future orientation	Russia	Slovenia	Denmark
	Argentina	Egypt	Canada
	Poland	Ireland	Netherlands
Gender differentiation	Sweden	Italy	South Korea
	Denmark	Brazil	Egypt
	Slovenia	Argentina	Morocco
Uncertainty avoidance	Russia	Israel	Austria
	Hungary	United States	Denmark
	Bolivia	Mexico	Germany
Power distance	Denmark	England	Russia
	Netherlands	France	Spain
	South Africa	Brazil	Thailand
Individualism/collectivism"	Denmark	Hong Kong	Greece
	Singapore	United States	Hungary
	Japan	Egypt	Germany
In-group collectivism	Denmark	Japan	Egypt
	Sweden	Israel	China
	New Zealand	Qatar	Morocco
Performance orientation	Russia	Sweden	United States
	Argentina	Israel	Taiwan
	Greece	Spain	New Zealand
Humane orientation	Germany	Hong Kong	Indonesia
	Spain	Sweden	Egypt
	France	Taiwan	Malaysia

^{*}A low score is synonymous with collectivism.



Contemporary Issues

- Cultural Intelligence cultural awareness and sensitivity skills.
- Global Mind-Set attributes that allow a
 leader to be effective in
 cross-cultural
 environments.

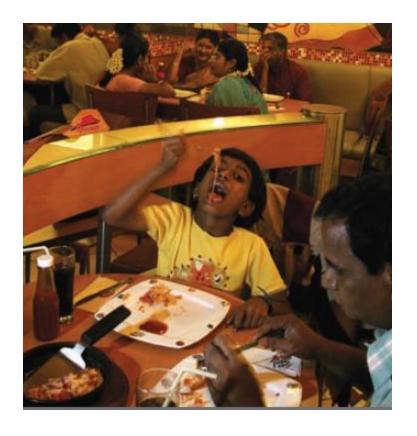


Exhibit 3-7: A Global Mindset

Intellectual capital: Knowledge of international business

and the capacity to understand how business works on a global scale



Psychological capital: Openness to new ideas and experiences



Social capital: Ability to form connections and build

trusting relationships with people

who are different from you



Source: Adapted from M. Javidan, M. Teagarden, and D. Bowen, "Making It Overseas," Harvard Business Review, April 2010, pp. 109–113; and J. McGregor (ed.), "Testing Managers' Global IQ," Bioomberg BusinessWeek, September 28, 2009, p. 68.

Terms to Know

- Parochialism
- Ethnocentric attitude
- Polycentric attitude
- Geocentric attitude
- European Union (EU)
- Furo
- North American Free Trade Agreement (NAFTA)
- Association of Southeast Asian Nations (ASEAN)
- World Trade Organization (WTO)
- International Monetary Fund (IMF)

- World Bank Group
- Organization for Economic Cooperation and Development (OECD)
- Multinational corporation (MNC)
- Multidomestic corporation
- Global company
- Transnational or borderless organization
- Global sourcing
- Exporting
- Importing
- Licensing



Terms to Know (cont)

- Franchising
- Strategic alliance
- Joint venture
- Foreign subsidiary
- Free market economy
- Planned economy
- National culture
- Global Leadership and Organizational Behavior Effectiveness (GLOBE) program
- Cultural intelligence
- Global mind-set



This work is protected by United States copyright laws and is provided solely for the use of instructors in teaching their courses and assessing student learning. Dissemination or sale of any part of this work (including on the World Wide Web) will destroy the integrity of the work and is not permitted. The work and materials from it should never be made available to students except by instructors using the accompanying text in their classes. All recipients of this work are expected to abide by these restrictions and to honor the intended pedagogical purposes and the needs of other instructors who rely on these materials.