ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM
(ONE COURSE PER FORM)

1.) DATE: 1 April 2010
2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District

3.) COURSE PROPOSED: Prefix: IBS  Number: 109  Title: Cultural Awareness for Int’l Trade  Credits: 3

   CROSS LISTED WITH: Prefix:   Number: ; Prefix:   Number: ; Prefix:   Number: 
   Prefix:   Number: ; Prefix:   Number: ; Prefix:   Number: 

4.) COMMUNITY COLLEGE INITIATOR: James G. Patterson  PHONE: 602-787-6749
   FAX:

   ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

MANDATORY REVIEW:

☒ The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:

   Core Areas: Social and Behavioral Sciences (SB)  Awareness Areas:

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7.) DOCUMENTATION REQUIRED

☒ Course Description
☒ Course Syllabus
☒ Criteria Checklist for the area
☒ Table of Contents from the textbook required and/or list of required readings/books
☒ Description of how course meets criteria as stated in item 6.

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:

☐ DEC  prefix
☒ Elective

Current General Studies designation(s): SB, G

Effective date: Select semester... Course Equivalency Guide

Is this a multi-section course? ☒ yes
Is it governed by a common syllabus? ☒ yes

District-wide course competence needed

Emailed approval to Jeff Ricker

Chair/Director:  
Chair/Director Signature: 

AGSC Action:  
Date action taken:  
☐ Approved  ☐ Disapproved

Effective Date: 

Effective date per Jeff Ricker 2-8-11: Spring 2011
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[SB] CRITERIA

A Social and Behavioral Science [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction. Please see page 3 ff.</td>
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</table>
| ☒   | ☐  | 2. Course content emphasizes the study of social behavior such as that found in:  
  ✓ ANTHROPOLOGY  
  ✓ ECONOMICS  
  ✓ CULTURAL GEOGRAPHY  
  ✓ HISTORY  
  Psychology (cross-cultural, industrial/organizational, personality, & social) Please see page 3 ff. |
| ☒   | ☐  | 3. Course emphasizes:  
  ✓ a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).  
  OR  
  ✓ b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). Please see page 3 ff. |
| ☒   | ☐  | 4. Course illustrates use of social and behavioral science perspectives and data. Please see page 3 ff. |

**The following types of courses are excluded from the [SB] area even though they might give some consideration to social and behavioral science concerns:**

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
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<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
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<tr>
<td>IBS</td>
<td>109</td>
<td>Cultural Awareness for International Trade</td>
<td>SB</td>
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Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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</thead>
</table>
| Criterion 1: The course is designed to advance basic understanding and knowledge about human interaction. | The primary goal of this course is to help students learn about the effects of cultural differences on human interactions, especially with respect to interactions involving business and trade situations. Although the course content includes learning how to apply this knowledge (competencies 5, 9, 10), by necessity, the course must focus primarily on teaching students what we know about cross-cultural communication. This knowledge comes from research findings in a number of SB Science disciplines. This focus on SB Science research is necessary because IBS 109 is an introductory-level course and, hence, students can't be expected to already have this knowledge base. In essence, the course may be conceived of as making use of the context of business situations to facilitate the development of students' understanding of various aspects of intercultural communication. | Competencies (Outline): Numbers 2, 3, 4, 6, 7, 8—The course examines difficulties in cross-cultural communication; how to look for distinct aspects of non-U.S. cultures; how to become aware of dominant U.S. cultural values and to compare/contrast these with the dominant values of other regional cultures; how to avoid stereotyping and to value cultural diversity on groups (teams); understanding the effects of global situations on culture with respect to regional differences in technology, social organization, politics, and relative influence on world affairs; understanding the importance of historical, religious, political, and economic forces on the development of cultures and the motivations of people from those cultures. (Outline: I.B., I.C.; II; III.A., III.C., IV.B., IV.C., IV.D.) Textbook: Chapter 1—how do cultures vary, regional differences in development, politics, resources, etc.; Chapter 2—cultural differences in work behavior and organizational structure; Chapter 3—miscommunications and misinterpretations in...
| Criterion 2: The course content emphasizes the study of social behavior involving research findings from the SB Sciences. | In order to accomplish the course's primary goal, students must learn about social behavior as it is studied within several SB Science disciplines: Cultural Anthropology, Cultural Geography, Economics, History, and Psychology (Cross-cultural, Industrial/Organizational Personality, & Social). In addition, an all-encompassing discipline for the course is Communications. | Competencies (Outline):
Numbers 1, 2, 4, 5, 6, 7, & 8--The course examines the concept of culture; the effects of culture on communication patterns; the effects of behaviors and traits on intercultural communication; the importance of cultural diversity for organizational success; and the influence of political, economic, religious, and historical forces on culture. (Outline I., II., III., IV, V, & VI)

Textbook:
Chapter 1--how is culture defined and in what ways do cultures vary (Cultural Anthropology, Cultural Geography);
Chapter 2--how do aspects of national cultures affect organizational structures and cultures (Cross-cultural Psychology, Industrial/Organizational Psychology); | intercultural interactions;
Chapter 4—strategies for recognizing important aspects of other cultures; Chapter 5—the importance of cultural diversity in teams; Chapter 7—cultural differences in motivational needs, especially with respect to achievement, dominance, and affiliation; Chapter 8—searching for information about other cultures in order to recognize problems and develop strategies; Chapter 9—negotiations between people from different cultural backgrounds.

Syllabus:
Week 1 (Chapter 1); Week 2 (Chapters 2 & 3); Week 3 (Chapters 4 & 5); Week 4 (Chapter 7); Week 5 (Chapter 8); Week 6 (Chapter 9) |
| Criterion 3a: The course content emphasizes the distinct knowledge base of the SB Sciences. | In order to learn about social behavior as understood by researchers within various SB Science disciplines (i.e., Criterion 2), the distinct knowledge base of the SB Sciences must be an integral part of the course. | Chapter 3—how cultural differences affect communication (Cross-cultural Psychology, Cultural Anthropology, Cultural Geography); Chapter 4—how to recognize when cultural differences may negatively affect communication (Cross-cultural Psychology, Cultural Anthropology, Cultural Geography); Chapter 5—the effects of cultural diversity on communication within teams (Industrial/Organizational Psychology, Cross-cultural Psychology); Chapter 7—the effects of culture on motivational factors (Personality Psychology, Cross-cultural psychology); Chapter 9—the effects of cultural differences on processes of persuasion and negotiation (Social Psychology, Industrial/Organizational Psychology, Cross-cultural Psychology, Cultural Anthropology, Cultural Geography).

Syllabus:
Week 1 (Chapter 1); Week 2 (Chapters 2 & 3); Week 3 (Chapters 4 & 5); Week 4 (Chapter 7); Week 6 (Chapter 9) | Please see the evidence for meeting Criterion 2. Although all evidence presented there also applies here, of most importance are competencies 1, 7, & 8 (Outline II. A-C; III A-C; IV. A, C, D). The course examines the concept of culture; investigates historical, religious, political, and economic forces that motivate people of different cultures; and describes political boundaries within nationalities that are important for cultural values.
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<th>Criterion 3b: The course content emphasizes the distinct methods of inquiry of the SB Sciences.</th>
<th>Although not necessary for meeting the SB criteria (evidence has already been presented for 3a), it may be important to mention that the course at least touches on some basic research methodology: students learn how to research other cultures by making use of database and Internet resources.</th>
<th>Competencies (Outline): Number 3—The course investigates cultural conditions in other countries with the aid of internet and database resources. (Outline I.C.) Textbook: Chapter 4—Identify cultural differences when they are not readily apparent; Chapter 8—Recognize and investigate problems in multinational decision-making.</th>
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<tr>
<td>Criterion 4: The course content illustrates the use of SB Science perspectives and data.</td>
<td>In order to meet the requirements of Criteria 1, 2, &amp; 3a, the course content must focus primarily on SB Science perspectives and data.</td>
<td>Competencies (Outline): Numbers 1, 2, 4, 5, 7, 8—The course examines the concept of culture; the effects of culture on communication patterns; the effects of behaviors and traits on intercultural communication; and the influence of political, economic, religious, and historical forces on culture. (Outline I., II., III., IV, &amp; V) Textbook: Chapter 1—How is culture defined and in what ways do cultures vary; Chapter 2—How do aspects of national cultures affect organizational structures and cultures; Chapter 3—How cultural differences affect communication; Chapter 4—How to recognize when cultural differences may negatively affect communication; Chapter 7—the effects of culture on motivational factors; Chapter 9—the effects of cultural</td>
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<td>Differences on processes of persuasion and negotiation.</td>
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<td>Syllabus: Week 1 (Chapter 1); Week 2 (Chapters 2 &amp; 3); Week 3 (Chapter 4); Week 4 (Chapter 7); Week 6 (Chapter 9)</td>
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IBS 109 (3)

Transfers to ASU as CULTURAL DIMENSION/INTERNATIONAL Elective Credit, Global Awareness (G), Social and Behavioral Sciences (SB).

Social & Behavioral Sciences (SB) These courses have a strong focus on acquiring a basic knowledge about major concepts, theories, and methods of scientific inquiry within disciplines such as anthropology, economics, political science, psychology, and sociology.

This study of culture in international trade covers a number of areas. The study entails looking at anthropology, politics, psychology, sociology, communication, and religion for instance. In addition, culture is studied in context with international business and leadership. Targeting an American audience, the course goal is to let students to see the (business) world from a global perspective. While this may seem basic to interculturalists, until recently, much of the published material on management assumed that Americans' work behaviors are universal.
Official Course Description: MCCCDD Approval: 05/25/99
IBS109 19996-99999 LEC 3 Credit(s) 3 Period(s)

Cultural Dimension for International Trade

The importance of cultural sensitivity in international business relations investigated by studying the impact of geography, history, religion, politics, customs and cross-cultural communications on society. Prerequisites: None.

Go to Competencies  Go to Outline

MCCCDD Official Course Competencies:

IBS109 19996-99999  Cultural Dimension for International Trade

1. Identify the components that make up the term "culture." (I)
2. Describe the difficulties people have when trying to communicate across cultures. (I)
3. Perform the steps necessary to connect to Internet and research database services concerning cultural conditions in a foreign country. (I)
4. Identify predominant U.S. cultural values, and explain how these may differ from cultural values of other countries. (II)
5. Identify individual behaviors or traits that are associated with success in international trade and/or living in a different culture. (III)
6. Explain the importance of avoiding stereotyping, valuing cultural diversity, and in understanding global situations. (II, III, IV, V, VI)
7. Demonstrate a basic knowledge of physical geography, specifically locations of countries, political boundaries, and major features. (IV)
8. Explain how people of other cultures may be motivated by historical forces, religious beliefs, cultural values and political/economic realities. (II, III, IV, V)
9. Explain how to prepare for and host foreign visitors. (V)
10. Explain how to manage multicultural relationships in a domestic setting. (V)

Go to Description  Go to top of Competencies

MCCCDD Official Course Outline:

IBS109 19996-99999  Cultural Dimension for International Trade

I. The Basic of Culture
   A. Definition of "culture"
   B. Cultural risk and intercultural communication problems
   C. Access to cultural information sources
II. Culture and Human Motivation
   A. International differences in education
   B. International differences in religion
   C. Values related to work, wealth, and achievement

III. Social Organization and Human Behavior
   A. Regional differences in technology, context, and power
   B. Business relationships and organizational behavior
   C. Understanding different types of social organization

IV. Environmental Impacts on Culture
   A. Multinational home-country and host-country influences
   B. Physical environmental influences in various regions
   C. Political influences in various regions
   D. Economic influences in various regions

V. Impact of Cultural Differences in Domestic Settings
   A. Managerial and environmental approaches to foreign visitors
   B. Diverse business negotiations with foreign nationals in a domestic setting
   C. Preparation and adaptation to needs of foreign visitors
   D. Adaptation to intercultural needs of workers in a domestic setting
Paradise Valley Community College

IBS 109: Cultural Awareness for International Trade

Instructor: Jim Patterson  
E-mail: jim.patterson@pvmail.maricopa.edu (Email is best)  
Faculty Web Page: http://www2.pvc.maricopa.edu/~patterson  
http://www2.pvc.maricopa.edu/~patterson/photography

Office Hours: 1 to 2:15pm MTWTh  
Section Number of course: #5535  
Days & Times: Online, 8/20 to 10/12

Required Textbook:  

Cultural Dimension for International Trade

The importance of cultural sensitivity in international business relations investigated by studying the impact of geography, history, religion, politics, customs and cross-cultural communications on society. Prerequisites: None.

Learning Objectives:

1. Identify the components that make up the term "culture."
2. Describe the difficulties people have when trying communicate across cultures.
3. Perform the steps necessary to connect to Internet and research database services concerning cultural conditions in a foreign country.
4. Identify predominant U.S. cultural values, and explain how these may differ from cultural values of other countries.
5. Identify individual behaviors or traits that are associated with success in international trade and/or living in a different culture.
6. Explain the importance of avoiding stereotyping, valuing cultural diversity, and in understanding global situations.
7. Demonstrate a basic knowledge of physical geography, specifically locations of countries, political boundaries, and major features.
8. Explain how people of other cultures may be motivated by historical forces, religious beliefs, cultural values and political/economic realities.
9. Explain how to prepare for and host foreign visitors.
10. Explain how to manage multicultural relationships in a domestic setting.
What are the ground rules?

Plagiarism:

Plagiarism is a serious offense. It is the unacknowledged use of another’s words, ideas, or information. Some common examples of plagiarism are summarizing or paraphrasing source material without documentation, quoting without citations, copying all or parts of another writer’s paper, having another person write the paper, or purchasing another writer’s paper.

To avoid plagiarism, students must give a source credit for any ideas or information they have used in a paper, whether they have paraphrased, summarized, or quoted from the source.

A student who plagiarizes is subject to disciplinary probation and suspension (see page 218 of the PVCC Catalog.) The first occurrence of plagiarism may result in a zero for that assignment. A second occurrence may result in a grade of “F” for the course.

How will I be graded?

Chapter Postings (5 points per module) 60
Group International Interview Project 10
Individual Country Report Paper 30

TOTAL POINTS POSSIBLE: 100

Grading Scale:

90-100 = A
80-89 = B
70-79 = C
60-69 = D

Attendance/Participation:

You are expected to login regularly and participate in the discussion board. Failure to appear active in the course over more than two weeks subjects you to a withdraw-failing grade. If you need to withdraw from the course, please do so through official PVCC channels (Admissions and Records).
**Where can I get extra assistance?**

**The Learning Support Center:**
Please feel free to make an appointment with a tutor if you need assistance with assignments. Tutors in The Writing Center, which is a part of the Learning Support Center, can assist you with writing concerns. Tutoring is free to PVCC students.

**Counseling:**
Feel free to make an appointment with a Counselor if you need assistance with personal issues or help in selecting a major/career. Counseling is free to PVCC students. The phone number to make an appointment is (602) 787-6540.

**What other policies do I need to know about?**

**Students Rights and Responsibilities:**
Students are responsible to read and understand the District-wide Scholastic Standards found in the current Student Handbook. Pay particular attention to the technology section, 2.5.2 Student Disciplinary Code, Article III, Paragraph 15.

**Student Disabilities:**
Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Resource Center, KSC room 119, (602) 787-7170.

**Withdrawal Policy:**
If you are considering withdrawing from CPD/AAA 115, please speak with your instructor first. If together you determine that it is best for you to withdraw, then go to Admissions and Records in the Kranitz Student Center to complete the necessary paperwork. The responsibility for withdrawing is yours. If at the time of withdrawal a student has a grade of “C” or higher, a “W” (withdraw passing) will be assigned. Otherwise, a grade of “Y” (withdraw failing) will be assigned.
## Course Outline and Assignments:

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<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td><strong>Week One:</strong></td>
<td>8/20 to 8/26: Week One, Introduction</td>
<td>1. Read chapter one and post your answers to the appropriate discussion board by Friday. Answer another students question by Sunday.</td>
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<td>8/20 to 8/26: Week One, Chapter One</td>
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<td>&quot;Culture and Management&quot;</td>
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<td><strong>Week Two:</strong></td>
<td>8/27 to 9/2: Week Two, Chapter Two</td>
<td>1. Read chapters two and three and post your answers to the appropriate discussion boards by Friday. Answer another students question by Sunday.</td>
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<td>&quot;How Cultural Differences Affect Organizations&quot;</td>
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<td>8/27 to 9/2: Week Two, Chapter Three</td>
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<td>&quot;Communicating Across Cultures&quot;</td>
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<td><strong>Week Three:</strong></td>
<td>9/3 to 9/9: Week Three, Chapter Four</td>
<td>1. Read chapters four and five and post your answers to the appropriate discussion boards by Friday. Answer another students question by Sunday.</td>
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<td>&quot;Creating Cultural Synergy&quot;</td>
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<td>9/3 to 9/9: Week Three, Chapter Five</td>
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<td>&quot;Managing Multicultural Teams&quot;</td>
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<td><strong>Week Four:</strong></td>
<td>9/10 to 9/16: Week Four, Chapter Six</td>
<td>1. Read chapters six and seven and post your answers to the appropriate discussion boards by Friday. Answer another students question by Sunday.</td>
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<td>&quot;Leading Globally&quot;</td>
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<td>9/10 to 9/16: Week Four, Chapter Seven</td>
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<td>&quot;Motivating People From Around the World&quot;</td>
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| Week Five: | 9/17 to 9/23: Week Five, Chapter Eight "Multinational Decision Making" | 1. Read chapters six and seven and post your answers to the appropriate discussion boards by Friday. Answer another student's question by Sunday.

2. **ALSO DUE AT THE END OF THIS WEEK:** The Group Interview. Post your group paper in the appropriate discussion board as an attached file with everybody's name on it (if you want credit). Interview somebody who is from another country and culture. Ask about differences between the USA and their native land. Ask how they would suggest Americans survive in their country. Use your textbook for hints on what to ask your source. The length is around 3 pages. |
| Week Six:       | 9/24 to 9/30: Week Six, Chapter Nine  
                 |  
                 |  
                 | 9/24 to 9/30: Week Six, Chapter Ten  
                 |  
                 | 9/24 to 9/30: Week Six, Chapter Ten  
                 |  
                 | 9/24 to 9/30: Week Six, Chapter Ten  
                 | “Managing Cross-Cultural Transitions”  
                 | “Managing Cross-Cultural Transitions”  
                 | “Managing Cross-Cultural Transitions”  
                 | 1. Read chapters nine and ten and post your answers to the appropriate discussion boards by Friday. Answer another students question by Sunday.  
| Week Seven:    | 10/1 to 10/7: Week Seven, Chapter Eleven  
                 |  
                 | 10/1 to 10/7: Week Seven, Chapter Eleven  
                 | “A Portable Life: The Expatriate Spouse”  
                 |  
                 | 10/1 to 10/7: Week Seven, Chapter Twelve  
                 | “Global Careers”  
                 | 1. Read chapters eleven and twelve and post your answers to the appropriate discussion boards by Friday. Answer another students question by Sunday.  
| Week Eight:    | 10/8 to 10/12: Week Eight  
                 |  
                 |  
                 |  
                 |  
                 | Individual Country Report Assignment  
                 | 1. Post this APA paper at least five pages long as an attached file in the appropriate discussion board. Respond to other students papers, too! Do research on any country of your choice. Focus on the culture of that country. One surprisingly good source of information comes from guidebooks that give suggestions on living in a country or doing business in a country. Get Googling on this!!!  

STUDENT CODE OF CONDUCT

Students engaging in the following are subject to disciplinary sanctions outlined in the PVCC Catalog, Student Policies Section.

Acts of Dishonesty; examples include:
- Plagiarism
- Furnishing false information
- Falsifying records related to coursework
- Forgery, alteration, misuse of any college document
- Tampering with the election of any college-recognized official

Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or college activities. An instructor can remove a student from class for disciplinary reasons.

Physical abuse, verbal abuse, threats, intimidation, harassment, coercion and/or conduct that threatens the health or safety of any person.

Attempted or actual theft

Failure to comply with direction of college officials or law enforcement officers

Unauthorized possession, duplication or use of keys to any college premises

Violation of federal, state, or local laws on college campus or at college sponsored activities

Use, possession or distribution of narcotics or other controlled substances

Use, possession, or distribution of alcoholic beverages, or public intoxication

Illegal or unauthorized possession of firearms, explosives, weapons, or dangerous chemicals

Participation in a college demonstration that disrupts the normal operations of the college

Obstruction of the free flow of pedestrian or vehicular traffic on college premises

Conduct which is disorderly, lewd or indecent

Theft or other abuse of computer time

Abuse of the judicial system
The majority of services are open Monday – Thursday 8:00 -7:00 and Friday 8:00 – 5:00. Appointments may be required for some areas. Visit our Web Site at www.pvc.maricopa.edu for more information.

Athletics – To learn more about our athletic programs call (602) 787-7173 or e-mail us at www.pvc.maricopa.edu/athletics.

Academic Advising – KSC186, (602) 787-7060. Advisors are available to assist with classes and degree information. Discuss your goals, education history, and interests with the advisor. Hours: Walk-in 8:00 – 11:00 a.m. Afternoon and evenings by appointment.

Admissions and Records – KSC111, (602) 787-7020. Services include registration, transcript requests, graduation requests, and educational records. This office maintains all student records.

Assessment Center – KSC226, (602) 787-7050. Services include placement, ESL, instructional, and CLEP testing. Assessment helps students identify their existing skills and knowledge.

Bookstore – KSC143, (602) 787-7120. The Bookstore, operated by Follett, sells new and used textbooks, school supplies, greeting cards, gifts, sundries, college clothing, trade books, and educationally priced software.

Child Development Center – D101, (602) 787-7150. This service is available for the children of PVCC students. The program’s main focus is language development, fine motor and social skills for children between the ages of 3 – 8 years.

College Safety – KSC126, (602) 787-7900. Provides safety and security measures for the campus. Services include lost and found, emergency assistance, first-aid, parking decals, photo ID’s.

Counseling/Personal Development – KSC177, (602) 787-6540. Free, confidential counseling is available to prospective and currently enrolled students at PVCC. Counselors are available by appointment. Please call or stop by the Counseling Office.

Disability Resource Center/Student Development – KSC119, (602) 787-7174. This office participates in the Americans with Disabilities Act which include reasonable accommodations with access, resources, and support services. Student development activities include student orientations, ESL student support, and student diversity program.
Financial Aid – KSC101, (602) 787-7100. Services include financial counseling for students, assistance in completing the financial aid process and information about scholarship programs. Financial aid includes grants, loans, student employment and scholarships.

Career Services/Job Placement KSC Building, (602) 787-7073. This office provides job listings on and off campus, assistance in job searches, internships, and Maricopa Career Network for on-line postings.

Learning Support Center, E Building, (602) 787-7180. The Learning Support Center provides free tutoring and other learning support for most PVCC courses. Free tutoring includes study groups, drop-in tutoring, individual appointments and on-line tutoring. Learning Support resources include video tapes, software, and print materials to provide help with both course content and study skills. Hours: Monday – Thursday, 8:00 a.m. – 7:00 p.m., Friday 8:00 a.m. – 5:00 p.m., Saturday, 9:00 a.m. – 1:00 p.m.

Library - E Building, (602)787-7200. The PVCC Library offers a print and media collection of approximately 40,000 items. In addition, the library now has a collection of electronic books. An online catalog provides indexing to much of the material held by PVCC as well as materials owned by other Maricopa County Community College libraries.

Service Learning, KSC141A. (602) 787-6657 or (602) 787-7241. Service-Learning is a direct expression of the PVCC vision statement. Our college is dedicated to “building partnerships… that cross institutional boundaries for innovative instruction and coordinated community service.” Service-Learning combines academic learning and educational goals with student action in real life situations outside the four walls of the classroom. Students are given the opportunity to learn and develop as leaders through active participation in thoughtfully organized service experiences that meet vital community needs.

Student Life, KSC135, (602) 787-7244. The center encourages students to participate in college and community life. Some activities include honors, leadership training, service learning, student clubs, Student Leadership Council, Emerging Leaders Program and student insurance.

Veteran’s Services, KSC 111 (602) 787-7045, is located in the Admissions and Records Office.
Nancy J. Adler
with Allison Gundersen

International Dimensions of Organizational Behavior
Fifth Edition
# Contents

## PART 1  The Impact of Culture on Organizations

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