

School of Business

MBA
ETE - May 2023

Time : 3 Hours

Marks : 50

Sem IV - MBHR6008 - Cross Cultural Management

Your answer should be specific to the question asked

Draw neat labeled diagrams wherever necessary

1. Infer the importance of recognizing the cultural dimension and their relevance to job in hand by international managers K2 CO1 (2)
2. Interpret the statement – “Legal requirements form an important criterion in the recruitment and selection process. K2 CO2 (2)
3. Analyze the following situation...” In Japanese companies, everyone, from staff to the CEO, wears the same uniform made of same fabric.” K4 CO3 (2)
4. . Researcher found that while US managers felt that bonuses should be linked to performance, the French and Dutch were more skeptical about linking pay to performance. Point out the differences in culture. K4 CO4 (2)
5. Globally, the Share of women in senior management is increasing incrementally. Explain. K4 CO5 (2)
6. A Malaysian manager used to being paternalistic in his/her country, but cannot behave the same if he/she goes to Denmark. Why? Compare both the cultures and state the problems the manger will face. K4 CO1 (5)
7. Country of origin can strongly influence a firm’s approach to organization structure. As MNEs from China and India internationalize, to what extent are they likely to differ from that observed for Japanese, European and US MNEs? K4 CO2 (5)
8. Read the case carefully and answer. K5 CO5 (6)

According to the 2017 Worldwide Survey of International Assignment Policies and Practices, just 14% of the global expatriate workforce is made up of women. Of course, the percentage varies from continent to continent – figures range from approx. 10% in ASIA to up to 20% in the US.

can we can conclude from these statistics that women are genuinely not as interested in the global opportunity as their male counterparts? Are they more averse to the risks involved?

Ques: Analyze the above situation, in the light of cross cultural management. Provide suitable examples for the same.

9. Read the case carefully and answer the questions given below: K5 CO3 (8)

Ms Olivier was sometimes told that a task would be ‘muzukashii’. Her interpreter translated this as ‘difficult’, which Ms Olivier took to mean tough but do-able. Only when her team repeatedly missed deadlines did she begin to understand that muzukashii is a cultural euphemism for saying ‘It is impossible and we cannot do it’. Misunderstandings prompt the question of whether it is better to work with interpreters who translate word for word or with those who sacrifice literal accuracy to get across the spirit of what is being said. Ms Olivier, who has since learned Japanese, prefers the literal approach. She believes that relying on the interpreter’s potted version is risky and makes you even more of an outsider. ‘If you are living in a country, it is important to make yourself knowledgeable about its culture’, she adds.

Question: “A matter of interpretation.” Critically analyze the statement in the light of the above case

10. Read the case carefully and answer the questions given below:

K5 CO4 (8)

A Japanese automobile manufacturer set up a plant in Sweden and hired local Swedish workers. When the assembly line started functioning, the Japanese manager, Kato Hiroshi, gave the Swedish workers a detailed description of the tasks to be performed. He also set the daily targets. For the few days, Hiroshi made sure that he was on the shop floor to give instructions to the workers so they did their tasks perfectly. The daily targets and monetary incentives for exceeding the daily production target were flashed on electronic LED boards around the plant. One day, two weeks after the plant started the production, Kato Hiroshi came to the plant and found that the entire assembly line of workers was missing. He was wondered what had gone wrong.

Que -What goes wrong in the above situation? Recommend the ways to handle the problem.

11. Read the case carefully answer the given question.

K6 CO5 (8)

Kalia works in a large business, managing a diverse team of eight individuals. Two of her employees are in their early 20s, two in their 30s, three in their late 40s, and one in her late 50s. Four members of her team are Caucasian and the other four are Hispanic, African American, Asian, and African. Her younger employees are fairly new, having been there for less than two years. Most of her team members have worked with the organization for 5 to 10 years, and her most senior staff has been there for 25 years, 10 years longer than Kalia has been in her leadership position.

Generally, team members are cordial to one another on the surface, but Kalia knows that there are tensions among some of the staff that have an impact on the success and productiveness of the team. She is aware that one of the younger employees, Robert, is frequently frustrated that his Hispanic co-worker, Ana, defers authority and decision making to others in the team. In conversations with him, she discovers that the younger employee feels Ana should express her opinions more often. Robert's frustration results from his beliefs that everyone on the team should be able to contribute in a shared, democratic process. He feels that when Ana defers her decision making to others, she is not being accountable as a team member.

Margaret, a senior member of the team has picked up on Robert's comments and feels that he is disrespectful of Ana's working style. She has mentioned to him that it could be a "cultural thing" and that he should learn to adapt his behavior and working style to better meet her needs. In response, Robert mutters, "Whatever. You don't know anything about us." Responses like this have led Margaret to believe that he is disrespectful of her knowledge and tenure in the organization.

Frankly, Kalia is tired of managing people's personalities. She feels that people should just learn to adapt to each other's working styles. Even though she believes this, she also believes that a good leader has to unite the team, no matter their differences and working styles. This year, she has made it a goal of hers, and of the team, to resolve these intercultural issues. But given her previous attempts, she does not have high hopes for a successful outcome. The last time she tried to resolve intercultural team issues, she felt like a complete failure. She is concerned about the employees' responses to this next attempt. In fact, every time she thinks about that meeting, she flinches. She just did not have the skill sets to facilitate the conversation in their last meeting. She wonders if this next try will progress her team in any way or whether it will just be another failure.

Questions:

1. What strategies do you recommend to Kalia to help her improve her cultural intelligence?
2. What suggestions do you have for Kalia in leading her staff to be a culturally intelligent team?