



ORIGINAL RESEARCH PAPER

Management

CROSS-CULTURAL BUSINESS EDUCATION AND STUDENT DYNAMICS

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ABSTRACT

With the advent of globalisation, concoction in culture is an obvious phenomenon and a challenge too. This movement have its effect in whole on the major sectors of the world and one among them is education too. This partnerships of western with non western universities have affected different aspects and created many improvements to education (Cobern, 1998; Currie, Deangelis, Boer, Huisman and Lacotte (2003). This trail for sure has its impact on students too. The cultural shift in classrooms produces a group of people who have different learning styles, leadership styles along with different goals, expectations, and communication styles Samovar et al. (2007). With this chapter we will try to explore different effects brought with cross culture education in management students.

INTRODUCTION

CONCEPTUAL BACKGROUND

Globalization has made management education and learning more versatile due to internationalization. Managers across the world no longer work solely in the comforts of their home culture, but also must learn to work across cultures (Adler, 2001; Mintzberg & Gosling, 2002). Around the world the groups of people with accepted norm, value and rational behavior consider themselves to be in same cultures. Simply we can say the same thought process which travel among the group, it's the way we do things and conduct ourselves. According to Parekh (2006), a historically created system of meaning and significance, or what ends up to the same thing, culture termed as a system of belief, practices for which group of people understand, regulate and structure their individual and collective lives according to it. He said traditions, rituals, proverbs, body languages human life structures social relations religion define culture of society.

Well as we understand now that the nations are generally differentiated on the basis of norms, beliefs, values, morals and attitudes. And when we cross our boundaries and try to communicate with different cultures, their challenge arises. This gift of globalization increases the interaction among countries, economies and people with different cultures. Even people speaking same language differ in interpretation many a times because of the cultural differences. And the advent of globalization came embraced with this challenge. Many organizations have become an example for being failing in effectiveness because of this particular aspect (Kok-Yee and Earley, 2006; Thomas and Inkson, 2004).

We all are now well aware of the fact that to attain competitive advantage in global market we need to consider communication across borders and across culture. We need to understand employee and customer from different background and cultures in order to have profound stakeholders. This all doesn't means understanding every dimension of all the cultures involved, as said by Genevieve Hilton "cultural proficiency doesn't mean memorizing every cultural nuance of every market. It's knowing when to listen, when to ask for help, and when—finally—to speak". To work in this kind of environment and managing cross cultural dynamics further at individual level lead us to the platforms where we have to understand the way we cope with culturally different people and the adaptation of the same (Raghuram, 2006). Cross culture dynamics encompasses many aspects of group lives such as values beliefs, shared knowledge, behavior and expression (Bishop, 2002; Bourdieu, 1984).

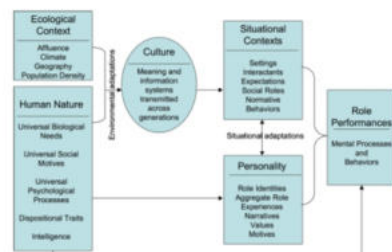
To work in culturally diverse teams we are expected to be equipped with cross culture intelligence i.e. a person's capability to be effective across versatile cross cultural settings. Cultural intelligence is manifest at individual level Cultural intelligence is a individual's capacity to effectively adapt new cultural settings and simultaneously brought with it different multiple facet of the

context, which have cognition, motivation and behavior already in its umbrella (Molinsky, 2007). Discussing cross culture without mentioning Hofstede (1986) whose work on culture and its consequences (1980, 1986, and 2001) is still a benchmark and referred by researcher is not possible. Well Hofstede mention very early that these cross cultural integrations will be fundamentally problematic for academic and the students. And the importance of multicultural exposer will give rise to many opportunities and challenges across the globe (Badley, 2000).

CULTURAL INFLUENCE ON PERSONALITYz

Culture is a combination of values & norms which are universally accepted to all member of cultural group. It carries rational behavior among people of and share similar beliefs within that group. In simple terms it is about how we conduct ourselves and do things. In countries throughout the world, nationals generally function differently according to beliefs, values, norms, morals and attitudes. Culture defines behavior to carry, language to speak, style of clothing, level of education and many more. It has significant relevance among people engaging in any commercial activity within a home country where similar culture prevails and in the foreign country where culture significantly differs. Culture rationalize group ethics and control activities of group members through psychological boundaries and perform conscious attempt to give specific attention to cultural factors viz. habits, behavior, decorum, working style, ethics, beliefs and social mores.

Influence on Behavior: Behavior shape through cultural belongings and carry attributes derived from cultural ethics. Each set of cultural values draw specific principles through which cultural group seed their participation. It is the culture which commands functioning of group and the group members. David Matsumoto (2007) suggested a model where he said that the situational context where the individual is in and the occurring behavior moderate the performance behavior which is the resultant of the relative contribution of basic human nature, culture and personality. Even though some situations evoke similar responses regardless of personality or the culture. Researcher also got the responses those were evoked demonstrating cultural difference. Some also demonstrated individual differences. Well model brought the conclusion that universal psychological process can mainly determined behavior , also behavior can be influenced by personality and yet in many case by culture.



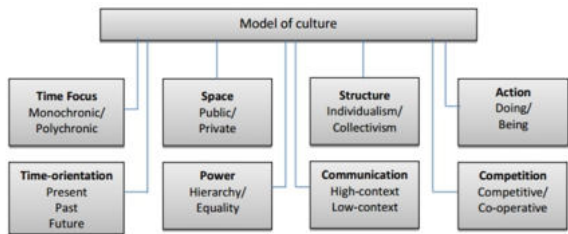
Situational context moderates the relative contributions of basic human nature, culture, and personality to mental processes and behaviors. Source: David Matsumoto, (2007) "Culture, Context, and Behavior", Journal of Personality Influence on habit: Culture has significant influence on habit of individuals. Habit can be defined as behavior pattern that an individual follows at regular basis. It is a tendency of collective methods of performing regular tasks. Culture define pattern of doing regular tasks viz. habit of bathing, eating, talking, worship and so on.

Influence on belief: Belief resembles feeling of dos and don't. Culture defines what to do? When to do? How to do? Etc. culture has direct relation with belief of an individual and allows what someone should do.

Influence on ethics: culture defines ethics, ethics combines moral principles. Moral responsibility of any ethnic group describes by its culture and bound to perform tasks within the moral boundaries. Culture significantly affect ethical behavior of any ethnic group and decide functioning of individuals.

CROSS CULTURAL MANAGEMENT AND MANAGEMENT INSTITUTES

Cross cultural management in institutes prevent cultural influence on students' behavior in the class. Management institutes are the best example of cross culture integration but it also affects group dynamics of students. Due to cultural influence students behavior differs significantly thus, importance of cross culture management work starts. Culture and communication can be considered inseparable, if one is to be exposed to a certain culture, then communication becomes a must. The first to introduce the term "intercultural communication" was Edward T. Hall which he defined as "communication between two persons of different cultures". The term "Intercultural communication" is defined as the communication between two different cultural groups or within the individuals (Chaney & Martin, 2011).



Model of Culture (Sourced From: Participant Workbook 2.3)

The model suggests intercultural communication among two or more culturally different groups or individuals. In a group, in class room or workplace in organization individual expose to different culture and they need adopt or accept to ensure their efficient working. The above model focuses on various dimension of culture that has significant impact on cross cultural communication and integration. Cross culture integration also leads to various types of barriers among individual, the most obvious barrier is communication barrier. Communication barrier between two ethnic group/individual cause communication gap and lack of effective communication that leads to unsynchronized group behavior. This happens due to lack of effective cross cultural management.

Management institutes work for cross culture integration and develop ability among students to establish effective intercultural communication to ensure stability and coordination between different cultural groups. Institute promote comfortable environmental situation in which different cultural group/students feel comfortable and join together as a unified group. Such practices make these institutes more dynamic in producing dynamic students (work force) to cope with dynamic business environment. Through cross cultural education institute configures aptitude to adapt differences

CROSS CULTURE BUSINESS EDUCATION

Transformation of industries and creation of new business opportunity across the globe has made managers' task more

challenging and complicated. The paradigm shift in strategy formulation and its successful implementation is another challenging task before companies. The challenge is not how to implement it successful but how keep it functioning in diversified cultural groups. Promoters believe that culturally diversified group share individual socio-cultural beliefs and work accordingly, therefore, it become difficult to keep all of them ready and active on one business strategy. The new pattern of strategy formulation is about taking care of or thinking for overall system working and its adaptability. Moore (1996) explained that paradigm shift in strategy formulation doesn't mean matching market trends or requirements but it is about to consider whole system where cross cultural people and companies work together in a wider ecosystem.

The importance of cross culture business education is increased from nineties after globalization. Drori, Meyer & Hwang (2006) propounded that intensification of global interdependency and consolidation of globe as a social horizon has increased the need of cultural education among new managers in order to understand cultural differences and its direct & indirect impact on business functions. Globalization also brought various attitudinal change among executives as they perform their job in highly uneven business environment. Due to cultural difference, people attitude differ drastically hence, it become more challenging to match & fulfills individual expectations.

Through cross culture education management institutes making an attempt to indulge cultural education among budding managers to cope with changing situation and handle various cultural issues. Cross cultural education shapes students' behavior to accept other cultural needs and keep coordination to perform business tasks. It also helps students to accept other cultural values and beliefs and work as a unified group.

STUDENT DYNAMICS

Student dynamics is an emerging concept in business education and corporate world. Both the sectors concentrate on workforce dynamism to match dynamic business requirements. Student dynamics has wider sphere and comprises various dimensions of personality traits. Student dynamism comes from dynamic class room and teacher student relation. In today's education world classroom dynamics is very relevant and prevailing concept which includes variety of activities and teaching learning techniques (Emma Gore-Lloyd, 2014). The main elements of classroom dynamics include:

1. **Icebreakers:** Dynamic teaching and learning technique use icebreakers to begin the session. The purposes of this approach it to maintain remarkable participation of students throughout the session. It also helps students to have better grip on classroom learning and gain dynamic personality.
2. **Goal oriented tasks:** Another important element of dynamic classroom is goal orientation. It includes each student and defines learning goals; synchronize with other students' tasks and join together to form group tasks. This activity creates sense of MBO and leadership quality.
3. **Empathy Activities:** It develops quality of understanding, cooperation and empathetic behavior. In a group when these students work they form unified group to achieve goals. This part of dynamic classroom ensures consistency, ethnicity and participation behavior of students.
4. **Define ownership:** This approach let students take as much responsibility for the group as possible. It includes variety of activities that are necessary for controlling and managing group performance.

Classroom dynamics help to develop student dynamics. Dynamic student has ability to absorb in dynamic environment and handle business/business responsibilities more dynamically. Dynamic student create opportunity for organization as well as his/her colleagues. Researchers have proven that one dynamic student is equivalent to any number of average students. Dynamism is a combination of variety of attributes that have been acquired through learning and experiencing in dynamic classes. Primary elements of student dynamics include:



Elements of Student Dynamics

These attribute making significant contribution for making student more dynamic than ever before. The configuration of these five elements has model set approach to make management students more rational in their practices and enhance their corporate performance. These elements are considered to be requisite in today's dynamic business world to match various undefined expectations of business and customers. Dynamic student are found socially alienated to work within efficiently, opportunist who has go getter approach, participative with full diligence, flexible to adopt changing situation and predictor to smell shortcomings.

CONCLUSION

The study has reached at the conclusion that cross culture business education has great significance in today's highly demanding business environment. Ever changing business environment every day throw new challenges to managers with different dimensions and intensity. Organizations are in need to form a group with cohesiveness which strengthen group relationship and link group members together for long term sustenance and achievement of business goals. The cohesiveness comes from cross culture business education which includes essential interpersonal bonding among group members and seed feeling of belongingness, commitment, interpersonal attraction and social identification.

Cross culture education also leads to conflict resolution ability among students and help them to resolve cross cultural issues at workplace. It also creates social skills to work in social groups where different socio-cultural individuals exist. Cross culture education enable individuals to forecast shortcoming of social groups and its negative impact on personal as well as groups' performance. Another aspect that cross culture education covers is intercultural communication. It forms group communication which helps to reduce dissimilar meanings, avoid misinterpretation and intercultural differences.

With reference to above discussion the study concludes that cross culture education leads to common culture formation where each member of group shares common values and beliefs. It ensures group dynamics which resemble in students as student dynamics. Cross culture education spread generalization which forms uniformity in group behavior. It becomes a critical aspect of today's business education and corporate world. At last, cross culture education eliminate individualism and promote collectivism to strengthen syndromes of belief and attitude to control misleading thoughts derived from inter-cultural values.

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