



Internationalizing the Curriculum Project

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MGT 175 Business Organization and Management –3 Credits

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- Course Description: Covers basic principles of managing quality and performance in organizations. Covers management functions: planning, organizing, leading, and controlling. Emphasizes continual improvement, ethics, and social responsibility.
- Required Text: *Management*, 5 ed., John R. Schermerhorn, Jr.

International Component Summary

Assignments include case studies, background material for written assignments and Internet research for individual and group activities. The "international" component consists of seven exercises, which are included in the student packet or require library or Internet research. The exercises focus on typical management problems in Japan, Mexico, Germany, France and the U.S. comparing management styles in hiring, decision making/problem solving, negotiating contracts, cultural training for conducting international business and salary practices. Instructor emphasizes the social-cultural, economical, legal-political, and managerial differences between American and other countries.

Content Areas Which Include International Material/Components

International module includes seven exercises, which integrate the study of management functions, procedures and practices with global awareness by exploring case histories from Japan, France, Germany and Mexico.

Description of Material and How Integrated In Course

A series of seven case histories or exercises written by the instructor or from other texts (see bibliography) and edited for use in the course is attached. The exercises involve: hiring a manager for a manufacturing plant in Mexico; comparing management styles in France, Germany, Mexico and Japan; integrating decision making processes in an Israeli company with its US parent company; business protocol in Japan; using the internet to examine conducting business in China; training employees for overseas positions; and, administering salary programs in Japan.

Instructional/Supplemental Materials Required

Requires a series of handouts with background information and detailed explanations of what students should be cognizant of before completing assignment. Materials were written by instructor or adapted from other sources. Students will need access to the Internet.

Special Assignments and Activities

Assignments vary from answering specific questions, writing papers, and using the Internet to research specific topics. The assignments are included with copies of the exercises.

Tips/Suggestions to Instructor

The materials can be integrated into any undergraduate Management course or used for a separate one-credit course. It is important to inform students of the rationale, for it would be useful in their future careers and make the course material more interesting.

Syllabus/Course Outline

Attached

Resources

Attached

Special Assignments

Attached

SYLLABUS/COURSE OUTLINE: MGT 175, BUSINESS ORGANIZATION AND MANAGEMENT

COURSE OBJECTIVES:

- To teach students the principles of management.
- To introduce them to the applications of management theory through the use of case materials, in-class exercises and/or out-of-class writing assignments.
- To examine the field of management in our modern social and economic environment.
- To explore the dynamic changes in management.
- To introduce students to international business through the use of practical exercises.

COURSE REQUIREMENTS:

PREPARATION:

Reading each assignment and completing homework prior to class is essential. Class participation is encouraged.

ATTENDANCE:

Attendance at all classes is encouraged. If you stop attending class and you do not notify me that you wish to continue in the class, you will be dropped with a (W) or (Y) after three unexcused absences.

TESTS:

Five examinations will be given as scheduled, and taken at the assigned times. It is your responsibility to schedule a time with me to makeup exams. Each exam will consist of thirty multiple-choice questions taken from textbook materials and class lectures. One point possible for each multiple-choice question. Five exams @ 30 points = 150 points.

READING ASSIGNMENTS:

A series of assignments may be made during the study of each part. These assignments will consist of cases project studies and participation in small groups.

CASES/APPLICATION QUESTIONS:

You are responsible for reading the case and application question at the end of each Chapters 1, 2, 4, 10, and 19. Please answer the questions at the end of four cases. A total of ten points are possible for each case. You may earn 40 points for this project. 2 points will be deducted each day for cases turned in after the due date.

INTERNATIONAL PROJECT:

There are seven international projects. You are required to read each assignment and complete the assignment as requested. A total of 30 points are possible for the completion of each project. You may earn 210 points for this work. 5 points will be deducted each day for projects turned in after the due date.

PROJECT STUDY:

Use Internet or library to research Kyocera. Kyocera is a multinational company with its parent company based in Japan. Subsidiaries are located in the U.S. Research this company to determine what affects the Japanese management style has on its subsidiaries. Use the SWOT (strengths, weaknesses, opportunities, and threat) approach to prepare a typed double spaced paper. Paper not to exceed six pages. 100 possible points for this paper. Paper will not be accepted after due date.

COURSE ORGANIZATION:

PART	CHAPTERS
I	1 and 2
II	4, 5, 6
III	8 and 9
IV	13 and 14
V	15 and 19

GRADING:

Letter grades will be assigned based on the number of points earned. Point assignments are as follows:

10% of grade for Cases (5 cases X 10 pt.)

40% of grade for International projects (7 projects X 30 pt.)

30% of grade for 5 exams (5 exams X 30 pt.)

20% of grade for Kyocera (one project)

SCALE:

A = 500 - 450

B = 449 - 400

C = 399 - 350

D = 349 - 300

INTERNATIONALIZATION PROJECT MGT 175 BUSINESS ORGANIZATION AND MANAGEMENT

INTRODUCTION:

An attempt for organizations to maintain a competitive advantage in domestic markets, and to gain a competitive advantage within foreign markets, has created a need for economic and social change. As demographics within organizations change, foreign competition in the United States increases, and new evolving marketing opportunities abroad emerge, organizations are forced to train managers to become globally minded and more culturally sensitive.

This module will examine two dimensions of global awareness affecting managers in organizations today. They are "Global Village" and "Human Impact Realization". Global village perception is a view of the world as a system of interconnected and interdependent parts and an understanding of the key components of the system and their global effects. Human impact realization is an awareness of the global effects of actions taken by individuals, groups and nations.

INTERNATIONALIZED MODULE OVERVIEW

SUBJECT AREA

This module is an integrated study of management functions, procedures, practices and global awareness. It provides students with an understanding of cultural, social, and economic differences for business operations in Europe, Asia, South America and North America. Emphasis will be placed on international businesses in Japan, France, Germany and Mexico. It allows students to evaluate business management operations between these countries and the United States in order to determine how cultural, social and economic differences affect business management decisions.

PURPOSE

The purpose of this module is to enable students to understand problems associated with international business and to integrate the concepts of global awareness into the traditional business management curriculum. The module develops the students' awareness of their own cultural assumptions that affect business management, and introduces them to ways to become effective managers based on different value orientations. Students receive practical experience on how to manage international business operations.

COMPETENCIES

After completing this module students will be able to:

- Demonstrate basic knowledge of cultural differences between Japan, Mexico, Germany, France and the United States.
- Describe the basic management functional areas of planning, organizing, supervising, and controlling.
- Identify international managerial decisions related to planning, organizing, supervising, and controlling.
- Apply the basic problem solving steps necessary to solve international business management problems related to planning, organizing, supervising and controlling.
- Demonstrate basic knowledge of ethical international business management decisions.

TIME REQUIRED

Since this module is designed to use a practical approach to teaching, it can be infused into the traditional business management 16-week curriculum or can be used as a one-credit course for four weeks.

MATERIALS REQUIRED

Required materials include a syllabus, which lists selected reading from the course textbook and a list of journals for outside reading. Students will need access to a computer in order to research business practices of a company in one of the four countries. The module also includes practical experience assignments. International business and management films will supplement lectures.

SUGGESTED EVALUATION MEASURES

Students will be evaluated as follow 50% of grade is based on completion of practical applications. 30% group participation and 20% individual. 30% of grade is based on completion of multiple choice tests. 20% of grade is based on completion of written report via research on the Internet.

RESOURCES

Doing Business Internationally: The Cross-Cultural Challenges. (1995) Resource Book. Training Management Corporation.

Foster, Dean Allen. (1995). Bargaining Across Borders: How to Negotiate Business Successfully Anywhere in the World. New York, New York. McGraw Hill Inc.

Hall, Edward T. and Mildred Reed Hall. (1985). Understanding Cultural Differences. Garden City NY: Intercultural Press Inc.

Harris, Philip R. and Moran. Robert T. (1996). Managing Cultural Differences: Leadership Strategies for a New World of Business. 4th Edition. Houston. London. Paris Gulf Publishing Company.

Kras, Eva S. (1995). Management in Two Cultures: Bridging the Gap between U.S. and Mexican Managers. Yarmouth Maine: Intercultural Press.

Lewis, Richard D. (1996). When Cultures Collide: Managing Successfully Across Cultures London Nicholas Bradley Publishers.

Reed, Linda A. (1988). Education in the People's Republic of China and U.S. China Educational Exchanges. Washington. D.C. National Association for Foreign Student Affairs.

Schermerhorn, Jr. John R (1996). Management (5th Edition). New York, New York. John Wiley & Sons. Inc.

Weihrich, Heinz and Harold Koontz. (1995). Management A Global Perspective. New York, New York. McGraw-Hill. Inc.

PRACTICAL INTERNATIONAL EXPERIENCE ASSIGNMENTS TO ACCOMPANY BUSINESS
ORGANIZATION AND MANAGEMENT MGT 175

EXERCISE 1-1

SELECTING A NEW MANAGER

Directions: You are to select an Operations Manager for the new office in Guadalajara, Mexico. The manager, who reports to the Vice President of Manufacturing in Arizona, is responsible for the entire operations of the Guadalajara facility. Starting annual salary is \$29,000.

Background

Hardin Corporation, located in Phoenix, Arizona, was founded in 1983. Operating as a small business, its major sources of income have come from companies who wanted casting and decorative plating for jewelry. Jim Hardin, President and Chairman of the Board, his wife Nancy, and two sons started the business with a bank loan of \$5,000. Last year's gross income was \$1,400,000. Although Nancy has expired, the Corporation remains family owned and operated. Jim's sons hold Vice President positions in name only.

Today, the Corporation is a leading source for corrosion prevention and protective finishes for commercial and military components. It sub-contracts with larger corporations for commercial products in aerospace, automotive, biotechnology, electronics, and weapons systems. It continues to provide casting and decorative plating for jewelry and other consumer products. However, the majority of its income stems from aerospace contracts for commercial products.

Recently, Boeing and McDonnell Douglas produce the Corporation obtained two large plating contracts for aircraft. The contracts are for ten years and can increase profits to over a billion dollars within the next two years. Jim Hardin decided this would be a good opportunity to expand into the international markets. After much research into understanding the benefits of NAFTA, the decision was made to seek international business opportunities in Guadalajara, Mexico. Jim and his two sons purchased an existing small plating business, which was operating at a loss. Jim will finalize negotiations within the next 9 months. The Operations Manager will work with the existing Guadalajara personnel to get the plant ready to begin operations in 12 months.

Hardin History

Jim Hardin, now in his late 70s, maintains strong personal convictions for the Protestant work ethic. He believes men will reap benefits according to their efforts. His attitude that "the strong are on earth to rule the weak, at whatever costs", is much like his grandfather, Tom Hardin, who was a plantation owner. John Hardin, Jim's father, would have continued the business but by the time he became of age, the slaves were freed.

However, John retained much of the "slavery mentality" by running his agricultural business and governing his employees with an "iron fist". In fact, John taught young Jim how to operate a successful business by paying cheap wages to males doing unskilled work, average wages to males doing supervisory work, and minimum wages for young females doing clerical work.

Your Qualifications

Before joining Hardin Corporation as Human Resource Manager, you worked at TRW Systems as Human Resource Manager. You also worked at Mims Plating Company as a part-time gold polisher while attending ASU. After receiving a Bachelor's Degree in Business from ASU you spent four years in parts of Europe and Asia in the Peace Corp. Your experience and education has taught you the value of appreciating diversity in the workforce at all levels of the organization.

You reviewed over 200 applications from applicants in the United States and Mexico. The following three applicants represent the best candidates for the position.

Table 1-1
Personal Data of Candidates for the Management Position

Factor	Mary Gonzales	Tom Potter	James Cane
Age and marital status	37 years, Divorced	23 years, Divorced	45 years, Single
Ethnicity	Hispanic	White	Black
Number of dependents	1 child	2 children	None
Education	College graduate Business Degree	Community College Associate Degree Management courses	Trade School Plating certificate
Planting Experience	5 years	4 years	6 years
Supervisory Experience	3 years	3 years	Retired Navy Colonel
Present Occupation	Executive Secretary	Supervisor	Manager
Annual Salary	\$21,000	\$23,000	\$25,000

Directions:

1. Which of three candidates will you recommend to Jim Hardin for this position? Why?
2. Why did you reject the other two candidates? Be specific.

EXERCISE 1-2

UNDERSTANDING FUNDAMENTAL DIFFERENCES IN MANAGEMENT STYLES AMONG FOREIGN MANAGERS

Managers engaged in international business should be cognizant of cultural and managerial differences, especially when selecting managers from the host country. The following exercise is designed to provide information that will allow students to understand and compare cultural differences between four countries.

DIRECTIONS: After you have read the following article, complete exercise 1-2.

Since the economic unification of Western Europe was announced in 1985, the signing of the NAFTA in 1990, and increased business opportunities in the Pacific Rim, American business executives have been challenged with how to successfully manage an international business. This challenge becomes increasingly important as new markets offer opportunities for higher profits.

American managers must understand fundamental differences between American and foreign operations. This exercise discusses cultural differences in corporate structure? Management leadership style, and employee rights.

Corporate Structure, Management Style, Employee Rights

As a result of cultural traditions, political and economic disparities, and management style, the manner in which a manager relates to employees and makes decisions varies widely throughout Europe and North America. In Europe, it is generally true that the farther north you go, the more participative the management style. Geert Hofstede, leading researcher in the field of culture and work, states that this type of management style is considered low power distance culture. Low power distance or high power distance cultures relate to those who hold the power and those affected by the power holder. The United States has a fairly low-power distance culture rating along with Australia, Nordic cultures, Germanic cultures and New Zealand. Thus, managers don't tell employees what to do, they sell employees on the idea or convince them on the idea before making decisions. Therefore, reaching a consensus is made easier within these cultures than in Latin American, South Asia and Arab cultures.

Germany has risen from the rubble to become the third largest industrial giant in the Western World, following the United States and Japan. Although Germanic cultures rank low on power distance, there is a great respect for authority, rank and power. In Germany, managers will rarely move out of their special field but will hold almost every management position within the relevant division or group before reaching the senior management level. Unions are strong and provide workers with many more rights than some foreign counterparts. For example, Germans get 5-6 weeks paid vacation.

Germans are meticulous and exact and often very militaristic in the preciseness of their actions. In order for everyone to operate effectively in an organized fashion, there is an internalized consensus on the importance of following societal norms that can prevent the need for externally imposed enforcement. For example, people waiting until the light turns green before crossing the street even if there is no traffic coming. In Mexico, even where regulations are fully externalized and enforceable, no self-respecting driver would stop at a red light if there is clearly no traffic coming the other way.

Whereas most Americans are oriented towards competition and making higher profits, executives in France are not basically oriented towards competition. The concept of simply making money is not as important to the company as the long-term survival. French workers do not respect the work ethic as much as Americans do; they are usually not motivated by the desire to emulate fellow workers. Although they usually work hard in their allotted working time, they frown on working overtime, and have four to five weeks of vacation each year. Less delegation of responsibility limits accountability,

and contributes to a more rigid and structured workforce. Most corporations are very much one-person shows with centralized decision making.

Unlike the Frenchman, Mexicans tend to be competitive. Protocol is important and social competence is as critical as technical competence. They emphasize the social and personal aspects of their relationships with the business people they encounter. Mexicans are proud, patriotic, family oriented and hard working. Emotionally, they are comfortable speaking about their inner qualities, like soul or spirit. They may look at North Americans as insensitive because they avoid such subjects. Conducting business in Mexico is complex and tends to be a long procedure. Mexico is a high power distance culture. Mexican managers tend to be high level, male, and well connected within the business. Family connections, personal or political influence, and education are critical to conducting business in Mexico. In negotiations, personal honor or dignity is an important factor since they have seen a long history of unfair treatment by the North Americans.

Japanese managers are similar in many ways to Mexican managers. Japanese managers are great lovers of success. They also enjoy being sensitive to their surroundings, and seek to create an atmosphere of well-focused energy and disciplined good cheer. However, they do not emphasize individual reward and individual recognition like the Mexican and United States managers. Japanese managers place emphasis on recognition of the group. There is a sense of order, propriety, respect for seniority, and the elderly. The goals of Japanese business society seem to be steady employment, corporate growth, product superiority, and national economic welfare. These goals are considered more important than profits. The goals of the individual seem to be "more" for the organization than for self. Patience is prominent among Japanese managers. It may take three years for a decision, but once made, the Japanese will be ready to go into production within a few weeks.

CULTURAL DIFFERENCES AMONG VARIOUS COUNTRIES

Asian managers, especially Chinese supervisors, have difficulty exercising the leadership expected of them. They are somewhat reticent, retiring, reserved and shy. They are interested in long-range benefits. Emphasis is placed on proper etiquette, trust and mutual connection. The offering of a cigarette in the People's Republic of China has become a common expression of hospitality. Once Chinese decide upon who and what is best, they show great steadfastness to achieving their goals. However, nothing should be considered final until it has been actually realized.

Japanese are not a rational people in the sense economists use the term. They will sacrifice their interests as consumers for the nation as a whole. They will make spending decisions on the basis of who is selling, not on the basis of what is sold. In short, they would rather pay more for something than less for it. They are prone to value quality and reliability to a degree North Americans find hard to believe. They do not communicate things directly. They look for meaning and understanding in what is not said, in the non-verbal communication or body language, in the silences and pauses, in relationships and empathy. When conducting business, Americans should avoid direct communication on money and never put Japanese in a position where he or she must admit failure. Avoid praise of the company's product or services let the literature do that. Wait patiently for meetings to move beyond preliminary tea and inconsequential talk. Japanese are punctual, yet they expect visitors to wait for group decisions that take time. Women on career paths are still uncommon.

Latin American cultures tend to exhibit a closer speaking distance than Asian cultures. People stand and sit close together. Men often embrace when meeting one another. In doing business, class and status in society may determine the order of preference for service at a business. Trust must develop through a series of frequent and warm interpersonal transactions. The work one does is closely related to one's social class. Unlike most Americans, the Mexican work pace is traditionally slow. Traditionally, decisions are made at the top. They exhibit high context communicators by using body language and emotional cues. They maintain a relaxed polychronic attitude about time. They do not allow schedules to interfere with experiences involving their family or friends.

European cultures have an inherent interest in the quality of life, at all levels of society. There is a predominant humanist belief that people are to be served by progress and not the reverse. Much like Mexicans, the French are very status conscious. Social status depends on one's social origins; the aristocracy, the upper bourgeoisie, the upper middle bourgeoisie, the middle, the lower middle and lower classes. French people are friendly, humorous, and sardonic. They are very hard to impress, and impatient with those who try. They are more inner-oriented and base behavior and evaluations of others upon feelings, preferences, and expectations. French workers do not respect the work ethic as much as Americans, and are not motivated by competition. They are used to conflict and are more likely to be interested in a person who disagrees with them. They take great pride in their past cultural heritage, which causes them to be too critical of people who do not benefit from that same cultural tradition.

Germans have a reputation for being industrious, hard working, reserved and perhaps even cold. Praise would be based on professional criteria and not personal judgment or connections. They tend to be very exact, meticulous, not spontaneous, and very private. Germans are very knowledgeable and capable business people. Much like Asians, they pride themselves on having quality products to offer. They do not like loud, pushy business people. They are title conscious. Proper etiquette requires addressing them by their title. It is impolite to talk to someone with hands in pockets, and rude to sit with the bottom of shoes facing another person. Guests usually stand when the host enters the room. Chewing gum in public is rude.

DIRECTIONS: Listed below are some of the characteristics of corporate structure, management style, employee rights, and cultural differences discussed in the preceding material. Alongside each characteristic, indicate by means of a check mark the country in which the characteristic is most prevalent.

Characteristic	France	Germany	Mexico	Japan
1. Consensus management with workers				
2. Companies most similar to American companies				
3. Executive tending to have extensive technical training				
4. Tightly controlled management structure				
5. Corporations are pretty much a one-person show				
6. Societal status is important				
7. Long negotiation process				
8. Emphasis on quality product				
9. Values quality of life, workers have more than two weeks vacation				

EXERCISE 1-3

EXERCISE IN DECISION MAKING

DIRECTIONS: Given below in mixed sequence are the eight steps involved in the problem-solving process. Arrange these steps in their logical ordering by numbering them 1,2,3,etc.

STEPS IN THE PROBLEM-SOLVING PROCESS

1.	Analyze relevant information
2.	Choose the best solution
3.	Collect relevant information
4.	Define the problem
5.	Develop alternative solutions
6.	Implement the solution
7.	Recognize the problem

DIRECTIONS: The following article tells how National Semiconductor, Israel, integrated the strengths of the Israeli culture with those of its U.S. parent company to form a decision-making process that suited its needs best. After you have read the article, answer the questions that follow.

Values Must Blend in Overseas Operations

National Semiconductor, Israel, is a subsidiary of Santa Clara, California - based National Semiconductor. The general set of values and goals is similar in both companies. The organizational culture and management style of the Israeli subsidiary, however, is different from the culture and style of its parent company in California.

As an American-owned company operating in Israel, three different factors influence the culture of National Semiconductor, Israel:

- The U.S. parent company
- Israeli society
- The individual characteristics of its gold-collar workers (highly skilled employees who set their own priorities and desire autonomy but don't aspire to be leaders of the organization)

For example, the American culture has its foundations in the Protestant ethos of Western societies. This ethos concentrates on private enterprise and places the individual in the center. The emphasis is on the individual, not on the group. The cultures of both Eastern Europe and Islam, on the other hand, influence the Israeli culture. In Israeli culture, the emphasis is on the group. The individual acts primarily within - and as part of - a group.

Management principles at National Semiconductor, Israel, therefore, must compensate for the weaknesses of the Israeli culture and take advantage of its strengths. These principles must capitalize on the high technical ability and personal integrity of the Israeli worker, and compensate for the low managerial ability that results from a tendency toward informality, openness, and indistinct lines of authority.

At the same time, management at the Israeli Company must try to introduce the strengths of the U.S. - parent company culture without introducing its weaknesses. Management must introduce the tendency to be systematic, which is characteristic of the American gold-collar worker, but exclude features that would be inappropriate for the Israeli culture.

This was the challenge faced by the company as it implemented a new decision-making process that impacted the organizational culture at its R&D Center. (The R&D Center includes 150 engineers, who

develop and design such products as integrated circuits, software, fax machines, modems, answering machines, and other technologies.)

A survey conducted in April 1990 revealed how employees at the center felt about the company, and in particular, the organization's decision-making process. The survey revealed that:

1. Individual workers were dissatisfied with their ability to influence events in their own departments. They indicated that they were excluded from all stages of the decision-making process, including receiving information on the final decisions.
2. Because the team didn't participate in the decision making process, the decisions didn't affect the accumulated knowledge of the team.
3. The procedure for making decisions was unclear, as it was for following up on final decisions to verify that they were being implemented properly.

Management set up a committee to investigate the problem. Its goal was to improve the decision-making process so that it would be appropriate to the existing organizational structure while accommodating the cultural characteristics of the Israeli gold-collar workers. The group included senior management members, the human resources manager of the design center, and two consultants from outside the organization.

The committee members talked with employees and managers throughout the design center about the issues. They came to the conclusion that how decisions were made was the central issue of everyone concerned. They decided, therefore, to clarify this process in theory before developing techniques to improve it.

The committee first produced a set of management norms to describe how managers in the organization should make decisions. Then they identified methods that managers could use to implement these norms. The norms fell into the following three categories:

- Teamwork
- Authority and Responsibility
- Decision Making

The committee developed the teamwork norms first because teamwork drives the Israeli organization. These norms were:

- Decision-makers must have the most current and complete information possible, including the degree of uncertainty that's inherent in the decision.
- Everyone who may have to implement a decision must know about it and agree with it.
- Everyone should be involved in making all decisions that affect him or her.
- Although decisions are a team effort, each individual is responsible.
- There should be a clear distinction between meetings held for the purpose of making decisions and meetings held for other purposes.

The committee then discussed who should have the authority and responsibility for decisions. It was decided:

- Decisions should be made at the lowest level possible - the level of the supervisors for the individuals affected by the decision.
- A decision must identify an implementing authority, an explanation of how the decision furthers organizational strategy, and a division of duties and detailed responsibility limits that ensure implementation of all parts of the decision.
- The objectives and assignments of each manager include responsibility for all the decisions that he or she must implement as well as for the decisions of those employees under his or her management.

Next, the committee agreed upon which factors impact decision making. These factors were:

- Clearly defined parameters, such as cost and personnel time, so that decisions could be classified by priority.
- Consideration of the practicality of a decision and how easy it was to implement. A decision that isn't practical to implement won't be approved.
- Ability to make changes in decisions.
- Evaluation of the decision for cost, time, and other quantitative and qualitative effects.
- A clearly defined procedure that all managers could follow when they implement decisions and evaluate their effects.

Management doesn't make and implement all decisions. It's a popular belief that management is responsible for forming and making the decisions, and implementing them on all levels, in any organization. Here's where the cultural values of the organization are most evident, however. National Semiconductor, Israel, decided to demonstrate its nature, both in word and in deed.

In principle, the management team only should recommend changes. All other levels in the organization should be free to react, comment, and make suggestions or object to that recommendation before management reaches a decision officially and it becomes binding on all concerned.

The company agreed that the management team should submit its conclusions to a different, independent team, which would include representatives from all levels of the organization, from the most junior to the top. This second team then must review, evaluate, revise (if necessary) and develop an implementation program for the changes. This would provide continuous feedback to management on how the implementation process was progressing. As a result, management could detect and correct implementation problems immediately and suggest and apply remedies.

Management understands that a set of values can't be imposed on an organization but must come from all levels of the organization. Considering and respecting the values of individuals improves morale within the employee community. In this way, employees feel that they can make a real contribution and impact on making decisions.

At first glance, the decision-making process appears to be a technical one. It may seem possible to codify the process as a set of rules that usually lead to a wise decision. In reality, however, National Semiconductor, Israel, found the process was more complicated. Decisions are heavily influenced by cultural background. The ideal decision-making process must allow expression of different cultures.

A successful decision-making process allows the organization to adjust itself, as necessary, to the changing external reality. It doesn't interfere with the organization's ability to continue to perform all necessary tasks and to meet the demands of both the foreign subsidiary and the parent company.

Source: Eli Lazar, "Values Must Blend in Overseas Operations," Personnel Journal (February, 1993)

Directions: Use a separate sheet of paper to answer the following questions.

1. Describe the differences between the management style of the Israeli subsidiary and the parent company.
2. Describe the Israeli culture as it relates to
 - a) Individual vs. group
 - b) Informality vs. openness
3. What did the April 1990 survey reveal?

4. What was the conclusion of the problem-solving committee?
5. Which of the three categories of norms did the committee develop first and why?
6. What did the committee decide regarding the authority and responsibility for decision making?
7. How did the Israeli management team feel about the decision-making process?
8. How would you implement the new decision-making process?
9. How will you evaluate the new decision-making process?

EXERCISE 1-4

NEGOTIATION SKILLS

Suppose your organization sent you to Togo where before any business discussions began, all parties inquire about the health and well being of each other. They also inquire about each other's family, brother and sisters, aunts and uncles, cousins, nieces and nephews, close friends, dead ancestors, cattle, and other livestock. The ritual sharing can consume most of the morning. Then tales are told of the latest domestic misadventures, food and drink is served, and at some point after lunch, some substantial matters of business might be considered.

DIRECTIONS: Assume you are sent to Togo to negotiate a billion-dollar contract. As an American, you are dying to get down to some serious nitty-gritty work before you fly home. Write a paper describing how you would handle this situation.

EXERCISE 1-5

CONDUCTING INTERNATIONAL BUSINESS

DIRECTIONS: Read the following article. Use the Internet or library to conduct additional research on a country you would like to visit to conduct business. Use the highlighted topics in the article to write a paper not to exceed 4 pages (double-spaced) on how you would transact business in that country. Indicate where you obtained your information.

At the negotiating table, Americans might expect a meeting to begin and end at a certain time, with a series of important points discussed in between. However, when negotiating with other countries, managers must demonstrate an awareness of and sensitivity for the customs of that country.

The following is just a sampling of how different parts of the world view such factors as time, space, eating and drinking, the role of women, language, greetings, and gifts.

Language

It is best to learn the language of the country you're visiting, but since there often isn't time for that, there are steps to take to make yourself understood:

- Learn at least a few key phrases in the language of your host country, for example, greetings, "please," and "thank you."
- When speaking English, speak slowly and distinctly, and avoid idioms. Speaking English loudly won't make it easier for your listener to understand you.
- When using an interpreter, make sure he or she can interpret the spirit of your message, not just the words. Pepsi Cola's slogan "Come alive with Pepsi" was translated in China as "come out of the grave with Pepsi," hardly the message the company intended.
- Your body language is important. Be careful; some common American gestures have an entirely different meaning to other nationalities. In the Middle East and Far East pointing with one finger is considered impolite. Making a circle with the thumb and index finger, a sign for "okay" in America, is a vulgar sign in Brazil, is considered impolite in Russia and Greece, means "money" in Japan, and "zero" or "worthless" in southern France. In the Arab world and the Middle East, avoid showing the sole of your shoe or pointing the sole of your sole at someone. The American gesture for "2" forming a "v" with the index and middle finger of one hand is considered vulgar in Asian cultures.
- Whereas making eye contact in America is a sign of confidence and sincerity, in Japan, Korea, and India, looking away is a sign of respect. In France eye contact is even more intense than in the United States, and the French may take it as a sign of insincerity or weakness when Americans don't return their intense gaze. Long, direct eye contact among Arab men is important.
- Culture also determines how close you stand to someone when talking and the amount of physical contact you're comfortable with. Italians, who are good friends, male or female, embrace upon meeting and parting, and men may walk arm in arm. Arabs, Middle Easterners, and Latin Americans stand very close to each other when conversing.
- Dean Allen Foster, in his book *Bargaining Across Borders*, tells about the Argentines who roped off a section of a low-railed balcony because so many Americans had inadvertently backed off of it while trying to protect their space when talking with their Argentine associates. At the other end of the spectrum are the British and Japanese, who value their space and don't like to be touched.

Time

Schedules, deadlines, being on time, and accomplishing as much as possible in a short time is the American way. But in other countries time is not so important.

- The Arabs and Latin Americans begin their meetings with lots of social amenities. They serve many cups of tea or coffee and inquire about health and family before getting down to business.
- Our Latin counterparts, however, while agreeing to a formal meeting might arrive much later than the time stated and expect to discuss a great many things in addition to or perhaps instead of what was on the agenda; even if it means keeping the Americans and the meeting going long beyond its stated end-time.
- In Spain there is a saying that the only thing that begins on time is Mass, but punctuality is a must in most of the rest of Europe.

Most people know that Americans shake hands when meeting and are not offended if we do not follow their custom. But it is wise to know what to expect - whether a handshake, a kiss, or a bow.

- The Japanese bow when greeting each other, but there are rules as to who bows to whom, how many times, when, and how deeply. The Chinese host will generally set the tone for the greeting and departing. Do not touch or slap them on the back. A slight bow and brief shake of the hands is more appropriate. Visitors should behave in a non-condescending manner.
- The Europeans shake hands, but their grip is not so strong as that of Americans. However, businessmen Frenchmen appreciate a firm and pumping handshake. German men should bow slightly.
- A kiss on both cheeks (and in some countries three kisses) is common in France and other French-speaking European countries, especially among friends.
- In the Gulf States the Arabs first shake hands, then put their right hand on your left shoulder and kiss you on both cheeks. Do not shake hands with Arab women.

Names and Titles

Generally, other nationalities are more formal than Americans when it comes to names. Most do not address each other by given names unless they are family or old friends.

- When addressing a Japanese put Mr., Mrs., or Miss before the Japanese surname, or attach "San" (honorable) to the end of the surname. But don't add "San" to your name when introducing yourself. The Chinese family name is always mentioned first. One syllable is the family name (last name) two syllables are usually the first names. Some Asians are reversing their normal way of ordering the names so as not to confuse Americans. To be on the safe side, ask.
- The Spanish and Latin Americans will often add their mother's maiden name to their surname. Use the next to last name when addressing them. For example, Juan Chaves Blanco should be called Senor Chevez (Blanco is his mother's name).

Business Cards

Whereas Americans exchange business cards only when they need to pass on information about addresses and telephone numbers, business persons in other countries use them to establish rank and status and exchange cards before doing any business. The cards themselves must be treated with respect, not scribbled on or stuffed into a back pocket and sat upon. Business cards should have the English translated into the language of the hosts, either on the back of the card or immediately below each line on the front. The cards should include company name, position, and any titles - and no abbreviations. In most of Southeast Asia, Africa, and the Middle East, it is not proper to present

the card with your left hand. In Japan, one should present the card with both hands, making sure the type is facing the recipient and is right side up.

Gifts

The exchange of gifts is expected in many countries. Anyone doing business in another country would be well advised to do some research as to when gifts are expected, when is the proper time to present them, what and what not to give, and even what kind of wrapping to use.

- In most European countries, flowers are a proper gift for a hostess - with the exception of carnations, which are for cemeteries only.
- In the People's Republic of China clocks are not appropriate gift: they convey bad luck.
- Liquor is forbidden in Moslem countries. Gifts for the wives or wife of an Arab are not appropriate but gifts for the children will be welcomed.
- A knife in Latin America is not a proper gift because it signifies cutting off a relationship. Neither are handkerchiefs; they're associated with tears.
- Avoid junk gifts in any country, or cheap items such as matchbooks, baseball caps, or bumper stickers imprinted with the company logo.
- Wrappings are important in Germany, but do not use black, brown or white wrapping paper or ribbon. Always wrap gifts for the Japanese, but avoid black, white, or bright red wrappings.

Proper Dress

In Europe, coats and ties are required for business. Coats stay on in offices and restaurants, even in the hottest months. Women do not wear pants to a dressy restaurant. A striped tie in England may be mistaken for a regimental tie, worn only by those who have been members of certain military regiments.

- Women visiting strict Moslem countries should wear dresses and skirts well below the knees, keep elbows covered/ and necklines high.
- It is not advisable to wear the costume of the country you are visiting.

Women in Business

Women can represent their companies almost anywhere in the world, but how they conduct themselves while doing business is important. In Asian countries men are often uncomfortable doing business with women, but are more accepting of women if they are not too aggressive, immediately establish their credentials, and dress conservatively. A woman doing business in Japan can have a distinct advantage, since she is not expected to stay out most of the night drinking with her hosts.

Holy Days and Holidays

Before visiting a country take time to find out what the major holidays are. Trying to do business on a foreign holiday is tantamount to being expected to do business on Christmas in the United States.

- Arabs observe Friday as their Sabbath; some businesses will close early on Thursdays as well. During Ramadan, the Moslem month-long fasting season, not much business is done.
- In Israel the Sabbath is observed on Saturday.
- Many Catholic countries have a carnival season just before Lent (like Mardi Gras in New Orleans). It is called "Fasching" in Germany and "Carnival" in South America.
- In China and elsewhere in Confucian Asia, the New Year celebration, also called the Spring Festival is held sometime in the winter and lasts two weeks.
- The Japanese have many holidays, including the New Year holidays, which last for five to 10 days beginning December 28. Many firms also close from April 29 to May 5.

- In Europe many people go on vacation the entire month of August, closing their shops, restaurants, and business offices.

Eating

In some countries people eat with their hands, in others with chopsticks, and in others with knives and forks. Arabs eat using the right hand only. Europeans eat with knives and forks but don't switch them from hand to hand the way Americans do; they use the right hand for holding the knife and cutting and the left hand for holding the fork and eating.

- Meal times vary too. The main meal may be at midday and followed by a siesta. In Spain and Latin countries the evening meal is hardly ever eaten before 10 p.m., although it may be preceded by visits to bars for drinks and appetizers.
- Some dishes in foreign countries may seem strange to Americans, but it is polite to try just a little. When John Olivo, Bloomsburg University, Pennsylvania, traveled to China, he tried everything, even the duck's feet. "Meat is very expensive in China, so when I went to a house for a banquet and they served meat I knew they had spent a whole month's food allowance. I didn't want to hurt their feelings," Dr. Olivo explained.

By now you should have the idea that there are almost as many ways to do something as there are countries in the world. Those who travel to another country to transact business will have an advantage if they learn as much as possible about that country's communication and etiquette.

EXERCISE 1-6

TRAINING ABOUT FOREIGN CULTURES

DIRECTIONS: You are an American trainer working in Belgium with expatriate employees from several countries. After reading the following article, prepare a written paper in which you list the 10 most important cultural values, attitudes, customs, that one should know in order to conduct business in Germany, France and Japan.

La Hulpe, Belgium - At a training center here, Bob Waisfisz is introducing young managers from International Business Machines Corp. to the mysteries of foreign cultures.

To stir discussion, he asks them to explain the British ideal of keeping a stiff upper lip. "What is 'stiff upper lip'?" asks Daan Kooman, an IBM manager from the Netherlands. Walter Sum, a German colleague, suggests that it means "I can absorb pain without showing emotion." Mr. Waisfisz then expounds on scientific data showing that Britons tend to put a high value on "masculine" traits.

Dave Wilkin, a Canadian, puts up his hand and raises a tougher question: "Why do French women always dress in such a sexy way?" Mr. Waisfisz, a Dutchman fizzing with energy and wisecracks, dances around the question by noting that the French and Italians generally consider it important to project a certain image of themselves by dressing smartly.

Some of the chatter may sound trivial, but Mr. Waisfisz, who heads a training firm based in The Hague, and a growing band of other trainers are persuading big companies that their managers ought to attend such seminars in "multicultural" management.

Don't Pat That Child

These seminars, which began to pop up in Europe in the 1980s, go beyond the traditional short course on how an expatriate executive can cope with the folkways of a particular country. The goal is to help executives come to terms with a wide range of people with different values and ways of solving problems. The trainers try to change attitudes and challenge biases - rather than merely parroting a list of admonitions against, say, patting a "Thai child on the head or arriving late for a meeting in Frankfurt.

Multicultural management is "a question of attitude, an openness to human variety, not a question of knowledge," says Fons Trompenaars, another Dutchman who is one of Mr. Waisfisz's rivals on the seminar circuit. These culture gurus have a new sales pitch for their courses and consulting work: Many companies that rushed into cross border mergers and acquisitions in the late '80s now realize that such projects are more complicated than they appeared. "The missing element is the human factor," says Rudi Plettinx, training official at the Management Centre Europe in Brussels.

The gurus also tell potential clients that Anglo-Saxon business theories and practices - dominant in many multinationals - are ill suited for much of the world outside of the U.S. and Britain. David Howell, a culture trainer based in Ashley, England, says that Americans and Britons tend to be impatient to get down to business when they meet foreigners. "Americans say, 'If there is a buck in it, we'll do business with them,'" Mr. Howell says, "but people in other parts of the world say, 'Unless we like you, we won't do business together.'"

Not all companies feel compelled to call in outsiders to explain cultural mysteries. Some use in-house experts or figure that their executives learn by doing. Tony Preedy, vice president, personnel, at London-based PolyGram NV, says that many of the music company's executives travel frequently and get used to working with colleagues all over the world. If multicultural management is the wave of the future, PolyGram figures it has an advantage: It already has 15 different nationalities among its 33 top managers.

"No one nationality dominates," says Mr. Preedy. "I think it's the way multinationals will have to go. You can't believe the head office knows best."

Others are eager to smooth over cultural differences, rather than cultivate them. "We try to build a common corporate culture," says Peter M. Dessau, the head of human resources at the European division of Colgate-Palmolive Co. "We want them all to be Colgaters."

Then there are the true believers in multicultural training. Among them is Kund Christensen, a Danish personnel manager at BP Oil Europe, a Brussels-based unit of British Petroleum Co. "No culture is better or worse than another," Mr. Christensen says. "They're just different. We have to understand that."

Toward that end, the company has put about 250 of its managers through 2 1/2-day courses led by Mr. Waisfisz over the past three years. The cost per manager is around \$1,500, Mr. Christensen says. Among other benefits he says, the courses have helped BP oil managers adept policies to fit varying national needs.

For example, the company promotes, "upward feedback" under which managers' comment on their bosses' performance. That works well in Scandinavia, Britain, and the Netherlands, where managers tend not to be overly intimidated by their superiors, Mr. Christensen says. But it is more difficult in France, Turkey, and Greece, where tradition calls for showing more of a deference toward authorities. Managers in such countries "might be less direct" in providing their feedback, Mr. Christensen says.

Motorola Inc. has gone so far as to open a special center for cultural training at its headquarters in Schaumburg, Illinois. The electronics company is putting hundreds of its managers through short courses there, using programs partly developed by Mr. Trompenaars. "It is imperative that we understand all national cultures and respect all cultures - and use it as a competitive advantage," says Mr. Moorthy, a Malaysian who runs the training center. Mr. Moorthy's goal? To make Motorola managers "transculturally competent."

On the other side of the Atlantic, Philippe Alloing is nearly as enthusiastic. A Frenchman who has spent most of his career outside France, Mr. Alloing became convinced of the need for cultural training a few years ago when he was head of human resources at BP Nutrition, another British Petroleum unit, and found himself dealing with "a melting pot in which things didn't melt very well."

Mr. Alloing still uses cultural training now that he is human resources chief at Carnaud Metalbox SA, a huge Paris based maker of packaging, formed by the 1989 merger of rivals from France and Britain. At the moment, he is using Mr. Trompenaars's services to try to resolve cultural clashes between British and German managers whose business units are merging. "In Germany, you are a beginner until you are 38, n Mr. Alloing says. "In England, at 38 you are a has been and looking at early retirement."

This kind of contrast is a culture guru's bread and butter. During his seminars, Mr. Trompenaars reports a correlation between the number of lawyers in a society and spending on pet food. "This has nothing to do with what lawyers eat," he quips. Rather, he explains, people in the U.S. and other largely Protestant cultures often are so suspicious of humanity that they turn to lawyers and dogs.

Mr. Waisfisz explains all kinds of cultural differences by reference to the writings of Geert Hofstede, a Dutch academic who devised a way to rank nations according to such criteria as their degree of individualism, respect for authority, and aversion to uncertainty. Within an hour or two, Mr. Waisfisz has his students battling around such terms as "power distance" and "uncertainty avoidance." Lest the jargon and data send students to sleep, Mr. Waisfisz keeps jabbing them with humor.

A sample: "In Germany, everything is forbidden unless it's allowed. In Britain, everything is allowed unless it's forbidden. And in France, everything is allowed even if it's forbidden."

Source: The Wall Street Journal. 1993 Dow Jones & Company, Inc.

EXERCISE 1-7

ADMINISTERING SALARY PROGRAMS IN JAPAN

DIRECTIONS: After you read the following article dealing with Japanese compensation policies and practices, answer the questions at the end.

Japanese pay plan is based on loyalty. One of those areas in which Japanese companies differ from their U.S. counterparts is in their compensation policies. "Japanese employees are paid on the basis of their loyalty to the company, whereas if someone is hired at a U.S. company to be a manager of real estate, the employee is paid for that job whether he or she has had 10 years of experience or 25," explains Susan Schenkel-Savitt, a partner in the New York City office of Epstein, Becker & Green, a law firm specializing in human resources cases.

In Japanese companies, the gap between the lowest and highest salaries is far narrower than in the U.S., and managers typically don't receive such benefits as company cars, stocks options or even their own offices. Pay scales are more rigid and offer little reward for individual initiative. In many Japanese companies, a bonus simply is a portion of the salary that's withheld and later paid out in a large installment.

Others may pay 75% of the base salary in regular wages and require the employee to bill the remaining salary in overtime hours. Given their long work hours, Japanese manager's overtime billings frequently raise their actual earnings to as much as 150% of the original salary.

Lifetime employment traditionally has been a major incentive for Japanese employees. U.S. national, by contrast, are highly mobile, carving out individualized career paths. The promise of long-term employment isn't a sufficient incentive for U.S. nationals, who are accustomed to pay based on merit.

To attract top managerial talent in the U.S. marketplace, some Japanese companies have started to offer compensation packages that are more generous, even if it means paying above the company's salary scale. At Fujisawa USA Inc., a pharmaceutical company based in Deerfield, Illinois, executives are offered a company car, an allowance for personal investment planning, a health club membership, and year-end bonuses that are tied to company profits. "We decided that to attract and retain the best U.S. managers, we needed to be competitive (in salaries and benefits), n says John Fowler, assistant to the chairman at Fujisawa.

Japanese companies don't like making individuals into star players, but they're realizing that in certain areas, they have to attract the best U.S. talent, according to Michiko Ito, a partner in the New York City office of the law firm Morrison & Foerster, which has represented several Japanese corporations in labor matters.

Recently, for example, a major Japanese company had to sweeten a benefits package to lure a senior U.S. executive. Persuaded by Spencer Stuart, the executive search firm it hired to negotiate the deal, the Japanese company raised its vacation package from its standard one week to four weeks. "We though their vacation offer would break the deal," recalls Spencer Stuart director Davis Hawkins.

The Japanese broaden employee skills. Japanese manufacturers have drawn praise for their training programs. "We spend a great amount of time and resources training our employees - much more than any company I've ever been associated with," says Bucky Kahl, director of human resources at Nissan Motor Manufacturing Corporation U.S.A., located in Smyrna, Tennessee.

At the Nissan plant, for example, prospective employees begin training before they're hired. They undergo a 48-hour non-paid, pre-training program to ensure that they can handle industrial work.

Completion of that training, says Kahl, also demonstrates an employee's commitment to his or her prospective employer.

Companies tend to rotate employees through several different areas of operation, which not only builds workers expertise but also alleviates burnout. And rather than lay off workers during slow times, Japanese manufacturers put them through additional training to continue building their skills.

"After a Japanese company hires employees, it usually trains them to be generalists. Even though a person may have been hired as an accountant, three or four years later, the company may retrain him or her for a transfer into the sales department," Segiura explains.

On the other hand, in the service sector and in managerial positions, Japanese companies frequently offer less training than their U.S. competitors do. "The Japanese feel training happens largely on the job, whereas U.S. workers require classroom training. Nippon says Stehlik. She says that, at Nippon Credit Bank, the entry-level training program is only two weeks long, compared with six months for U.S. banks.

According to Pilnick, Matsushita Electric Company of America spent only about one-fiftieth as much on training compared with top U.S. manufacturers. "There's probably less spent on formal training, but they tend to use a lot of cross-training on the job," he says.

U.S. employee reaction to employment at Japanese companies tends to differ sharply between hourly workers and management level staff. Many managers who were born and raised in the U.S. say that they feel constrained by the Japanese decision-making process, which rewards consensus rather than individual initiative.

By contrast, U.S. factory workers often praise the Japanese management style because it gives them greater input in the manufacturing process. Nissan Motor Manufacturing Corporation USA, for example, uses a participatory management style, which brings its line workers into all decisions that concern production.

In addition, at many U.S. based Japanese plants, autoworkers are allowed to shut down the entire assembly line if they see a defect. Hourly workers "really are the winners in a Japanese environment," says Pilnick.

Compared with hourly workers, U.S. managers have less authority in Japanese companies than they would in U.S. based firms, because decisions are reached only through extensive consultation with colleagues and even subordinate. In some cases say human resources executives U.S. managers may become frustrated because they're hired at a high salary and a senior position, but lack the authority they would have had in a U.S. based company.

The Japanese value seniority. The promotions and raises in Japanese companies traditionally are based on such characteristics as seniority, age, gender, and marital status. The rationale for the system is that workers are rewarded for their loyalty.

Japanese workers are promoted along with others of their age and rank. Japanese managers, on the other hand have found that such a strategy doesn't work as an incentive to U.S. workers, who are driven by salary and career advancement, not by lifetime employment. "In Japan, many of the older employees who aren't working as hard as the younger generation earn more money. That's accepted in the Japanese environment, but it doesn't work here, " says Yoneda.

Annual performance reviews are superfluous for managers in Japanese companies. "In a Japanese organization, people work such long hours together that everyone knows where they stand. They don't feel the need to sit down for a performance review once a year," explains Hawkins.

U.S. human resources managers, however, are encouraging Japanese organizations to conduct more thorough evaluations, develop standard evaluation forms, and document evaluations. At Nissan Motor Manufacturing Corporation USA, for example, employees who are being considered for promotion are evaluated not only by their supervisors but also by their peers.

Because of the expectation of loyalty between the company and the employee, terminating employees is difficult for Japanese companies the task becomes even more difficult in the U.S. because the companies' fear that fired employees might sue the company.

At one company, for example, it took almost five months just to authorize the firing of a receptionist. "Ninety percent of Japanese companies here say they're afraid to terminate employees," says Ito.

Although Japanese managers continue to express frustration in what they perceive to be disloyalty and opportunism on the part of U.S. employees, who change jobs far more often than the Japanese, they're changing their practices so they can retain talented U.S. nationals. Some Japanese companies are starting to promote their local U.S. employees, instead of simply bringing in Japanese expatriates.

At the Nippon Credit Bank, for example, 70% of local employees have been promoted. And at Nissan Motor Manufacturing USA, line managers are encouraged to apply for manager positions. Clearly, savvy human resources management is a critical factor in the globalization of Japanese companies. Their success in building an international business depends on their ability to effectively manage and develop a truly global workforce. Says Kahl, "Fair treatment, teamwork, and development of our people - those are our global personnel management principles. But tailoring them to the local situation is the job of the human resources department. "

Source: Elizabeth Klein, "The U.S./Japanese HR Culture Clash, n Personnel Journal (November, 1992), pp. 36-38.

1. List the factors that would motivate you to seek employment in a Japanese owned and managed organization located in the United States.
2. Would a work assignment in an office located in Japan appeal to you? Explain.