

**What is missing from business education?  
Meeting the needs of emerging market business education**

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## ABSTRACT

Business, in many emerging markets, is becoming a key player in society and its involvement with other communities. However, traditional business education fails to prepare graduates for operating socially in such complex environments. To do so requires the learning of new cultural analytical skills and the ability to apply them in ways that enhance a broader audience to undertake change. This paper argues that, regardless of the supplier, successful emerging market business curricula must provide traditional business skill set instruction, metal skill instruction and the teaching of underlying business and societal value assumptions theories and models in ways that permit students to learn to be effective in culturally diverse social and organizational settings and that such a program is better served through a liberal education that provides a business major, rather than a BS degree in business.

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### **Emerging Market Needs**

Business, in many emerging markets, is becoming a key player in society and its involvement with other communities (Redding, 1996; Segal, 2000). However, traditional business undergraduate education fails to prepare graduates for operating socially in such complex environments (Doeriat, 1990; Henning, 1980; Pedersen, V. 1996). To do so requires the learning of new cultural analytical skills and the ability to apply them in ways that enhance a broader audience to undertake change. There is a vast and burgeoning culture-specific literature that tries to brief managers on how to act and what to expect in specific national settings (Mole, 1991). However, university intercultural materials tend to be theoretical and not action oriented (Ashkanasy, Wilderrom, & Peterson, 2000; Boyd & Richerson, 1985; Reeves-Ellington & Andersen, 1997) and general cultural consulting books a list of what to not to do (Brislin, Craig, & Young, 1986; Dahlen, 1997). Other materials, in the form of case studies (Gordon et al, 1996; Horswell, 1996) provide post facto analysis that leads to understanding of the past but little guidance as to how to use the material for future actions. Hofstede (1980) provides excellent cultural information that informs but does not provide a simple method whereby practitioners can expand on his value analysis. Also, some of his categories of analysis have been discredited as being culturally bias (Reeves-Ellington, 1998, 1999).

For emerging markets, undergraduate business education serves three distinct markets: local and non-local companies operating within the confines and traditional markets; local and non-local companies operating in the global market; and local companies operating in other emerging market environments. Each of these business segments requires business education that provides understanding and working skills that

permit graduates to operate efficiently in any one or combination of the three markets. These skill sets must also allow business graduates to be able to influence their employers to make substantial changes in the organizations in which they work and in the markets and social environments in which their organizations participate. The skill sets required for successful negotiation in these complex environments include business function skills, mental and social skills, and organizational and societal and cultural skills. The latter skill sets are particularly important for emerging market business education, as often they have radically different operating environments that are inappropriate for the complex bureaucratic global economy.

Emerging market educational needs attest to the great and continuing requirement to understand how to do business in transcultural organizations and markets, when the cultural contexts are in constant flux and foreign organizations and local partner industries keep shifting and reinterpreting their practices. Understanding and working win such environments requires substantial student understanding and an ability to apply that understanding. Such understanding and applications requires a pedagogy of culture and society that requires learners to develop analytical cultural skills applicable for business and social environments in which they find themselves (Keizer, 1999; Segal, 2000).

Within emerging markets, then, the need for quantitative functional business skills is indisputable but while it is necessary it is not sufficient (Jensen, 2000; Onyefulu, 2001; Pupo, 1985). However, more formal education in mental (Greenwalt, 1999) and interpersonal skill teaching (Isbell, 1999) and learning methods (Munday, 2002) is necessary, as is societal and cultural skill recognition and use (Khishtan, 1990). All three skill sets must provide students with usable, meaningful workplace skills (Ojeda, 1999; Rosenbloom, 1995). The substantially different business and educational requirements of emerging markets requires substantive changes in business education for these markets (Ashley, 1999; Matveev & Serpilin, 1999, Segal, 2000). Emerging markets require business education to graduate students who can work in domestic, global, and other emerging markets.

## **Liberal and Business Education**

I agree with Searle (1996), that liberal education's primary outcome is liberate graduates from the contingencies of their background, which I argued is the foundation for successful business education in emerging markets. Defining successful business education as a part of liberal education flows naturally. While the content of liberal education may vary, one must understand its roots in renaissance concepts and thoughts (Hale, 1993; Kristeller, 1980); a tradition that provides critical thinking, knowledge to use critical thinking, and professional skills to use the knowledge (Grendler, 1989; Kristeller, 1980); a tradition that uses texts to teach the branches of study most concerned with the secular human condition (including business activities) (Hale, 1993). Emerging markets education must be based on more than pure business but rather must include societal commerce (Reeves-Ellington & Anderson, 1997). The transition into the world economy is based on more than economics but also requires broader societal support and integration in the form of a liberal economy (Zakaria, 2003).

Reeves-Ellington (1996) argues that often graduates must change one or all of these environments in ways that are socially acceptable to institutions in all three markets. Further, he states that within these markets, business curricula should be based on two fundamental assumptions: business is a social science – not a quantitative science; successful businesses, in the early 21<sup>st</sup> century, function in interdependent realities (realities that integrate the cultural norms, ethics, and values of the local, regional and global cultures in which business organizations operate). Such a curriculum must provide an education that permits students to have the knowledge and skill to lead others in making necessary structural and process changes and place these changes in a wider social context. The curriculum must provide the thinking skills that permit graduates to develop new mental models (Senge, 1990) and cultural logic analytical models that permit their users to understand deep-rooted normative and prescriptive values. These new thinking skills permit graduates to (1) identify key constituencies (customers) with whom they work, (2) benchmark their value systems (3) use communications methodologies required by key constituencies, and (4) and thereby either extend Western business practices and training or amend it to work within more traditional markets.

Liberal education is the foundation for graduates gaining the thinking skills requisite for both the quantitative and qualitative segments of business education.

### **Purposes and Sources of Current Business Education**

Current business education and literature acknowledge the importance of three traditional outcomes: an understanding of a body of knowledge based on business functions; providing business with graduates who are professionally trained, with a focus on a specific function; the ability to produce work jointly with others a business organization (team work). BS business degrees are grounded on quantitative methodologies and economic logic and limits critical thinking, logic and reasoning to business problems that have been quantified for solution. The qualitative aspects of these mental skills as expressed in socio-cultural applications are largely ignored. Professors trained to work independently and in limited dyadic relationships with their advisors are ill-equipped to teach undergraduates about team work and team building. Arguably, business education and its curriculum are informed by perceived needs of complex bureaucratically designed, western business structures. There are other skills that students are expected to acquire, usually without formal instruction, in undergraduate business programs (Hudson, 1998). Analytical thinking, team work among students, in-class discussions, cooperation, shared learning, and open knowledge access are universally acclaimed but usually are assumed to be learned by osmosis (Carnevale, 2000; Oblinger & Vervelle, 1998; Rao & Sylvester, 2000).

The American business education model, and its variants, provides the basis of many emerging market business programs, either through importation of such programs from western universities or by adapting local educational programs to fit the model. The United States leads the way in developing tertiary undergraduate business education programs that are being exported to other countries (Austin, 2000). Austin also points out that most of these programs are either accredited by the most widely recognized accrediting body in the United States, The Association to Advance Colligate Schools of Business, commonly known today as AACSB International, or they are seeking such accreditation. In the sample of colleges and universities used in this paper below, all are AACSB accredited. The combination of AACSB sanctioned US undergraduate education expanding into emerging markets and the

expansion of AACSB into accreditation of Universities outside the US, fundamentally influences the global world of undergraduate business education.

### **What is the AACSB**

AACSB International was founded in 1916 and began its accreditation function with the adoption of the first standards in 1919. AACSB International (2003) members approved the current mission-linked accreditation standards and peer review process in 1991 through 1991, was based on a common body of knowledge, an assumption that this body of knowledge is rooted in business functions, and learning the body requires two years of upper division tertiary education. Even with recent changes in AACSB accreditation statements, the old body of knowledge paradigm (Austin, 2000, Boothman, 2000) still prevails, thus limiting the ability to introduce curricula change. Second, the concept of international business (and its newly emergent name, globalization) has an underlying premise of international being 'other'. The internationalization of business education takes three tacks: globalizing economic assumptions (Nehrt, 1993), incorporating "international" issues into existing functional courses, and integrating business systems outside the western market economy structure into it (Wharton, 2003; AACSB, 2003). All programs have a primary purpose of providing employees primarily to large bureaucratic organizations (Hugstad, 1983).

### **Business School Education Assumptions**

The US BS model focuses on understanding corporate functions and tools of analysis to understand their performance, fails to ground business activities in a wider social context, and provides little to no practical skills training and experience. Within this model, business faculty expect students to learn needed mental and social skills earlier in a Liberal education provided independently of the business education. I offer three reasons for narrow concepts of business that exist in both curricula and statements of purpose in business schools: American business education needs drive both (Cameron, 1980; Cavusgil, 1993; Boothman, 2000; Locke, 1999); US accreditation requirements almost universally drives both; US business education has a dearth of cultural data precludes meaning instruction in cultural mores (Gordon, Haddad, Chow, Hwang, & We, 1996).

An alternate model of business education exists; one that is closely integrates liberal and business education, but one in which business is a major within liberal

education rather than an independent entity (Reeves-Ellington, 1996). This program also provided classroom skill training and experience in soft mental skills, cultural skills, and social responsibility skills. The next section of this paper reviews existing business school programs and a program that offers a business major as a part of liberal education.

### **BUSINESS PROGRAM REVIEW**

I reviewed 40 undergraduate business school programs (Yahoo, 2003) and one business major program that is offered as a case study of how to integrate business and liberal education. . The business school review included land grant and other state university programs, public and private college programs, religious affiliated and non-affiliated programs, and programs located in Australia, Germany, India, Ireland, Pakistan, New Zealand, The United Kingdom, and The United States. All programs selected worked with emerging market undergraduate students, either at their home institution, in country in conjunction with a local University, or independently in an emerging market. The business major program reviewed was selected based on my two year teaching and administrative experience at the American University in Bulgaria (AUBG).

Using the key variable headings of traditional business skills, mental skills, and socio-cultural skills, I examined web sites and printed material contents of curricula structure, curricula content and desired outcomes as expressed through missions and statements of purpose. The skills and methods chosen reflect the needs of emerging market business education. Table 1 lays out the headings: traditionally taught business skills, mental skills, socio-cultural skills and methods of addressing issues and compares three programs that typify US business school education, European business school education, and liberal business education. The descriptors of program strengths are subjective and range from excellent, strong, acceptable, weak, poor, to unknown.

Place Table 1 About Here

### **Traditional Business Skills**

#### **Curricula Structure and Content Schools of Business**

Universally, US business school programs' emphasize finance, marketing, operations, accounting, and organization development and the body of knowledge that they represent (Baruch, 2003; Boothman, 2000; Brigham Young University, 2002; Cal State, 2003; Christ Church, 2003; Notre Dame, 2003; Ohio State University, 2003). Even schools, such as the

Weatherhead School of Management (2003) that focus on organizational behavior and business fields of endeavor reflect the same bias toward functional skill development to the exclusion of cultural and value understanding and use in organizations. All these schools have a two year component of liberal education, but it is separated from the two year business degree. Baylor University's (2003) curriculum for undergraduate business study exemplifies the functional bias.

Place Table 2 about here

We see that functional sets of a body of business knowledge absorb the entire curriculum, with no curriculum attention to soft mental skills that address non-business issues or to cross cultural interactions understanding that would inform the emerging market world.

Other schools, of which Wharton (2003) is a good example, maintain the basic business school education at their core, but they do modify it by including some course work on the environment of business. Business remains the focus of the non-functional courses, however. They have following the AACSB direction on claiming inclusion of ethic questions in other courses without stating which ones and what the content might be. In fact they offer the following disclaimer:

“The Ethics Project does not guarantee that all Wharton graduates will behave ethically. Rather the goal is to teach an approach for handling ethical questions and to dispel a common attitude among business students that the bottom line is the only relevant consideration. The intellectual understanding of ethical obligations may not be sufficient to insure ethical behavior, but can be an important contributor to that goal. With the potential for exposure to ethics in nearly all their Business Fundamentals courses, many of their upper level courses and in the courses they must take to fulfill the Social Environment bracket, Wharton students receive repeated and varied experience grappling with ethical questions in realistic contexts.”

Outside the United States, business school programs use functional designs to drive the curricula, but they do include some liberal education in conjunction with the business course offerings. The University of Edinburgh (2003) exemplifies a program that modifies the single mindedness of the US application of business education. As their mission states, “Many of the skills below are developed, to some extent, in any course in Social Sciences, Arts or Sciences; the skills relating to Business Studies are relevant in any organizational context and will be developed through work experience and training.” The university features functional skills but does so in ways that supports student learning to use them, rather than relying on instructional based understanding (see Table 3) and appears to attempt integrated liberal/business education in their curriculum in ways that make the liberal learning relevant to the business course.

Place Table 3 About Here

The Said School of Management at Oxford (2003) reflects a similar bias as the Edinburgh program, as reported on their business web page.

“Our undergraduate programmes are not intended to turn you into effective managers - only experience can do that. Instead, the programmes are designed to give you a thorough grounding in the theory of management studies and the intellectual skills of the social sciences. You will be challenged to question conventional wisdom and your own assumptions, and encouraged to develop and express your own ideas. We think that this background - especially when combined with study of another discipline such as Economics, Engineering and Materials Science - gives students a huge advantage in whatever they do later.”

The outcomes in all these examples remain technical with focus on “what to do” business skills. Also, the European programs cultural exploration focuses on the European Market and pays scant attention to emerging markets.

### **Business Major Program**

#### **AUBG Business Curriculum**

The intent of the AUBG business curriculum was to provide students with an ability to make profound changes in any environment in which they chose to work. The business curriculum was assumed to be a social science discipline rather than a science one. The business curriculum at the American University in Bulgaria (AUBG) in the years 1994/5 provides an example of business learning situated in a liberal education. Integrated into several of the courses was the study, analysis, and applications of basic cultural values and logic skills of Bulgarian and other national value systems. The curriculum (Table 4) reflected the four-year program by semesters. Note that there was a mix of business courses, core courses, and general education courses throughout the four-year cycle, permitting parallel learning of business and life skills.

Insert Table 4 about here

The general education categories, Table 5, reflect both analytical skills and specific knowledge in fields other than business. To further broaden the student’s experience base, the business curriculum had elective courses from other social science disciplines.

The curriculum was designed to create a basic paradigm shift from a producer-consumer paradigm to a customer-supplier paradigm (Reeves-Ellington, 1994). It fit into a framework that prepared students for further graduate study, employment in global organizations, or local Bulgarian ones. Preparation required a shift in faculty and student attitudes from businesses being independent realities to being interdependent ones. Accomplishing this attitudinal shift required the business curriculum to have (1) faculty meld theory, analysis, and action; (2) students demonstrate an ability to work with ongoing problems and institutions located within and outside Bulgaria; (3) faculty and students work together in ways that develop leadership and motivational skills. These innovations created a learning organization with the business curriculum – an organization in which all participants were teacher and student. In an effort to expand the traditional liberal education components, other disciplines taught many of the elective courses. These included organizational behavior and human relationships by psychologists, organizational development and group interactions by sociologists, advertising by journalists, and speech by theater people. Traditional business faculty then integrated this learning into their course work. The business faculty believed that teaching the craft of business education was a worthy goal but insufficient. They operated on the assumption that business education could help graduates make profound changes but only if that education was situated in a broad education including geography, politics and history.

### **Professional Education**

Twenty-two universities in the sample had statements of purpose (the others had none) that included what they expected students of graduating students from their programs. The 22 were consistent with what they promised – business skills for employment. For example Zicklan School of management states, “Our programs are designed to provide students with the specialized knowledge they need for entry into the work force along with the analytical and communication skills requisite for a successful career. Baylor (2003) aspires to be a leader amongst business schools, requiring an examination of other programs to exactly know what they want to accomplish. Kogod School of Management succinctly states that the focus of business education is professionalism. Babson College (2002) challenges people that love

business to attend and learn how to do business. California State (2003), expresses the same hope,

“Programs in the College of Business and Economics at California State University, Los Angeles are designed to equip students with the concepts and the professional skills they need to assume responsible positions in business, industry, education, government, and social organizations.”

The University of Edinburgh (2003) clearly states, “During your studies at University you have the opportunity to develop a number of skills which are considered valuable by employers, in addition to acquiring concrete subject knowledge of business processes, methods, activities and behaviour, accounting, economics and law.” The AUBG business program had the broadest professional scope in that it wanted to have business student graduates who could make an impact in whatever endeavors they chose to pursue after college.

### **Team Work**

Within the business school sample of forty, 21 make no official mention of teamwork, 10 list it as a part of their business program but with no details as to how team work is taught or practiced, and the remaining nine have a more expanded description of what their team work activities are. Of those that make no mention of team work efforts in their programs, their mission statements and purposes emphasize individual success in business. Baylor (2003), states in their catalogue that they want to develop objective analysis and rationality in their students. Binghamton University requires team work in all upper level business courses, but offers no formal training as to how to achieve competency in working in teams. The remaining programs that acknowledge the importance of team work fail to offer formal education in it, with the exception of Boston College. As stated on Boston College’s (2003) website, “Teamwork is critical to success in business today. We help you leverage it” The offer a four year development program in team building and team work understanding and practice. Babson’s (2003) business page makes claim to excel in leadership, creativity, collaboration, and shared learning, without offering specific courses nor clearly defined programs in which students learn these skills. The University of Tulsa (2003) features an emphasis on teamwork on their web page – “We emphasize teamwork and technology”, but fails to list a course in teaching teamwork skills. Within my sample, the most used text for team work and team

building, *The Fifth Discipline* (Senge, 1990) is rarely assigned to undergraduates for understanding and I could find no case where it was used as a workbook for student use in team activity learning and practice.

Team work at AUBG was predicated on students being exposed to the human interaction and dynamics in the first two years of the program. These skills were reviewed in the third year management, marketing, practiced, based on *The Fifth Discipline Fieldbook* (Senge, 1994). The fourth year strategy course served as the capstone to team building and team work understanding and application. The application areas included small and large business organizations, charities, and team building across cultures.

In summary, in the sample schools, business school curricula have the primary purpose of providing future employees to large companies, preferable those that participate in the global economy as predicted by Cavusgil (1993) and Town & Nigh (1999). As Toyne and Nigh (1999) suggest, the drive of these business programs appears to be to disseminate an AACSB approved “body of knowledge” that is based on academic research and approved by peers. Some schools do acknowledge the importance of team work but, with one exception, offer no formal education in the subject. El-Ahraf, Levine, and Alkhafaji (1995) argue that this business education model is inappropriate for those coming from much different educational systems, cultural backgrounds, and markets. Certainly this would include emerging markets. The AUBG program, being situated in an emerging market and having a bulk of its students coming from emerging market environments realized the important of individual and collective social and cultural understanding and the ability to use that understanding in concrete ways.

### **Socio-Cultural Learning in BS Programs**

In the business school sample, the traditional mental skill usage focuses on quantitative and analytic skills. When referenced in my sample, social analysis, social reasoning, and social judgment, and understanding and use (as exemplified in Jackell’s (1988) *Moral Mazes* are assumed to have been taught in the first two years of university education and not in the purview of business school education. Cultural understanding offerings, when found, were centered on Adler (1997) or Brisslan et al. (1986). No apparent cultural learning and applications strategies were apparent, rather cultural and

social understandings appear to be marginal to business education at the sampled schools. Even international programs were more economics and trade focused, rather than culturally directed.

### **Socio-Cultural Learning Models Used at AUBG**

The following cultural models were adopted in all Reeves-Ellington's (1996) business classes during his tenure at AUBG, with about a third of the faculty. Their design was meant to encompass all the socio-cultural skills outlined in Table 1 and to provide rationale that facilitated student understanding, their ability to third-party teach cultural understanding, and their ability to learn about themselves and others who were not indigenous to their own culture.

#### **Cultural Encounters**

Reeves-Ellington (1996) found that students benefited from thinking about cultural encounters in terms of an interplay of three kinds of cultural elements: (1) the normative values that together can be seen to form the cohesive cultural logic; (2) prescriptive social ethics, the social knowledge of insiders who guide and interpret their actions in accordance with this logic; and (3) the most visible part of the cultural set, artifacts, which are comprised of outward physical and symbolic manifestations such as dress, architecture, office layout, seating arrangements, and other visible parts of the context. To act appropriately, newcomers to an environment must become aware of all three orientations. Cultural logic, social knowledge, and artifacts provide direction to the cultural context, ethic, and reflection of a people's particular view of the world. In order for students to systemically learn and apply cultural and social knowledge an understanding cultural paradigm was developed and used at the team level, within the total class, in internships, and in volunteer work associated with classes.

In a cross-cultural encounter, whether between subcultures of different organizations or between the cultures of two similar organizations from different countries, these elements will most often be accessible in the order illustrated in Figure 1.

Place Figure 1 About Here.

The understanding culture model shows levels of orienting data for people who must deal with other partners across cultural boundaries. The model makes the user aware of possible differing interpretations of visible symbols and behaviors, and of reactions to

one's own behavior, in the encounter. This model assumes initial transcultural contact at the level of the most obvious and visible difference, the outward artifacts.

Using the model in the classroom, students at AUBG gained a social interpretation for better comprehending those artifacts by empirically inquiring through practice and feedback in actual situations. After discussion of personal experiences and comparisons of outcomes, they gained an understanding about the cultural logic that forms a basis for the more superficial expectations and appearances. This cultural learning model thus offered a progressive learning sequence. The model permitted students to become more conscious of their own culture, as well as cultures of others. They discussed their understandings as individuals, then members of a team, and finally in internships and case creations.

The importance of viewing all three kinds of cultural elements in practice cannot be overstated. While cultural logic answers the journalistic “why” about underlying group assumptions of people, human nature, human relations, and our relationship to the environment, by itself it will not give much information for day-to-day respectful and knowledgeable interaction. Elements of social knowledge, on the other hand, are subject to continual reinterpretation and change; this is why they are not easily obtained through consulting cultural “cookbooks” of behavior, no matter how popular these have become. While cultural logic usually changes less quickly, no specific actions flow from it. Its normative values orientations are ideological and treated as absolute.

### **Constructs for Cultural Encounters**

Using the three heuristics of culture – cultural logic, social behavior and artifacts – as outlined above, and adopting the role of participant observer, students discover central cultural value orientations in both familiar and unfamiliar settings. The key modality for students to gain information was through the role of participant observer. Effective PO required a combination of direct observation and questioning techniques. This allowed students to systematically and continuously acquire information about what was important to people. Gaining this needed information about others also required active listening, with two main objectives. The first is to hear what is meant by listening for the vocabulary chosen and voice inflections used. The second is to “listen” with senses other than hearing for nonverbal messages. Student participant observers were required to formulate specific plans for action that moved them from that which is easily known to that which is normally concealed.

To assist students Reeves-Ellington (1993) conceptualized the learning process by linking three categories—cultural logic, social knowledge, and artifacts. (See Figure 2.) In this form, the model provided semantic cues for the lay user for appropriate kinds of

information to seek in cultural encounters (what, how, who) and for how the information is likely to be acquired and processed (i.e., seeing, hearing, interpreting, understanding). The categories of Figure 2 provide orienting assumptions for members of a transcultural organization. They permit the user to gain information about basic assumptions of others to interpret concrete behavior from the perspective of other cultural frames. Visually and intellectually, the model assumes initial transcultural contacts with outward artifacts, then the acquisition of social interpretive knowledge for better comprehending those artifacts, and finally, if possible, an understanding regarding the cultural logic that forms the basis for all of the more superficial expectations and appearances.

Through teamwork and off site internships and case creations, students assumed the perspective of an ethnological field researcher as reflected in the culture model described by Figure 2. The student participant observer experienced being in the center of a given cultural milieu, with all three types of cultural information bombarding the student simultaneously. I required the student to enter this situation with a clear understanding of the problematic at hand and begin to address interpretations reflectively and systematically. A plan-do-check-act cycle, illustrated here on the outer ring of Figure 3, gave cues for continual reflective practice in members' ethnographies. After each encounter, the participant observer made notes about the observed and entered data into the appropriate database (artifacts, social knowledge, and cultural logic). This process allowed students to understand what is culturally important in their team, at their university, or in other workplaces.

Place Figure 2 about here

With iterative self-study and feedback, students and student teams developed a shared cultural set. These included (1) its intensity (the strength of the ethic), (2) the norm of the values (i.e., what principles members ought to follow), (3) choice and differential allocation of effort (a set of situational priorities), (4) deeds (to demonstrate the strength of the value and ethic), (5) relative importance within the entire cultural set (how a particular ethical dimension is ranked compared to other dimensions in the social knowledge set), and (6) its evaluation in interactive.

## **Discussion**

As Hanna (1988) has aptly observed, "Every organization is perfectly designed to get the results it gets". Business education, as noted, is designed to support large western organizational needs – not those of emerging markets. The nature and self-defined

missions of modern business education discourages holistic integration of business and more general living skills. They assume a general understanding of underlying mores and culture. Programs are designed to deliver business skills at the expense of all others. Achieving the purest rational management to maximize overall business return means studiously avoiding the more ambiguous and compromising considerations of human interactions that are based on shared power and some level of equality. The pure-business paradigm of most business curricula is solidified in the mass-production era of industrialism, is one of producers and consumers, not customers and suppliers (Reeves-Ellington, 1995). It relies on an I-It paradigm to avoid social entanglements. We (the producers) of education provide knowledge for *them* (the consumers), whom we do not care to know personally. This is not the type of education needed in emerging markets, however. A more commercial orientation is desired and needed.

In contrast to purer conceptions of business, the idea of commerce is older. It predates the rise of Western capitalism. It is bundled with additional meanings because it had been merged institutionally and embedded in earlier social forms and contexts of exchange. Commerce's meanings still linger in its contemporary connotations. It can never be morally neutral because of the active presence of persons who are continually responding with interpretations and decisions. More than just economic exchange takes place in commerce. It is closer to the ground, involving not only goods, currencies, and instruments, but also contextual and tangential information and all kinds of social contact. It is social traffic in things valued and cannot long exist without an I and a Thou.

A commercial education was the aim of the AUBG business program: integration of the business and commerce in ways that made graduates successful in whatever endeavors they undertook. We wanted graduates to be commercial actors and not business functionaries. As commercial actors, AUBG graduates occupied themselves with opportunities, not problems. They interacted continuously and pragmatically in the present, always with an eye to maximizing future choices and benefits. They necessarily mediated and interpreted between systemic levels and often resisted, avoided, or reinterpreted mandates and limitations imposed by governing and outlying systems. They knew that if they cannot avoid imposed constraints, as successful commercial actors they must creatively reinterpret and avoid overt dissonance with their larger systems. I believe a commercial education in which all participants learn to do business, develop a wide range of thinking skill, and can interpret and use cultural constructs in ways that make commercial actors is of great value to all emerging markets.

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Table 1  
Selected Business Education Comparisons for Emerging Market Needs

SKILL COMPONENT OF BUSINESS EDUCATION	Curriculum Component	Baylor Assessment	Edinburgh Assessment	AUBG Assessment
Traditional Business Focus <ul style="list-style-type: none"> <li>• Functional body of knowledge</li> <li>• Professional Education</li> <li>• Team work</li> </ul>	Addressed Through <ul style="list-style-type: none"> <li>• Curriculum construction</li> <li>• Class room activities based on case body of knowledge</li> <li>• Corporate structured functional education</li> </ul>	Excellent  Excellent  Poor	Excellent  Excellent  Excellent	Strong  Strong  Excellent
Mental Skills <ul style="list-style-type: none"> <li>• Social analysis</li> <li>• Cultural knowledge</li> <li>• Social reasoning</li> <li>• Social judgment</li> </ul>	Addressed Through <ul style="list-style-type: none"> <li>• Liberal/business Education</li> <li>• Field work/internships</li> <li>• Liberal/business education/case studies</li> <li>• Integrated education, internships</li> </ul>	Poor Poor  Weak  Weak	Poor Weak  Acceptable  Acceptable	Excellent Strong  Excellent  Excellent
Socio-Cultural Skills <ul style="list-style-type: none"> <li>• Team building</li> <li>• Social responsibility (ethics)</li> <li>• Societal understanding</li> <li>• Open learning</li> </ul>	Addressed Through <ul style="list-style-type: none"> <li>• Formal/social interaction training and liberal/business education</li> <li>• Case studies, volunteer work and Internships</li> <li>• Liberal education, societal interactions.</li> <li>• Third party teaching</li> </ul>	Poor  Weak  Poor  Poor  Weak	Poor  Poor  Weak  Weak  Acceptable	Strong  Strong  Strong  Acceptable  Excellent

Table 2  
Baylor University Curriculum (2003)  
Final Two Years

AND	QBA 2023	Intro to Quantitative Methods
	QBA 2025	Business Data Analysis
	ECO 2306	Principles of Microeconomics
	ECO 2307	Principles of Macroeconomics
OR	Bus 3303	Managerial Communications
	MKT 3310	Professional Selling & Comm.
	CSS 1302	Speech for Busi. & Profn'l Students
<b>Lower Level Business Core</b>		
AND	ACC 2303	Financial Accounting
	ACC 2304	Managerial Accounting
	BUS 1301	Busi. Economy, & World Affairs
OR	ISY 1305	Intro Information Tech. & Processing
	ISY 3325	Busi. Applications on Microcomputer
<b>Upper Level Business Core</b>		
AND	BL 3305	Legal Environment of Business
	BUS 3315	Integrated Business Writing
	BUS 4385	Strategic Mgmt & Business Policy
	FIN 3310	Intro. To Financial Management
	ISY 3305	Management Information Systems
	MGT 3305	Fundamental Concepts of Mgmt.
	MGT 3325	Operations Management
	MKT 3305	Principles of Marketing

Table 3

**University Of Edinburgh Skills and Knowledge Education**

<p><b>Proficiency in the use of the techniques of description, analysis and synthesis</b> designed to encourage students to address problems through systematic, flexible, adaptable, innovative and judgmental approaches to business problems</p>
<p><b>Presentation and reasoning skills</b> developed through participation in tutorials and seminars, and in writing through the preparation of course work and a dissertation.</p>
<p><b>Critical judgment</b>  Learned by evaluating arguments, to make independent assessments on the basis of evidence sought and to support your case against counter arguments from others. In addition, the ability to examine data and evidence critically.</p>
<p><b>Team work</b>  Gained on team on projects by allocating tasks, managing others and integrating results.</p>
<p><b>Communication skills</b>  Expressed complex ideas clearly, accurately and intelligibly in writing and in oral presentations.</p>

<b>Table 4</b> <b>AUBG Business Program (1994/5)</b>	
<b>Required Courses - Four Year Program</b>	<b>Business Electives</b>
<b>First Semester</b> Macro Economics University Skills Computer Applications General Education (2)	<b>First Semester</b>  none
<b>Second Semester</b> EU/US Business Law English Composition General Education Course	<b>Second Semester</b>  none
<b>Third Semester</b> Financial Accounting General Education (4)	<b>Third Semester</b>
<b>Fourth Semester</b> Statistic (applied) General Education or Elective (4)	<b>Fourth Semester</b> Management Information system
<b>Fifth Semester</b> Marketing Managing in a Market Economy General Education or elective (3)	<b>Fifth Semester</b> Money and Banking
<b>Sixth Semester</b> Managerial Accounting Human Resource Development General Education or Elective (3)	<b>Sixth Semester</b> Complex Organizations Organizational Behavior
<b>Seventh Semester</b> Financial Institutions General Education or Elective (4)	<b>Seventh Semester</b> Managerial Marketing Advertising Price & Forecasting Market Persuasion
<b>Eighth Semester</b> International Strategic Mgmt General Education or Elective (4)	<b>Eighth Semester</b> Small Business Enterprise Business Special Studies

**Table 5**  
**General Education Requirements**

<b>Courses</b>	<b>Number of Courses Required</b>
Literary Analysis	2
Historical Analysis	2
Quantitative Reasoning	2
Social Analysis	2
Moral Reasoning	1
Natural Science	1
Philosophical Inquiry	1
Multicultural Studies	1
Fine Arts	1
Statistical Analysis	1
<b>Total</b>	<b>14</b>

Figure 1  
Understanding Culture

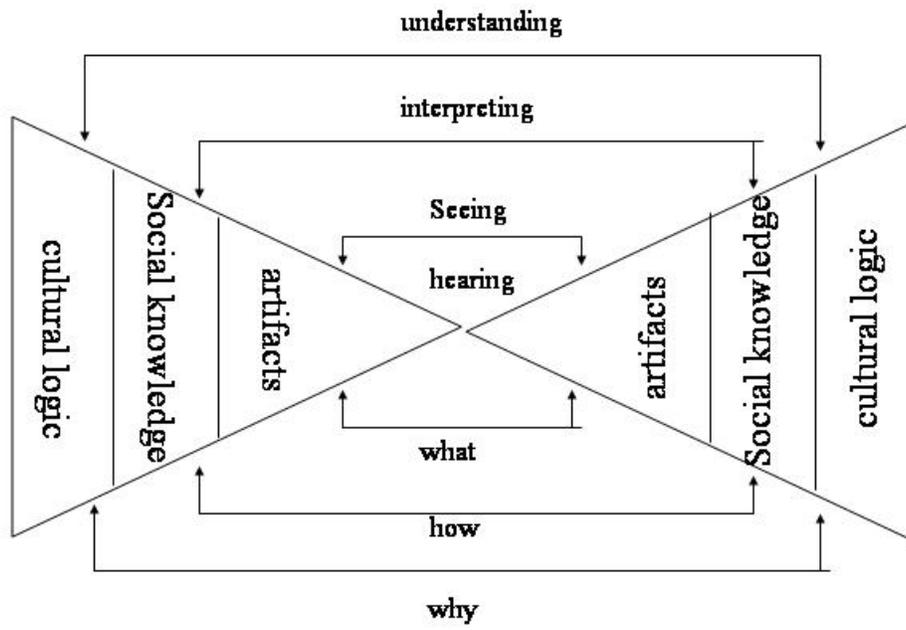


Figure 2  
Understanding and Predicting Culture

