

Analysis of Cultural Effects on Business Curricular Subject Matter

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Abstract

It has been argued that culture effects how individuals implement, understand, and teach the curriculum of business courses within a society's educational institutions (Burčik, Kohun, & Skovira, 2007; DeLorenzo, Kohun, & Skovira, 2006; Hofstede & Hofstede, 2005). The curricula and their subject matter of business faculties reflect the societies in which the curricula are developed and in which they are taught.

The essay presents a rubric for analyzing this curricular phenomena based on Hofstede and Hofstede's (2005) conception that a society's culture constituted in and presented in individuals' views and routines is determinate of professorial understandings and teachings of business subject matter. In particular, Hofstede's indices on Power Distance, Uncertainty Avoidance is applied to select business curricula from the Slovak Republic and the United States. The analysis includes a rubric of curricular attributes from a convenience sample of select university business programs in the Slovak Republic and the United States for comparative purposes.

Keywords. cultural, organizational learning, business, curriculum

Introduction

It has been argued that culture effects how individuals implement, understand, and teach the curriculum of business courses within a society's educational institutions (Hofstede & Hofstede, 2005; DeLorenzo, Kohun, & Skovira, 2006; Burčik, Kohun, & Skovira, 2007). The curricula and their subject matter of business faculties reflect the societies in which the curricula are developed and in which they are taught.

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The essay presents a rubric for analyzing this curricular phenomena based on Hofstede and Hofstede's (2005) conception that a society's culture constituted in and presented in individuals' views and routines is determinate of professorial

rial understandings and teachings of business subject matter. The rubric is a framework for analyzing the effects of culture on curricular adaptations, and accreditation efforts globally. The essay begins also an analyses of selected curricula from the Slovak Republic and the United States.

The Global and the Local

The global is always at odds with the local. Friedman (2000) used the metaphors of “Lexus” and “Olive Tree” to evoke the conflictive and tension-filled relationships between the push of modernity and the pull of tradition. Friedman’s concept of global emphasizes that there is a unifying and homogenizing system of markets, societies, and information networks worldwide which are leveling and standardizing forces; the push of modernity. Standardizing forces are homogenizing.

An aspect of the global is the movement of AACSB International to spread across local situations to impose educational standards of quality on societies’ institutionalized business curricula.

The Cultural Matrix

Culture is the concept we use to explain seemingly patterned behaviors from the perspective of a social group. Culture is the complex matrix of behavior; a shared system of valued sensibilities and practices which influence individuals’ habitual ways of saying and doing things. Culture is all the things taken-for-granted and presumed as a basis for communication. Culture refers to the usual ways of doing and saying. Culture is the common sense in situations and their affairs and activities. People spend all their time learning how and why to act, learning what emotion goes with what cognitive affair, learning how to use language, how to see things, hear things, and touch things, learning things so well that they become habits of experience. Becoming acculturated and socialized are developmental and evolutionary affairs. Culture is the shared habits of representation, reference, and inference. Every person has an idiosyncratic take on the habits learned (or each person thinks he or she does.) A typical habit learned is the habit of dependency (and independency.) Part of this phenomenon is an ability and competence at influencing the sense of a situation as defined by the web of social relationships. Being independent or dependent are important, but being able to influence how situations are finished is more important. Humans learn about this phenomenon even before they can name it. Hofstede and Hofstede (2005) call this the power distance dimension of a culture. Power distance is an important explanatory concept of behavior. Another learned cultural habit is that of dealing with “up-in-the-air” situations or ambiguous situations. This is Hofstede and Hofstede’s (2005) dimension of uncertainty avoidance. A combination of power distance and uncertainty avoidance tacitly focuses the cultural ground for people expounding theories of management and marketing. Following Hofstede and Hofstede, a particular society’s power distance index and uncertainty avoidance index explain managerial styles, organizational governance, information flows and use, and the scope of authority and responsibility. It follows that a society’s relative position to another society in terms of the indices also describes, analyzes and explains business theories used and taught by business faculties to explain to their students how corporate interests work in the “real world.” (Gannon, 2001; Geertz, 1973; Hofstede, 2001; Hofstede & Hofstede, 2005; Hooker, 2003; Rowe & Mason, 1989; Trompenaars, 1994; Trompenaars & Woolliams, 2003).

Power and Ambiguity

As a hypothesis of situational behavior, power distance allows an explanation of culturally influenced behavior and theories of behavior. Power distance is defined as how “...*the less powerful members of institutions and organizations within a country expect and accept that power is dis-*

tributed unequally.” (italics in original) (Dooley, 2003; Hofstede, 2001, p. xix; Hofstede & Hofstede, 2005, p. 46; Hooker, 2003; Huang, Lu, & Wong, 2003; Mead, 1994; Steming & Hammer, 1992). It is also an explanation of the expectations of the powerful or those in positions of power (and influence); their acceptance is as important as anyone’s acceptance. From within a culture, expectations, acceptances, and uses are natural. Power distance in a particular culture is a way of interpreting relationships between and among people generally. There is a continuum from small to large power distance and use in situations.

As a hypothesis of situations and their affairs, uncertainty avoidance is an explanation of culturally influenced attitudes towards types of situations and other people and things whose interactivity create the situations. Uncertainty avoidance is defined as a cultural perspective reflecting “...*the extent to which the members of a culture feel threatened by ambiguous or unknown situations.*” (italics in original) (Cyert & March, 1963/1992; Hofstede, 1983; Hofstede & Hofstede, 2005, p. 167; March, 1994; Umanath & Campbell, 1997). As Hofstede (2001) puts it, uncertainty avoidance “...is the extent to which a culture programs its members to feel either uncomfortable or comfortable in unstructured situations” (p. xix). Uncertainty avoidance is a way of explaining characteristics of situations and relationships such as control, conflict and competition, or consensus. The strong to weak uncertainty avoidance continuum describes and elaborates the situational contexts: weak may be conflictive; strong may be consensual. The situations are conflictive pushing for consensus or agreeable pulling for conflict (Connor & Worley, 1991; Hofstede, 1994b; Mead, 1994).

Analytical Rubric

There are four rubrics of analysis: market, machine, family, and pyramid. They are heuristical conceptions for analysis and explanation.

Market

The market rubric is built on the notion that the situation’s power distance is small and its uncertainty avoidance is weak. There is a preferred relationship among members of a culture which even in corporate settings is one of basic equality, and independence. Power resides in the position and not the person; there are checks-and-balance policies in place. Corporate authority and accountability are affairs spread through the organization, even when on paper there is a top and a bottom to the organization chart. While things may be “rational” or planned, activities and tasks are charged to teams and task forces in a decentralizing use of information. Corporate governance is federal; a republican view of command and control with a sense of hierarchy based in the situation and role played. Managerial styles are analytical (problem solvers,) conceptual (visionaries,) and social (communicators.) communicative style in most cases is low context; things are spelled out and meanings are operationalized (Davenport, 1997; Davenport, Eccles, & Prusak, 1992; Hofstede & Hofstede, 2005; Rowe & Mason, 1989).

Machine

The machine rubric translates a small power distance and strong uncertainty avoidance pattern of actions in situations. Authority and accountability are distributed but activities and tasks are situationally controlled. The flow and access to and use of information is controlled. Corporate governance is a matter of loyalty to the organization through being loyal to the leaders or by being viewed as “team members.” It is feudal. Contrarian thinking is subversive but following implicit or explicit directives or corporate goals is prudent loyalty. Managerial styles are analytical (problem solvers and therefore team players) and directive (setting goals and tasks for loyal teams to accomplish.) Communicative style is high context: there is a reliance on goals and policies to op-

erationalize meanings (Davenport, 1997; Davenport, Eccles, & Prusak, 1992; Hofstede & Hofstede, 2005; Rowe & Mason, 1989).

Family

The family rubric is based on large power distance and weak uncertainty avoidance. Authority and accountability are centered on the leaders who embody power. Activities and tasks are situationally unstructured. Corporate governance is described by a person's or a committee's span of command and control. Loyalty to the person in charge is important to the well being of the organization. Governance is monarchical and feudal. Managerial style is a combination of being directive (setting goals and tasks) and social (being a communicator of the goals and results desired.) Communicative style is high context (Davenport, 1997; Davenport, Eccles, & Prusak, 1992; Hofstede & Hofstede, 2005; Rowe & Mason, 1989)

Pyramid

The pyramid rubric is grounded in a large power distance and strong uncertainty avoidance situation. Authority and accountability are highly centralized in managerial positions. Work flow is structured by goals, policies, and tasks to be achieved. Access to and use of information is controlled by the ends-in-view or the results to be achieved. Corporate governance is monarchical and feudal in nature; it is top-down and based on a felt loyalty to managers. The managerial style consists of directive (setting goals and results to be achieved) and analytical (viewing things as problems to be solved.) communicative style is low context (Davenport, 1997; Davenport, Eccles, & Prusak, 1992; Hofstede & Hofstede, 2005; Rowe & Mason, 1989)

Culturally Effected Curricula

A society's culture influences at the local level a course of study in business, its students, and its business faculty. Theories of management, corporate governance, and marketing are derivatives of a society's culture, which, in this paper, are manifested in the frames of power distance and uncertainty avoidance. Accreditation bodies promulgate curricula aimed at providing a universal (if not global) frame of reference for the development and implementation of "best practices" in business studies. The curriculum of any business faculty is always local; Friedman's (2000) "Olive Trees." The local situation frames even AACSB International's model curriculum. Even as this model channels thinking and action globally, the "water" in the channels represents local translations of particular business theories. The frames of power distance and uncertainty avoidance are sluices in the channels of accreditation.

While the frames of power distance and uncertainty avoidance impact social conscientiousness, universities continue to offer curriculum to address AACSB accreditation and the global marketplace. Our intent is to evaluate the curriculum at four (4) universities (two in the U.S.A. and two in Europe) to determine if each curriculum has a "local" frame on course content that addresses power distance and uncertainty avoidance across multiple cultures, specifically the U.S.A. and Europe, or if the curriculum has a "globalized" frame that is more homogenized with little content on culture frames for the U.S.A. and Europe.

The following lists, by university, the courses and brief descriptions on content for the Faculty of Management at Comenius University in Slovakia for an undergraduate program in business, and at Harvard and Stanford Universities in the U.S.A. for MBA programs.

While the undergraduate and graduate programs in Europe all have the same courses required in an American AACSB accredited university school of business, they appear to reflect the same topics, use similar books, and have the same course titles. However, by examining the syllabi and detailed descriptions the courses have basic yet intrinsic differences as suggested by Hofstede.

The courses examined included management, marketing, banking, economics, and human resources management—courses found in a typical school of business common body of knowledge. While reading the following course descriptions taken from the university’s website, the course uses the nomenclature of its American counterpart with no indication the context is the same. Further examination reveals a European, or Slovak perspective. While framed in a global economy, there is focus and emphasis on the localized culture. In the following descriptions taken from Comenius University’s Faculty of Management website, the differences from the typical American counterpart course is highlighted to emphasize the localized nature of the course.

Comenius University in Slovakia

<i>Bank Marketing</i>		KMAR
ES/ ECTS 3	2h/ 7, 9	C
<p>The aim of the subject is to provide a main framework of bank marketing to students of specializations Marketing and Financial Management. The stress is on the effective implementation of marketing strategies into the banks. Also in Slovakia, the banking industry moves from a highly controlled industry to an industry characterized by more aggressive competition.</p> <p>Koraus, A : Marketing v bankovníctve a poisťovníctve, Bratislava: Sprint 2000. Channon, D. F.: Bank Strategic Management and Marketing. London: Wiley, 1994 Channon, D. F.: Global Banking Strategy. London: Wiley, 1990. Dwight – Ritter: Relationship Banking. N.Y.C.: 1996. Wright, D.: Bank Marketing for the 90’s. N.Y.C.: 1996. ProQuest – database. Biatec, Trend.</p>		

<i>BUSINESS IN EUROPE</i>		
CS/ ECTS 5	4h/ 6	C 40/ E 60
<p>The aim of the course is to provide students with knowledge of doing business and entrepreneurship in Europe and international business, which they could effectively utilize in their future managerial practice or/and entrepreneurship.</p> <p>Benes Vlastislav a kolektiv: Zahranicni obchol GRADA 2004. Hill, Charles W. L.: International Business. McGraw-Hill, Irwin, 2003 Jimenez Guillermo: Zaklady exportu a importu. SOPK Bratislava 1999. Johnson Debra and Colin Turner: European Business. Routledge, 2000. JUDr. Ing. Pavol Kopal: Doing Business in the Slovak Republic. Slovak Chamber of Commerce and Industry, 1996. Piskanin, A. Bajzikova, L’: Podikanie v Europe Ofprint Bratislava, 2001/. Sir Leon Brittan, Baroness Chalker, Richard Needham: Doing Business with the West. Kogan Page Ltd. 1993.</p>		

<i>Economics IV</i>		KFE
CS/ ECTS 5	4h/ 4	C 30/ E 70
<p>The last part of the course covers capita select that deserves special attention like economic policy (monetary, fiscal and supply side), exchange rate systems, regulation, environmental problems, the European Union, inflation and unemployment. Some remarks are made concerning the distinction between capitalism and socialism.</p> <p>C. R. Krugman, M. Obstfeld: International Economics, Addison– Wesley, 1997</p>		

<i>ENGLISH FOR MANAGERS – I-IV</i>		KIS
CS/ ECTS 3	2h/ 1, 2, 3, 4	C 50/ E 50
<p>This upper-intermediate Business English course for students of management follows the communications and functional approach, with an emphasis on both fluency and accuracy. The course is focusing on developing and improving language skills needed for future managers. Students practice and extend language skills such as listening and reading by means of activities in their English class where the latest articles on business and management issues are presented and discussed.</p> <p>Communication skills are extended with emphasis on speaking (e.g. role-plays, minitalks, discussions, presentations), and on clarity of written work as extra-class activity (e.g. composition of business letters, memoranda, reports, etc.).</p> <p>Furthermore, cognitive knowledge of the English Grammar is developing as required by the students at upper-intermediate and advanced level. Introducing, studying and learning new vocabulary is developed in detail, particularly new words and phrases associated with Business English. Learning to learn vocabulary, to define terms adequately and to use them appropriately can contribute to getting a general overview of modern business.</p> <p>Tullis, G., Trappe, T.: New Insights into Business, Longman 1999</p>		

GLOBAL NETWORKS		KIS
ES/ ECTS 3	2h/ 3, 4	C
<p>The main aim of this course is to grasp the fundamental principles of the internet, its functions, use in business, connectivity and creation of web pages. Part of the course is the creation of personal web pages with two levels of immersion.</p> <p>Prof. dr. R.T. Griffiths Internet for Historians, History of the Internet, The Development of the Internet</p> <p><i>Michael Dillon, Jon Postel's Legacy: A Keeper of Lists, An Internet Arbiter</i></p> <p>© State of Victoria (Department of Education, Employment & Training) Initiative of the SOF-Web Project</p> <p>http://www.sofweb.vic.edu.au/internet/index.htm</p> <p><i>Chelsea Martin: INTERNET HISTORY</i></p> <p>http://www.sofweb.vic.edu.au/internet/index.htm</p> <p>http://www.vicomtech.com/</p> <p>http://mag-nify.educ.monash.edu.au/Wingate/</p>		

INTERCULTURAL MANAGEMENT		KSP
ES/ ECTS 2	2h/ 6	C
<p>The course shows importance, depth and influence of cultural specifics in various countries and geographic areas on management and business practices and helps to prepare students for professional business interaction with these countries. These regions covered are: Europe, North America, South America, Arabic countries and Israel, Asia, Australia and Africa.</p> <p>HAMPDEN-TURNER, Ch. – TROMPENAARS, A.: Building Cross-Cultural Competence. Chichester : John Wiley & Sons, 2000. ISBN: 0-471-49527-1.</p> <p>www.executiveplanet.com</p> <p>www.finetravel.com</p> <p>www.geert-hofstede.com/index.shtml</p> <p>www.businessculture.com/uk/</p>		

<i>International Human Resource Management</i>		KMAN
CS/ ECTS 6	4h/ 8	C 50/ E 50
<p>This course provides a survey of human resource practices in Europe in comparison with other district regions (USA & Asia). The objective of the course is to examine different approaches to HRM.</p> <p>Hollinshead, G. & Leat, M. 1994. Human Resource Management (an international and comparative perspective on the employment relationship). Pitman Publishing.</p> <p>Kirkbride, P.S. 1994. Human Resource Management in Europe (perspectives for the 1990's). Routledge.</p> <p>Sparrow, P & Hiltrop J-M. 1994. European Human Resource Management in Transition. Prentice Hall.</p> <p>The International Journal of Human Resource Management Journal of International Business Studies Human Resource Management Journal of Human Resource Management Human Resource Management Journal Journal of Human Resource Management, Bratislava, Slovak Republic</p>		

<i>International Economic Relations</i>		KFE
CS/ ECTS 5	4h/ 6	C, E
<p>The standard course in international economics is divided into microeconomic and macroeconomic sections. The microeconomic section discusses trade theory and trade policy. Trade theory examines the basis for trades and the gains from trade. Trade policy studies the reasons for and consequences of obstructing trade with tariffs, quotas, and other measures. "the single most consistent mission of international economics," according to Krugman and Obstfield, "has been to analyze the effect of... protectionist policies." The macroeconomic section of a standard course in international economics deals with the balance of payments and adjustment in the balance of payments or, open economy macroeconomics. Classical and neo-classical theories of comparative advantages, international trade and economic growth, national accounts and balance-of-payments adjustment, exchange rate determination, capital mobility, economic integration.</p> <p>P. Krugman, M. Obstfield: International Economics</p>		

<i>International Commercial Law</i>		KFE
ES/ ECTS 3	2h/ 5,6	C
<p>This course will focus on issues concerning the law and practice of international trade. The material will focus on contracts and the international sale of goods; the legal forms of business that international trading takes place under and related issues concerning these arrangements. The course will focus on the law of the European community, the United States, Slovakia and various treaties.</p>		

<i>International Environmental Policy</i>		KFE
CS/ ECTS 3	2h/ 8	C, E
<p>Economical and social development of the world and global ecological problems. International requirements for ecologization of economic development. Global political and economical interests and international ecology policy. World ecology problems in north-south and west-east relations. UN ecology policy. Ecological policy of USA, EU, Asian countries. International environmental agreements and conventions.</p>		

<i>International Finance</i>		KFE
ES/ ECTS 3	2h/ 9	C
<p>The lecture combines theoretical lectures and practice through experience and relevant documents analysis (e.g. European Commission's reports). The objective of this programme is to provide the students with a framework and tools that help them to better understand the development of the European Union and the set up of a coherent financial markets framework.</p>		

<i>International Marketing</i>		KMAR
CS/ ECTS 6	4h/ 9	C 30/ E 70
Prerequisites:	Marketing Management, Marketing Research	
<p>The course helps to understand and enables to use all the information about international marketing. It contains application of marketing in international marketing area. It is based on assumption that marketing in various countries have differences, which need special attention. Presentations and seminars should introduce and explain relations in world market area. Students should study international markets; methods for finding the strategies for these markets, as well as application of marketing mix factors according to international context.</p> <p>Štarchoň, P.: Medzinárodný marketing I. Vybrané časti. Pracovný materiál. 2005 Světlík, J.: Marketing pro evropský trh. Praha: Grada Publishing 2003. Terpstra, V.: International Dimensions of Marketing. Wardsworth Publishing Company 1993. Paliwoda, J. S. – Ryands, J.K.: International Marketing Reader. London: Routledge 1995. Brassington, F. – Pettitt, S.: Principles of Marketing. Pitman Publishing 2003. Usunier, J.C.: Marketing Across Cultures. Prentice Hall Europe 1996. Welford, R. – Prescott, K.: European Business. An Issue-Based Approach. Pitman Publishing 1996. Larsen, H. H.: Cases in Marketing. London: Sage Publications 1997. ProQuest - database Trend, Profit, Journal of International Marketing</p>		

<i>International Trade and EU</i>		KFE
CS/ ECTS 6	4h/ 8	C 30/ E 70
<p>Theory of international business and trade. The importance of international trade in qualitative development in the Slovak republic and its entrance into the European union. The role of international trade in the reproduction processes. The importance of science and technical processes in the economy development of the Slovak republic. The importance of trade policy concerning the strategy of international economic integration. The commercial operations and the commercial negotiations in international business. The structure of commercial operations and the effectiveness of international business.</p>		

<i>Management of EU Programs and Projects</i>		KIS
ES/ ECTS 3	2h/ 7, 9	C
<p>Projects financed by EU. Management for Development Foundation, Project Management and Programme Administration Course, Ede, The Netherlands, 1995, 1999. University of Bradford, Development and Project Planning Centre, Seminar on Logical Framework, Bradford, United Kingdom, 1997.</p>		

<i>Managerial Skills in the English-speaking Environment I, II</i>		KIS
ES/ ECTS 3	2h/ 5, 6	C
<p>This is a skills based course for students of management at an advanced level of English. The course develops students' managerial skills required for meetings, negotiations, presentations, office talks and socializing at an international level. The emphasis is on improving students' oral communication skills in order to perform better and more effectively in the world of international business. The course pays high attention to increasing social and cultural awareness of the business world, often the most difficult area for students.</p> <p>Cotton, D., Robbins, S.: Business Class, Longman 1999 Wallwork, A.: Business Options, Oxford University Press, 2001</p>		

<i>Organisational Cultures</i>		KMAN
ES/ ECTS 3	2h/ 5	C
Prerequisites:	Organisational Culture - Theory	
<p>Aim of the Course:</p> <p>To understand the differences in HRM of individual EU countries.</p> <p>Mercado, S.-Welford,R.-Prescott,K.: European Business, Pearson Education Ltd. 2001 Mole, J.: Mind Your Manners, Nicholas Brealey Publishing 1993 Crane, R.: European Business Cultures, Prentice Hall 2000 Hampden-Turner,C.-Trompenaars,F.: Building Cross-cultural Competence, John Wiley 2000 Lewis,R. D.: When Cultures Collide, Nicholas Brealey Publishing 1999 Lewis,R. D.: The Cultural Imperative, Nicholas Brealey Publishing 2003</p>		

Organisational Cultures (European features)		KMAN
CS/ ECTS 6	4h/ 8	C 50/ E 50
Prerequisites:	Organisational Culture - Theory	
<p>Aim of the Course:</p> <p>To understand the differences in HRM of individual EU countries.</p> <p>Mercado,S.-Welford,R.-Prescott,K.: European Business, Pearson Education Ltd. 2001 Mole, J.: Mind Your Manners, Nicholas Brealey Publishing 1993 Crane,R.: European Business Cultures, Prentice Hall 2000 Hampden-Turner,C.-Trompenaars,F.: Building Cross-cultural Competence, John Wiley 2000 Lewis,R.D.: When Cultures Collide, Nicholas Brealey Publishing 1999 Lewis,R.D.: The Cultural Imperative, Nicholas Brealey Publishing 2003</p>		

Regional Economics and Policy of EU		KFE
CS/ ECTS 3	2h/ 9	C
<p>Armstrong, H., Taylor, J.: Regional Economics and Policy, Second Edition, Harvester Wheatsheaf, New York London Toronto, 1993</p>		

From the sample course descriptions listed above, a few observations can be made. The Slovak business program has numerous business courses very specific to the content with respect to the business subjects described. Secondly, globalization is not a generalized segment of the business education, but an economic reality necessitating curricular immersion. Focus is on cultural differences, language and communication—particularly in English as the language of business, and policy related to doing business with the EU as well as the USA. It is quite noticeable that this Slovak business curriculum offers many levels of language courses of European Union countries as well as English.

Globalization is inherent to this curriculum. It is not a forced add on but rather an engineered practical solution to the economic and social reality that defines the nature of business. It is possible in the Slovak context to contend with the practical issues of doing business in a European market by being able to offer so courses that presumably serve a well defined need. Furthermore, the curriculum is not restricted to a select common body of knowledge—but goes beyond to address the localized business needs to strengthen or provide an advantage in the global world as defined from a Slovak perspective.

AACSB – U.S.A. Matrix on M.B.A. course content and descriptions --- required curriculum:

A. Harvard – Term 1:

Management	Marketing	Org Behavior
<p>Technology and Operations Management (TOM). This course enables students to develop the skills and concepts needed to ensure the ongoing contribution of a firm's operations to its competitive position. It helps them to understand the complex processes underlying the development and manufacture of products as well as the creation and delivery of services.</p> <p>Topics encompass:</p> <ul style="list-style-type: none"> • Process analysis • Cross-functional and cross-firm integration • Product development • Information technology • Technology and operations strategy 	<p>Marketing. The objectives of this course are to demonstrate the role of marketing in the company; to explore the relationship of marketing to other functions; and to show how effective marketing builds on a thorough understanding of buyer behavior to create value for customers.</p> <p>Students learn how to:</p> <ul style="list-style-type: none"> • Make marketing decisions in the context of general management. • Control the elements of the marketing mix—product policy, channels of distribution, communication, and pricing—to satisfy customer needs profitably. • Use this knowledge in a brand management simulation. The course culminates in an examination of the evolution of marketing, particularly focusing on opportunities presented by the Internet. 	<p>Leadership and Organizational Behavior (LEAD). This course focuses on how managers become effective leaders by addressing the human side of enterprise.</p> <p>The first modules examine teams, individuals, and networks in the context of:</p> <ul style="list-style-type: none"> • The determinants of group culture. • Managing the performance of individual subordinates. • Establishing productive relationships with peers and seniors over whom the manager has no formal authority. <p>The intermediate modules look at successful leaders in action to see how they:</p> <ul style="list-style-type: none"> • Develop a vision of the future. • Align the organization behind that vision. • Motivate people to achieve the vision. • Design effective organizations and change them to achieve superior performance. <p>The final module introduces a model for strategic career management.</p>

Harvard – Term 2

Management	Marketing	Org Behavior
<p>The Entrepreneurial Manager. This course addresses the issues faced by managers who wish to turn opportunity into viable organizations that create value, and empowers students to develop their own approaches, guidelines, and skills for being entrepreneurial managers. The course teaches students how to:</p> <ul style="list-style-type: none"> • Identify potentially valuable opportunities. • Obtain the resources necessary to pursue an opportunity and to create an entrepreneurial organization. • Manage the entrepreneurial organization once it has been established. • Grow the business into a sustainable enterprise. • Create and harvest value for the organization's stakeholders. <p>Strategy. This course helps students develop the skills for formulating strategy. It provides an understanding of:</p> <ul style="list-style-type: none"> • A firm's operative environment and how to sustain competitive advantage. • How to generate value for customers by designing the optimum configuration of the product mix and functional activities. 	<p>Negotiation. This course focuses on developing negotiation skills and analysis. At its core are carefully structured negotiation exercises.</p> <p>Students learn:</p> <ul style="list-style-type: none"> • How to effectively negotiate through the use of exercises, cases, readings, and videos. • How external and internal negotiation has become a way of life for effective managers in a constantly changing business environment. 	<p>Leadership and Corporate Accountability. In this course, students learn about the complex responsibilities facing business leaders today. Through cases about difficult managerial decisions, the course examines the legal, ethical, and economic responsibilities of corporate leaders. It also teaches students about management and governance systems leaders can use to promote responsible conduct by companies and their employees, and shows how personal values can play a critical role in effective leadership.</p>

B. Stanford – Terms 1 & 2:

Management	Marketing	Org Behavior
<p>The Global Context of Management. The objectives of this course are twofold: to help develop your understanding of the cultural, economic, financial, and political forces that drive the global marketplace and individual markets within the broader market, and to provide you with a framework for, and experience in, learning quickly about specific markets. You will understand the important questions to ask and answer when contemplating entering or allying in a new market.</p> <p>Critical Analytical Thinking. (CAT) will address issues that transcend any single discipline or function of management. In 14-16 person sections, you will analyze, write about, and debate fundamental issues, questions, and phenomena that arise in many forms in management. You will explore these critical issues broadly, as well as hone your analytic and persuasive skills. CAT will enhance your ability to identify critical questions when exploring a new business issue, to parse issues, to develop reasoned positions, and to make compelling arguments. CAT also will help you explore the principles and ideals that you will seek to uphold as a leader.</p>	<ul style="list-style-type: none"> • Marketing. These courses introduce you to the substantive and procedural aspects of marketing management. You'll learn about analyzing the needs and wants of potential customers, and creating and delivering goods and services profitably. Beyond the base-level option, one alternative uses learning-by-doing (through simulations), with an emphasis on business-to-business marketing; a more advanced option stresses the use of advanced statistical techniques in the practice of marketing. 	<ul style="list-style-type: none"> • Human Resources (HR) Provides the framework for understanding and thinking strategically about employment relations and the management of human resources in organizations. This area draws on insights from the social sciences to explore how employment relations are influenced by cultural, economic, legal, psychological, and social forces. The base-level option emphasizes four fundamental topics: (1) the selection of employees; (2) the development of their skills (human capital); (3) the use of pay to motivate workers, and other types of incentives; and (4) the organization of the workforce into teams, hierarchies, and so forth. Options allow you to specialize in HR practices for high-skill “knowledge” workers or how HR practices vary across the globe. • Managing Groups and Teams This course introduces you to the structures and processes that affect group performance and highlights some of the common pitfalls associated with working in teams. Topics include team culture, fostering creativity and coordination, making group deci-

		<p>sions, and dealing with a variety of personalities. You will participate in a number of group exercises to illustrate principles of teamwork and to give you practice not only diagnosing team problems but also taking action to improve total team performance.</p> <ul style="list-style-type: none"> <p>Organizational Behavior Building on the discipline of social psychology, this course helps you cultivate mindsets and build skills to understand the ways in which organizations and their members affect one another. You will learn frameworks for diagnosing and resolving problems in organizational settings. The course relates theory and research to organizational problems by reviewing basic concepts such as individual motivation and behavior; decision making; interpersonal communication and influence; small group behavior; and dyadic, individual, and intergroup conflict and cooperation.</p>
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The business programs at Harvard and Stanford Universities while representative of two of the top business programs in the United States reflect a topical and breadth approach to business issues and skills. The approach is centered on theory and appears to be universally generic with respect to its treatment of globalization. By the nature of curricular standardization, the course offerings are limited in number and coverage.

Findings

An analysis of curriculum at the Faculty of Management at Comenius University in Slovakia, and of the MBA programs Harvard and Stanford Universities in the U.S.A. revealed the following insights:

- The curriculum for all four universities addresses the AACSB's international model curriculum.
- The curriculum for all four universities addresses basic principles in the areas of management, marketing and organizational behavior.

The differences between the European and the U.S.A. universities were noticeable on some courses in the areas of management, marketing and organizational behavior:

- The curriculum at Harvard and Stanford are more "global" and generic in nature with little content on specific social and cultural comparisons. As an example, Stanford's "Human Resources", "Managing Groups and Teams" and "Organizational Behavior" courses address employment relations, group performance and the understanding of the organization and its affect on members with little global cultural comparisons.
- The curriculum at Comenius is more "local" with content that addresses Slovakian, European and U.S.A. social consciousness. The "International Human Resource Management" course addresses practices in Europe in comparison with other district regions (U.S.A. & Asia).
- The curriculum at Comenius addresses management concepts for both Europe and the U.S.A. with courses such as "Business in Europe" and "English for Managers" as examples while the U.S.A. universities offered little course content on business in Europe.

The question that surfaces as the core of Hofstede's work is , can there truly be a standard curriculum of business born of the USA that can, in fact, be localized and relevant to globalization in a frame other than the EU, China, Japan, and the USA? The EU consists of how many localized business cultures forced to operate at a EU level, a global beyond the bounds of Europe, as well as at a local level. Each facet of business incorporates power distance, ambiguity, and a context of market, machine, family, and pyramid-- to name a few of the localized cultural dimensions.

This paper explored the viability of curricular standardization in a global economy based on an inherent frame of localized culture. While curriculum may have the same naming conventions, texts, and general topics, localized interest and focus may skew the content away from the business model established through international accreditation standards. These standards, while focused on a business frame developed in the context of one culture with intended objectivity and cultural neutrality, may reflect only one small aspect of the business arena. While no curriculum can be complete and universally comprehensive, the inherent inclusion of localized culture will inevitably be melded into the curriculum either implicitly as in the case of the two premiere universities in the United States, or explicitly as in the case of Comenius University in the Slovak Republic.

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