Chapter 38
Cross-Cultural Business Education:
Leading Businesses Across the Cultures

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ABSTRACT

Today, the scenario of cross-cultural businesses has made it incomparable to the earlier practices as well as an academic phenomenon, due to increasing internationalization and immigration in global job markets. The chapter attempts to notify the significance of culture in business and need for cross-cultural business awareness. It examines how the inclusion of cross-cultural perspectives into business practices will help to create a dynamic environment that facilitates enhanced competence to companies operating across cultures. This chapter has been developed in two parts. In its first part, the chapter discusses the cross-cultural problems and their possible solutions to effectively manage the cultural diversity. In the second part of the chapter, a model, Global Industry Academia (GIA) framework of business education has been introduced. This model enables the B-schools to explore essential constituents of contextual paradigms of change and interpret the complexities of business practices in diverse settings to develop cross-culturally sensitive managers of tomorrow.

INTRODUCTION

Business education is usually struggling with the competing and sometimes overlapping demands of the businesses and organizations. Developing work-ready graduates, managing programs, generating funds and maintaining an academic culture of learning and pastoral care are prime concerns of B-schools. But, as an impact of globalization and the expansion intentions of business houses, culture has become

a very critical element to accommodate in business/management education. In a holistic perspective, not responding to globalization may create a risk of failure to attain mission-critical goals of managing knowledge, skills and attitudes in supporting different cultures, creating a harmonious whole, and augmenting performance across geographical and national boundaries (Kremple & Pace, 2001). Culture is a strong determinate of one's beliefs, way of thinking and behavior, thus it can be regarded as *a cumulative custom of beliefs, values, rituals and sanctions practiced by a group of people, province or country* (Maheshkar, 2016). Sometimes, nations/states lose their normative significance in cross-cultural settings; because, they undermine their earlier philosophies of norms, values and beliefs (Nordkvelle, 2015) or neglect the cultural significance of other nations. It creates stress between those who take more benefits and those who are marginalized because of competition against human development and consumerism, especially in the developing and poor nations. In modern times, culture introduces significant changes in the core assumptions of business practices and skill expectations. This paradigm-shift has forced to know how cultural differences affect inter-organizational as well as intra-organizational functioning/operations. It has made gaining cross-cultural compatibility, a serious concern for business as well as scholastic society around the world.

Culture is a coherent feature of every human system and every human system is a reason for the existence of every business and organization. It has widened the scope for businesses, to make it operational in different countries, and this increases the concern for management practices to maintain a work-environment compatible to the workforce from different cultures and of diversities. In the same manner, business education is confronted with two-faceted matter of concern, i.e. developing students with cross-cultural competencies as organizations expecting managers capable to appreciate stakeholders' cultural behaviors in the countries of operations and harmonize the cultural differences of human resource in a highly heteropolious organizations, and teaching students of different cultural backgrounds. On academic part, setting up and sustain an academic environment such that promotes a sense of equanimity and nurture opportunities to learn the intricacies of business and management practices are challenging to B-schools. Thus, it is imperative to evaluate how cross-cultural variables affect the business practices, and teaching framework in business education.

The core value of cross-cultural business education is to serve an assortment of diverse cultural perspectives to theory-building for culture-specific business phenomenon. It has numerous possibilities for new businesses and innovations in already existing businesses. Examining how the inclusion of cross-cultural perspectives into business practices will create a base knowledge of greatly diverse cultures and their culturally-inspired practices, will help to create a dynamic environment that facilitates greater access to social initiations, increased achievement orientation, enhanced competence acquisition and generalization, and an array of inherent opportunities. Thus, this study is aimed at exploring how cultural variables affect business practices and add competitive advantages to cross-cultural business education.

RELEVANCE OF CULTURE IN BUSINESS

Cultural, socio-economic, and political variables affect the way of doing business in terms of prevailing attitudes, values and beliefs. The universality of business and management theories and practices has vanished due to socio-cultural variations in interpersonal relationships between organization and employees, organization and suppliers, and business and customers, community and competition. It has been noticed that the applicability of business practices revolves around a related culture to an unavoidable

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