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Cross-Cultural Competencies in International Management Curricula: A Delphi Study of Faculty Perspectives

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To the Graduate Council:

I am submitting herewith a dissertation written by Roxanna M. Senyshyn entitled "Cross-Cultural Competencies in International Management Curricula: A Delphi Study of Faculty Perspectives." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Education.

Dr. Patricia Davis-Wiley, Major Professor

We have read this dissertation and recommend its acceptance:

Dr. John R. Ray, Dr. Jeffery P. Aper, Dr. Robert C. Maddox

Accepted for the Council:
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Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

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Dr. Jeffery P. Aper
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Dr. Robert C. Maddox
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Acceptance for the Council:

Dr. Anne Mayhew
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Vice Provost and Dean of
Graduate Studies

(Original signatures are on file in the Graduate Student Services Office.)

CROSS-CULTURAL COMPETENCIES IN INTERNATIONAL MANAGEMENT CURRICULA: A DELPHI STUDY OF FACULTY PERSPECTIVES

A Dissertation
Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville

Roxanna M. Senyshyn
May 2002

DEDICATION

This dissertation is dedicated to my grandmother, Maria Bilyk, my parents, Nadia and Myron Senyshyn, and my sister, Maria Senyshyn, whose sustaining love and inspiration is my joy and my solace.

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This manuscript represents the culmination of my doctoral career at UTK and I would like to express my sincere appreciation to those many people who have taught me, inspired me, challenged me, or supported me throughout this process. First and foremost, I would like to express my special gratitude to Dr. Patricia Davis-Wiley, my chairperson, who guided me through my entire doctoral program. She has been an excellent educator, a mentor, and a caring colleague and friend for the five-year journey. Whenever I needed her, she was always available, and I thank her for her enthusiasm, her tireless support, guidance, and thoughtfulness in assisting me in all the phases of the research and writing of this manuscript. Many thanks also to other members of my committee for taking the time to help me and guide my research and writing: to Dr. John Ray, especially for his advice and guidance on the study's methodology and data analyses; to Dr. Robert Maddox, for his advice and expertise on this study, his motivation, and his help with the instruments; and, to Dr. Jeffrey Aper, for challenging my ideas and assisting with the narration of the data analysis. Each committee member provided expertise in areas critical to the success of the study and I greatly appreciate all of their time and efforts. Also, I would like to thank all the 22 panelists who participated in the Delphi study. My research would not have happened without the generosity of their time and expertise. My sincere thanks to my friends and colleagues at the UTK Global Business Institute and

ABSTRACT

Colleges and universities have taken steps to add international dimensions to their business curricula and programs with which they expect to positively impact students' cross-cultural knowledge, skills, and abilities, and prepare them to function effectively in the global arena. Since limited research had been done on identifying cross-cultural competencies that graduate business courses would produce as intended outcomes, this study was a first step to identify and reach consensus on the cross-cultural competencies considered essential for inclusion into international management curricula at the university graduate level. Specifically, this study sought to answer the following two research questions:

   (1) What cross-cultural competencies are currently taught in international management courses, as presented in international management textbooks adopted by the leading graduate international business programs in the United States?

   (2) In the opinion of the Delphi panel of experts, what cross-cultural competencies are essential for inclusion in international management curricula and teaching at the university/college graduate level?

   A three-phase research design was employed to carry out the purpose of the study and to provide answers to these research questions. First, the textbooks in the field of

international management were identified. Second, an analysis of chapter headings and subheadings for the identified textbooks provided a basic list of content statements. Then, these content statements were converted into competencies statements and organized into seven thematic groups. In order to validate and reach consensus on the identified competencies, a modified Delphi survey was conducted. Two rounds of the Delphi technique were implemented and produced the final list of cross-cultural competencies. The experts came to consensus on 23 of the 49 competencies evaluated. The identified competencies provided a list of desired outcomes which should be incorporated into international management curricula to provide effective preparation of business students for future management positions in the global arena.

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CHAPTER I

INTRODUCTION

Introduction

Over the last few decades there has been an increasing evidence of globalization in education, business and other life arenas. The shift from domestic to international and global business has brought the need for managers to engage effectively in transnational business activities. Success in such activities requires a thorough understanding of the process of cross-cultural management and the ability to function effectively in a cross-cultural or multicultural setting (Ottewill & Laughton, 2000). It has become evident that for a manager to work in a global environment, it is not enough to possess technical skills alone. In order to succeed in this new, fast-paced, diverse and complex global economy, and be effective when functioning in cross-cultural situations, additional knowledge, skills, and abilities are required. These often include the ability to communicate in more than one language, the ability to cooperate with people of different cultural backgrounds, and the ability to appreciate and accept other cultures. In other words, the concept of cross-cultural competence (Allard, 1995) has become a very important element in the successful practice of global managers.

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A great deal of the literature in the past two decades has focused on the calls for and discussion of the need to develop cross-cultural competence. For instance, Ferraro (2002) advocates that managers need to develop a new mindset, which he calls "global brains." In his view, this involves a wide range of competencies, including thorough understanding of cultural differences; interpreting information and making decisions that are not dependent entirely on one's own cultural assumptions; seeing interconnections; balancing contradictions; building personal relationships; becoming perceptually acute; maintaining mental flexibility; and maintaining integrity without sacrificing one's own cultural values.

> Kedia and Mukherji (1999) also acknowledge that there is a growing need for managers to become global managers with a global perspective, which consists of a mindset, knowledge and skills. A global mindset, in its simplest form will allow a manager from one part of the world to be comfortable in another on account of knowledge and skills that are based on understanding and awareness. (p. 249)

Moreover, the authors point out that a global manager has to be able to lead and to motivate diverse work groups, which requires knowing how to use knowledge of cultural differences.

The need for managers who possess those qualities is growing.   A recent annual survey, *Global Relocation Trends Report 2000*, conducted by Windham International and The National Foreign Trade Council, which surveyed human resource professionals

and/or managers of international relocation programs representing 154 companies in the United States, indicates that the number of expatriates continues to increase. However, with these increases, there are still many expatriates who return prematurely before their assignments are completed. The ability to adapt to another culture is one of the most common factors in assignment failure 91% of the time. The report also indicates that 93% of the respondents report that finding a competent candidate for an assignment abroad is of high or medium importance, followed by intercultural understanding (91%), another important aspect in selecting managers for assignments. Another recent study (Black & Gregerson, 1999) provides specific data and reports that up to 20% of all U.S. managers sent abroad return early because of difficulties in adjusting to the environment in another culture. These failure rates are not declining. In fact, the literature reports that they have been ranging from 20 to 50% for many years. The costs of these expatriate manager failures are very high for the managers and their companies, yet, there is evidence that demonstrates that cross-cultural training does assist in preparing managers to be effective and productive in overseas assignments (Eschbach, Parker, & Stoeberl, 2001). Companies are becoming increasingly aware of this and consequently provide training and preparation for managers and their families. With this in mind, the question remains, are colleges and universities doing their part?

How well are American colleges and universities preparing future business leaders for their role in the global economy? Colleges and universities have taken steps to add international dimensions to their curricula and to increase international learning

requirements and opportunities. However, the literature has pointed out that the majority

of business students graduating from American colleges and universities are not prepared

to assume positions in international business operations, perhaps due to the oversight of

colleges and universities to teach the cross-cultural competence needed to succeed (Bush

& Bush, 1998; Cavusgil, 1993; Munter, 1993; Porter & McKibben, 1988). Nehrt (1993)

summarizes the state of research on preparation of students for international business

stating that, "The United States has entered a global era, and it is the responsibility of

education to prepare people for the world in which they will be living. Business schools

in the United States have fallen short in fulfilling this mission" (p.81). While research on

internationalizing business curricula and preparing students for international business has

made progress since Nehrt's call in 1993, more research is needed, taking into account

the increasing importance of international trade to the United States economy and

corporate growth (Bush & Bush, 1998).

This need has been recognized. Moreover, Beck, Whiteley and McFetridge

(1996) state that educators should stop focusing on internationalizing the curriculum, and,

instead, focus on developing strategies to internationalize the student. They point out that

it is important to provide students with the awareness of international issues, but it is even

more important to guide them toward competence for operating in international settings

and effectively dealing with people from different cultures. Therefore, they emphasize an

approach based on action and project learning in order to internationalize the academic

experience for business students and to better prepare them to assume positions in the global economy.

One of the most recent internationalization studies, *Internationalization of the Business School: Global Survey of Institutions of Higher Learning in the Year 2000* (Arpan & Kwok, 2001), indicates that the capacity to provide education in the international dimensions has significantly increased.

> Whereas previously most schools sought to provide students with only an *awareness* of the international dimensions of business and primarily used only *infusion of international content into core courses*, far more schools now had *understanding* as the objective for all students, and *expertise* for increasingly more students than previously. (p. 29)

It has been supported by many scholars and educators that the goal of most internationalization programs is to teach cross-cultural competence to students (Beamish, 1993; Bush & Bush, 1998; Gomez, 1988; Nash, 1997; Ryan, 1999; Walck, 1992). This cross-cultural or global competence includes five basic components: knowledge; empathy, or the ability to see an issue from a different perspective; appreciation of other cultures; foreign language competence; and the ability to carry out tasks in an international environment (Desruisseaux & Tugend, 1994). Knowledge, sensitivity and awareness of cultural differences is an essential element of each of these components. The intent of this study was to identify cross-cultural competencies, which many feel

should be incorporated into international management curricula in order to better prepare future college or university graduates for global management positions.

Statement of the Problem

The need expressed in the literature for increased internationalization of the business curriculum and students in response to globalization is leading an effort to standardize the teaching of culture in international and cross-cultural management classes. To date, there has been no standardization or specification of cross-cultural competencies at the university graduate or undergraduate level. Therefore, there is a clear need to reach consensus on the cross-cultural competencies to be included in an international management curriculum taught in international management courses.

Purpose of the Study

The primary purpose of this study was to contribute to the knowledge and practice of providing effective preparation of business students for future management positions in the global arena. In particular, the study aimed to identify and validate cross-cultural competencies considered absolutely crucial to the successful practice of global managers, and essential for study in international management courses at the graduate level at a university or college. This study utilized three phases of data collection. It began with

an identification of the leading textbooks in the field of international management. Then, a content analysis of chapter headings and subheadings for the selected textbooks was performed during which major topics and subtopics related to cultural component integrated in the textbooks were identified. These content statements were then converted into cross-cultural competency statements and organized thematically into competency groups. In order to evaluate/validate cross-cultural competencies essential for inclusion in international management curricula, a modified Delphi technique was employed.

Significance of the Study

The present research constitutes a valuable source of information for business colleges and their faculties. It is suggested that identified and validated competencies be used in evaluating present curricula, in designing new curricula, and in preparing assessment instruments and learning activities for international management education. Professors could then use the identified competencies as a rational basis for international management courses to develop cross-cultural competencies in students as future professionals in order to better prepare business graduates for positions in global management. Professional organizations and associations could also use the findings to plan and organize seminars and workshops targeted toward the professional development of future and present faculty members. Also, the cross-cultural competencies developed

and validated in this study may provide very specific information for those who are

actively engaged in the field of international management. It is also hoped that this study

will stimulate further investigation in this field.

Limitations of the Study

The study had several limitations.

1. The population for this Delphi study was limited to selected representatives of

    the International Management Division of the Academy of Management.

2. The sample (for identifying leading textbooks adopted by those teaching

    international management) was limited to the top 10 graduate international

    business programs as identified by *U.S. News and World Report* (April, 2001)

    as being the best programs in the United States.

3. The study was limited to the instruments that were used to achieve the

    consensus of the respondents who participated in this study.

4. The results of the study provided a basis for discussion, however, it is

    important to realize that the implications are limited because a Delphi study

    uses a small sample size of experts.

5. In addition, the present study was limited to only studying the opinions of

    academic experts in the field.

Assumptions

It was a fundamental assumption in this study that the selected participants representing those teaching international management in the selected leading colleges and universities in the United States, and the selected representatives of the International Management Division of the Academy of Management, could be considered experts in the field of international management and the teaching of culture and cross-cultural issues in international management courses. With this in mind it was also assumed that these experts could provide valuable insights into what cross-cultural competencies should be incorporated into international management curricula and taught in international management courses. Moreover, it was assumed that the participants in this study were able to interpret the instructions correctly, and honestly reflect on the questions asked in the survey. Therefore, they provided responses that reflect their beliefs and present accurate information about the cross-cultural competences in the international management curriculum. It was also an assumption of this study that developing an awareness, understanding and competence for dealing with cross-cultural issues ought to be one of the objectives of international management education in order to prepare students to be successful and effective global managers. In addition, it was assumed that international management or cross-cultural management courses play an important part in this process of preparing global managers in terms of cross-cultural competence.

Definitions of Terms

Many of the terms which are used frequently throughout this study are listed and defined in this section of the chapter in order to help the reader better understand the context in which they are used. Some of the definitions are borrowed from sources that will be discussed later in the next chapter of this study, while the others are based on the researcher's general knowledge of the field.

Cross-cultural competence: a set of skills, knowledge, abilities and attitudes that encompasses the following elements: awareness and acceptance of differences; awareness of one's own cultural values; understanding of the dynamics of differences; development of cultural knowledge; and the ability to adapt skills to fit the cultural context of a partner or a client (Allard, 1995; Desruisseaux & Tugend, 1994; Lambert, 1994).

Culture: the learned and shared knowledge, beliefs, and rules that provide a set of orientations for members of a society to interpret experience and to generate social behavior (Terpstra & David, 1991).

Delphi technique: a survey method designed to obtain the opinions of experts, to measure and in some instances to develop consensus between them. It is generally believed that its capacity to capture the areas of collective knowledge that are held within professions but not always verbalized makes it very useful in the field of professional education (Eggers & Jones, 1998).

Global manager: a manager with a global mindset based on knowledge and skills that make him/her function effectively in an environment where "constantly crossing cultural, language, political, social and economic borders makes global business complex and uncertain… and constant learning is required for success" (Gregerson, Morrison & Black, 1998, p.23). In addition to constant learning, research suggests that adventuresomeness, curiosity and open-mindedness are also important characteristics required for success.

Internationalization:

> the evolving awareness and acknowledgement by the
> manager/organization/country of the impact of non-domestic forces on its
> economic future, and the translation of the later into new attitudes and behaviors
> regarding the establishment and conduct of transactions with those in, and from,
> other countries. (Beamish, 1993, p.154)

Business curriculum internationalization: the awareness and acknowledgement by faculty and students of the impact of internationalization. It is the integration of international content into existing courses, the development of new international courses in different functional areas, and the development of opportunities for study and work abroad. The desired goal is to increase the competency possessed by the managers whom colleges and universities prepare.

International management: activities that managers conduct across national or cultural boundaries. Also, this is a field that deals with two domains: a company's international environment and its human international relations (Boddewyn, 1999).

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Multinational corporation: a firm that has extensive involvement in international business.

Research Questions

This descriptive study was designed to provide preliminary data pertinent to the following research questions:

1. What cross-cultural competencies are currently taught in international management courses, as presented in international management textbooks adopted by the leading graduate international business programs in the United States (as identified by *U.S.News and World Report* (April, 2001)?

2. In the opinion of the Delphi panel of experts, what cross-cultural competencies are essential for inclusion in international management curricula and teaching at the university/college graduate level?

Organization of the Study

This study is organized into five chapters, followed by a list of references, bibliography, and appendices.

Chapter One, Introduction, presents the Introduction to the study, including: Statement of the Problem, Purpose of the Study, and Significance of the Study. Also, in this chapter Limitations of the Study and Research Questions are stated, Definitions of Relevant Terms are provided, and the Organization of the Study report is presented.

Chapter Two, Review of the Literature, reviews the literature related to this study. Included in this review are: an examination of literature addressing the internationalization of the business curriculum; the importance of the teaching of culture in an international management curriculum; a discussion of the concept of culture; a description of cultural models and dimensions and their relation to cross-cultural management; and a discussion of cross-cultural competence.

Chapter Three, Methods and Procedures, identifies the methodology and procedures that were used in the creation of the instrument, selection of the participants, and administration of the study.

Chapter Four, Analysis of Data, presents the results of the study and the details of the data analysis process.

Chapter Five, Summary, Conclusions and Recommendations, provides a summary of the findings, conclusions and their implications for educational practice. Then, it offers recommendations for further research on the topic.

Chapter Summary

This chapter introduced the research topic, problem, purpose, significance, limitations, definitions of terms, and organization of the study, which identified and validated cross-cultural competencies important for study in international management courses at the university or college level. The following chapter will provide a review of the literature related to this study.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

A broad range of academic literature is relevant to the topic of internationalizing the business school curriculum and preparing students for becoming cross-culturally competent professionals. In keeping up with the increased emphasis in the higher education community on educational outcomes, the major question is, what kind of cross-cultural competencies would make business students better able to respond to the whole range of challenges that globalization offers?

This chapter contains a review of literature beginning with arguments that have been suggested in order to support the internationalization of American higher education, and of the business school curriculum in particular. Next, it presents a discussion of the concept of culture. Then, it shows the importance of culture in international management, and describes cultural models and dimensions and their relation to cross-cultural management. Finally, it explores the concept of cross-cultural competence.

Internationalization of the Curriculum

The wave of internationalization that came to American higher education in the early 1980s and 1990s was stimulated and brought by many technological, economic and social changes in the American society and the world community (Goodwin & Nacht, 1991; Harari, 1989; Nash, 1997; Skolnikoff, 1993). These calls to internationalize educational programs came from the scientific and academic community (Hackman, 1992; Lambert, 1994; Nash, 1997). The arguments for internationalization have not necessarily been based on research, although, at the present, there are many empirical studies that support the inclusion of international perspectives in institutional and educational goals and programs. Discussion of internationalization in the literature and research point to broader questions about the role higher education should play in American society and the global community and what colleges and universities should teach to prepare globally competent professionals.

In 1997, the Commission on International Education of the American Council on Education published a report, entitled *Educating for Global Competence: America's Passport to the Future*, in which the statement to the economic, business, political and non-profit sectors illustrates increased awareness and emphasizes the need for international education:

America's future depends upon our ability to develop a citizen base that is globally competent…. Higher education has a leadership role to play in

developing a globally literate citizenry and workforce. International curricula, exchange programs, and development of cooperation programs in our colleges and universities address this goal. They enlarge students' understanding of the world beyond our borders and improve foreign awareness of our institutions and values. They are investments in the nation's future, developing both experts and globally aware citizens who help build a more prosperous America and a safer world. In the face of massive economic, political, and technological transformations world-wide, such initiatives are needed now more than ever before. (p. 2)

The Commission sets a number of recommendations including increased world languages instruction, international educational exchanges, education in international affairs, and cross-cultural education and training for government and business purposes. Moreover, it is stated explicitly that central to most of the Commission's recommendations is the need for global competence. In other words, there is a growing demand for individuals who are interculturally competent, who can work and live effectively with others in different cross-cultural and multicultural settings. To respond to these needs, institutions of higher education, a major resource for preparing such individuals, have to: infuse international perspectives into the curriculum; encourage faculty to become global thinkers in teaching and research; and, encourage students to study languages and other cultures in order to acquire international perspectives,

intercultural understanding and to expand their intercultural and language skills
(*Educating for Global Competence: America's Passport to the Future*, 1997).

Calls for internationalization did not bring consensus to colleges and universities
about the benefits of internationalization. Numerous obstacles to internationalization
have been pointed out in the literature – some structural, some attitudinal, and others
concerning the nature and exchange of knowledge (Audas, 1990; Lambert 1994). Also,
researchers have reported and emphasized parochial attitudes of American faculty as one
of the main obstacles to change, as well as misconceptions about the costs and benefits of
international education (Audas, 1990; Goodwin & Nacht, 1991; Skolnikoff, 1993).

Nevertheless, despite the obstacles, many colleges and universities have taken
steps to include international dimensions in the undergraduate and graduate curricula, to
increase international learning requirements and opportunities, and to encourage faculty
to expand their international research and teaching agenda in order to enhance the
international learning experience for students. Calls to increase opportunities and
requirements for international learning have been made across all the disciplines and
sectors of higher education, including undergraduate and graduate business education.

Internationalizing the Business Curriculum

Smith and Matthes (1992) strongly emphasize that the ability to remain
competitive in business tomorrow depends on the success of educational initiatives that
take place today. They particularly refer to improving the international awareness and

cross-cultural skills of tomorrow's business professionals, today's business students. In other words, the researchers suggest that business schools should develop in their students competencies that are important at present and will be important for the future.

In 1973, the American Assembly of Collegiate Schools of Business (AACSB), which is the accrediting agency for post-secondary business schools in North America, revised the curriculum section of its standards and added three words to reflect the inclusion of international perspective: "The purpose of the curriculum shall be to provide for a broad education preparing the student for imaginative and responsible citizenship and leadership roles in business and society *domestic and worldwide*" (Nehrt, 1981, p.vii) [words in italic are those that were added by the Assembly].

By the 1980s, international business concepts were widely recognized as an essential part of professional business education and training (Nehrt, 1981; 1987; 1993). The Academy of Management organized the International Management Division, and subsequently, there have been persistent calls to internationalize the management curriculum (Contractor, 2000). Those calls have aimed to specify the knowledge, skills, attitudes and competencies that students of business administration should have in order to be prepared for professional practice in the global economy. Researchers have searched for answers from corporate and academic spheres. Some studies were conducted to identify potential discrepancies between the needs of the business world and the academic programs offered by institutions of higher education. Various institutional approaches to the internationalization of the business curriculum have been taken at both

the undergraduate and graduate level (Beck, Whiteley & McFetridge, 1996; Cavusgil, 1993; Johnson and Edelstein, 1993; Lambert, 1994; Miller, 1992; Nash, 1997; Radebaugh, 1992).

What are the benefits of the internationalization of the curriculum? According to Kedia and Cornwell (1994), there are three levels of knowledge to be gained from internationalizing the curriculum:

- Global awareness will be achieved from integrating international topics into existing courses.

- Global understanding will be achieved by adding general international courses into functional areas of international business or concentration.

- Global competency levels will be raised by developing graduate and undergraduate degrees and programs in international business.

Global awareness, global understanding and global competence are at the same time levels of commitments that business schools may pursue in internationalizing their curricula (Kedia & Cornwell, 1994). Global awareness is the first level of commitment that is achieved by integrating international topics in existing courses. It helps students begin to develop views and perspectives that recognize international implications of their decisions. In a survey of business schools, conducted by Kwok, Arpan and Folks (1994), it was found that 74% of the respondents use this approach to internationalize their curricula. In this approach the effectiveness and success largely depend on faculty, their interest, time and expertise, as well as availability of training for faculty to enhance their

international agenda (Kwok, Arpan & Folks, 1994). The second level of commitment, global understanding, is aimed at assisting students in developing not only world-view, but also teaching them to be able to make decisions that incorporate the knowledge and understanding of global markets. Kedia and Cornwell (1994) assert that business schools that adopt this approach create a major or concentration in international business by adding courses in different functional areas of international business. Although these two levels of commitment show improvements in preparation of students, business schools have to strive for higher levels of commitment. This idea is supported by Beck, Whitely and McFetridge (1996) who point out that added courses may help students obtain knowledge about the global economy, but do little to assist them in developing personal characteristics and skills that are needed to effectively function in an international business environment. Consistent with this call, Kedia and Cornwell (1994) insist that it is important that business schools move toward global competence. This requires that students learn how to manage their own learning efforts in order to be able to discover what they may need to know, how to get answers, and how to validate those answers using their experiences in the new culture. In other words, students have to become active in managing their own understanding of other cultures, to determine what types of communication and leadership styles, organizational structures, motivation and reward systems are predominant in different cultures. Students also have to become sensitive to interpersonal aspects to discover the behavioral rules and norms that effect the way that business is conducted in a particular culture (Lane, 1992).

Why is there an emphasis on curriculum? According to Harari (1989), the heart of the internationalization of an institution and its programs is its curriculum. Harari describes several structural approaches for faculty members to consider when internationalizing their curriculum and courses. These approaches include, but are not limited to the following:

- infusing disciplines with international perspectives as integrated throughout the entire curriculum;

- using comparative educational approaches;

- discussing international issues in courses and through interdisciplinary studies;

- recommending students take area studies courses on various world regions' geographic, historic, political, and economic systems;

- offering international majors and international minors within several colleges as options for students at undergraduate and graduate levels;

- weaving an intercultural communication theoretical or practical element within courses;

- making international development topics part of various majors;

- strengthening the role of foreign languages as an integral part of internationalizing the undergraduate education;

- creating internationalized curricula and programs in pre-professional studies and the professional schools;

- fostering faculty and staff development and research in the international arena;

• creating institutional linkages and global networking of scholars;

• involving U.S. students who have studied abroad and international students in

the international enrichment of the curriculum and campus; and

• involving students and faculty in internships, research projects, and other

opportunities in internationally-oriented businesses and agencies at home and

abroad. (p.4)

Mendenhall (1989) offers suggestions for a set of internationalization strategies in

order to support the *international neophyte* in the internationalization of curriculum in

management. He proposes that instructors attempting to internationalize their courses

should use the following tactics:

Tactic I: Understand what 'culture' is.

Tactic II: Understand the culture of a few countries.

Tactic III: Link chapter content in text to international and cross-cultural

issues.

Tactic IV: Collect international material from the media to use in enriching

class discussion.

Tactic V: Give 'international' assignments. (p.24)

Regardless of the approach chosen or strategy used, (i.e., approaches discussed by Harari)

these tactics are useful suggestions that can be introduced as the instructor's comfort and

familiarity with the international topics increases. International topics in management

require instructors to create a viable framework for organizing instruction around cultural

themes. The development of such a framework depends on the definition of culture, which has been the source of much of the discussions and difficulty in designing quality instruction oriented to developing cross-cultural competencies in students. (The definitions of culture will be analyzed later in this chapter.)

Culture in the Management Curriculum

Examination of the articles appearing in the business education professional literature during the 1980s and 1990s provides evidence that the teaching of culture is assuming an increasingly important role in the international management classroom (Beck, Whiteley & McFetridge, 1996; Bird, Osland, Mendenhall & Schneider, 1999; Contractor, 2000; Nash, 1997; Neal, 1998; Sanyal & Neves, 1998; Serrie, 1992; Smith & Matthes, 1992; Starr-Glass, 1996; Walck, 1992; White & Whitener, 1998; White & Usry, 1998).

A number of studies have surveyed the management curricula or the broader end of the spectrum using institutions or programs as a unit of analysis. On the other hand, Contractor (2000) surveyed management school professors to identify international management curricular subtopics, tools, and concepts that respondents consider crucial to international business pedagogy and to the practice of management. This survey is perhaps the only one that addresses the international pedagogy issue from the "micro- or sub-topic end of the spectrum" (p.62). According to the survey, cultural differences and the practice of management is the most frequently selected topic. Contractor notes that

this topic can be introduced in a few sessions, but it can also be developed into an entire course or two, where it will be explored within the context of human resource management, management of diversity or conflict resolution. This study also confirmed that the internationalization of the business curriculum is and will be heavily relying on the management departments, programs and faculty.

Before the issues of cultural differences and the practice of management are further explored and the concept of cross-cultural competence is elaborated upon, it is useful to look at the definition of culture.

Conceptualizing Culture

Culture is a difficult and complicated phenomenon. There is a great diversity of definitions and descriptions of culture; some of them are very wide and some are very narrow. Researchers/scholars of culture have developed their personal definitions of culture and have not agreed on the precise meaning of the concept. In their monograph *Culture: A Critical Review of Concepts and Definitions*, American anthropologists Kroeber and Kluckhohn (1985) included, analyzed and commented on 164 definitions of culture found in anthropological literature between 1871 and 1950. Based on their analysis, they found that it is possible to group definitions of culture into six broad categories*:* descriptive, historical, normative, psychological, genetic, and structural, which are briefly described below.

Definitions of Culture

  Descriptive definitions attempt to enumerate the content of the culture. Among

them is the classic definition by Talor (cited in Kroeber & Kluckhohn, 1985) who talked

about culture as a, "complex whole which includes knowledge, belief, art, law, morals,

customs, and any other capabilities and habits acquired by man as a member of society"

(p.81). *Historical* definitions emphasize shared social heritage or tradition, and include

Parson's (cited in Kroeber & Kluckhohn, 1985) claim that, "culture … consists in those

patterns relative to behavior and the products of human action which may be inherited,

that is, passed on from generation to generation independently of the biological genes"

(p. 92). *Normative* definitions focus on rules and ways of behaving. From this

perspective, Kluckhohn (cited in Kroeber & Kluckhohn, 1985) summarizes culture as the

"distinctive way of life of a group of people, their complete design for living" (p.98).

Psychological definitions rely on how processes such as adjustment, learning and

development are designed by a group. For example, Dawson (cited in Kroeber &

Kluckhohn, 1985), talks about culture as "particular adjustment of man [sic] to his [sic]

natural surroundings and his [sic] economic needs" (p. 105). Bendict (cited in Kroeber &

Kluckhohn, 1985) insists that culture "is the sociological term for learned behavior,

behavior which in man [humankind] is not given at birth, which … must be learned anew

from grown people by each new generation" (p.112). There are also *genetic* definitions,

which focus on culture as products, ideas, or symbols. Wiley (cited in Kroeber &

Kluckhohn, 1985), talks about culture as an artifact and states that it is "that part of the

environment which man [sic] has himself created and to which he must adjust himself"
(p.125). In *structural* definitions, the emphasis is on the organization of culture. As
stated by Wiley, it is "a system of interrelated and interdependent habit patterns of
response" (p.119).

Based on their analysis, Kroeber and Kluckhohn (1985) developed their own
comprehensive definition of culture. The authors suggest that despite differences in
emphasis among definitions, most social researchers would define culture more or less as
follows:

> Culture consists of patterns, explicit and implicit, of and for behavior acquired and
> transmitted by symbols, constituting the distinctive achievement of human
> groups, including their embodiments in artifacts; the essential core of culture
> consists of traditional (i.e. historically derived and selected) ideas and especially
> their attached values; culture systems may, on the one hand, be considered as
> products of action, on the other as conditioning elements of further action. (p.357)

In other words, the conception of culture that is preferred by Kroeber and Kluckhohn
(1985) and also by other anthropologists, is that culture is an abstraction, not a thing.
More specifically, it is "an abstraction from behavior" (p.359). From all of the above, it
could be possible to conclude that culture is a construct describing something that is
enduring and constant in social life. However, as will be seen later, this characteristic
was rejected by scholars in the second half of the 20th century.

In the same year, Moore and Lewis (1952) collected from diverse anthropological writings what they considered to be the essence of the concept of culture. They also emphasize that culture is an abstraction, which refers to a very large category of phenomena. It designates knowledge, skills and information which are learned. Furthermore, it is social knowledge because it is taught and learned by many individuals, and therefore shared. It tends to continue over generations, and therefore, it is adaptive. Finally, they state that it tends to be integrated; its contents tend to be mutually reinforcing. Taking into account these characteristics of culture provided by Moore and Lewis (1952), it can be seen that it is a broad concept encompassing the totality of knowledge and experience that people learn from each other and share with each other.

Over the period of 50 years, following the studies of Kroeber and Kluckhohn (1952) and Moore and Lewis (1952), consensus over the definition of culture has not been reached. A great amount of new material has been published recently (Adler, 1997; Berthon, 1993; Geertz, 1973, Hall, 1977, Hofstede, 1991; Trompenaars & Hampden, 1998). Hofstede (1991) defines culture as the "collective mental programming" (p.5) of the people in an environment. "Culture is the collective programming of the mind which distinguishes the members of one human group from another" (p.5). By this definition, Hofstede emphasizes that culture is not a property of the individual, but of groups: "Culture is not a characteristic of individuals; it encompasses a number of people who were conditioned by the same education and life experiences" (p. 5). He distinguishes culture from human nature and from personality. He points out that personality is the

individual's unique personal set of "mental programs" (p.5) that she or he does not share with other human beings. He also notes that culture is a collection of shared characteristics, which are possessed by people who have been influenced by similar social, educational, and life experiences. Because of their similar backgrounds, the people in any given culture might have similar mental programming. Therefore, one can speak of the culture which differentiates people in a given group from people in other groups at the same level (e.g., a family, a tribe, a region, a national minority, a profession, or a nation).

Berthon (1993) sees culture as the results of human actions and shows the clear link between the idea of mental programming and consequences of behavior which result from this programming.

Based on the analysis above, it is possible to conclude that culture consists of the framework that is used in order to impose some sort of order and coherence on one's perceptions of the world. By doing this, some perceptions are admitted, some are rejected, and others are combined (neither rejected nor admitted). When individuals share the same culture, their thought processes, habits and behavior may be very similar. They understand what things mean and they know what is expected from them. When business people come from the same culture, they tend to share the same values, the same approaches to dealing with things, and know what to do and what to say. However, when people come from different cultures, they often are in conflict and do not know what to do or to say.

Finally, the concept of culture that the principal investigator of this study chose to be the most relevant to issues of international management combines the following elements from the definitions discussed earlier. Culture is learned, shared and transmitted from one generation to the next by families, social organizations, government, schools, churches, and so forth. Common ways of thinking and behaving are developed and strengthened through what Hofstede calls "collective programming of the mind" (p.5). Culture is also dynamic and multidimensional and consists of a number of common elements, which are interdependent and influence each other, including: language both verbal and nonverbal; economics; religion; politics; social institutions, social strata and family structure; values; attitudes; manners; customs; material items; aesthetics; education (Hofstede, 1991; Trompenaars & Hampden-Turner, 1998).

Thus, since the concept of culture has been discussed, the issues of cultural differences and the practice of management will now be explored.

Culture and Management

The term culture, whether it is applied to a country or a particular organization, or a profession, has been widely used by scholars as an exploratory variable. Research reported by Adler (1983; 1997), Becker and Fritzsche (1987), Hall (1977), Hofstede (1980), Stephens and Greer (1995), and Trompenaars and Hampden-Turner (1998), all

indicate the persistence and continued relevance of cultural differences as related to management in the international business settings.

Dunning (1997) asserts that culture is central to international business research and that "firms, which are best able to identify and reconcile differences, or even exploit them [cultural differences] to their gain, are likely to acquire a noticeable competitive advantage in the marketplace" (p.196). His view suggests that there is a need for studies that focus on explaining business and management phenomena across and between cultures.

Harris and Moran (1996) summarize reasons (Table 1) why managers and professionals should advance their culture learning. This summary emphasizes that learning to manage cultural differences is a way to develop global and cosmopolitan perspectives and behavior. In their view, cultural differences are perceived and used as resources not obstacles or barriers to effective cross-cultural functioning.

Schneider and Barsoux (1997) emphasize a very important point by stating that in order to deal simultaneously with multiple cultures, managers need to develop a culture-general approach, rather than developing a substantial knowledge of one particular culture (culture-specific approach). According to culture-general approach, it is important to identify commonalties that transcend cultural borders and are relevant to any particular situation. This approach is a contrast to a culture-specific approach, which develops knowledge and skills related to one particular culture and emphasizes how different it is from other cultures. Schneider and Barsoux (1997) believe that

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Table 1

Reasons for Managers to Advance Their Culture Learning

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1. Culture gives people a sense of identity, whether in nations, or corporations, especially in terms of the human behavior and values to be encouraged. Though it, organizational loyalty and performance can be improved.

2. Cultural knowledge provides insights into people. The appropriate business protocol can be employed that is in tune with local charter, codes, ideology, and standards.

3. Cultural awareness and skill can be helpful in influencing organizational culture. Furthermore, subsidiaries, divisions, departments, or specializations have sub-cultures that can foster or undermine organizational goals and communications.

4. Cultural concepts and characteristics are useful for the analysis of work culture in the disappearing industrial and emerging metaindustrial work environments.

5. Cultural insights and tools are helpful in the study of comparative management techniques, so that we become less culture bound in our approach to leadership and management practice.

6. Cultural competencies are essential for those in international business and trade.

7. Cultural astuteness enables one to comprehend the diversity of market needs, and to improve strategies with ethnic groups at home, or foreign markets abroad.

8. Cultural understanding is relevant to all relocation experiences, whether domestic or international. This is valid for individual managers or technicians who are facing a geographic transfer, as well as for their families and subordinates.

9. Cultural understanding and skill development should be built into all foreign deployment systems. Acculturation to different environments can improve the overseas experience and productivity, and facilitate re-entry into the home and organizational culture.

10. Cultural capabilities can enhance one's participation in international organizations and meetings. This is true whether one merely a conference abroad, is a delegate to a regional or foreign association, is a member in a world trade or professional enterprise, or is a meeting planner for transnational events.

11. Cultural proficiency can facilitate one's coping with the changes of any transitional experience.

Note. Adapted from *Managing cultural differences: Leadership strategies for a new world of business* (pp.15-16*),* by P.R. Harris and R.T. Moran, 1996, Houston: Gulf Publishing Company. Copyright 1996 by Gulf Publishing Company.

culture-general approach is the one that should be favored by instructors in international management courses.

Models of Culture

Various studies have pointed out to the existing differences among cultures. The first step in understanding encounters in cross-cultural situations in the international management environment is to present a model of culture. A relatively small number of models has been developed in order to systematically study cultures and how they differ.

Examples of culture models, which have been successfully applied to international management, include Hall (1959), Hofstede (1980), Kluckhohn and Strodtbeck (1961), and Trompenaars and Hampden-Turner (1993). Based on their studies, it can be concluded that the culture model is a tool for developing understanding of the manager's own culture, the culture of others, and cross-cultural encounters.

For the purpose of international management, the most useful culture models are those that distinguish dimensions of culture. Phatak (1989) insists that international managers need to develop a conceptual framework in order to look for similarities or analyze differences between their native culture and the foreign culture. Therefore, identifying various dimensions of culture along which cultural differences can be measured is a very useful approach.

Cultural Dimensions

Researchers such as Kluckhohn and Strodtbeck (1961), Hall (1977), Hofstede (1980), Laurent (1986), Ronen and Shenkar (1985), Trompenaars and Hampden-Turner (1993) and others, believe that their research has proved that cultures differ on important dimensions such as human nature, attitude toward nature, activity orientation, human relationships, relation to time and space orientation, communication styles, and formal organizations. Darlington (1996) summarized these different dimensions used by researchers over time (Table 2).

For the purpose of this study, this researcher will be concentrating on Hofstede's model of culture. The differences in management styles and practices explained in international management textbooks are very often based on his model, which deals primarily with differences between national cultures. Various scholars have analyzed and assessed Hofstede's model and they found it to be largely validated.

Yates and Cutler (1996) reviewed the research which has been conducted since 1980 within the various business disciplines using Hofstede's model. They indicate that Hofstede's model is used on both micro- and macro-levels of analysis (i.e., country, organization and individual). They emphasize that the model is successful in conducting empirical and conceptual research, as well as in teaching cultural applications. Yates and Cutler (1996) conclude that since there is an increasing amount of research using Hofstede's model, instructors of courses with international content should incorporate the model into their teaching. They also emphasize the distinctive features of the model, "its

Table 2
Comparison of Cultural Dimensions

	Kluckhohm & Strodtbeck (1961)	Hall (1960, 66, 73) Hall & Hall (1987)	Hofstede (1984, 1991)	Trompenaars & Hampden-Turner (1994)	Maznevski (1994)
Human Nature	Good, Evil, Neutral, Mixed: Changeable, Unchangeable	Agreements	Uncertainty Avoidance Index	Universalism: Particularism	Good/Evil: Changeable
Relation to Nature	Subjugation Harmony Mastery		Uncertainty Avoidance Index	Inner: Outer Directed	Subjugation Mastery Harmony
Activity Orientation	Doing, Being, Being-in-becoming	Monochronic, Polychronic (interacts with individualism)	Masculinity Index	Achievement: Ascription Analyzing: Integrating	Doing, Being, Containing and Controlling (Thinking)
Human Relationships	Individual, Collective, Hierarchical	Amount of space, Possessions, Friendships Communication	Power Distance Index, Individualism Index	Equality: Hierarchy Individualism: Communitarianism	Individual, Collective Hierarchical
Relation to Time	Past, Present, Future	Past, Future	Long-term Orientation	Sequential: Synchronic	
Space Orientation	Public, Private, Mixed	Public, Private			

simplicity, quantitative evaluation, dimensional independence, applicability from macro to micro levels of analysis, and validity across a heterogeneous array of subjects" (p. 89).

Smith (1994) summarized the findings of the meta-analysis of Hofstede model-based research studies in the field of international business. Based on his research, he concluded that cultural diversity is not disappearing and that the following two of Hofstede's dimensions, the Power Distance Index and the Individualism Index, have parallel dimensions in the analyzed recent large-scale survey studies. Moreover, the researcher asserts that these two dimensions are consistently connected to everyday behavior and difficulties experienced in cross-cultural negotiation, joint venture management and team work in multinational corporations. Also, it is considered that Hofstede's book, *Culture's Consequences* (1980), which identified significant national cultural differences between countries, was instrumental in the debate about the nature and influence of national culture on international management (Neal, 1998).

Hofstede's Model

To connect culture to management, it is helpful to look at an empirical model of culture developed by Hofstede (1980), which provides cultural dimensions as a framework for understanding cultural variation in national, organizational or individual context.

Hofstede's model distinguishes five dimensions of culture that are based on an empirical analysis of the enormous database (116,000 questionnaires were administered

in two waves – 1968 and 1972). Hofstede surveyed employees of one multinational

organization in 40 different countries. From these data, four dimensions were found to

differentiate cultures. These dimensions, which focus on differences in work-related

values, include (1) Power Distance Index; (2) Uncertainty Avoidance Index; (3)

Individualism – Collectivism Index; and, (4) Masculinity – Femininity Index. And more

recently, Hofstede and Bond (1988) added a fifth dimension (5) Long-term Orientation.

These dimensions are described by Hofstede as follows. The Power Distance Index is

"the extent to which a society accepts the fact that power in institutions and organizations

is distributed unequally" (Hofstede, 1980, p.45). The Uncertainty Avoidance Index is

"the extent to which a society feels threatened by uncertain and ambiguous situations by

providing career stability, establishing more formal rules, not tolerating deviant ideas and

behaviors, and believing in absolute truths and the attainment of expertise" (Hofstede,

1980, p.46). The Individualism – Collectivism Index,

> implies a loosely knit social framework in which people are supposed to take care
>
> of themselves and their immediate families only, while collectivism is
>
> characterized by a tight social framework in which people distinguish between in-
>
> groups and out-groups; they expect their in-group (relatives, clan, organizations)
>
> to look after them, and in exchange for that they feel they owe absolute loyalty to
>
> it. (Hofstede, 1980, p.45)

The Masculinity – Femininity Index expresses "the extent to which the dominant values

in society are 'masculine' that is, assertiveness, the acquisition of money and things, and

not caring for others, the quality of life, or people (Hofstede, 1980, p. 46). And finally, the Long-term Orientation is the time orientation and the extent to which "the values on the one pole are more oriented towards the future (especially perseverance and thrift); they are more dynamic. The values on the opposite pole are more oriented towards the past and present; they are more static" (Hofstede, 1991, p.166).

These cultural dimensions express themselves in the international management arena in a number of different ways. For example, performance orientation is associated with high masculinity; and people orientation is associated with high femininity. The existence of low uncertainty avoidance implies a willingness to take risks and accept organizational change. An individualist-oriented involvement with organizations is related to material advantages, where tasks prevail over relationships. On the other hand, in a collectivist-oriented involvement, relationships are more important and prevail over tasks. If power distance is low, inequalities between subordinates and superiors are minimized, but inequalities are desired and expected when the power distance is high. Long-term or time orientation refers to the extent to which a culture has a short-term or long-term orientation or respect for traditions and adaptation of traditions in a modern context. Employees in short-term oriented cultures are more likely to give way to social pressures for achievement and status, and tend to expect quick results. In contrast, employees in long-term oriented cultures tend to be more willing to persevere through slow results that promise long-term achievement (Hofstede, 1991). Also, employees in short-term oriented cultures will be more likely to break the rules to achieve immediate

results. For example, managers may be more willing to compromise the quality of their work to achieve short-term goals.

Hofstede's dimensions, as well as dimensions developed by Kluckhohn and Strodtbeck (1961), Hall and Hall (1990), Trompenaars and Hampden-Turner (1998) and Trompenaars (1993), clearly suggest that cross-cultural differences in decision-making and communication may arise in management practice. Therefore, they are useful points of reference for analysis when exploring and trying to understand another culture.

Cross-Cultural Competence

Many attempts have been made to define and redefine cross-cultural competence over the years. This has resulted in a wide variation of terminology and definitions, pointing to a wide range of implications of cultural competence across different disciplines. For the purpose of the present study, it is important to explore the most consistent definitions of cultural competence as a base from which to work.

The research in the areas of intercultural, multicultural, global, international, cultural and cross-cultural competence represents separate parallel lines which have not yet merged together. While some studies have looked specifically at global knowledge, attitudes, or behaviors, most research looks at some combination of these different traits. Before the research on the broad and sometimes elusive concepts of the competencies,

which have been used interchangeably in the literature is elaborated upon, a brief description of *competence* in general will be presented.

What is Competence?

Queeney (1997) summarized a traditional view of competency. According to the researcher, competency has three components: knowledge, skills and abilities. Knowledge is a body of information that has to be mastered by a professional in a particular field. Skills are what enables a professional to utilize the knowledge when performing a particular work or assignment. Abilities concern the application of knowledge and skills in the practical settings, where judgment is used to deal with real situations. In addition to these capabilities, there is context, a factor that has received a little consideration in the past, but "in order to be a competent practitioner, a professional must be able to employ knowledge, skills, and performance abilities within a specific context, or practice setting" (p. 4).

Intercultural Competence

A comprehensive review of research on intercultural competence was conducted by Dinges (1983). Based on various models of intercultural competence, Dinges extracted the following dimensions of this competence: information processing; capacity for learning and change; communication style; stress tolerance; interpersonal relations; motivation and incentive; personal development; life stage; and context of situation.

A more recent review of empirical studies of intercultural competence conducted

since 1983 was summarized by Dinges and Baldwin (1996). They emphasize the

increasing sophistication of design, sampling, measurement and interpretation of the

notion of intercultural competence; however, they emphasize that many studies still lack

the conceptual framework by which the research has been guided.

Multicultural Competence

This kind of competence required for a diverse and global society can be found in

the literature on relations between cultural groups within the United States context.

There has been a recognition that multicultural and intercultural research can and should

inform one another (Bennett, 1993; Fantini, 1991; Lambert, 1994; Triandis, Kurowski,

Tecktiel & Chan, 1993).

Global or International Competence

In 1993, the Council on International Educational Exchange gathered experts

from many disciplines in order to discuss what global competence means. In the

conference proceedings, "International Exchange and Global Competence," Lambert

(1994) reviewed the internationalization literature and constructed the concept of global

competence , which describes the qualities necessary for professional practice in an

international setting. He conceptualized global competence as consisting of five

components:

- World knowledge

- World language proficiency

- Empathy (the ability to recognize validity in other points of view)

- Approval (the ability to appreciate aspects of other cultures)

- Task performance (the ability to achieve specific goals in a different cultural environment).

In the same proceedings, other questions were raised. Is the concept of global competence plural rather than singular? Is it the expression of a nation as a whole rather than of an individual? Should global competence be defined by national or cultural boundaries? Is the global competence an artifact of the American culture? (Carter, 1994; Lambert, 1994; Merkx, 1994; Roeloffs, 1994).

Generic Cultural Competence

A framework for cultural competence was developed by Choi and Kelemen (1995) which provides an analysis of the linkage between business strategy, decision-making and issues of cultural conflicts. Choi and Kelemen state that there are at least four major sources of intercultural conflict in international business: national, corporate, organizational and professional. A practical framework for being sensitive to these conflict situations was provided through four areas of generic cultural competence:

- Language expectations

- Cultural windows

- Negotiation

- Business ethics.

Cross-Cultural Competence

Black and Mendenhall (1990) developed three-dimensional taxonomy of cross-cultural competencies:

- Self-maintenance dimension

- Cross-cultural relationship dimension

- Perceptual dimension.

Their taxonomy has received recognition in the international management literature (Deshpande & Viswesvaran, 1992; Leiba-O'Sullivan, 1999). Based on their work, Leiba-O'Sullivan (1999) developed a new perspective on the topic of cross-cultural competence. She framed her investigation within the context of Black and Mendenhall's (1990) study and made a distinction between stable and dynamic competencies as well as added new dimensions to the framework (Figure 1). Leiba-O'Sullivan argues that stable competencies are essential for the acquisition of dynamic competencies, and therefore, she emphasizes their interdependence.

Summary of Competencies

The areas of intercultural, multicultural, global, international, cultural, and cross-cultural competencies represent parallel focuses in research. Moreover, very often such

**Self-Maintenance
Dimension**

**C/C Relationship
Dimension**

**Perceptual
Dimension**

| **Stable Competencies**

Emotional Stability | **Stable Competencies**

Extraversion

Agreeableness | **Stable Competencies**

Openness to Experience

Conscientiousness |

**Dynamic
Competencies**

Cultural Knowledge
(particularly factual)

**Dynamic
Competencies**

Cultural Knowledge
(particularly
conceptual)

**Dynamic
Competencies**

Cultural Knowledge
(particularly
attributional)

Cross-Cultural Adjustment

Figure 1. **The Dynamic and Stable Cross-Cultural Competencies by Competency
Dimension**

Note. Adapted from "The distinction between stable and dynamic cross-cultural
competencies: Implications for expatriate trainability," by S. Leiba-O'Sullivan, 1999,
Journal of International Business Studies, 30, p. 710. Copyright 1999 by the *Journal of
International Business Studies.*

terms are used interchangeably (Chaney & Martin, 2000). It is understandable when one considers that there is no present central organization of American higher education which would define the terms of globalization and set the agenda for its implementation and research. The lack of the central and single vision might be seen as a strength, especially when scholars from all the above mentioned areas work together in constructing the concept of competence desirable for working and living in a global world. For the purpose of this study the term cross-cultural competence was chosen as the most appropriate within the context of international management.

In summary, there is extensive research across disciplines which investigates the question of how to prepare cross-culturally competent managers (e.g. Chen & Starosta, 1996; Hinckley & Perl, 1996; Post, 1997; Shanahan, 1996; Spitzberg & Cupach, 1989). From the numerous definitions of competence provided earlier, it can be concluded that competence can be described as knowledge, skills, abilities and attitudes required of a manager for a successful performance in a global environment.

Learning Cross-Cultural Competence

Many researchers have studied the subject of the learning process by which one gains cross-cultural competence and becomes proficient in more than one culture. A review of some models of intercultural learning, which will be described below, both formal and informal, indicates that the process is unclear, and also that learning for the specific context of international management has not yet received particular attention.

Finally, the models are not specifically designed to show the learning of cross-cultural

competence for international management purposes in undergraduate or graduate

programs at the university level.

Hess (1994) stated that

Culture learning, when done properly, calls for cognitive, affective, and

behavioral knowing. Cognitive learning is typically associated with traditional

classroom mastery of a subject through conventional intellectual disciplines. The

subject matter might include a theory of the culture, a description of the people

and their customs, and analyses of cultural differences. Affective learning is the

development of attitudes about others on a gut-level. Development would come

through experiencing and recognizing feelings of acceptance, respects, tolerance

for cultural differences. And, behavioral learning suggests that one lives

differently than one did before as a monocultural or ethnocentric person. (p.9)

This emphasis on integration of all three dimensions, cognitive, affective and behavioral,

appears to be a very useful holistic approach in developing cross-cultural competence.

A good example of such an approach would be the *Third Culture Approach* by

Gudykunst, Wiseman, and Hammer (1977), which is very often cited in the literature (is

well-received in the field). Under the *Third Culture* approach, a manager displays

cultural competence, when he/she interprets and judges cross-cultural situations, neither

from an ethnocentric perspective nor from an idealized host culture perspective, but

assumes a neutral position. In order to achieve this neutral position, Gudykunst,

Wiseman, and Hammer (1977) emphasize the importance of the affective component of cultural competence, which may be called cultural sensitivity. In their model, cultural sensitivity is the prerequisite for the acquisition of knowledge, cognitive dimension, and skills, behavioral dimension. Therefore, the researchers see cultural sensitivity as a psychological link between one's own and another culture, and a basis for the development of knowledge and skills needed to successfully function in culturally overlapping situations.

Many scholars who concentrate on training agree on the fact that the process of learning cross-cultural competence is developmental. Brislin, Landis, and Brandt (1983) refer to the developmental approach and, therefore, suggest an explanation and description for how intercultural behavior arises. In this approach, the individual has to consider the following six steps: (a) past experiences with people of the target culture; (b) role and norm differences; (c) anxiety; (d) the goals of the cross-cultural training; (e) perceptual and cognitive sets of a world-view; and, (f) self-image, which means the ability to see oneself be able to "walk in the other's moccasins" (p. 5). First of all, this model describes what cross-cultural behavior is. And secondly, it outlines a strategy for personal development. One of the drawbacks of this model is that the application seems to be culture-specific, which is a rather limited approach for university education, but an appropriate one for the training with specific focus.

Albert (1983) developed an informal model of culture learning, which is similar in its holistic approach to Hess's (1994) model, described earlier in this section. Albert's

model depicts learning as being *spiral* in which new information, when learned cognitively, proceeds to experiential and behavioral phases. Each phase prepares the student for further learning.

Several other developmental models were developed by scholars (e.g. Bennett, 1986; Gudykunst, Wiseman & Hammer, 1977; Gudykunst & Hammer, 1984; McCaffery, 1986).

These models share an important premise that learning is an ongoing/incremental process, that a student's internal perceptions are the starting point for learning cross-cultural competence, and that these perceptions are challenged through personal experiences. However, to date, there has been no adequate model to explain the process of learning cross-cultural competence, and its application in teaching cross-cultural/international management.

Chapter Summary

This chapter presented a comprehensive overview of related literature. It examined the literature on the internationalization of business and management curricula in particular; culture models and cultural dimensions and their relation to international management and teaching about cross-cultural management; and the need for cross-cultural competencies necessary for international managers in order to function effectively and deal with challenges brought forth by globalization.

Based on the results of this review, one may see the need to focus on outcomes and to specify competencies at the university undergraduate/graduate levels to prepare globally and cross-culturally competent managers.

The next chapter, Chapter Three, will identify the methodology and procedures used in conducting the present study. It will describe the research design and the process that was used in the creation of the instrument, selection of the participants, and administration of the study.

CHAPTER III

METHODS AND PROCEDURES

Introduction

There has been much discussion among scholars and academics about teaching the knowledge and skills that are required for business students to be able to become successful international managers. One of the primary goals is to provide opportunities for learning both the technical or *hard* skills and interpersonal or *soft* skills required for functioning effectively in the global environment. Most approaches used by business schools to teach international management assist students in developing an awareness and understanding of cross-cultural issues in management. However, according to research, it also is important to actively move/orient students toward cross-cultural competence. Students need to develop skills to be able to learn how to understand culture and how it affects management to operate effectively across cultures (Kaynak & Schermerhorn, 1999; Lane, DiStefano & Maznevski, 2000; Sherman, 1999).

The need expressed in the literature for increased internationalization, discussed in the previous chapter, appears to be leading an effort to standardize the teaching of culture in the international and cross-cultural management curriculum field. To date,

there has been no standardization or specification of competencies at the university level. Therefore, the purpose of this study was to identify and to obtain consensus regarding competencies that are important for international managers and therefore, should be incorporated and taught in international management curricula at the graduate level.

This investigation was exploratory, providing preliminary data and not hypotheses testing. A descriptive research design was utilized to achieve the objective of the study. The study consisted of three phases, which will be described and discussed in the subsequent sections of this chapter, independently providing description of methods and procedures employed in each phase.

Research Questions

The questions asked in this study were:

1. What cross-cultural competencies are currently taught in international management courses, as presented in international management textbooks adopted by the leading graduate international business programs in the United States (as identified by *U.S.News and World Report* (April, 2001)?

2. In the opinion of the Delphi panel of experts, what cross-cultural competencies are essential for inclusion in international management curricula and teaching at the university/college graduate level?

Research Design

       To answer the questions raised in this study, the following multifaceted research design was developed and implemented. It consisted of the three phases described below.

Phase One: The research identified textbooks in the field of international management which look at cross-cultural functioning of managers as their operations cross international borders and/or how they operate cross-culturally.

Phase Two: Chapter headings and subheadings for the selected textbooks in the field of international management were then analyzed to identify the major topics and subtopics related to the cultural component(s) integrated/covered by authors in an attempt to facilitate the development of cross-cultural competencies in students. These analyses provided the basic list of content statements. Next, these content statements were converted into competency statements through the addition of action and performance verbs, and then organized thematically into groups.

Phase Three: A modified Delphi study was conducted to further gather information from experts in the field of international management in order to achieve some agreement/consensus regarding cross-cultural competencies needed to be successful in international management practice and which therefore, should be incorporated and taught in international management curricula.

The following sections will provide details for the methods and procedures employed in this three-phase study, describing each phase independently.

Phase One: Identifying Textbooks for Analysis

In this phase of the study, the following strategy was utilized. The top 10 schools from the *U.S. News and World Report's* (April, 2001) ranking of graduate international business programs were surveyed. The purpose of this survey was to identify international management textbooks adopted by professors in these top international business programs at colleges and universities in the United States. The following schools (shown in rank order) were included in the survey.

1. Thunderbird - The American Graduate School of International Management, Glendale, AZ

2. The Darla Moore School of Business, University of South Carolina, Columbia, SC

3. The Wharton School, The University of Pennsylvania, Philadelphia, PA

4. Columbia Business School, Columbia University, New York, NY

5. Harvard Business School, Harvard University, Cambridge, MA

6. Leonard N. Stern School of Business, New York University, New York, NY

7. The Anderson School, University of California, Los Angeles, CA

8. Business School, The University of Michigan, Ann Arbor, MI

9. Kellogg Graduate School of Management, Northwestern University, Evanston, IL

10. The Fuqua School of Business, Duke University, Durham, NC

Given the nature of this survey, the population was defined as those teaching international management courses in the top 10 international business programs at the colleges and universities in the United States. The list of these persons, along with their electronic addresses, was obtained from university web sites, or by calling management departments. The survey was conducted utilizing electronic mail. Instructors were contacted (Appendix A) and asked to report what textbook they had adopted in teaching international management courses. If they were not teaching at the time of the survey, they were asked to report which textbook they considered to be a leading text and would plan to adopt when teaching international management in the future. All 10 professors contacted responded to the survey. The collected data provided a list of textbooks, which will be discussed later in this manuscript, in Chapter IV. Four of the most frequently mentioned texts were selected by the researcher to be used for analysis. The newest edition of each textbook was used for analysis. They were:

1. *Transnational Management: Text, Cases, and Readings in Cross-Border Management,* by Christopher Bartlett and Sumantra Ghoshal, 2000, Boston: McGraw-Hill Higher Education.

2. *International Management: Managing Across Borders and Cultures,* by Helen

Deresky, 2000, Upper Saddle River, NJ: Prentice-Hall.

3. *International Management Behavior: Text, Readings and Cases,* by Henry

Lane, Joseph DiStefano and Marta Maznevski, 2000, Malden, MA: Blackwell

Publishers.

4. *International Organizational Behavior,* by Anne Francesco and Barry Gold,

1998, Upper Saddle River, NJ: Prentice-Hall.

Upon completion of this phase, the researcher proceeded to Phase Two of this study.

Phase Two: Identifying the Basic List of Content Competency Statements

During this phase, an analysis of the selected international management textbooks

adopted by the top 10 international business programs and identified in Phase One of this

study was performed. Qualitative thematic and semantic analysis was utilized to work

with the data. This analysis of chapter headings and subheadings for the selected

textbooks provided a basic list of content topics as being related to cultural components

integrated into these international management textbooks. During the analyses, topics

appearing in all the selected texts were merged in order to eliminate repetition. The

content was organized into major topic groups and related sub-topics. These content

statements were subsequently converted to competency statements through the addition

of action and performance verbs. There were a total of 49 statements developed and later

organized into seven groups (Appendix B.) As a result, the developed list was considered

to represent a generic list of cross-cultural competencies, that are taught in international

management courses and presented in international management textbooks. This list was

used as a basis for developing an initial instrument to be utilized in Phase Three of this

study.

Phase Three: Conducting a Modified Delphi Study

In order to evaluate and validate the list of cross-cultural competencies developed

in Phase Two of this study, the researcher employed a modified Delphi technique, a

procedure that has been used successfully by many scholars for this purpose. Description

of the technique is provided below, followed by a detailed discussion of specific

procedures utilized in this phase of the study.

Delphi Technique

The Delphi technique is a survey method that was originally developed by Dalkey

and Helmer (1963) at the RAND Corporation as a means for dealing effectively with

group opinion, and achieving consensus and/or agreement for the technological

forecasting of future events. Presently, as the literature shows, it is considered a reliable

research method to obtain the opinions of a group of experts with potential use in

establishing facts, generating ideas, making decisions, and reaching consensus on a wide

variety of issues. According to Murry and Hammons (1995), in higher education, the Delphi technique is primarily used to develop goals and objectives, to improve curriculum, to assist in strategic planning, and to develop criteria. A number of studies have been conducted using the Delphi technique with the purpose of identifying competencies (e.g. Clayton, 1992, 1997; Kim-Godwin, 1999; Smith & Simpson, 1995; Thach & Murphy, 1995; Tokar & Brown, 1996; Tokar & Brown, 1997). These studies served as motivation for the researcher to use the technique in the present study.

It is important to emphasize that Delphi has been labeled in the literature variously, as a technique, a process, a method, an exercise, and a survey. Indeed, there are so many variations of the original Delphi, that it is often proceeded by the word modified, which is also the case in the present study. According to Linstone and Turoff (1975), there are different types of Delphi which can be differentiated based on the intent of the study. Classical Delphi is considered a forum for establishing facts; a policy Delphi is a forum for generating ideas; and a decision Delphi is a forum for making decisions.

The Delphi technique consists of multiple rounds of data collection. The method utilizes a series of intensive questionnaires (with controlled feedback) that are sent to experts in a particular field who respond anonymously to the desirability and/or probability of issues as related to their profession (Clayton, 1997). The participants in such studies are considered a panel of experts.

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According to Uhl (1971), the general procedure for the Delphi method is as follows: 1) the participants, a panel of experts in the field, are asked to list their opinions on a specific topic; 2) the participants are then asked to evaluate the total list based on certain criteria; 3) each participant receives the list and summary of responses to the items; and, 4) each participant again receives the list, the updated summary, minority opinions, and a final chance to revise his/her opinion. As was mentioned earlier, the general procedure has been modified by many researchers. For instance, instead of using open-ended questions, researchers may use specific questions. Also, some researchers may choose not to report summary responses in the subsequent rounds.

Like every method, Delphi has its advantages and disadvantages. The advantages of the Delphi method were reported in several studies. Murry and Hammons (1995) consider the Delphi technique to be an efficient and cost-effective method for the purpose of seeking consensus from a group of respondents who never meet in person. The Delphi method is useful for generating, evaluating, analyzing and synthesizing expert opinion on controversial issues (Parker, Ninomiya, & Cogan, 1999). This technique enables investigators to quickly gather a large amount of objective and subjective data from a group of experts (Blair & Uhl, 1993). Another advantage of this method is that it is particularly suited to determine content validity, because the method builds/develops progressively until consensus is reached (Murry & Hammons, 1995). The Delphi method also ensures that any prestigious expert cannot have an undue influence on the opinions of others, as might be possible in a face-to-face situation (Uhl, 1983). In addition, an

advantage of using the Delphi method is to increase the respondents' awareness of the research topic. However this method also has some limitations, such as expert panel attrition, respondent fatigue, and changing views of the respondents during the process (Murry & Hummons, 1995).

In summary, the Delphi technique has been useful in gathering and reporting the opinions of experts and in some instances, developing consensus between them. It has the capacity to capture the areas of collective knowledge that is held within professional fields, but not always verbalized. That is why it can be considered as being very useful in the field of professional education. Therefore, the Delphi technique was adopted by this researcher to gather opinions of experts on cross-cultural competencies required of business students, as they prepare to become effective managers in the global arena. To best fit the research design of the present study, it was decided to utilize a modified version of the Delphi technique. Two rounds of the Delphi technique were used to produce the final list of competencies.

Selection of Panelists

The use of the Delphi technique requires that participants be selected based on their expertise in the issues under the study. Walton (1992) provides three approaches which are useful guiding principles in distinguishing experts:

1. Experts are those that possess sufficient knowledge and experience and have mastered the advanced skills of a particular domain of knowledge or experience.

2. Experts are also proficient in their actions and they have unique ways of applying their knowledge to tasks in the area of their expertise.

3. Experts are also proficient in identifying problems in their areas, and being able to solve them, if the problems are solvable.

Moreover, Whitman (1990) contends that expertise implies that the individual panel members have more knowledge about the subject matter than most people; also, that they possess certain experience or are members of a relevant professional association. These suggestions were considered when designing the present study. In particular, Whitman's (1990) recommendation that members of a relevant professional association may represent experts was used as a strategy for selecting participants for the present study.

Taking into account the suggestions provided by Walton (1992) and Whitman (1990), experts of the Delphi panel in the present study included past, current and future (anticipated) chairs of the International Management Division of the Academy of Management, starting with the year 1985. In addition, two co-chairs of the Teaching Committee of the International Management Division were selected to participate in the present study. International Management Division is a professional society whose purpose is to foster the general advancement of research, learning, teaching and practice in the management field. As a professional division of the Academy of Management, the

International Management Division's focus is on an international or cross-cultural dimension of management, as well as teaching international management. The Delphi panel experts besides representing actively involved faculty at the national level who provide leadership for the International Management Division, are also representing full-time faculty teaching international and cross-cultural management, and international business in different colleges and universities across the United States. The majority also represented prominent scholars in the field of international management with an extensive record of published research in highly respected scholarly journals.

As for the panel size used in a Delphi study, suggestions in the literature vary. Fazio (1998) comments that Delphi with as few as 20 participants have produced successful results. According to Clayton (1997),

> " … some general rules-of-thumb indicate 15-30 people for a homogeneous population – that is, experts coming from the same discipline (e.g. nuclear physicists) – and 5-10 people for a heterogeneous population, people with expertise on a particular topic but coming from different social/professional stratifications such as teachers, university academics and school principals." (p.379).

Taking into account the homogeneous nature of the population in the present study, there were 22 participants selected for the expert panel. Initially, potential Delphi experts in this study represented 15 different states. However, those who actually responded and participated in the study represented 12 states.

The Instrument

The instrument (Appendix C) used for Round One in this study, was developed by the researcher, based on the basic list of content competency statements identified in the second phase of the study and described earlier in this chapter (i.e., Phase Two).

The format for the Round One survey was developed by reviewing examples from other Delphi studies. It was a self-reporting survey consisting of seven sections, representing seven groups of cross-cultural competencies:

Group One: Understanding Concept of Culture;

Group Two: Understanding Self;

Group Three: Cross-Cultural Thinking;

Group Four: Cross-Cultural Communication;

Group Five: Negotiation and Decision-Making;

Group Six: Motivating and Leading; and,

Group Seven: Developing Teams.

Preceding the first section of the instrument, there were directions given for the participants to follow. Each section of the survey listed the complete definition for each competency. Following each competency statement, there was a four-point Likert scale for the respondent to complete the initial rating. The Likert scale was presented as follows:

1 = (NI) Not Important;

2 = (SI) Somewhat Important;

3 = (VI) Very Important; and,

4 = (E) Essential.

After rating each competency, each panelist was asked to provide comments. In addition, at the end of each section, there was a section requesting the experts to list any additional competency(ies) important to be included in that group.

The survey (Appendix D) used for Round Two was constructed using the results tabulated from Round One, and therefore, represented a modified form of the initial instrument. In addition, there were two questions added based on the input from the panel of experts in Round One. The purpose of those questions was to inquire about the extent (or degree) to which culture and cross-cultural issues should be addressed in international management curricula at the graduate level. They were stated as follows:

1. What percentage of time of the total course do you dedicate to cross-cultural issues?

2. Ideally, what percentage of time should be devoted to cross-cultural issues in teaching international management?

Pilot Study

A preliminary form of the survey was presented to the principal investigator's doctoral committee members who suggested a few minor changes. Then, a pilot study was conducted in order to verify the internal and external reliability of the instrument. A letter was sent to a selected small group of experts, who teach international management

on the graduate/undergraduate level, inviting them to participate in the pilot study (Appendix E). Pilot participants were considered evaluators; consequently, they were not members of the population and did not take part in the final study. The evaluators were asked to critique the cover letter and the instrument used for the Round One of the study.

Five responses out of seven sent were received for the pilot study. In general, the respondents were positive concerning the readability and clarity of the letter and the instrument. Several small suggestions were given by the pilot evaluators. Upon completion of the pilot study, there were several adjustments made in order to improve the final instrument in respect to its clarity, understanding, and organization.

Collection of Data

On September 16, 2001, the revised survey was distributed to selected panelists utilizing electronic mail. Each of the 22 identified potential Delphi panelists received an invitation to participate in the study. This invitation (Appendix F) was in the form of an introduction letter delineating the purpose; significance; general overview of the study; and a request for commitment to the entire study, explaining the time it would require. Two rounds would be used to reach a consensus. A consent form was embedded in the invitation letter. Respondents were asked to return the completed surveys to the researcher within 14 days. Also, respondents were provided with clear directions how to preserve their responses before they returned them to the researcher via an electronic mail attachment. There were two subsequent reminders sent to the panelists to ensure a high

return rate. The efforts resulted in the return of 17 usable surveys, yielding a return rate of 77%. Two responses were non-usable, of which one participant forgot to attach the completed survey and the other reported a computer virus problem causing the survey to be lost. The remaining three participants decided not to participate. Various reasons were given for not participating in the study, such as "It is really not a good timing for me to participate in your project," "I am not able to participate in your research project," "It is not an area we [I] cover." Even though much of communication between the researcher and the panel was conducted utilizing electronic mail, the researcher gave an opportunity for the participants to choose fax or regular mail as a return option. Also, to accommodate the request of one of the experts, the researcher faxed him a copy of the instrument. In general, for Round One, two out of 17 usable responses were returned by fax, one by regular mail, and the rest by electronic mail in the form of attached documents. The collected data were then prepared for analysis. The survey instrument for Round Two was developed based on this analysis.

The second round of the study was used for each panelist to rate the modified competency statements based on the collective input from Round One. Previous ratings and their collective responses for Round One were not presented in Round Two to the experts. The Round Two survey and the invitation letter (Appendix G) were then sent by electronic mail to 17 experts (those who participated in Round One and provided usable responses) on October 24, 2001. Just as in the first round, there were two reminders that followed the initial distribution of the Round Two survey. Because of the population size

and a necessity to have a high return rate, it was important for the researcher to keep in touch with the Delphi experts on a regular basis in order to encourage their participation. Ultimately, a total of 15 responses were received, yielding a return rate of 88%. One of the experts decided not to participate in the second round due to a lack of interest in the study. The other expert did not react to the researcher's contacts and reminders, and it was assumed by the researcher that he decided to withdraw from the study. After Round Two, a decision was made that there were no major changes in the results, and therefore the study would be limited to two rounds. Also, an important factor in limiting the study to two rounds was an overall degree of consensus among the experts. The entire process of data collection took three months. The collected data in Round Two were then prepared for analyses.

Analysis of Data

Descriptive and inferential statistics were used to analyze the data collected in the first and the second round of the study. The analyses were conducted on an IBM computer utilizing the Statistical Package for Social Sciences (SPSS) software for analysis and tabulations, which was available at The University of Tennessee Statistical and Computational Consulting Center. In addition, the collected data were analyzed through the sequential process of summarizing, categorizing, and rank ordering.

In order to provide an indication of the level of agreement among the panel members as to what cross-cultural competencies are essential, the mean response scores

for each competency statement were calculated. The statements' mean scores were high, with mean values ranging from 3.87 to 2.27, given the four-point scale. The standard deviations were also calculated and, therefore, provided a measure of dispersion which also indicated the degree of consensus among the experts. The standard deviation varied from 0.35 to 1.19. Specifically, the larger standard deviation (equal to or more than 1.00) indicated lack of consensus, and the smaller standard deviation (of less than 1) indicated general consensus among the experts. The analyses of the data are reported in summary tables constructed for each group of statements on the survey and will be presented in the Chapter IV. Appropriate statistical techniques, which are described below, were used to further examine the data, in particular, to measure reliability of the survey, as well as significant results and relationships in the data.

In order to measure internal consistency of the ratings, reliability analyses were conducted for each group of competency statements of the ratings in Round Two. Cronbach's coefficient Alpha was calculated for this purpose. The total scale reliability was very high (0.9509), with the group four (Cross-Cultural Communication) as well (0.9085). The other groups' scales were lower, which can be expected due to a smaller number of items than the total scale and even than in group four (N=11). The first group (Understanding Concept of Culture) had a negative Alpha coefficient of -0.0287. This can be explained by the lack of variance among ratings in this group, where statements were consistently rated "4", although "3" was quite random, and there were no ratings of "2" or "1" at all. In general, for reliability estimates, the scale is excellent (Table 3).

Table 3

Round Two: Reliability Analysis Results Based on Cronbach's Alpha Test

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Total Scale
Reliability Coefficients
N of Cases = 15   N of Items = 45
Alpha = **.9509**

Group One Scale: Understanding Concept of Culture
Reliability Coefficients
N of Cases = 15   N of Items = 5
Alpha = **- .0287**

Group Two Scale: Understanding Self
Reliability Coefficients
N of Cases = 15   N of Items = 9
Alpha = **.7929**

Group Three Scale: Cross-Cultural Thinking
Reliability Coefficients
N of Cases = 15   N of Items = 4
Alpha = **.8173**

Group Four Scale: Cross-Cultural Communication
Reliability Coefficients
N of Cases = 15   N of Items = 11
Alpha = **.9085**

Group Five Scale: Negotiation and Decision-Making
Reliability Coefficients
N of Cases = 15   N of Items = 4
Alpha = **.8451**

Group Six Scale: Motivating and Leading
Reliability Coefficients
N of Cases = 15   N of Items = 7
Alpha = **.8541**

Group Seven Scale: Developing Teams
Reliability Coefficients
N of Cases = 15   N of Items = 5
Alpha = **.8726**

Also, Round Two data were used to examine whether or not there were significant differences among the ratings of competencies provided by each expert and the percentage of time of the total course they devoted to teaching cross-cultural issues. It can be assumed that the rating of competencies would be higher in those cases where experts indicated that they devoted more time to teaching cross-cultural issues. For this purpose, an analysis of variance technique (Univariate Analysis of Variance) was employed to see if there were a statistical difference between the means of the different groups of competencies. This examination did not reveal any significant statistical differences among the ratings of competencies and the percentage of time devoted to teaching cross-cultural issues. The results are presented in Table 4.

Table 4

Univariate Analysis of Variance Results

Groups	F value	Significance Level
Group One	0.371	0.824
Group Two	0.726	0.594
Group Three	0.902	0.499
Group Four	0.905	0.497
Group Five	0.236	0.912
Group Six	0.335	0.848
Group Seven	0.743	0.584

And finally, Round One and Round Two data were compared taking into account mean scores for each group of competencies (Table 5). There were no substantial changes. In general, group mean scores for Round Two were larger (0.21 on average) than group mean scores for Round One. It should be noted that the difference between the mean scores for group seven in Round One and Round Two was minimal (0.05) in contrast to the other groups (0.22 for group one; 0.14 for group two; 0.43 for group three; 0.14 for group four; 0.28 for group five; and 0.22 for group six). This minimal difference between the mean scores for group seven can be explained by the fact that statements for that group were not modified after Round One of survey was conducted and data were

Table 5

Group Mean Scores for Groups of Competencies in Round One and Round Two

Statements	Round One		Round Two		
	Group Mean	N	Group Mean	N	Change
Group One	3.50	17	3.72	15	0.22
Group Two	3.06	17	3.20	15	0.14
Group Three	2.88	17	3.31	15	0.43
Group Four	2.88	17	3.02	15	0.14
Group Five	3.07	17	3.35	15	0.28
Group Six	2.88	17	3.10	15	0.22
Group Seven	2.73	17	2.78	15	0.05

analyzed, and therefore, remained the same for Round Two. These consistent ratings are indicative of the reliability of the consensus at which the panel of experts arrived.

The description of the findings from the analyses described above is presented in Chapter IV.

Chapter Summary

This chapter discussed the methods and procedures used in this study. It described how competencies were identified and validated through the Delphi technique. First, an analysis of chapter headings and subheadings for identified leading textbooks in the field provided the basic list of content competency statements, therefore addressing the Research Question 1. Next, the content statements were converted into competencies through the addition of action and performance verbs. The resulting 49 statements were subsequently organized into seven groups which formed the basis for the development of the survey instrument for Round One. Respondents were instructed to consider and rank competencies for the importance of being taught and incorporated into curricula for study in international management courses at the graduate level. Prior to mailing, the instrument was reviewed by a group of pilot study participants. Two rounds of the Delphi technique were conducted which produced the final list of competencies, therefore addressing Research Question 2. Appropriate statistical techniques were employed to examine the reliability of the survey, as well as significant results and relationships in the

data. The results of the data collected and analyses of the findings are presented in

Chapter IV of this research study.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

This chapter presents the analyses of the data collected and the discussion of the findings. The purpose of this study was to identify and reach consensus on cross-cultural competencies considered important to the successful practice of global managers, and essential for study in international management courses at the graduate level at a university or college. More specifically, the researcher sought answers to the following research questions:

1. What cross-cultural competencies are currently taught in international management courses, as presented in international management textbooks adopted by the leading graduate international business programs in the United States (as identified by *U.S.News and World Report* (April, 2001)?

2. In the opinion of the Delphi panel of experts, what cross-cultural competencies are essential for inclusion in international management curricula and teaching at the university/college graduate level?

A three-phase research design was employed to carry out the purpose of the study and to provide answers to these research questions. First, the textbooks in the field of international management were identified. Second, an analysis of chapter headings and subheadings for the identified textbooks provided the basic list of content statements. Then, these content statements were converted into competencies and the resulting competency statements were organized into seven thematic groups, which formed the basis for the development of the instrument to be used in the third phase of the study. Two rounds of the Delphi technique produced the final list of cross-cultural competencies important for study in international management courses at the graduate level at a university or college.

The examination of the data, the statistical analyses of the data, as well as the discussion of the findings are presented in this chapter. To respond directly to the purpose of this study and to answer the research questions, the presentation of the findings and the analyses of the data in this chapter is organized into the following sections: Results of the Research Study Phase One and Phase Two; Results of the Research Study Phase Three, Delphi Study. These sections are followed by the Discussion of the Findings and Chapter Summary.

Results of the Research Study Phase One and Phase Two

The study began with the identification of the textbooks that were adopted by those teaching international management in the top 10 international business programs in the United States. The identified list included seven texts. The researcher limited the analysis to those texts that were listed at least twice. (The full list of the identified textbooks appears as Appendix H.) Therefore, four texts were selected for analysis. These texts are listed below in the order of their reference reported by the surveyed business schools. The frequency of their usage is reported in parentheses.

1. Bartlett, C., & Ghoshal, S. (2000). *Transnational Management: Text, Cases, and Readings in Cross-Border Management.* Boston, MA: McGraw-Hill Higher Education. (Four schools)

2. Deresky, H. (2000). *International Management: Managing Across Borders and Cultures.* Upper Saddle River, NJ: Prentice-Hall. (Two schools)

3. Lane, H., DiStefano, J., & Maznevski, M. (2000). *International Management Behavior: Text, Readings and Cases.* Malden, MA: Blackwell Publishers. (Two schools)

4. Francesco, A., & Gold, B. (1998). *International Organizational Behavior.* River, NJ: Prentice-Hall. (Two schools)

Before the results of the analysis are presented, it is also important to address the major issues in terms of topics covered in the identified texts. According to Francis and

Globerman (1992), up until the late 1980s most international management textbooks have had a domestic orientation; there was no attempt made to integrate international topics into the main body of the text. However, this orientation has been rapidly changing and textbook authors have become very sensitive to the need to internationalize the content of the texts. Therefore, many textbooks offer modules on the global context of international management and cross-cultural functioning of managers. Boddewyn (1999) summarized this process (this state) in the following manner:

> …when one compares textbooks entitled 'international/global management/strategy,' … [they] differ significantly. Some of them are simply 'internationalized' versions of domestic management or strategy texts, with plenty of international examples and the now expected references to Poter's international models and of Bartlett and Ghoshal's terminology. Like their domestic counterparts, IM textbooks also differ in terms of their basic conceptual and theoretical emphases: functional, structural, behavioral, strategic, cross-cultural, and others. Some of them are even mere variations on 'international-business' texts since many 'business schools' have been renamed 'schools of management' so that the titles of courses and textbooks simply reflect this superficial change without truly differentiating between IM and IB. (p.13)

The identified texts provided varying focus. One text had a strategic approach (Bartlett & Ghoshal, 2000), another had a cross-cultural approach (Deresky, 2000), and the other two had a behavioral focus (Francesco & Gold, 1998; Lane, DiStefano, &

Maznevski, 2000). This varying focus was reflected in the degree that cross-cultural issues were covered in the texts under the analysis. The discussion of this is presented below.

Cross-Cultural Orientation of Selected Leading Texts

All four of the identified texts emphasize the importance of culture in cross-cultural management and the challenges of working with people from diverse cultural backgrounds. As pointed out by the authors in introductions to their respective books, the aim of the texts is to develop the knowledge and skills necessary for effective management in different cultural environments, and to work effectively with people from other cultures. The conceptual and case materials are focused at increasing sensitivity to important cultural differences and assumptions underlying the behavior of people, as well as the issues managers are likely to encounter in different cultural environments. More specifically, the objectives, as emphasized by the authors, can be summarized as follows:

- Develop awareness of the influence (especially the hidden influence) of culture on behavior with respect to management and management practices.

- Increase students' familiarity with different situations and issues, which they as future managers will confront when working internationally, and to increase their ability to deal with them.

- Develop appreciation of the impact of living and working in another culture on personal behavior and growth.

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Based on the analysis of the four identified texts, teaching culture seems to cover the following three substantive issues:

1. The basis of culture:

    Concept/definition of culture

    Models of culture

    Dimensions of culture

    Sub-cultures and multiple cultures

    Levels of analysis; cultural stereotyping

2. Understanding cultural differences and similarities:

    Cultural frameworks

    Comparing countries using cultural models

3. Using cultural understanding:

    Why is culture important to international management?

    Effects of culture on the management process and functions:

    Effects of culture on organization, structure and strategy

    Impact of culture on motivation, leadership, and decision-making

    Impact of culture on communication and negotiation

    Working effectively in cross-cultural teams

Also, it is important to mention that the authors of the texts, in particular Lane, DiStefano and Maznevski's (2000) *International Management Behavior*, favor a culture-general approach. They draw upon material from a wide range of cultures and do not

focus on one particular country or region of the world. Their primary focus is on the

interaction between managers from different cultures in different work settings. Lane,

DiStefano and Maznevski (2000) emphasize that this cross-cultural perspective is

different from a comparative approach, in which the management practices of individual

countries or cultures are examined in detail and then compared. According to the

researchers, they have chosen this perspective because it is the interaction of cultures that

creates challenging experiences for managers, or in other words, the interaction of people

with different beliefs and management practices that has impact on managers and

management.

Identified Topics and Subtopics from the Selected Textbooks

Transnational Management: Text, Cases, and Readings in Cross-Border Management
(2000) by Christopher A. Bartlett and Sumantra Ghoshal

Related topics and subtopics included:

> The cultural and political forces for local differentiation
>> Cultural differences
>> Growing pressures for localization
> Culture and organizations
>> Culture and structure
>> Emerging cultural profiles: converging evidence
>> As we see us
>> Culture and processes
>>> Information and communication
>>> Decision-making
> Managing in a borderless world
> The myth of the generic manager: new personal competencies for new
> management roles

International Management: Managing Across Borders and Cultures (2000) by Helen Deresky

Related topics and subtopics included:

The role of culture in international management
- Culture and its effects on organizations
- Cultural variables and dimensions (subcultures; cultural variables - kinship, education, economy, politics, religion, associations, health, recreation; value dimensions; Hofstede's value dimensions; geographic clusters; Trompenaar's findings; critical operational value differences - time, change, material factors, individualism)
- Developing cultural profiles
- Culture and management styles around the world

The cross-cultural communication environment
- The communication process
- Cultural noise in the communication process; cultural variables in the communication process (attitudes, social organization, thought patterns, roles, language, non-verbal communication, time); context; communication channels (information systems).
- Managing cross-cultural communication (developing cultural sensitivity; careful encoding; selective transmission; careful decoding of feedback; follow-up actions)

Negotiation and decision making
- The negotiation process (cross-cultural negotiation; understanding negotiating styles)
- Decision making
- The influence of culture on decision making
- Approaches to decision making (cultural variables in the decision making process)
- Decision making in specific countries

Cross-border alliances and strategy implementation
- Cultural influences on strategic implementation

Staffing and training for global operations
- Cross-cultural training (culture shock, subculture shock)

Expatriation and labor relations in Global HRM
- Cultural influences of labor-management practices

Motivating and leading
 Cross-cultural research on motivation
 The meaning of work in different countries
 The need hierarchy in the international context
 The intrinsic-extrinsic dichotomy in the international context
 The multicultural leader's role and environment
 Cross-cultural research on leadership
 Contingency leadership – the cultural variable

Managing international teams and workforce diversity
 Domestic multiculturalism: managing diversity
 Multicultural work teams
 Acculturation

International Organizational Behavior: Text, Readings, Cases and Skills (1998) by Anne Francesco and Barry Golden

Related topics and subtopics included:

Culture and Organizational Behavior
 What is culture?
 How is culture learned?
 Frameworks for examining cultures

Communication
 Cross-cultural communication differences
 Barriers to cross-cultural communication
 Enhancing cross-cultural communication

Negotiation and conflict resolution
 How culture influences the negotiation process
 Differences between intercultural and intercultural negotiations
 How culture influences conflict resolution
 How to become a better cross-cultural negotiator

Motivation
 American motivation theories and their application outside the United
  States
 How culture influences rewards
 The meaning of work across cultures

Groups and teams
> Groups at work in four cultures

Leadership
> Culture and leadership
> Leadership in two cultures

Organizational change
> National culture and organizational change

Managing diversity
> How different cultures view diversity

International Management Behavior: Text, Readings and Cases (2000) by Henry Lane, Joseph DiStefano and Marta Maznevski

Related topics and subtopics included:

Intercultural effectiveness in global management
> Intercultural communication and effectiveness
> The dynamics of differing worldviews
> Influence pattern of culture on assumptions, perceptions and management behavior
> Model of managing cultural diversity for personal and team effectiveness
> The cultural orientation frameworks (relation to environment; relationships among people; focus of human activity; basic nature of human beings; orientation to time; use of space
> Bridging differences through communication
> Integration to manage and build on differences (building participation; resolving disagreements; building on ideas)

Implementing strategy, structure and systems
> Culture's influence on strategy and implementation
> Culture's influence on structure
> The reality of culture shock (repatriation)

Corporate social behavior in a global economy
> Cultural theories and ethics

Developing Competency Statements

The analysis of chapter headings and subheadings for the four selected texts provided a basic list of content topics. Topics appearing in all four texts were merged and consolidated in the analysis in order to eliminate repetition. Qualitative thematic and semantic analysis was used to examine the topics. The content topics were organized into major thematic groups and related sub-topics. These thematic groups were developed based on the identified cross-cultural substantive issues covered in the identified text and discussed earlier in this chapter. A card sort technique was undertaken to assign statements to the themes selected. Then, content statements were converted to competency statements through the addition of action and performance verbs. The results addressed Research Question 1. The developed list of 49 statements (Appendix B) represents the cross-cultural competencies as presented in the international management textbooks adopted by the leading international business programs in the United States. From here, the researcher proceeded to the third phase of the research, the summary of the findings which are presented in the following sections.

Results of the Research Study Phase Three, Delphi Study

The third phase of the study was implemented to address Research Question 2. For this purpose, a modified Delphi study was conducted to gather the opinions of the panel of experts on the competencies essential for study in international management

courses and to reach consensus on the importance of these cross-cultural competencies.

There were two rounds of Delphi conducted. This was considered sufficient to evaluate

the competencies developed in the second phase of this study. The panel of experts

consisted of 17 panelists in Round One and 15 panelists in Round Two of the study.

(There was a panel of 22 experts originally, 5 of them dropped from the study due to

different reasons discussed in the previous chapter). All the participants were selected

and classified as experts in the field of international management, based on their

leadership roles in the professional association (the International Management Division

of the Academy of Management), their scholarly achievements, and their involvement in

teaching international management in colleges and universities across the United States.

Round One. A total of 49 competencies were used to compose the instrument for

Round One, consisting of seven groups organized by the researcher, according to the

themes selected in the process of grouping the competencies.   The return rate was 77%

of Round One survey. In this round, mean scores ranged from a high of 3.94 to a low of

2.18, on a four-point Likert-type scale. The standard deviations ranged from a high of

1.08 to a low of 0.24. In the analysis of the data received in this round, based on the

responses and comment of the experts, a number of competencies were reworded to

clarify meaning. Also, during the analysis, five competencies were deleted from the

survey (in groups: *Understanding Concept of Culture, Cross-Cultural Thinking, Cross-

Cultural Communication,* and *Motivating and Leading*); they were considered repetitive,

included within other competencies, or were suggested to be dropped, and therefore, were

not included in the next round, Round Two. Also, one new competency was suggested

by one of the respondents, and the researcher decided to add this competency statement

to the list for evaluation in Round Two of the study. Of the 49 competency statements

listed in Round One survey, the researcher reduced the list to 45 competencies for

evaluation in Round Two. Also, based on the responses and comments from experts in

the first round, two questions were added to the survey. These questions solicited

information pertaining to the degree that cross-cultural issues should be addressed in an

international management curriculum at the graduate level.

Round Two. The second round was used for each expert to rate the modified

competency statements based on the collective input from Round One of the study. A

total of 15 (out of 17 sent out) responses were received for Round Two for a return rate of

88 %. After Round Two was conducted, a decision was made that since there were no

major changes in the results, the study would be limited to two rounds. For Round Two,

mean scores ranged from a high of 3.87 to a low of 2.27, on a four-point Likert-type

scale. The standard deviations ranged from a high of 1.12 to a low of 0.35. The large

standard deviation (equal to or more than 1.00) indicated lack of consensus, and the small

standard deviation (of less than 1.00) indicated consensus among the experts on the

panel. The data collected in this round were analyzed to address Research Question 2 of

the study, to identify cross-cultural competencies that are essential for inclusion in

international management curricula and teaching at the university/college graduate level.

It is pertinent at this point to explain and to reiterate about the process the researcher used

to distinguish the essential competencies among the total of 45 competencies evaluated in the second round of the study. In other words, the researcher sought to identify essential competencies in the analyses of the data collected in Round Two to provide a specific answer to the second research question. Therefore, descriptive statistics from Round Two were used to determine essential competencies. Mean scores (equal to or greater than 3.2) and standard deviations (less than 1.0) were used to determine a consensus of meaningful essential competencies (the standard deviation is presented for informational purposes only.) As was stated before in this chapter, the statements' mean scores were high, with mean values ranging from 3.78 to 2.27 on a four-point Likert-type scale, where 4 indicated "essential," 3 "very important," 2 "somewhat important," and 1 "not important."   Since there was no mean lower than 2.0, it was decided to include all the statements to present the final list of competencies in the discussion. However, in order to distinguish the essential competencies, a mean score of 3.2 was selected as the arbitrary distinction point for those statements that could be considered essential. A mean value of 3.2 was also the midpoint (the median) of the range of mean values for Round Two data. Therefore, a mean of 3.2 and higher would include competencies ranked as essential. Consequently, a statistical consensus was considered when any response item had a score equal to or greater than 3.2. As a result, 23 competencies meeting these characteristics were selected to represent the identified cross-cultural competencies that are essential for inclusion in international management curricula and teaching at the university or college level.

Both data and calculation results from Round Two survey are summarized and presented in the Tables 6 – 13. Competencies presented in these tables are listed in the same order that they were listed in the survey instrument; therefore, no significance can be attached to the order among the competencies. Each table provides the competencies' mean ratings and standard deviations according to the tabulated responses. It is important to note that Group One competencies, *Understanding Concept of Culture*, have the highest mean ratings (with the highest group mean score of 3.72), and Group Seven statements, *Developing Teams*, have the lowest mean ratings (with the lowest group mean score of 2.78). The results for all the groups are presented and discussed below where possible, supported by the reports of the comments made by the panel during Round One and Round Two of the survey.

Table 6 shows the ratings for the first group of competencies, *Understanding Concept of Culture*. Statements in this group were consistently rated higher when being compared with the other groups, indicating a high level of importance of the competencies and a high degree of consensus among the experts. Comments provided by the experts were centered around item #5 (*Use different cultural models and dimensions of culture as the initial framework for cross-cultural understanding*) in this group of statements. There was a comment made by one of the experts, that, "practical aspects are more important than theories." Another expert noted that these initial frameworks are, "…the basic tools – necessary but not sufficient for complete cultural understanding. They are a good starting point." Still another expert notes that, "This last is quite

Table 6

Results from the Delphi Round Two for Competencies in Group One: Understanding Concept of Culture

Competency	Mean	SD
The student should be able to:		
1. understand the concept of culture.	3.87	0.35
2. understand /recognize variances within a culture.	3.67	0.49
3. understand the influence of culture on behavior and on managerial behavior in particular.	3.87	0.35
4. understand/recognize that there exist both similarities and differences in values among different cultures.	3.87	0.35
5. use different cultural models and dimensions of culture as the initial framework for cross-cultural understanding.	3.33	0.49

important. Hall, Trompenaars, Hofstede, Humpden-Turner," referring to models and dimensions of culture, which were discussedearlier in this manuscript, in the literature review chapter. It is important to note that all the five competency statements in Group One appeared to be skewed; none of the statements in this group were rated lower then 3.00 in the second round of the survey. This also indicates that all five competencies can be considered essential for inclusion into the curricula for teaching in international management courses.

Table 7 provides the ratings for the second group of competencies, *Understanding Self*. This group shows greater variation in ratings when compared with the first group. Competencies #5 through #8 have mean scores lower than the arbitrary mean of 3.2, and therefore, are considered important, but not essential. The following random sample of comments from the panel members may clarify the reasons for rating these competencies lower:

"…desirable, but … You can not force it – some people simply can't."

"… doubtful that one course in American University is going to do it."

"Flexibility and openness is [are] not necessary positive if one's value system is strong about something (normativism). For instance, should one accept slavery just because it is part of a different value system? Relativism would say one should. Maybe it is better to demonstrate understanding rather than accept." From these comments, it can be assumed that these competencies are hard to achieve as realistic outcomes for an international management class. However, these competencies are considered important, and therefore, they can be addressed on the level of awareness. "Awareness is the first step, however, and that is what can be raised in the classroom and through homework," commented one of the experts.

Table 8 contains mean scores and standard deviations for the third group of competencies, *Cross-Cultural Thinking*. This was the group that raised questions of clarification from the experts' side. In particular, clarifications were centered around statement # 1, *Analyze information related to a particular culture,* asking to clarify what

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Table 7

Results from the Delphi Round Two for Competencies in Group Two: Understanding Self

Competency	Mean	SD
The student should be able to:		
1. understand one's own cultural profile and values.	3.40	0.91
2. know/be aware of one's own cultural assumptions and preferences.	3.73	0.46
3. recognize the need to integrate cross-cultural awareness and knowledge into one's thinking and behavior.	3.33	0.72
4. develop cultural sensitivity to values and expectations that are different from one's own.	3.29	0.61
5. understand/recognize when flexibility is necessary when dealing with other cultures.	3.19	0.77
6. develop empathy for other cultures.	2.87	0.83
7. develop the ability to cope with cultural complexity.	2.87	0.74
8. develop tolerance for cultural uncertainty and ambiguity.	2.67	0.90
9. recognize if there is a need to adapt to a different culture when interacting with it.	3.40	0.91

Table 8

Results from the Delphi Round Two for Competencies in Group Three: Cross-Cultural Thinking

Competency	Mean	SD
The student should be able to:		
1. analyze information related to a particular culture.	3.43	0.65
2. analyze cross-cultural situations.	3.47	0.52
3. evaluate cross-cultural situations.	3.08	0.76
4. understand others from their own (other's) cultural perspective.	3.27	0.88

it means to analyze information related to a particular culture, and what type of information should be analyzed. Two of the experts stated that the statement was somewhat unclear to them. The researcher followed up with the experts to provide explanations. Since this Delphi study was conducted utilizing electronic mail, the researcher, when sending thank-you note and acknowledging the receipt of the completed survey, expanded on the meaning of the competencies that were noted by the experts as unclear. As noted earlier, in Chapter 3, if experts failed to rate certain statements, the researcher assigned no numeric value to these statements and did not include them in the computation of means and standard deviations.

The next group of competencies evaluated by the experts, Cross-Cultural Communication, is presented in Table 9. The ratings show that there are several statements with high standard deviations, which indicates a low degree of consensus regarding these competencies. One general comment made by one of the experts suggests a possible explanation for this. He stated that "These are best done in cross-cultural communication courses," consequently, he rated four statements in this group as "not important." Those that he rated as "somewhat important" were followed by the comment, "raising awareness of these issues is primarily all I am able to do." Two of the competencies (#1 and #2) were considered essential, as their means are higher than arbitrary mean of 3.2. It is important to note that the last competency in this group (competency #11) was suggested by one of the experts and therefore was added to the list to be evaluated in the second round of the study. The results showed that the competency was criticized for being too encompassing, "There must be thousands of different styles, and you can't learn them all." This group was one of the two groups where the experts' opinions were oppositely divided. (Another group, *Developing Teams*, will be discussed later in this chapter.)

Table 10 shows the importance of cross-cultural competence in the area of decision-making and negotiations. The panel showed consensus and a high level of importance for competencies #1, 3 and 4. This was the only group of competencies that did not produce any comments from the experts' side. Competency # 2 has a high

Table 9

Results from the Delphi Round Two for Competencies in Group Four: Cross-Cultural Communication

Competency	Mean	SD
The student should be able to:		
1. know how cultural variables may influence the communication process.	3.53	0.74
2. understand cultural context (high and low context) and its effects on communication.	3.57	0.65
3. establish interpersonal relationships across cultures.	2.67	1.05
4. identify the appropriate style/way of communicating in cross-cultural situations to best address the intended receiver.	2.93	1.00
5. know about various forms of nonverbal communication.	3.07	0.89
6. understand how monochromic and polychronic time systems may influence communication.	2.93	1.10
7. use careful encoding and decoding of messages, taking into account different cultural contexts.	2.67	0.82
8. recognize cross-cultural miscommunication.	3.13	0.92
9. resolve cross-cultural miscommunication.	2.93	0.92
10. resist evaluative and judgmental modes and maintain a descriptive mode in communication.	3.00	0.96
11. recognize differences in all cross-cultural communication styles.	2.79	1.12

Table 10

Results from the Delphi Round Two for Competencies in Group Five: Negotiating and Making Decisions

Competency	Mean	SD
The student should be able to:		
1. understand how cultural variables may influence the negotiation process.	3.47	0.64
2. understand the role of patience in cross-cultural situations.	3.13	1.19
3. understand how cultural variables may influence the decision-making process.	3.40	0.63
4. understand behavioral aspects of negotiating and decision-making in cross-cultural situations.	3.40	0.74

standard deviation, showing that experts' opinions were divided as to the importance of this particular competency.

The results for the next group of competencies, *Motivating and Leading,* are presented in Table 11. The ratings show that there was consensus and a high level of support of for competencies # 1, 2, 3, and 6. Competency # 4, showed the lowest level of consensus among the experts. One of the experts stated, "Not possible in a required course. To raise awareness, yes, to make them capable, impossible to guarantee and extremely difficult to evaluate."

Table 11

Results from the Delphi Round Two for Competencies in Group Six: Motivating and Leading

Competency	Mean	SD
The student should be able to:		
1. understand people's needs, goals, and expectations and how these may vary across cultures.	3.33	0.62
2. understand the meaning of work to people of different cultural backgrounds.	3.47	0.64
3. understand incentives and reward systems across cultures.	3.40	0.91
4. embrace duality (to be able to function effectively in two cultures) when necessary.	2.27	1.10
5. decide on effective leadership in different cultural situations.	2.93	0.80
6. understand how cultural variables may influence the dynamics of leadership context.	3.20	0.68
7. develop business strategies with cultural context in mind.	3.07	0.96

Table 12

Results from Delphi Round Two for Competencies in Group Seven: Developing Teams

Competency	Mean	SD
The student should be able to:		
1. foster understanding and trust for effective teamwork with people from different cultures.	3.20	0.86
2. build confidence in the team's ability to productively use different cultural perspectives.	2.57	0.94
3. understand culturally heterogeneous team development.	2.87	0.99
4. foster development of common cultural norms for interaction and performance of the team.	2.47	0.83
5. utilize cultural diversity to create synergy.	2.80	1.01

Table 12 presents the results for the last group of competencies, focusing on teamwork. Competencies in this group have the lowest group mean score, which was a surprising result to the researcher. There was consensus and agreement with only one item in this group, competency statement # 1, *Foster understanding and trust for effective teamwork with people from different cultures*. Therefore, this was the only one competency in Group Seven which can be considered essential. The remaining competencies in this group have means that are smaller than the arbitrary mean of 3.2, and therefore, were not included in the list of the essential competencies presented in Table 4.8. Comments that were made by those who rated these competencies lower (e.g., 1 and 2), focused on concern that "these are difficult capabilities to develop within the context of a semester long class." Another expert commented that his class does not deal with teams. On the contrary, there was a general opinion about this group, "This last category is essential, even for those [students] who will never set foot offshore. And they all should have the skills to do this, regardless of what they truly feel or think. This is part of professionalism." Therefore, it was another group of competencies (like the previously discussed group *Cross-Cultural Communication)* where the experts were divided in their opinions.

Table 13 lists the group themes and their competency statements most highly rated by experts of the panel. (As was mentioned earlier, the consensus criterion was set at: mean scores equal to or above 3.2 and standard deviation less than 1.0). These competencies were highly evaluated by the experts and considered as essential cross-

Table 13

The List of Cross-Cultural Competencies Considered Essential for Inclusion in International Management Curricula and Teaching at the University/College Graduate Level.

Groups and Competencies	Mean (SD)
Understanding Concept of Culture	
Understand the concept of culture.	3.87 (0.35)
Understand /recognize variances within a culture.	3.67 (0.49)
Understand the influence on culture on behavior and on managerial behavior in particular.	3.87 (0.35)
Understand/recognize that there exist both similarities and differences in values among different cultures.	3.87 (0.35)
Use different cultural models and dimensions of culture as the initial framework for cross-cultural understanding.	3.33 (0.49)
Understanding Self	
Understand one's own cultural profile and values.	3.40 (0.91)
Know/be aware of one's own cultural assumptions and preferences.	3.73 (0.46)
Recognize the need to integrate cross-cultural awareness and knowledge into one's thinking and behavior.	3.33 (0.72)
Develop cultural sensitivity to values and expectations that are different from one's own.	3.29 (0.61)
Recognize if there is a need to adapt to a different culture when interacting with it.	3.40 (0.91)
Cross-Cultural Thinking	
Analyze information related to a particular culture.	3.43 (0.65)
Analyze cross-cultural situations.	3.47 (0.52)
Understand others from their own (other's) cultural perspective.	3.27 (0.88)
Cross-Cultural Communication	
Know how cultural variables may influence the communication process.	3.53 (0.74)
Understand cultural context (high and low context) and its effects on communication.	3.57 (0.65)
Negotiation and Decision-Making	
Understand how cultural variables may influence the negotiation process.	3.47 (0.64)
Understand how cultural variables may influence the decision-making process.	3.40 (0.63)
Understand behavioral aspects of negotiating and decision-making in cross-cultural situations.	3.40 (0.74)
Motivating and Leading	
Understand people's needs, goals, and expectations and how these may vary across cultures.	3.33 (0.62)
Understand the meaning of work to people of different cultural backgrounds.	3.47 (0.64)
Understand incentives and reward systems across cultures.	3.40 (0.91)
Understand how cultural variables may influence the dynamics of leadership context.	3.20 (0.68)
Developing Teams	
Foster understanding and trust for effective teamwork with people from different cultures.	3.20 (0.86)

cultural competencies. It is important to note that these essential competencies are not ranked in accordance with their mean values, instead, they (both groups and statements) are presented in the order they appeared in the instrument. This order and presentation should assist the reader in visualizing the essential cross-cultural competencies as reported by the panel of experts. The list includes 23 competencies out of the total of 45 competencies included in the second round of the study. Therefore, the remaining 22 competencies are considered important, but not essential for inclusion in international management curricula and teaching at the college or university graduate level.

In Round Two survey, there were two additional questions added to the instrument, based on the input from the panel of experts participating in Round One of the study. The purpose of those questions was to inquire about the extent (percentage of time of the total course) to which culture and cross-cultural issues should be addressed in international management curricula at the graduate level. Specifically, first, the experts were asked to report the percentage of time of the total course they dedicate to teaching about culture and cross-cultural issues in international management. Second, the experts were asked to report how much time they would devote to those issues in an ideal situation. The findings are graphically presented in Figure 2. It is important to note that the experts gave identical responses to both questions; therefore, this graphic presentation reflects the responses to both questions.
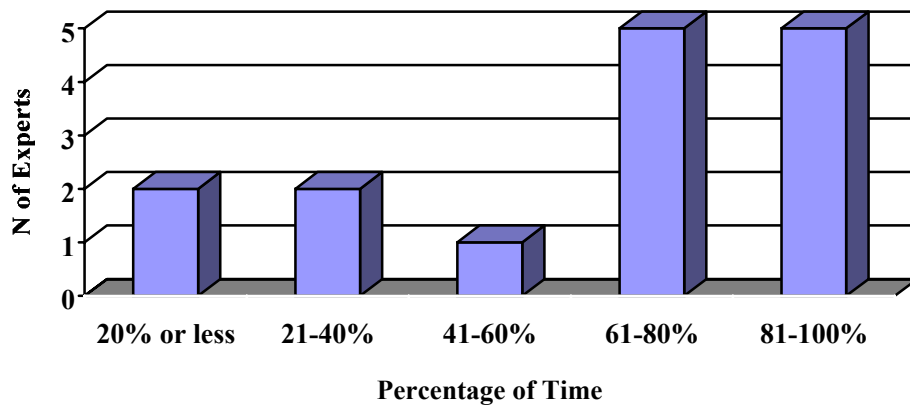
Figure 2. **Extent to Which Cross-Cultural Issues are and should be Devoted in the Teaching of International Management**

One of the experts, who indicated that she devotes 81-100% of her course time to cross-cultural issues in teaching international management, commented, "these [international management and cross-cultural issues] are not mutually exclusive. I use a cross-cultural perspective to talk about all of the other content areas. A cross-cultural approach recognizes alternative mindsets exist, so it is applicable in all of our discussions and content areas." Another expert commented that since her "course is entitled cross-cultural management, so the entire focus is cross-cultural issues." Still another expert who indicated that she devotes 41-60% of her course-time to teaching cross-cultural issues, commented, "I teach a graduate level class on *cross-cultural* management, so naturally most of my emphasis is on culture."

As it was discussed earlier in Chapter III of this study, the researcher sought to explore whether or not there were significant differences among the ratings of competencies provided by each expert and the percentage of time of the total course they devote to teaching cross-cultural issues. This examination did not reveal any significant statistical differences among the ratings of competencies and the percentage of time devoted to teaching cross-cultural issues in international management courses.

In conclusion, it is important to comment on the validity of the results of this study. In reference to the comments made by Clayton (1997), there was little evidence to suggest that the panel of experts was not stimulated by the task or was careless, taking into account that many of the participants provided comments and ideas throughout the Delphi study. In order to address concerns expressed in the literature that the delay between the rounds may reduce motivation, the second survey was carried out as quickly as possible. It seems that this strategy was successful in maintaining motivation and reducing the number of participants from dropping out of the study. Overall, the high response rates in both Delphi rounds and considerable involvement of the panel indicate that the study produced valid and useful findings.

Discussion of the Findings

In summary, based on the analysis of the data collected, it can be concluded that teaching about culture and cross-cultural issues is an important goal woven throughout an international management course. A certain degree of sensitivity to cultural differences

is certainly essential in being effective in a managerial role in the global environment. However, there are other dimensions to international management which need attention. Therefore, identifying how much should be included or left out of the cross-cultural content is not an easy task. It depends on the level of students, on the particular focus of the class, on the expertise(s) of a teacher, and on other aspects. As was discussed earlier, there are international/cross-cultural management classes in which dealing with cross-cultural issues dominates all other learning objectives. The evidence of this is that the majority of experts (10 out of 15) reported that they devote 61-80% and 81-100% of their time to cross-cultural issues. However, one general conclusion that can be made is that raising awareness of cross-cultural issues may be the only measurable goal. The comments of experts show that it is often very difficult or impossible to gauge in the classroom setting whether or not students have acquired the skills presented and discussed above and are able to implement them in the real world. But on the other hand, on the level of the whole curriculum, including for instance a study abroad component, it is possible to develop those kinds of skills over the duration of an international business program.

Also, it is important to comment on the feedback that this researcher received from the experts. Members of the expert panel were asked to make comments about any of the items or about the nature of the study. Some of the panelists' comments were helpful to the researcher, especially those related to the consolidation of competencies into thematic groups. Though, none of the experts questioned the identified competency

groups, there were comments related to the fact that some of the items overlap or are too vague: "… think it is subsumed under previous questions," "Unclear, I dislike this term [cultural savvy] as it is too vague," "these seems similar to a previous communication question," and others. Based on these comments, made in the first round of the study, the researcher eliminated five competencies during the analysis of the data. Moreover, this led the researcher to consider the interplay of competencies across the seven competency groups and the possible relationship schema as depicted in Figure 3. It must be emphasized that this schema represents the possible overlap of each group and the interconnectedness of all the competencies.

The list of competencies starts with the group *Understanding Concept of Culture,* which focuses on the concept of culture as the basis for understanding interpersonal and intergroup dynamics in a cross-cultural management context. It is acknowledged by many scholars that culture has a powerful impact on management and organizational behavior, and "awareness of culture helps us to understand each other better and understanding is often the essence of successful management" (Joynt & Warner, 1996, p. 6).

The next competency group is *Understanding Self.* It was noted by Lane, DiStefano and Maznevski (2000) that the successful management of interpersonal dynamics first of all depends on awareness of one' s own self: one's values, expectations, and personal strengths and weaknesses. Ricard (1996) pointed out that, "an understanding of culture as related to ourselves is the beginning of an understanding of

**Understanding
concept of
culture**

**Understanding
Self**

**Cross-Cultural
Thinking**

Negotiating and Decision-Making

Motivating and Leading

Cross-Cultural Communication
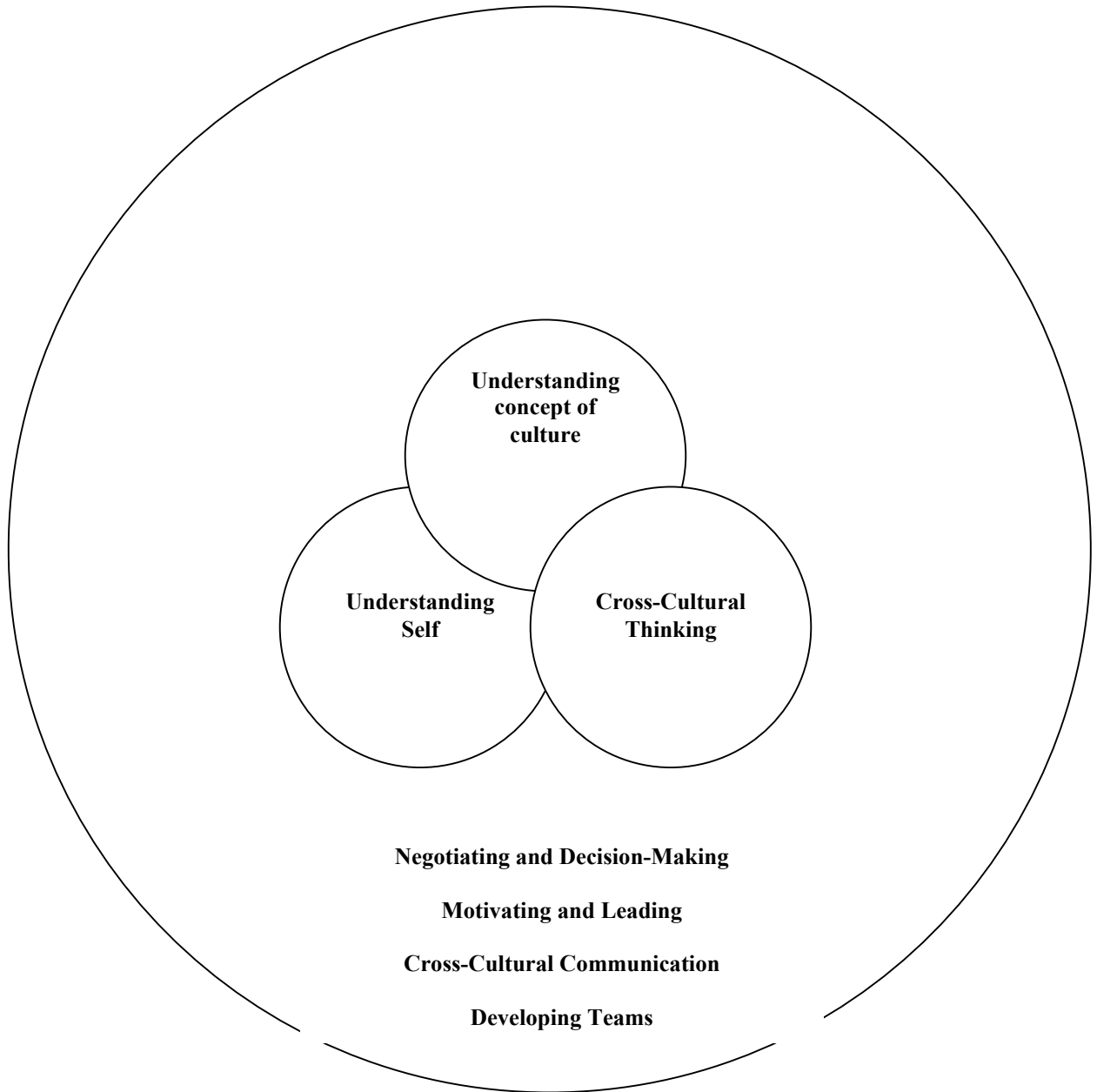
Developing Teams

Figure 3. **Relationships Among the Competency Groups**

culture as related to others" (p. 31). In other words, culture learning is a continual

process, where experience with other cultures leads to a better understanding of one's

own culture; this in turn leads to a better understanding of others' cultures.

The next competency group, *Cross-Cultural Thinking,* focuses on analytical and

critical abilities. For instance, cultural dimensions are used as a starting point of

reference in order to explore and try to understand another culture. These dimensions are

useful in explaining the differences between cultures. When one focuses on a single

culture, however, one may perceive variance and exceptions to cultural dimensions.

Therefore, cultural differences are necessary but are not sufficient tools for making sense

of the complex behavior within another culture (Bird, Osland, Mendenhall & Schneider,

1999). Also, for managers to be effective across cultures, they must have the ability to

recognize and respond to the concurrent needs of local responsiveness and the demands

of global integration.

Furthermore, to a large extent effective functioning of managers cross-culturally

depends on effective communication, which is the focus of competency group *Cross-*

Cultural Communication. Effective cross-cultural communication is in turn the

foundation of successful negotiation. International managers need to understand the

influence of cultural differences on communication and negotiation and to improve cross-

cultural interaction by recognizing cross-cultural variations in communication and

negotiation patterns. The nature of decision-making is also rooted in culture. Who

makes a decision, who is involved in the process, and where decisions are made reflect

different cultural assumptions. Schneider and Barsoux (1997) state that,

> differences in approaches to decision making can be attributed to multiple,
>
> interacting cultural dimensions. In addition to cultural preferences for hierarchy,
>
> and formalization, assumptions regarding time and change are important
>
> considerations in how and how quickly decisions will be made. (p. 99)

Also, to be effective, cross-cultural managers often have to assume different

leadership styles and use different motivation strategies, depending on the culture with

which they interact "… global leaders embrace duality by managing uncertainty

especially knowing when to act and when to gather more information, and balancing

tensions, understanding what needs to change and what needs to stay the same from

country to country and region to region" (Gregersen, Morrison & Black, 1998, p. 24).

And finally, there is competency group *Developing Teams*. Even though this

group had the lowest ratings of all the groups, the researcher thinks that it still deserves

attention. In the past decade, many organizations have been using multicultural teams as

a way to manage increasingly complex and very dynamic environments. These teams

can offer great potential for effective performance, but at the same time, cultural diversity

may represent barriers to effective interaction. However, these barriers can be overcome

when cross-cultural skills are encouraged, taught and learned (Lane, DiStefano, &

Maznevski, 2000).

In conclusion, it is important to emphasize that teaching, in general, and teaching cross-cultural knowledge and skills specifically, should be based on the philosophy that learning is a life-long continuous process. Also, cross-cultural awareness and understanding taught in the classroom may not translate directly into effective practice, but it certainly creates the basis for understanding the reality of cross-cultural management with an open mind and the willingness to learn from future experiences.

Chapter Summary

This chapter presented the results of the analysis of the data collected in this multiphase study. The purpose of this study was to identify and to reach consensus on cross-cultural competencies considered essential for inclusion in international management curricula and study in international management courses at the university/college graduate level.

The chapter first gave an overview of the study, providing the research questions, a brief synopsis of the methodology used to collect the data, and the procedures employed in the analysis of the data. Then, the results of the first and the second phase of the study were presented, and therefore provided answers to Research Question 1 in this study. Next, the finding of the third phase, the Delphi survey, were presented. The analysis of the data collected concluded with the presentation of the essential cross-

cultural competencies identified in this study, and therefore provided answers to Research

Question 2. Finally, the researcher synthesized and discussed the results.

The following chapter will be the final chapter of this study. It will present a

summary and conclusions of the study. It will also discuss the implications of the

research, as well as provide recommendations for further research.

CHAPTER V

SUMMARIES, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Introduction

Preceding chapters of this dissertation manuscript presented the problem to be studied (Chapter I), a review of the literature pertinent to this study (Chapter II), methods and procedures used in the study (Chapter III), and an analysis of the data and the findings of the study (Chapter IV). This chapter is the concluding chapter of the present study. It summarizes the study, presents conclusions, implications for educators and for managers, as well as provides recommendations for further study.

Summary

Due to increased global interdependence, it is crucial that today's business students be prepared to meet the challenges and demands that are present when working in the global business arena. However, the literature has shown that the majority of business students graduating from American colleges and universities are not well

prepared to assume positions in the global business operations. Cross-cultural awareness, understanding and competence are needed for success and these have been found lacking in business graduates. Leaders in business education have made numerous calls and emphasized the importance of internationalizing the curriculum, including the management curricula. The goal here is to develop a global mindset, which incorporates knowledge of culture and cross-cultural issues that impact management (Kedia & Mukherji, 1999). A number of studies have surveyed the internationalization of management curricula using institutions and programs as units of analysis. Contractor (2000) has surveyed management school professors to identify what international management curricular topics respondents considered fundamental to international business pedagogy and the practice of management in the global environment. According to his findings, cultural differences and the practice of management was the most frequently selected topic. Contractor's study also confirmed that internationalization of the business curriculum is and will be heavily relying on the management programs and faculty.

To date, there were no attempts to specify desirable outcomes of teaching about culture and cross-cultural issues in management education. Therefore, the purpose of this study was exploratory, aiming to identify and to reach consensus on cross-cultural competencies considered essential for inclusion in international management curricula. More specifically, with the analysis of the data collected, the researcher sought answers to the following research questions:

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1. What cross-cultural competencies are currently taught in international management courses, as presented in international management textbooks adopted by the leading graduate international business programs in the United States (as identified by *U.S.News and World Report* (April, 2001)?

2. In the opinion of the Delphi panel of experts, what cross-cultural competencies are essential for inclusion in international management curricula and teaching at the university/college graduate level?

To address the purpose of the study and to answer these research questions, the researcher employed a three-phase research design. In the first phase of the study, the researcher surveyed the top 10 international business programs (according to the ratings of the *U.S.News and World Report* (2001), in order to identify what textbooks were adopted by these schools in teaching international/cross-cultural management. The researcher then selected four texts for analysis. In the second phase of the study, chapter headings and subheadings for the selected four textbooks were analyzed to identify the major topics and subtopics related to the cultural component(s) integrated/covered by authors in an attempt to facilitate the development of cross-cultural competencies in students. This analysis provided a list of 49 content statements. Then, these content statements were converted into competency statements and organized thematically into seven competency groups. In phase three, a modified Delphi study was conducted to gather experts' opinions on the importance of the identified competencies and to achieve

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consensus regarding cross-cultural competencies considered essential for management practice and which therefore, should be incorporated and taught in international management curricula. A review of related literature indicated that typically, the modified Delphi procedure requires a minimum of two rounds, or rounds continue until "consensus is reached on items, or until there is enough convergence to justify the results without complete consensus" (Whitman, 1990, p.378). In the present study, two rounds of Delphi survey were conducted, stability or convergence was reached, as well as agreement on majority of the competencies. Participants in the study, experts of the Delphi panel, were professors who taught international/cross-cultural management in colleges and universities in the United States, who also were/are leaders in the internationally known professional organization, International Management Division of the Academy of Management, as well as prominent scholars in the field, many with experience of living and working abroad. Response rates of 77% and 88% for Round One and Round Two were achieved. Given the time commitment required of the participants, these return rates can be considered as moderately high. Several of the experts who contributed to this study expressed support for the goal of the present research study, as well as their interest in seeing a validated list of competencies. Taking into account the time commitment and the experts' natural interest, the researcher planned on sending the participants a report of the study at its conclusion. Murray and Hammons (1995) recommended this step as an important last step of a Delphi study.

The data received were analyzed for each round using mean scores and standard deviations for each of the competencies identified in this study. The data from both rounds showed a general convergence. (It is important to note that the panel's ratings from the first round were not reported in the second round survey.)

After all the Delphi Round Two responses were analyzed, there were 23 out of total of 45 competencies with a mean score greater than or equal to 3.20 (3.20 was the median and also the arbitrary cut of point for those competencies that were considered essential). These 23 competencies represent the essential cross-cultural competencies that should be incorporated into international management curricula and taught in international/cross-cultural management courses.

There was almost universal agreement concerning the first group of competencies, *Understanding Concept of Culture*. Group One was also the group that received the highest ratings among all the seven groups. Competencies in this group cover general areas in which high agreement and high ratings were anticipated, since these competencies represent the starting point for developing awareness and understating in the other competency areas. Consensus was reached on all the competencies in this group and they all were considered essential.

In the second group of competencies, *Understanding Self*, the consensus was reached on five competencies, the remaining four were considered important, but not essential. The next group, *Cross-Cultural Thinking,* produced three essential competencies. In the following group, *Cross-Cultural Communication*, consensus was

reached on two out of 11 competencies to be considered essential, and there was very little agreement reached on four of the competencies; the remaining five were considered important. One of the reasons for rating some of the competencies lower stated that these competencies should be taught in a communication course. Groups five (*Negotiation and Decision-Making)* and six (*Motivating and Leading*) produced seven competencies that were considered essential cross-cultural competencies in the areas of decision-making, negotiating, leading and motivating.

The last group, *Developing Teams*, was the lowest scoring group of competencies. Only one competency from this group was considered to be essential. The most common reasons stated for rating competencies in this group lower were that these competencies were not taught by experts or reported as should be taught in another courses. These results were surprising to the researcher, because several surveys (e.g., McLandsborough, 1995; Odenwald, 1996) that identified the competencies required of global managers as perceived by executive recruiters, showed that team building and working in teams skills were given very high priority.

In summary, the data showed that there was consensus from the panel on 23 statements, which produced mean scores equal to or greater than 3.20 and a standard deviation lower than 1. In a practical sense, this means that 51% (23 out of 45), almost half of the competencies identified during the second phase of this study, were viewed by the panel as being essential for inclusion in international management curricula and teaching in international/cross-cultural management courses.

Conclusions

Based on the findings of this study, the following conclusions were drawn:

- The finding of the study provided evidence that incorporating culture and cross-cultural issues should be an integral part of international management education.

- Also, the findings of the study indicated both differences and commonalities among the perceptions of experts regarding the essential cross-cultural competencies to be included in international management curricula.

- Furthermore, there was agreement among the experts in the identification of 23 cross-cultural competencies, representing seven thematic areas (*Understanding concept of Culture, Understanding Self, Cross-Cultural Thinking, Cross-Cultural Communication, Negotiation and Decision-Making, Motivating and Leading*, and *Developing Teams*), which are essential for inclusion in international management curricula.

- As a result, the consensus competency statements identified in this study offered useful and insightful guidance regarding essential cross-cultural competencies in international management education.

Also, it is important to note, that the conclusions in this study were drawn within the limitations identified in Chapter 1. However, there was another limitation not mentioned above. It was the arbitrariness of the cut off point used to make the distinction

between essential and important competencies, therefore, limiting the number of statements. Some potentially interesting competencies were omitted in order to manage the reporting of the data.

Implications

This study has provided evidence to support the view that incorporating culture and cross-cultural issues should be an integral part of management education. Furthermore, this study was exploratory and provided an initial list of cross-cultural competencies to be included in international management curricula and taught in international/cross-cultural management courses. Therefore, professors who teach or plan to teach international/cross-cultural management have, in this study evidence of the importance of teaching culture and particular cross-cultural issues and cross-cultural competencies which should be incorporated in their teaching. The experience of these professors, however, will determine if additional competency areas should be covered or require attention, based on the specific student population they are targeting.

Also, the findings of this study might be a useful guide for developing seminars, training programs, and workshops for future and present faculty members preparing to teach courses in international/cross-cultural management. Also, the results should be useful to those involved in curricular development in colleges and universities. And finally, this study might be of interest to managers and human resource departments,

providing them with indications of what cross-cultural competencies are considered

essential according to academic experts, giving them a better idea of what level of cross-

cultural education graduates would possess. Thus, the major implication for managers

and human resource departments drawn from this study would be the knowledge that

they can continue the training of these graduates in more specific, country-specific, or

company- oriented international topics.   Finally, based on the results of this study, it is

suggested that teaching about culture and cross-cultural issues be integrated into the core

educational curricula of grades K-16.

Recommendations

The following recommendations are suggested for further study.

1. A replication of the third phase, the Delphi process of the present study, is

    recommended to be conducted with larger and more diverse populations. Since

    the population in this study was limited to leaders of the professional association,

    International Management Division of the Academy of Management, the results

    of the study were also confined to this population, and therefore, may not be

    generalized to all international/cross-cultural management educators in colleges

    and universities in the United States. For that reason, this study should be

    replicated with a larger population, such as, a random sample of

    international/cross-cultural management course professors drawn from across the

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United States. The results could then further investigate academically-oriented perspective of importance of cross-cultural competencies in management education in the United States.

2. On the other hand, the researcher considers that it is important to study the problem proposed in this study, from the perspective of those practicing in the field of international management. Therefore, a study should be conducted using a population of managers working in multinational corporations, and being involved in cross-border operations. The results then could be compared with this study for similarities and differences regarding essential cross-cultural competencies in management education.

3. Also, a longitudinal study of graduates from the top international business programs should be conducted to find out the degree of satisfaction with cross-cultural education they received in international management. (i.e., Were they prepared to deal with cross-cultural issues facing them in their work environment? What additional preparation/competencies could have been included in their college preparation to facilitate their work as global managers, possessing global mindset?) This could provide very valuable feedback both to the university, employers, and future business students.

4. In order to obtain data on employer perceptions of cross-cultural competencies, a study should be conducted using a sample of human resource departments of multinational corporations to learn what those who search and hire managers for

international positions/assignments perceived as being essential cross-cultural competencies for a global manager.

5. Furthermore, based on the recommendations of the panel of experts in this research study, the principal investigator would also encourage investigations on how the identified competencies can be effectively developed during the course of the study, as well as how these competencies can be evaluated.

6. It is also recommended that a follow-up qualitative/ interview study with several experts in the field be conducted. This research would provide rich, in-depth data for a researcher to further analyze essential cross-cultural competencies. It would be important to consider and specifically look at the components of competence, in particular, knowledge, skills and abilities within the identified competencies.

7. Also, a case study of a particular cross-cultural management course could be investigated. Such a study would provide a more detailed description of what cross-cultural competencies are taught; what strategies are used to teach/develop them in students; and what strategies are used to measure desirable outcomes.

8. In addition, it is recommended that this study be replicate using experts from other disciplines in which cross-cultural issues are taught.

It is hoped that this study will augment to the current knowledge base on cross-cultural competencies in management education. It is also hoped that it will stimulate further research associated with refining, developing and evaluating cross-cultural competencies

important for successful practice of global managers in an increasingly interconnected world driven by technology and commerce.

Chapter Summary

This chapter presented a summary of the study, including the purpose, the literature reviewed, methods and procedures employed to answer the research questions, findings, and conclusions. Also, the implications of the research were discussed and recommendations for further study were presented.

Following this chapter are a list of References and Bibliography, as well as Appendices, including the cover letters used to contact the participants in the study, the surveys used in Round One and Round Two of the Delphi study, list of competencies developed in the second phase of this study, and the report on preferences in adopting international management textbooks in the top 10 international business programs in the United States. The researcher's vita appears at the end of this dissertation.

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APPENDICES

Appendix A

Phase One: Letter to Instructors who Teach International Management in Top International Business Programs

Dear Dr. _____,

I am a doctoral student in Education with emphasis in cross-cultural communication in international management at the University of Tennessee, Knoxville. I am writing to ask your expert opinion on the following.

For my dissertation research I am planning to survey the leading textbooks in international management with a primary focus on issues relevant to the cross-cultural functioning of managers. Based on a content analysis of the textbooks, I will identify and validate cross-cultural competencies considered by the authors as important for study in international management courses.

Currently I am identifying leading international management textbooks (those using a cross-cultural approach) adopted by professors in the top International Business Programs (according to U.S. News and World Report) at universities and colleges in the United States. As you teach international management at one of these top schools, I am writing to find out what textbook you adopted for teaching international management. If you are not currently teaching an international management course, I would like to ask your expert opinion on which international management textbook you consider to be a leading one.

Thank you for your time and expertise. I look forward to hearing from you.

Sincerely,

Roxanna Senyshyn
Ph.D. Candidate in Education
The University of Tennessee

Appendix B

Phase Two: Identified Cross-Cultural Competency Statements and Competency Groups

**IDENTIFIED CROSS-CULTURAL COMPETENCY
STATEMENTS AND GROUPS**

DEVELOPING (CROSS-CULTURAL) SELF
      Understand own culture
      Know/be aware of own assumptions and preferences
      Ability to integrate awareness and new cross-cultural knowledge into thinking and
          behavior
      Develop cultural sensitivity to other's values and expectations
      Demonstrate flexibility and openness
      Demonstrate empathy
      Coping with cultural complexity
      Develop tolerance for uncertainty and ambiguity
      Demonstrate motivation to live and work abroad (cultural curiosity)

UNDERSTANDING
      Understand concept of culture
      Recognize variances within a culture
      Understand influence of culture on behavior and managerial behavior in particular
      Understand/recognize similarities and differences between cultural values
      Understand different cultural models and dimensions of culture (Hofstede,
          Trompenaar, Hall, etc.)
      Understand, appreciate and accept cultural differences

THINKING
      Critically evaluate data and information related to other cultures
      Analyze and evaluate cross-cultural situations
      Demonstrate ability to deal with ambiguity
      Demonstrate ability to make decisions under uncertainty

COMMUNICATING
      Understand the relationship between language and culture
      Know/explain how cultural variables affect the communication process
      Understand cultural context (high- and low-context cultures) and its effect on
          communication
      Ability to establish interpersonal relationships
      Identify the appropriate transmission/communication medium
      Adjust the communication style to best address the intended receiver(s)
      Know/interpret different forms of nonverbal communication
      Understand how monochromic and polychronic time systems effect
          communication

Use careful encoding and decoding of messages, and follow-up
Understand others from their own perspective
Recognize and resolve miscommunication
Resist the evaluative and judgmental modes and maintain descriptive mode

NEGOTIATING AND MAKING DECISIONS
Know/analyze how cultural variables affect the negotiation process
Demonstrate patience
Analyze cultural variables in decision-making process
Understand behavioral aspects of negotiating and making decisions

MOTIVATING AND LEADING
Understand people's needs, goals, values systems (e.g. Hofstede), and expectations
Understand meaning of work to people from different cultural backgrounds
Understand incentives and reward systems across cultures
Demonstrate ability to connect with individuals of different cultural backgrounds
Demonstrate ability to embrace duality (Gregerson, Morrison & Black, 1998)
Demonstrate savvy
Demonstrate ability to decide on effective leadership in different cultural situations
Explain how cultural and national variables can affect the dynamics of leadership context
Develop strategy with culture in mind

DEVELOPING TEAMS
Create understanding, trust and teamwork with people from different cultures
Build confidence in the team's ability to use different perspectives productively
Understand culturally heterogeneous group development
Foster development of common norms for interaction and performance of the team
Utilize cultural diversity in order to create synergy

Appendix C

Phase Three: Round One Survey Instrument

Cross-Cultural Competencies in International Management Curricula:
A Delphi Study of Faculty Perspectives

Round One Survey

<div style="border: 1px solid black;">

<u>Directions:</u>

Please read each competency statement, then indicate your response by putting parentheses around the category that most accurately reflects your expertise and assessment of that item. In addition, please feel free to make comments on any particular statement and/or add new competency statements in the space provided. Then in order to preserve your responses before you return them to me via an e-mail attachment, please save the file as a Word Document. Your response is vital for this study and I appreciate your input. Thank you for your time and your thoughts.

<u>Please use the following legend to rate the statements:</u>

NI = Not Important   SI = Somewhat Important   VI = Very Important
E = Essential

</div>

GROUP ONE: UNDERSTANDING CONCEPT OF CULTURE
The student should be able to:

1.   understand the concept of culture.   NI SI VI E
      <u>Comments:</u>

2.   recognize variances within a culture.   NI SI VI E
      <u>Comments:</u>

3.   understand the influence of culture on behavior and on   NI SI VI E
      managerial behavior in particular.
      <u>Comments:</u>

4.   understand/recognize similarities and differences   NI SI VI E
      between cultural values.
      <u>Comments:</u>

5.   understand different cultural models and dimensions of culture.   NI SI VI E
      <u>Comments:</u>

6. appreciate and accept cultural differences.　　　　　NI　SI　VI　E
　　Comments:

Please add any additional competency statements to group one here:

GROUP TWO: UNDERSTANDING SELF
The student should be able to:

1. understand one's own cultural profile and values.　　　NI　SI　VI　E
　　Comments:

2. know/be aware of one's own cultural assumptions and　NI　SI　VI　E
　　and preferences.
　　Comments:

3. develop the ability to integrate awareness and new　　NI　SI　VI　E
　　cross-cultural knowledge into one's thinking and behavior.
　　Comments:

4. develop cultural sensitivity to values and expectations　NI　SI　VI　E
　　that are different from one's own.
　　Comments:

5. demonstrate flexibility and openness to other cultures.　NI　SI　VI　E
　　Comments:

6. demonstrate empathy for other cultures　　　　　　　NI　SI　VI　E
　　Comments:

7. demonstrate the ability to cope with cultural complexity　NI　SI　VI　E
　　Comments:

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8. develop tolerance for cultural uncertainty and ambiguity   NI   SI   VI   E
Comments:

9. demonstrate the comfort to live and work abroad   NI   SI   VI   E
Comments:

Please add any additional competency statements to group two here:

GROUP THREE: CROSS-CULTURAL THINKING
The student should be able to:

1. critically evaluate data and information related   NI   SI   VI   E
to culture.
Comments:

2. analyze and evaluate cross-cultural situations.   NI   SI   VI   E
Comments:

3. demonstrate the ability to deal with cultural ambiguity.   NI   SI   VI   E
Comments:

4. demonstrate the ability to make decisions under cultural
uncertainty(ies).   NI   SI   VI   E
Comments:

Please add any additional competency statements to group three here:

GROUP FOUR: CROSS-CULTURAL COMMUNICATION
The student should be able to:

1. understand the relationship between language and culture.   NI   SI   VI   E
Comments:

2. know and explain how cultural variables influence the
    communication process.
    Comments:

    NI   SI   VI   E

3. understand cultural context (high & low context)
    and its effect on communication.
    Comments:

    NI   SI   VI   E

4. demonstrate the ability to establish interpersonal relationships
    across cultures.
    Comments:

    NI   SI   VI   E

5. identify appropriate transmission/communication media
    in cross-cultural situations.
    Comments:

    NI   SI   VI   E

6. adjust the communication style to best address the
    intended receiver(s).
    Comments:

    NI   SI   VI   E

7. know about various forms of nonverbal communication.
    Comments:

    NI   SI   VI   E

8. understand how monochronic and polychronic time
    systems influence communication.
    Comments:

    NI   SI   VI   E

9. use careful encoding and decoding of messages, taking
    into account different cultural contexts.
    Comments:

    NI   SI   VI   E

10. understand others from their own cultural perspective.
    Comments:

    NI   SI   VI   E

11. recognize and resolve cross-cultural miscommunication. NI SI VI E
    Comments:

12. resist evaluative and judgmental modes and NI SI VI E
    maintain descriptive mode in communication.
    Comments:

Please add any additional competency statements to group four here:

GROUP FIVE: NEGOTIATING AND DECISION-MAKING
The student should be able to:

1. know how cultural variables influence negotiation processes. NI SI VI E
   Comments:

2. understand the role of patience in cross-cultural situations. NI SI VI E
   Comments:

3. analyze cultural variables in decision-making processes. NI SI VI E
   Comments:

4. understand behavioral aspects of negotiating and NI SI VI E
   decision-making in cross-cultural situations.
   Comments:

Please add any additional competency statements to group five here:

GROUP SIX: MOTIVATING AND LEADING
The student should be able to:

1. understand people's needs, goals, and expectations and NI SI VI E
   how these vary across cultures.
   Comments:

2. understand the meaning of work to people from different cultural backgrounds.   NI SI VI E
    Comments:

3. understand incentives and reward systems across cultures.   NI SI VI E
    Comments:

4. demonstrate the ability to become involved with individuals of different cultural backgrounds.   NI SI VI E
    Comments:

5. demonstrate the ability to embrace duality (to be able to function effectively in two cultures).   NI SI VI E
    Comments:

6. demonstrate cultural savvy.   NI SI VI E
    Comments:

7. demonstrate the ability to decide on effective leadership in different cultural situations.   NI SI VI E
    Comments:

8. explain how cultural and national variables can influence the dynamics of leadership context.   NI SI VI E
    Comments:

9. develop business strategies with a cultural context in mind.   NI SI VI E
    Comments:

Please add any additional competency statements to group six here:

GROUP SEVEN: DEVELOPING TEAMS
The student should be able to:

1. foster understanding, trust and teamwork with people   NI SI VI E
   from different cultures.
   <u>Comments:</u>

2. build confidence in the team's ability to use different   NI SI VI E
   cultural perspectives productively.
   <u>Comments:</u>

3. understand culturally heterogeneous group development.   NI SI VI E
   <u>Comments:</u>

4. foster development of common cultural norms for interaction   NI SI VI E
   and performance of the team.
   <u>Comments:</u>

5. utilize cultural diversity in order to create synergy.   NI SI VI E
   <u>Comments:</u>

<u>Please add any additional competency statements to group seven here:</u>

Thank you for taking the time to fill out this survey and assisting me in conducting my research. In order to preserve your responses before you return them to me via an e-mail attachment (roxanna@utk.edu), please save the file as a Word Document.

Thank you!

Appendix D

Phase Three: Round Two Survey Instrument

Cross-Cultural Competencies in International Management Curricula: A Delphi Study of Faculty Perspectives

Round Two Survey

Summarizing and analyzing your responses to the Round One survey, it is evident that you agree that developing cross-cultural awareness, understanding and competence is an important learning objective in an international management class. In addition to this objective, there are other objectives that deal with the effective management of companies in an international environment. Your expert opinion is important in order to identify the degree to which cross-cultural issues should be addressed in an international management curriculum at the master's level. If you currently teach (or have taught in the past) an international management course at the master's level, please tell me:

a. What percentage of time of the total course do you devote to cross-cultural issues? Please indicate your response by putting parentheses around the category that best describes your choice.

    20% or less   21 - 40%   41 - 60%   61 - 80%   81 - 100%

b. Ideally, assuming there were no constraints, how much time of the total course would you devote to cross-cultural issues? Please indicate your response by putting parentheses around the category that best describes your choice.

    20% or less   21 - 40%   41 - 60%   61 - 80%   81 - 100%

 Comments:

Directions: Please read each competency statement, and then indicate your response by putting parentheses around the category that most accurately reflects your assessment of that item. Then, in order to preserve your response before you return them to me via an e-mail attachment, please save the file as a Word Document. Your response is vital to this study and I sincerely appreciate your input. Thank you, once again, for your time and your thoughts.

Please use the following legend to rate the statements:
NI=Not Important   SI=Somewhat Important   VI=Very Important   E=Essential

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GROUP ONE: UNDERSTANDING CONCEPT OF CULTURE
The student should be able to:

1. understand the concept of culture.   NI SI VI E

2. understand/recognize variances within a culture.   NI SI VI E

3. understand the influence of culture on behavior and on managerial NI SI VI E
behavior in particular.

4. understand/recognize that there exist both similarities and differences
in values among different cultures. NI SI VI E

5. use different cultural models and the dimensions of culture as the initial
framework for cross-cultural understanding. NI SI VI E

Comments:

GROUP TWO: UNDERSTANDING SELF
The student should be able to:

1. understand one's own cultural profile and values. NI SI VI E

2. know/be aware of one's own cultural assumptions and preferences. NI SI VI E

3. recognize the need to integrate cross-cultural awareness and
knowledge into one's thinking and behavior. NI SI VI E

4. develop cultural sensitivity to values and expectations that are
different from one's own. NI SI VI E

5. understand/recognize when flexibility is necessary when dealing
with other cultures. NI SI VI E

6. develop empathy for other cultures. NI SI VI E

7. develop the ability to cope with cultural complexity. NI SI VI E

8. develop tolerance for cultural uncertainty and ambiguity. NI SI VI E

9. recognize the need to adapt to a different culture when interacting with it. NI SI VI E

Comments:

GROUP THREE: CROSS-CULTURAL THINKING
The student should be able to:

1. analyze information related to a particular culture. NI SI VI E

2. analyze cross-cultural situations.   NI SI VI E

3. evaluate cross-cultural situations.   NI SI VI E

4. understand others from their own (other's) cultural perspective.   NI SI VI E

Comments:

GROUP FOUR: CROSS-CULTURAL COMMUNICATION
The student should be able to:

1. know how cultural variables may influence the communication process.   NI SI VI E

2. understand cultural context (high and low context) and its effects
   on communication.   NI SI VI E

3. establish interpersonal relationships across cultures.   NI SI VI E

4. identify the appropriate style/way of communicating in cross-cultural
   situations in order to best address the intended receiver.   NI SI VI E

5. know about various forms of nonverbal communication.   NI SI VI E

6. understand how monochronic and polychronic time systems may
   influence communication.   NI SI VI E

7. use careful encoding and decoding of messages, taking into account
   different cultural contexts.   NI SI VI E

8. recognize cross-cultural miscommunication.   NI SI VI E

9. resolve cross-cultural miscommunication.   NI SI VI E

10. resist evaluative and judgmental modes and maintain a descriptive mode
    in communication.   NI SI VI E

11. recognize differences in all cross-cultural communication styles.   NI SI VI E

Comments:

GROUP FIVE: NEGOTIATING AND DECISION-MAKING
The student should be able to:

1. understand how cultural variables may influence the negotiation process.   NI SI VI E

2. understand the role of patience in cross-cultural situations.   NI SI VI E

3. understand how cultural variables may influence the decision-making
   process.   NI SI VI E

4. understand behavioral aspects of negotiating and decision making in
   cross-cultural situations.   NI SI VI E

<u>Comments:</u>

GROUP SIX: MOTIVATING AND LEADING
The student should be able to:

1. understand people's needs, goals, and expectations and how these may
   vary across cultures.   NI SI VI E

2. understand the meaning of work to people of different cultural backgrounds.   NI SI VI E

3. understand incentives and reward systems across cultures.   NI SI VI E

4. embrace duality (to be able to function effectively in two cultures) when
   necessary.   NI SI VI E

5. decide on effective leadership in different cultural situations.   NI SI VI E

6. understand how cultural variables may influence the dynamics of leadership
   context.   NI SI VI E

7. develop business strategies with cultural context in mind.   NI SI VI E
<u>Comments:</u>

GROUP SEVEN: DEVELOPING TEAMS
The student should be able to:

1. foster understanding and trust for effective teamwork with people from
   different cultures.   NI SI VI E

2. build confidence in the team's ability to productively use different
   cultural perspectives.   NI SI VI E

3. understand culturally heterogeneous team development.   NI SI VI E

4. foster development of common cultural norms for interaction and
   performance of the team.   NI SI VI E

5. utilize cultural diversity to create synergy.   NI SI VI E

<u>Comments:</u>

Thank you for taking the time to fill out this survey and assisting me in conducting my research. In order to preserve your responses before you return them to me via an e-mail attachment (roxanna@utk.edu), please save the file as a Word Document.

Thank you!

Appendix E

Phase Three: Letter to Pilot Study Participants

Dear Dr. _____,

The purpose of this message is to ask your participation in a pilot study for my dissertation research. My goal is to identify and reach consensus on the cross-cultural competencies to be included in international management curricula at the graduate level. I have developed a list of cross-cultural competencies based on a content analysis of the cultural component found in international management textbooks adopted in the top ten international business programs in the United States as identified by *U.S.News and World Report* (2001). The methodology for the study will use a Delphi method in order to reach consensus on the essential cross-cultural competencies.

Completion of the survey should take no more than 20 minutes of your time. I would appreciate your responding to this message to let me know if you are willing to participate in the pilot study. I believe you will find the study to be interesting.

If you have any questions, please feel free to contact me at (865) 974-3579 or roxanna@utk.edu.

Thank you for your time and consideration. I look forward to hearing from you.

Sincerely,

Roxanna Senyshyn
Ph.D. Candidate in Education
The University of Tennessee

Appendix F

Phase Three: Letter to Panel of Experts for Round One Survey

Dear Dr. _____,

I am inviting you, an experienced international management professional, and former (current or future) chair of the International Management Division of the Academy of Management, to participate in the attached survey for my dissertation research. This survey is a part of the Delphi study being conducted to evaluate and reach consensus regarding cross-cultural competencies considered essential for inclusion in international management curricula and teaching in cross-cultural management courses at the graduate level. Any help that you can provide to ensure this survey is completed and returned will be greatly appreciated. A high percentage of returns is necessary for this study to be valid.

Your expertise and knowledge will provide valuable insights and information about cross-cultural competence for managers functioning in international environments. It will help in evaluating present curricula, in designing new curricula, and most important, in better preparing students to function effectively in cross-cultural environments. In addition, you will ultimately benefit from the results of this study should you desire to receive an executive summary upon completion of the research.

You may be assured that your identity and anonymity will be maintained. All requested information is for statistical purposes only. Summary data will be reported in the dissertation and publications following completion of the study. All data will be kept in a locked cabinet by the researcher for a limited period of time and then safely destroyed. Your participation is totally voluntary.

I am asking your commitment to the study by participating in the completion of this survey (Round One) and one or two additional surveys (Round Two and Round Three). I would be grateful if you would complete the attached Round One Survey and send it to me via e-mail within seven days to ensure inclusion of your responses in Round Two of the study. Completing this survey should take no more than 20 minutes of your time. I understand that as a professional your schedule is extremely tight and demanding, and I sincerely appreciate your time and effort. If you have any questions or concerns about the study please feel free to contact me via roxanna@utk.edu or call at (865) 974-3579.

Thank you for your time, expertise and help. I look forward to hearing from you at your earliest convenience. Please e-mail the completed survey to roxanna@utk.edu (or fax it to 865-974-6114) no later than September 25, 2001, if at all possible.

Sincerely yours,

Roxanna Senyshyn
Ph.D. Candidate in Education
The University of Tennessee

Appendix G

Phase Three: Letter to Panel of Experts for Round Two Survey

Dear Dr. _____,

Thank you for participating in the Delphi study of evaluating cross-cultural competencies considered important for inclusion in international management curricula and teaching in cross-cultural management courses at the master's level. The results have now been recorded from Round One of the survey and the valuable input from each of you has added to the validity of the study. Based on your responses and comments, there are now two new questions added to the survey, and some competency statements have been reworded to clarify meaning. Also, during the analysis five competencies were deleted from the survey and one new added. Your careful consideration of each competency for Round Two of the survey is respectfully solicited.

The Round Two survey is attached to this message. If you have problems opening the attachment, please let me know so I can resend it or fax it to you, if you prefer. Please e-mail the completed survey to roxanna@utk.edu (or fax it to 865-974-6114) no later than November 9, 2001, if at all possible.

Thank you, once again, for your valuable time and your kind contribution to my dissertation research.

Sincerely,

Roxanna Senyshyn
Ph.D. Candidate in Education
The University of Tennessee

Appendix H

Preference in Adopting International Management Textbooks

Preference in Adopting International Management Textbooks

College/University	Textbooks Adopted for Teaching IM
1. The American Graduate School of International Management, Glendale, AZ	- Lane, DiStefano and Maznevski - Francesco and Gold
2. The Darla Moore School of Business, University of South Carolina, Columbia, SC	- Deresky - Readings
3. The Wharton School, The University of Pennsylvania Philadelphia, PA	- Readings (strategic approach)
4. Columbia Business School, Columbia University, New York, NY	- Series by Thompson International Press
5. Harvard Business School, Harvard University, Cambridge, MA	- Readings (strategic approach) - Bartlett and Ghoshal
6. Leonard N. Stern School of Business, New York University, New York, NY	- Deresky - Deresky
7. The Anderson School, University of California, Los Angeles, CA	- Bartlett and Ghoshal
8. Business School, The University of Michigan, Ann Arbor, MI	- Lane, DiStefano, and Maznevski - Bartlett and Ghoshal
9. Kellogg Graduate School of Management, Northwestern University, Evanston, IL	- Bartlett and Ghoshal
10. The Fuqua School of Business, Duke University, Durham, NC	- Ferraro - Francesco and Gold

VITA

Roxanna Senyshyn was born in Lviv, Ukraine on January 2nd, 1971. She obtained her elementary and secondary education in Ukraine. During 1981-83, she studied in Kozani, Greece (her father was on an expatriate assignment there). In 1988, she enrolled at Ivan Franko National University in Lviv, and in June of 1994, she graduated with the Diploma (which corresponds to a master's degree) in Linguistics and Foreign Language Education with a concentration in Teaching English as a Foreign Language. Her master's work focused on methodology for teaching Business English. While studying at the University, she started teaching at the Lviv Institute of Management where she continued to work after her graduation, teaching Business English, Professional Communication, as well as serving as coordinator for the MBA program, and participating in outreach language training and translation services. Eager to expand her horizons beyond the academic world, she served as an interpreter and a consultant for international business people coming to Ukraine to explore collaboration or investment opportunities in business and public administration arenas.

In the summer of 1996, Roxanna Senyshyn came to The University of Tennessee as a Visiting Scholar under the Junior Faculty Development Program sponsored by the U.S. government to work on curriculum development in the field of Intercultural Business Communication and Business English. After completion of the fellowship, she

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co-taught Advanced Ukrainian for Business at the 1997 Ukrainian Summer Institute at Harvard University. In the fall of 1997 she returned to The University of Tennessee to pursue a Doctor of Philosophy in Education degree with the intention of concentrating on language, communication, and cross-cultural education for business and professional purposes.

During her career as a doctoral student at The University of Tennessee, she served as a graduate assistant in an administrative capacity, being involved in international education projects and programs in different offices at The University of Tennessee, - the Center for International Education, the Center for International Networking Initiatives, the Central and East European Center and the Global Business Institute at the College of Business Administration. With her major advisor, she also co-taught an interdisciplinary graduate-level course examining issues of intercultural communication and language and in a global society for two semesters. During the summer of 1998, she served as a Visiting Instructor at the Lviv Institute of Management, Lviv, Ukraine, and in the summer of 2001, she was a Visiting Instructor at the Global Leadership Program at Charles University, Prague, Czech Republic. Her experience of living and studying in Ukraine, Greece and the United States, traveling to and working in other countries, and her proficiency in several languages gives her an added dimension in understanding the psyche and mentality of diverse peoples and cultures which is so important for her professional endeavors.