#### DANIELS RADEBAUGH SULLIVAN



## INTERNATIONAL BUSINESS

#### **ENVIRONMENTS & OPERATIONS**

SIXTEENTH EDITION



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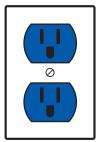




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# International Business

## **Environments & Operations**

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# **Brief Contents**

Preface xxii

About the Authors xxix
PART ONE: Background for International Business 1  1 Globalization and International Business 1
PART TWO: Comparative Environmental Frameworks 25  2 The Cultural Environments Facing Business 25  3 The Political and Legal Environments Facing Business 57  4 The Economic Environments Facing Business 93  5 Globalization and Society 129
PART THREE: Theories and Institutions: Trade and Investment 153 6 International Trade and Factor Mobility Theory 153 7 Governmental Influence on Trade 183 8 Cross-National Cooperation and Agreements 207
<ul> <li>PART FOUR: World Financial Environment 235</li> <li>Global Foreign-Exchange Markets 235</li> <li>The Determination of Exchange Rates 257</li> <li>Global Capital Markets 279</li> </ul>
PART FIVE: Global Strategy, Structure, and Implementation 301  12 The Strategy of International Business 301  13 Country Evaluation and Selection 335  14 Export and Import 361  15 Direct Investment and Collaborative Strategies 397  16 The Organization of International Business 427
PART SIX: Managing International Operations 461  17 Marketing Globally 461  18 Global Operations and Supply-Chain Management 493  19 International Accounting and Finance Issues 517  20 International Human Resource Management 545

# Contents

Preface xxii About the Authors xxix
• PART ONE: BACKGROUND FOR INTERNATIONAL BUSINESS
1 Globalization and International Business 1
CASE: The Globalized Business of Sports 2
Introduction 4
Why Study About Globalization, IB, and Their Relationship? 5 How Does IB Fit In? 5 The Study of IB 5
The Forces Driving Globalization and IB 6 Factors in Increased Globalization 7
The Criticisms of Globalization 10 Threats to National Sovereignty 10 Environmental Stress 11 Growing Income Inequality and Personal Stress 11
Point-Counterpoint Is Offshoring of Production a Good Strategy?  12
Why Companies Engage in IB 14 Sales Expansion 14 Resource Acquisition 14 Risk Reduction 14
IB Operating Modes 15  Merchandise Exports and Imports 15  Service Exports and Imports 15  Investments 16  Types of International Organizations 16
Why do Companies' External Environments Affect How they May Best Operate Abroad? 16 Physical Factors 17 Institutional Factors 17 The Competitive Environment 18
Looking to the Future Three Major Scenarios on Globalization's Future 19
CASE: Carnival Cruise Lines 21
Endnotes 23

1

• PART TWO: COMPARATIVE ENVIRONMENTAL FRAMEWORKS 25
2 The Cultural Environments Facing Business 25
CASE: Saudi Arabia's Dynamic Culture 26
Culture's Importance in IB and Trickiness To Assess National Cultures as a Point of Reference 29 The People Factor 30 Building Cultural Awareness 31 Shortcomings in Cultural Assessments 31
Influences on Cultural Formation and Change 32 Sources of Change 32 Language as Both a Diffuser and Stabilizer of Culture 32 Religion as a Cultural Stabilizer 34
Major Behavioral Practices Affecting Business 35
Issues in Social Stratification 35  Work Motivation 37  Relationship Preferences 40  Risk-Taking Behavior 40  Information and Task Processing 41
Problems in Communicating Across Cultures 42
Translation of Spoken and Written Language 42 Silent Language 43
Guidelines For Cultural Adjustment 45  Host Society Acceptance 45  Degree of Cultural Differences 45  Ability to Adjust: Culture Shock 46  Company and Management Orientations 46  Strategies for Instituting Change 47
Point-Counterpoint Does IB Lead To Cultural Imperialism?  48
Looking to the Future Scenarios on The Evolvement of National Cultures 50
CASE: Tesco PLC: Leveraging Global Knowledge 52
Endnotes 55
3 The Political and Legal Environments Facing Business 57
CASE: China: Big Opportunities, Complicated Risks 58
Politics, Laws, and Operating Internationally 60
The Political Environment 62 Individualism 62

Collectivism 62 Political Ideology 63 Democracy 64 Totalitarianism 65
The State of Political Freedom 67  The Prevalence of Political Freedom 68  The Struggles of Political Freedom 68  The Allure of Authoritarianism 71  Looking to the Future Political Ideology and MNEs' Actions 72
Political Risk 74 Classifying Political Risk 74
Point-Counterpoint Proactive Political Risk Management: The Superior Approach 76
The Legal Environment 78 Types of Legal Systems 79 The Foundation of Legality 80 Mapping the Basis of Law 81 Which Rule When? 82 Implications to Managers 84
Legal Issues Facing International Companies 84 Operational Concerns 85 Strategic Concerns 86
Politics, Law, and the Business Environment 88  CASE: It's a Knockoff World 89
Endnotes 91
4 The Economic Environments Facing Businesses 93
CASE: Emerging Economies: Comeback or Collapse? 94
International Economic Analysis 95 Navigating Challenges 96
Who's Who in the Global Business Environment 97  Developed Economies 97  Developing Economies 98  Economies in Transition 100  The Issue of Different Degrees of Development 101
Economic Freedom 103  The Value of Economic Freedom 105  The Prevalence of Economic Freedom 106  Economic Freedom and Type of Economic Environment 107  The Paradox of Promise Versus Prevalence 107

**CONTENTS** vii

Looking to the Future State Capitalism: Detour or Destination? 110
Types of Economic Systems 111  The Market Economy 111  The Command Economy 112  Mixed Economy 113
Assessing Economic Development, Performance, and Potential  Monetary Measures 114 Improving Economic Analytics 116 The Wildcard: The Shadow Economy 118 Sustainability and Stability 119 Sustainability 119 Stability 120
Point-Counterpoint Growth: Positive and Productive? 121
Elements of Economic Analysis 123 Integrating Economic Analysis 123 Economic Freedom, Innovation, and Competitiveness 125  CASE: Economic Environments of the West: Problems, Puzzles, and the 4 <sup>th</sup> Industrial Revolution 126
Endnotes 128
5 Globalization and Society 129
CASE: Ecomagination and the Global Greening of GE 130
Introduction 132
Stakeholder Trade-Offs 132
The Economic Impact of the MNE 133  Balance-of-Payments Effects 134  Growth and Employment Effects 135
The Foundations of Ethical Behavior 136 Why Do Companies Care About Ethical Behavior? 137
The Cultural Foundations of Ethical Behavior 137 Relativism Versus Normativism 137
The Legal Foundations of Ethical Behavior 138  Legal Justification: Pro and Con 138
Corruption and Bribery 139 Petrobras: Corruption in Brazil with a Global Twist 140 The Consequences of Corruption 140 What's Being Done About Corruption? 141

What Is "Sustainability"? 142 Global Warming and The Paris Agreement on Climate Change 143
Ethical Dilemmas of Labor Conditions 144
Point-Counterpoint Should MNEs Accept Full Responsibility for the Unethical Behavior of Their Employees? 144
The Problem of Child Labor 146 What MNEs Can and Can't Do 147
Corporate Codes of Ethics: How Should a Company Behave? 147  Motivations for Corporate Responsibility 147  Developing a Code of Conduct 147
Looking to the Future  Dealing with Ethical Dilemmas in the Global Economy 148
CASE: Anglo American PLC in South Africa: What Do You Do When Costs Reach Epidemic Proportions? 149
Endnotes 151
• PART THREE: THEORIES AND INSTITUTIONS: TRADE AND INVESTMENT 153
6 International Trade and Factor Mobility Theory 153
6 International Trade and Factor Mobility Theory 153 CASE: The Evolution of Taiwan's International Trade 154
CASE: The Evolution of Taiwan's International Trade 154  Introduction: Why Do Policymakers Rely on International Trade and Factor
CASE: The Evolution of Taiwan's International Trade 154  Introduction: Why Do Policymakers Rely on International Trade and Factor Mobility Theories? 156  Interventionist and Free Trade Theories 158  Mercantilism 158  Neomercantilism 158  Free Trade Theories 159  Theory of Absolute Advantage 159  Theory of Comparative Advantage 161  Theories of Specialization: Some Assumptions
CASE: The Evolution of Taiwan's International Trade 154  Introduction: Why Do Policymakers Rely on International Trade and Factor Mobility Theories? 156  Interventionist and Free Trade Theories 158  Mercantilism 158  Neomercantilism 158  Free Trade Theories 159  Theory of Absolute Advantage 159  Theory of Comparative Advantage 161  Theories of Specialization: Some Assumptions and Limitations 162  Theories to Explain National Trade Patterns 164  How Much Does A Country Trade? 164  What Types of Products Does A Country Trade? 166

Point-Counterpoint Should Nations Use Strategic Trade Policies? 172
Why Production Factors Move 174
Effects of Factor Movements 175
The Relationship between Trade and Factor Mobility 176 Substitution 176 Complementarity 176
Looking to the Future Scenarios That May Change Trade Patterns 177
CASE: Ecuador: A Rosy Export Future? 179
Endnotes 182
7 Governmental Influence on Trade 183
CASE: The U.SVietnamese Catfish Dispute 184
Conflicting Outcomes of Trade Protectionism 186 The Role of Stakeholders 187
Economic Rationales for Governmental Trade Intervention and Outcome Uncertainties 187  Fighting Unemployment 187  Protecting "Infant Industries" 188  Developing an Industrial Base 189  Economic Relationships with Other Countries 190
Governments' Noneconomic Rationales and Outcome for Trade Intervention 192  Maintaining Essential Industries 192  Promoting Acceptable Practices Abroad 193
Point-Counterpoint Should Governments Impose Trade Sanctions? 193  Maintaining or Extending Spheres of Influence 195  Preserving National Culture 195
Major Instruments of Trade Control 195  Tariffs: Direct Price Influences 195  Nontariff Barriers: Direct Price Influences 196  Nontariff Barriers: Quantity Controls 198
How Companies Deal With Governmental Trade Influences 201 Tactics for Dealing with Import Competition 201 Convincing Decision-Makers 201 Involving the Industry and Stakeholders 201 Preparing for Changes in the Competitive Environment 202  Looking to the Future
Dynamics and Complexity of Future World Trade 202

CASE: Should U.S. Imports of Prescription Drugs from Canada Be Widened? **Endnotes** 205

#### 8 207 **Cross-National Cooperation and Agreements**

**CASE:** Toyota's European Drive 208

Forms of Economic Integration

The World Trade Organization—Global Integration 210

GATT: Predecessor to the WTO 210

What Does the WTO Do? 210

**Regional Economic Integration** 211

> Bilateral Agreements 211

Geography Matters 211

The Effects of Integration 212

Major Regional Trading Groups 213

The European Union

218 The North American Free Trade Agreement (NAFTA)

Regional Economic Integration in the Americas 221

Regional Economic Integration in Asia 223

Regional Economic Integration in Africa 225



Point-Counterpoint
Is Regional Economic Integration a Good Idea? 226

The United Nations and Other NGOs 227

**Commodity Agreements** 229

> 229 Commodities and the World Economy

Consumers and Producers 229

The Organization of the Petroleum Exporting Countries (OPEC) 230



#### Looking to the Future

Will the WTO Overcome Bilateral and Regional Integration Efforts?

**CASE:** Walmart Goes South 232

**Endnotes** 234

 PART FOUR: WORLD FINANCIAL ENVIRONMENT 235

#### Global Foreign-Exchange Markets 235

CASE: Going Down to the Wire in the Money-Transfer Market 236

What is Foreign Exchange and Who are The Major Players in The Market? 237

Some Aspects of The Foreign-Exchange Market 238
How to Trade Foreign Exchange 238
Global OTC Foreign-Exchange Instruments 239
Size, Composition, and Location of the Foreign-Exchange Market 239
Foreign-Exchange Trades and Time Zones 241
Major Foreign-Exchange Markets 243
The Spot Market 243
The Forward Market 244
Options 244
Futures 245
The Foreign-Exchange Trading Process 245
Banks and Exchanges 245
Top Exchanges for Trading Foreign Exchange 246
How Companies Use Foreign Exchange 247
Cash Flow Aspects of Imports and Exports 247 Other Financial Flows 248
Point-Counterpoint Is It OK to Speculate on Currency? 249
Is It OK to Speculate on Currency? 249
Looking to the Future
Where Are Foreign-Exchange Markets Headed? 251
CASE: Do Yuan to Buy Some Renminbi? 252
Endnotes 255
Enunotes 255
10 The Determination of Exchange Rates 257
CASE Venezuela's Rapidly Changing Currency 258
Introduction 259
The International Monetary Fund 260
Origin and Objectives 260
The IMF Today 260
•
Evolution to Floating Exchange Rates 261
3
Exchange-Rate Arrangements 262
Exchange-Rate Arrangements 262 Three Choices: Hard Peg, Soft Peg, or Floating Arrangement 262
Exchange-Rate Arrangements 262
Exchange-Rate Arrangements 262 Three Choices: Hard Peg, Soft Peg, or Floating Arrangement 262
Exchange-Rate Arrangements 262  Three Choices: Hard Peg, Soft Peg, or Floating Arrangement 262  Hard Peg 263
Exchange-Rate Arrangements 262 Three Choices: Hard Peg, Soft Peg, or Floating Arrangement 262 Hard Peg 263 Soft Peg 263
Exchange-Rate Arrangements 262 Three Choices: Hard Peg, Soft Peg, or Floating Arrangement 262 Hard Peg 263 Soft Peg 263 Floating Arrangement 263 The Euro 263
Exchange-Rate Arrangements 262  Three Choices: Hard Peg, Soft Peg, or Floating Arrangement 262  Hard Peg 263  Soft Peg 263  Floating Arrangement 263  The Euro 263  Point-Counterpoint
Exchange-Rate Arrangements 262  Three Choices: Hard Peg, Soft Peg, or Floating Arrangement 262  Hard Peg 263  Soft Peg 263  Floating Arrangement 263  The Euro 263  Point-Counterpoint  Should Africa Develop a Common Currency? 265
Exchange-Rate Arrangements 262  Three Choices: Hard Peg, Soft Peg, or Floating Arrangement 262  Hard Peg 263  Soft Peg 263  Floating Arrangement 263  The Euro 263  Point-Counterpoint

Intervention: Currency in a Fixed-Rate or Managed Floating-Rate World 267
Black Markets 268
Foreign-Exchange Convertibility and Controls 268
Exchange Rates and Purchasing Power Parity 269 Exchange Rates and Interest Rates 271
Other Factors in Exchange-Rate Determination 272
Forecasting Exchange-Rate Movements 272  Fundamental and Technical Forecasting 272  Fundamental Factors to Monitor 272
Business Implications of Exchange-Rate Changes 273
Marketing Decisions 273 Production Decisions 274 Financial Decisions 274
Changes in the Relative Strength of Global Currencies 274
Case: Welcome to the World of Sony—Unless the Falling Yen Rises (or Falls) Again 275
Endnotes 278
11 Global Capital Markets 279
CASE: Tax Wars: Pfizer Versus the U.S. Government 280
The Finance Function 281 The Role of the CFO 281
Capital Structure 282
Leveraging Debt Financing 282 Factors Affecting the Choice of Capital Structure 282
Global Debt Markets 284
Eurocurrencies and the Eurocurrency Market 284 International Bonds 285 Global Equity Markets 286 The Size of Global Stock Markets 287
Taxation of Foreign-Source Income 289
International Tax Practices 289
Taxing Branches and Subsidiaries 290
Transfer Prices 292
Double Taxation and Tax Credit 293 Dodging Taxes 294
Offshore Financing and Offshore Financial Centers 294 What is an OFC? 294

**CONTENTS** xiii

Point-Counterpoint Should Offshore Financial Centers and Aggressive Tax Practices Be Eliminated? 296
Looking to the Future The Growth of Capital Markets and the Drive by Governments to Capture More Tax Revenues by MNEs 297
CASE: Does the Devil Really Wear Prada? 298
Endnotes 300
PART FIVE: GLOBAL STRATEGY, STRUCTURE, AND IMPLEMENTATION 301
12 The Strategy of International Business 301
CASE: Zara's Disruptive Vision: Data-Driven Fast-Fashion 302
Strategy in the MNE 304 Getting Started: Vision and Mission 305 Moving Onward: Strategic Planning 307
Making Sense to Make Strategy 307
The Role of Resources, Capabilities, and Competencies 308
The Quest to Create Value 310 The Cost Leadership Strategy 310 The Differentiation Strategy 311 The Integrated Cost Leadership/Differentiation Strategy 312
Point-Counterpoint Is Strategic Planning Productive? 313
Organizing Value Creation: The Value Chain 314 Configuring the Value Chain 315
Looking to the Future Digits, Widgets, and Changing Location Advantages 319
Global Integration Versus Local Responsiveness 321  The Potential for Standardization 322  The Characteristics of Consumer Preferences 323  The Effect of Institutional Agents 324  Global Integration and Local Responsiveness: Mapping their Interaction 324
International Corporate-Level Strategies 326 The International Strategy 326 The Localization Strategy 328 Global Strategy 329 Transnational Strategy 330

CASE: The Multinational Enterprise of the Future: Leading Scenarios 332

336

Endnotes 334

#### 13 Country Evaluation and Selection 335

CASE Burger King®

The Importance of Location 338

Comparing Countries Through Scanning 338

Why Is Scanning Important? 338

Scanning Versus Detailed Analysis 339

#### Opportuniity and Risk Variables 340

Opportunities: Sales Expansion 340

Opportunities: Resource Acquisition 341

Risks 343

Analyzing and Relating the Opportunity

and Risk Variables 348

### Sources and Shortcomings of Comparative Country

Information 350

Some Problems with Research Results and Data 350

External Sources of Information 351

Internally Generated Data 352



#### Point-Counterpoint

Should Companies Operate in and Send Employees to Violent Areas? 352

#### Alternatives for Allocating Resources among Locations 353

Alternative Gradual Commitments 353

Geographic Diversification Versus Concentration 354

Reinvestment and Harvesting 355

Noncomparative Location Decisions 356



#### Looking to the Future

Conditions That May Cause Prime Locations to Change

356

CASE: Carrefour 357

Endnotes 360

#### 14 Export and Import 361

CASE: SpinCent: The Decision to Export 362

Introduction 364

Exporting: Principles and Practices 365

Who are Exporters? 366

The Matter of Advantages 366

Characteristics of Exporters 367

Exporting: Motivation and Methods 368 Profitability 368 Productivity 369 Diversification 369
Export: Start-Up and Expansion 370 Incremental Internationalization 370 The Born-Global Phenomenon 371 The Influence of Time and Place 371 The Wildcard of Serendipity 372 Approaches to Exporting 372 Which Approach When? 373
Point-Counterpoint Exporting E-waste: A Fair Solution?  374
Importing: Principles and Practices 378 Characteristics of Importers 378
Importing: Motivation and Methods 379 Import Drivers 379 Who Are Importers? 380
Importing and Exporting: Problems and Pitfalls 380  Financial Risks 381  Customer Management 381  International Business Expertise 382  Marketing Challenges 382  Top Management Commitment 382  Government Regulation 383  Trade Documentation 384
Importing and Exporting: Resources and Assistance 385  Public Agencies 386  Private Agents 387
Reconciling Opportunity and Challenge: An Export Plan 390
Looking to the Future Technology Transforms International Trade 391
Countertrade 393  Costs 393  Benefits 394  CASE: The Borderfree Option: Going Global—Simplified 394
Endnotes 396

15 Direct Investment and Collaborative Strategies 397
CASE: Meliá Hotels International 398
Introduction 401
Why Export and Import May Not Suffice 402 When It's Cheaper to Produce Abroad 403 When Transportation Costs Too Much 403 When Domestic Capacity Isn't Enough 403 When Products and Services Need Altering 403 When Trade Restrictions Hinder Imports 403 When Country of Origin Becomes an Issue 404
Why and How do Companies Make Wholly Owned FDI Reasons for Wholly Owned Foreign Direct Investment Acquisition Versus Greenfield 404
Why Companies Collaborate 406 General Motives for Collaborative Arrangements 406 International Motives for Collaborative Arrangements 408
Forms of and Choice of Collaborative Arrangements 409  Some Considerations in Choosing a Form 409
Point-Counterpoint Should Countries Limit Foreign Control of Key Industries? 410
Licensing 411 Franchising 412 Management Contracts 413 Turnkey Operations 413 Joint Ventures (JVs) 414 Equity Alliances 415
Why Collaborative Arrangements Fail or Succeed 415 Reasons for Failure 416 Helping Collaborative Operations Succeed 417
Cooking to the Future Growth in Project Size and Complexity 420
CASE: The oneworld Airline Alliance 421
Endnotes 425
16 The Organization of International Business 427
CASE: Organizing Global Operations: The "Gore Way" 428
Introduction 430

**CONTENTS** xvii

#### 430 Changing Times, Changing Organizations Expanding Scope of IB 431 The Internet as a Design Standard Managerial Standards 431 Social Contract 432 Change and Challenge: MNEs Respond **Classical Organization Structures** 433 Vertical Differentiation 433 Horizontal Differentiation 435 The Functional Structure 435 **Divisional Structures** 436 Global Matrix Structure 439 Mixed Structure 440 **Neoclassical Structures** 440 The Challenge of Boundaries 440 The Goal of Boundarylessness 441 The Network Structure 442 Virtual Organization 443 Neoclassical Structures in Action 444 444 Pitfalls of Neoclassical Structures Point-Counterpoint The Hierarchical Structure: The Superior Format 445 **Coordination Systems** 447 Coordination by Standardization 448 Coordination by Plan 449 Coordination by Mutual Adjustment 450 **Control Systems** Bureaucratic Control 451 Market Control 451 Clan Control 452 Control Mechanisms 452 Which Control System When? 453 **Organizational Culture** 453 A Key Piece of the Performance Puzzle 453 The Power of Common Cause 454 455 Developing an Organizational Culture Looking to the Future The Rise of Corporate Universities 456 CASE: Building a Magical Organization at Johnson & Johnson 458

**Endnotes** 

460

#### PART SIX: MANAGING INTERNATIONAL OPERATIONS 461

#### 17 Marketing Globally 461

CASE: Tommy Hilfiger 462

International Marketing Strategies: Orientations, Segmentation, and Targeting 463

Marketing Orientations 464

Segmenting and Targeting Markets 466

Product Policies: Country Adaptation Versus Global

Standardization 467

Why Firms Adapt Products 467

Alteration Costs 468

The Product Line: Extent and Mix 469

International Pricing Complexities 469

Potential Obstacles in International Pricing 469

Should Promotion Differ Among Countries? 472

The Push–Pull Mix 472

Some Problems in International Promotion 473

International Branding Strategies 475

Global Brand Versus Local Brands 476



#### Point-Counterpoint

Should Home Governments Regulate Their Companies'
Marketing in Developing Countries? 477

#### Distribution Practices and Complications 479

Deciding Whether to Standardize 479

Internalization or Not? 480

Distribution Partnership 480

Distribution Challenges and Opportunities 481

## Gap Analysis: A Tool for Helping to Manage the International Marketing Mix 482

Usage Gaps 483

Product-Line Gaps 484

Distribution and Competitive Gaps 484

Aggregating Countries' Programs 484



#### Looking to the Future

How Might International Market Segmentation Evolve? 485

CASE: Grameen Danone Foods in Bangladesh 486

Endnotes 491

xix

493

#### CASE: Apple's Global Supply Chain Global Supply-Chain Management 496 What is Supply-Chain Management? 497 Global Supply-Chain and Operations Management Strategies 497 Operations Management Strategy **Global Sourcing** 499 Why Global Sourcing? 501 Major Sourcing Configurations 501 The Make-or-Buy Decision 502 Point-Counterpoint Should Firms Outsource Innovation? 502 Supplier Relations 504 Conflict Minerals 504 504 The Purchasing Function Information Technology and Global Supply-Chain 505 Management Electronic Data Interchange (EDI) Enterprise Resource Planning/Material Requirements Planning 505 Radio Frequency ID (RFID) 505 E-commerce 506 Quality 507 507 Zero Defects Lean Manufacturing and Total Quality Management (TQM) 508 Six Sigma 509 509 Quality Standards Looking to the Future Uncertainty and the Global Supply Chain 511 CASE: Nokero: Lighting the World 511 **Endnotes** 516 19 International Accounting and Finance Issues 517 CASE: GPS Capital Markets: In the Market for an Effective **Hedging Strategy?**

The Crossroads of Accounting and Finance What Does the Controller Control?

520

520

18 Global Operations and Supply-Chain Management

Differences in Financial Statements Internationally 521 Differences in the Content of Financial Information 521
Factors Affecting Accounting Objectives, Standards, and Practices Cultural Differences in Accounting 523
International Standards and Global Convergence 524  Mutual Recognition Versus Reconciliation 524  The First Steps in Establishing IFRS 525  The International Accounting Standards Board 525
Point-Counterpoint Should U.S. Companies Be Allowed to Use IFRS?  526
Transactions in Foreign Currencies 527 Recording Transactions 527 Correct Procedures for U.S. Companies 528
Translating Foreign-Currency Financial Statements 528 Translation Methods 529
International Financial Issues 531 Capital Budgeting in a Global Context 531 Internal Sources of Funds 533 Global Cash Management 534
Foreign-Exchange Risk Management 536 Types of Exposure 536 Exposure-Management Strategy 537
Looking to the Future Will IFRS Become the Global Accounting Standard? 539
CASE: H&M: The Challenges of Global Expansion and the Move to Adopt International Financial Reporting Standards 541
Endnotes 543
20 International Human Resource Management 545
CASE: Globalizing Your Career 546
International Human Resource Management 548 The Strategic Role of IHRM 550 IHRM's Mission 551
The Perspective of the Expatriate 551 Who's Who? 551
Trends in Expatriate Assignments 552 The Economics of Expatriates 554 The Enduring Constant 554
Staffing Frameworks in the MNE 554 The Ethnocentric Framework 555

556 The Polycentric Staffing Framework 558 The Geocentric Staffing Framework 559 Which Staffing Framework When? **Expatriate Selection** 560 Technical Competence 560 Self-Orientation 560 Others-Orientation 561 Resourcefulness 561 Global Mindset 561 **Expatriate Preparation and Development** 562 Pre-Departure Preparation Programs 563 In-Country Development Programs 564 Family Matters 564 Point-Counterpoint English: Destined to Be the Global Language? 565 **Expatriate Compensation** 567 Types of Compensation Plans 568 Components of Expatriate Compensation 569 Compensation Complications 570 **Expatriate Repatriation** 570 571 Repatriation Challenges 571 Improving Repatriation **Expatriate Failure** The Costs of Failure 572 The Wildcard 573 Looking to the Future I'm Going Where? The Changing Locations of International Assignments 573 CASE: Tel-Comm-Tek: Selecting the Managing Director of its Indian Subsidiary 574 **Endnotes** 577 Glossary 579 Company Index 589 Name Index 595 Subject Index 614

## **Preface**

This textbook is one of the best-selling U.S. and worldwide international business (IB) textbooks. Widely used in both undergraduate and MBA level courses, this text has had authorized translations into Albanian, Chinese, Macedonian, Russian, Spanish, Korean, and Thai. Its first edition in 1976, according to many professors, defined the IB field. Its subsequent 14 editions have set the global standard for studying IB's environments and operations. Students, faculty, and managers have praised our text for its compelling balance between rigorous, authoritative theory and meaningful practice within the context of a fresh, current analysis of IB. The elements of success that have driven this performance anchor our efforts to make this 16<sup>th</sup> edition the best version yet. We believe these efforts result in a textbook that provides you and your students the best possible understanding of what is happening and is likely to happen in the world of business.

#### WHAT'S NEW TO THE SIXTEENTH EDITION?

Ongoing trends and new development in the global business environment called for us to rethink and revise our interpretations of the environments of operations of international business. Incorporating the corresponding changes convinced the publishers and the authors of the usefulness of publishing a 16th edition.

#### Global Changes

IB, probably more so than any other subject, needs updating because of the number of and rapidity of global changes. The period since our last edition was no exception. Among the many changes we have referenced in our text are the spread of mosquitoborne epidemics (Zika, Ebola, dengue fever, and yellow fever); changes in national borders (e.g., Crimea now a part of Russia rather than the Ukraine); the rise of ISIS and its extended terrorism; the expanding scale and scope of technology; oil technology that has altered global supply locations and prices; the evolving role of Bitcoins for international currency exchange and investment opportunities; the emergence of disruptive technologies such 3-D printers, robotics, and artificial intelligence; the opening of U.S.-Cuban diplomatic exchanges; the advent of negative interest-rate policies in many Western markets; the termination of an embargo on Iran; the near breakup of certain countries (e.g., the United Kingdom and Spain); the use of corporate inversions to reduce taxes; ongoing ups and downs by prominent emerging markets; accelerating sophistication of communication systems; decreasing degrees of political and economic freedom throughout the world; greater agreement that the global climate is warming; the game changing implications of social media; an almost unprecedented refugee movement into Europe; and greater support in many countries for more national sovereignty leading to the possible breakup of regional economic groups.

#### Theories and Evidence to Explain IB and Globalization

It is now over 40 years since we started writing this text's first edition. We can remember when the Academy of International Business (AIB), the main IB academic organization, attracted fewer than 40 attendees for its annual meeting; now it routinely

PREFACE XXIII

draws more than a thousand. Journals with an emphasis on international business were virtually nonexistent; thus the few people working directly in the field had to depend on discipline- and functional-based journals as outlets for their research. We all know how this has changed, which has, on the one hand, helped us to understand the global business environment in innovative, exciting ways. Nevertheless, the expanding scale of globalization and IB growth fuels such an abundance of published materials that academicians have had to specialize in narrower areas to stay abreast of relevant research. The growth has also created a challenge for authors, such as us, to keep sufficiently up to date on the breadth of research being published on all the functional and disciplinary topics we cover in an introductory text. We are the first to admit that we cannot, but, at the same time, when we have revised for each new edition, we have discovered work that goes well beyond a slight movement in existing knowledge frontiers. It is gratifying for us to delve deeper into emerging trends such as those we described above, and thus we have added significant new material to the 16<sup>th</sup> edition.

#### Reduced Length

Over the years, we received sporadic objections to the length of our text. And complicating matters was the sense that as the text expanded, students increasingly preferred learning in shorter, focused bursts. Hence, we set a goal of reducing the text length by 200 pages without sacrificing content, coverage, or quality; we more than met our goal. We did this partially by shifting end notes to an easily-accessed online location, removing all cartoons because they did not sufficiently enhance students' learning, and reducing tables of data that quickly became obsolete. However, to our surprise, our biggest reduction by far was from tightening our prose. Completing chapters very quickly to reach a deadline for a two-year cycle had caused us to be much too wordy and to lead us to undue redundancy among our chapters. We quickly learned that reducing 200 pages was more time consuming than adding 200, but we feel that the text is now far more engaging, interesting, and readable.

#### Improved In-Text Learning Aids

- 1. We aligned our objectives at each chapter's opening with major headings within the chapters. This meant, in many cases, reorganizing the materials within the chapter. However, this should help students master materials more effectively and efficiently. Further, the change has permitted the generators of the corresponding test bank to key questions better with learning objectives.
- 2. We already had marginal notes to refer back to previous chapters. We expanded those considerably and now refer to the specific pages where students can find earlier materials.
- **3.** We dropped the "Geography and International Business" feature. It had not appeared in all the chapters, and we incorporated the coverage into specific parts of the chapters.
- **4.** We dropped the "Summary" and "Key Terms" sections from the end of our chapters. Our reasoning is that our marginal notes cover all the summary points in greater detail and next to the material being covered. All key terms are shown in bold and included in the glossary, thus we eliminated this redundancy.

**5.** We updated all of our cases. In addition, we replaced seven cases with new ones as follows:

Chapter 4: Economic Environments of the West: Problems, Puzzles, and the 4th Industrial Revolution

Chapter 6: The Evolution of Taiwan's International Trade

Chapter 7: Should U.S. Imports of Prescription Drugs from Canada be Widened?

Chapter 10: Venezuela's Rapidly Changing Currency

Chapter 11: Tax Wars: Pfizer Versus the U.S. Government

Chapter 14: The Borderfree Option: Going Global—Simplified

Chapter 16: Organizing Global Operations: The "Gore Way"

#### Improved Chapter Placements

Adopter feedback led to adjusting the sequence of chapters. Specifically, we repositioned Chapter 11, Globalization and Society. Its new slot is Chapter 5, thereby effectively expanding our coverage of the environments of IB.

#### • Limiting Authors' Names

Early on, we observed that students too often thought that they needed to memorize the names of all the authors who were cited. Thus, we have made it a point to cite only classic authors, such as Adam Smith. If students (or instructors) want to know the origin of materials, they can find this information in the end note section.

#### **BUILDING ON SUCCESS**

For the record, fewer than one percent of textbooks reach 16 editions. The longevity of this text signifies its successful adaptation to the changing domain of globalization and IB. Indeed, sustainability has become a byword within the global economy. Sustainability, such as for a text, calls for building on what works well and eliminating what does not. Here are some highlights of the 16th edition building blocks.

#### FOCUSING ON BOTH MACRO AND MICRO PERFORMANCE

We have always, and steadfastly continue to present materials from a broader perspective than company performance. First, although IB affects nearly all business, many students will be only tangentially involved. Second, knowledge of IB supports good citizenship, helping students interpret macro policies that affect their personal lives and career ambitions.

#### RESPONDING TO UPDATED LITERATURE

From the beginning, we have constantly assessed academic and practitioner publications to stay abreast of relevant issues and events. We have made no exception for this edition. A review of our exhaustive endnotes shows a citation mix of classic treatises along with significant IB materials that have been published since the preceding edition. Further, the companies cited in the "Company Index and Trademarks" section come from a variety of industries—large and small, U.S. and non-U.S.—and the list continues to be comprehensive and contemporary.

#### RELAYING PERSONAL EXPERIENCES

We regularly interact with IB stakeholders—managers, students, professors, and people affected by trade and other international events—through our teaching of degree-earning and executive students, attendance at academic and civic meetings, and foreign travel. For example, since the 15<sup>th</sup> text edition was published, we have traveled collectively to 25 countries, largely dealing with IB managers in each. These exchanges, taking place in every region of the world, provide insights and anecdotes that develop new materials and prioritize coverage via chapter content and cases. We believe no other textbook comes as close to effectively blending a comprehensive review of international business theory with exhaustive attention to what happens in the many parts of the world.

#### **INCORPORATING CASES**

We maintain the inclusion of a case to open and close each chapter. With few exceptions, we wrote the cases ourselves. When we did not, we worked closely with the authors to assure that the focus of each fit precisely with chapters' materials. These cases span the globe and engage an extensive range of topics from environmental, institutional, country, industry, company, and individual perspectives. They also include a wide range of company perspectives, from large MNEs to small exporters, from old-line manufacturers to emergent cyber businesses, and from product manufacturers to service providers.

The opening cases set the stage for the chapters' major issues, highlighting themes and ideas that are then covered throughout the chapter. These also include questions to guide students to real situations as they read the chapters. The closing cases, also anchored with questions, integrate the ideas and tools presented in the chapter and call upon the students to analyze issues and propose actions.

#### POINT-COUNTERPOINT 🔷 🧲



To reinforce our strong applications orientation, we carry on a feature in every chapter that brings to life a major debate in contemporary IB and globalization. We use a point-counterpoint style to highlight opposing viewpoints that managers and policymakers face when trying to make sense of vital issues. The give and take between two sides reinforces this textbook's effort to link theory and practice.

#### LOOKING TO THE FUTURE



As in previous editions, each chapter offers future scenarios that are important to managers, companies, or the world. The topic of each Looking to the Future feature alludes to the ideas discussed in the chapter in a way that prompts students to engage their imagination about the future of the world.

#### **MAPS**



Geographic literacy is essential in international business. Thus, we have maintained an Atlas, now located immediately after this Preface. Not only does it show locations, it includes the almost equally important pronunciations of the countries and territories that are included. In addition to the Atlas, we have an abundance of maps throughout that are visual presentations of materials, such as the major locations of a country's export markets.

#### **ENGAGING IN-TEXT LEARNING AIDS**

To support students' concentration on fundamental information and lessons, we introduce each new major term in bold. These terms are also included in a Glossary to help them recall definitions when they see these terms in later chapters. We use marginal notes to summarize discussions, and we include marginal chapter review notes to lead students back to earlier material that helps them fathom later discussions.

#### INSTRUCTOR SUPPLEMENTS

Instructors can access the following downloadable supplemental resources by signing into the Instructor Resource Center at www.pearsonhighered.com/educator.

- Instructor's Manual
- Test Item File and TestGen® Computerized Test Bank—includes multiple choice, true/false, short answer, and essay questions that are tagged to Learning Objectives, Skill, Difficulty, Learning Outcomes, and AACSB Learning Standards to help measure whether students are grasping the course content that aligns with AACSB guidelines.
- PowerPoint Slides
- Image Library

**Need help?** Our dedicated Technical Support team is ready to assist instructors with questions about the media supplements that accompany this text. Visit **support.pearson.com/getsupport** for answers to frequently asked questions and toll-free user-support phone numbers.

#### **ACKNOWLEDGMENTS**

#### PINPOINTING OUR REVIEWS

Although we have always depended on outside reviewers to give us advice, the process had several shortcomings in terms of our recent needs. The most basic one is that instructors were asked to comment on the entire book, which led to responses that were too general to help us sufficiently, such as "I've used the book for several years and am happy with it." Or, reviewers had never adopted the book, thus the responses were obviously based on a mere scanning of materials without any specific substantive suggestions. There was a tendency to propose additions without eliminations that would compensate for them. In addition, some of the recommendations were made by users who to go into greater depth in an area without considering the breadth required for our book. Given that the reviews came to us anonymously, we could not speculate on the type of student market about which they were evaluating the text.

For our present edition, we received early on three anonymous reviews, thus we cannot acknowledge them by name. We then solicited people who are well-known scholars to review only one chapter that corresponded to their major

PREFACE XXVII

expertise. We asked them to not only inform us of errors, but also to suggest important omissions. In addition, we needed their recommendations on where we could cut material in order to meet the demands of the market in terms of length. We cannot thank the following people enough for making thorough, practical, and insightful recommendations.

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