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Business Education: A View of U.S. and European Management Styles

Randall G. Bowden, Michael W. Mulnix

Abstract

Roland and Bruno (1995) claimed that with the emerging influence of Europe as an economic power there also emerges a European management style. This management style, with a focus on social forces, is different than U.S. and Japanese styles. This concept was the topic of this research: What issues should management courses in business schools address to deal with a European style of management? Six hypotheses were developed based on the *Organizational Community Index* to measure differences and predictive values among Belgian and U.S. graduate business students. The results indicated more similarities than differences and predictive values were uncertain. The implications for business schools reside with faculty teaching students how to discover broad common ideals that transcend cultures, adopt a more European social approach to international education with a variety of foci on the international, and provide international experiential learning vicariously if needed through technology.

Key words: Business education; international education; management styles; European management styles; graduate business students.

Introduction

For decades U.S. and Japanese organizations have dominated economic markets consistent with the management styles associated with them. However, in recent years a European approach to management has been recognized as a prominent style and one significantly different than those found in the United States and Japan (Roland & Bruno, 1995). Roland and Bruno stated a European style of management has a greater orientation toward people than the U.S. or Japanese do. Whereas the Japanese create a profit centered, organizational focus on long-term growth while expecting a strong employee commitment to the company, the U.S. holds to more of a short-term profit standard measured quarterly while employee performance is focused on immediate production. The European approach centers on the social value of management for the welfare of its people.

This orientation toward sustaining social interactions of people serves as a major premise for this study. Other aspects of a European management style include a higher level of internal negotiation, a greater skill at managing international diversity, and capability of managing between extremes.

Furthermore, as the European Union continues to position itself as political body to protect and promote its economic interests toward a significant and powerful economic world force (De Clercq, presentation, May 21, 2001), it appears business programs in U.S. colleges and universities will have to consider the viability of teaching a European management style in concert with current curricula demands in order for their graduates to continue to compete in a global market. According to Fugate and Jefferson (2001), "There is little or no controversy over this basic issue: America's educational institutions must engage their students in learning dialogues that produce effective managers for the global economy" (p. 1).

In a more telling sign of the times, Pearce (1999) related that faculty must devise methods of bringing real life international experience to their domestic classrooms. The purpose is to deliver international experience without leaving the classroom. Through technology, a sense of practical experience can be gained without ever leaving the classroom. Pearce suggested this type of interaction assists students with gaining the experience they will need to compete at a world-class level. Kedia and Harveston (1998), referring to international business to prepare MBA students, conveyed that business students must be taught to think globally. They admitted being able to teach this is more difficult than it appears. At minimum it requires students to attain international

experience and that faculty hase previous global experience. Unfortunately, as Phillips (2001) relayed, international aspects of business curricula still lag behind traditional business topics.

The issues are clear in order to prepare business students for world competition. American colleges and universities must engage their business students in international experiences. Faculty must bring real life international experiences to classrooms. Students must be taught to think globally, but international features of curricula lag behind other business aspects. Finally, the world market faces a compelling management style: European. This study examines data collected from Belgium and U.S. graduate business students and provides pedagogical implications. If European styles of management differ from both the U.S. and Japanese particularly with a greater orientation toward it being people centered as stated by Roland and Bruno (1995), and with the growing economic power and global influence of the European Union (De Clercq, May 21, 2001), what issues should management courses in business schools address to deal with a European style of management? The hypotheses following the definition of terms are offered to help gain a perspective toward answering this question.

Definition of Terms

The variables in the hypotheses are from the *Organizational Community Index* (*OCI*). The *OCI* is an instrument with three subscales: (1) a Measure of Influence, (2) a Sense of Belonging, and (3) a Feeling of Recognition. Organizational community is defined as "the level to which interaction is considered worthwhile as self is linked to other individuals when subsumed in a work environment" (Bowden, 2001, p. 5).

A Measure of Influence is defined as "input by one person in the work environment resulting in self-perceived impact towards the interest of both self and others" (Bowden, 2001, p. 7). "Influence is based on a fundamental concept that individual participation in organizations is worthwhile as self is linked to other individuals" (p. 8). A Sense of Belonging is defined as "a personalized role in a network comprised of kinship groups" (p. 13). Members of a group are accepted and liked more when each person matches the social categories and context of the group, hence its prototypical composition. A Feeling of Recognition is defined as "a personal impression as though one's contribution is genuinely appreciated by the informal acknowledgment from other people" (p. 16). "A Feeling of Recognition…is influenced by an individual's need for appreciation more deeply entrenched in a sense of self-value versus traditional organizational reward and recognition systems" (p. 13). The *OCI* attempts to measure that orientation toward people of which Roland and Bruno referred (1995). Differences should exist between Belgian and U.S. graduate business students.

Hypotheses

H_1: Belgian graduate business students will express a higher measure of influence among co-workers than U.S. graduate business students. If a European management style emerges as a social phenomenon, it should be apparent that Belgian professionals, who also are graduate students, would express having impact toward the interest of both self and others at a higher margin than those in the U.S. This is because social relations at work are natural extensions of the larger European milieu and separate issues as often thought in the U.S.

H_2: Belgian graduate business students will express a higher sense of belonging among co-workers than U.S. graduate business students. Anticipating the *OCI* as an accurate measure of "community" as a social interaction scale on the job, it is expected that the Belgian sample will articulate a higher personalized role in a network comprised of kinship groups than their U.S. counterparts. Again, it should be a natural extension of the larger European community.

H_3: Belgian graduate business students will express a higher feeling of recognition among co-workers than U.S. graduate business students. As an organizational community, it is expected that Belgium professionals feel one's contribution is genuinely appreciated by the informal acknowledgment from other people, which should be higher than those of U.S. professionals. The

inference is that social interaction at work is inherent in the European culture and not created as part of organizational culture.

H_4: As a whole, there should be a greater sense of organizational community among the graduate business students in Belgium than those in the U.S. The combined subscales constitute the composite *OCI*. Generally then, the social aspect of the Belgian professionals should emerge above those in the U.S.

H_5: Belgian *OCI* subscales will not be predictive of a U.S. organizational community.

H_6: U.S. *OCI* subscales will not be predictive of a Belgian organizational community. Hypotheses five and six suggest that the management styles in the U.S. and Belgium are different enough to where approaching a Belgian management style based on U.S. assumptions will be inaccurate and vice versa.

Literature

According to Lundstrum, White, and Schuster (1988), "The education of the global citizen, one who will be comfortable visiting, working and living in diverse countries, is the responsibility of academia" (p. 15). This responsibility has been disappointing. "Overall, the report card on internationalizing the curriculum is not very encouraging, and the assessments have not changed much over the past 2 decades" (Fugate & Jefferson, 2001, p. 9). This may not be so much the result of unawareness of globalization or lack of international experience by faculty. Post secondary institutions, particularly business programs, feel pressures of their institutions and often scramble to respond to immediate market fluctuations. For example, there have been significant increases in student enrollments toward business programs. Corporate business perspectives shifted to a lean philosophy of management in recent years. How work is completed gets redefined: "Firms are breaking down functional fiefdoms-marketing, engineering, manufacturing, and so forth – and redeploying workers into multidisciplinary teams" (Dudley & Dudley, 1995, p. 9). Additionally, information technology, teaching it, teaching with it, and acquiring it pressure institutions to respond, and respond quite rapidly or risk becoming antiquated. Adding the many dimensions of international business education to the equation further exacerbates an often already strained faculty, curricula, and financial resource pool.

The disappointment in business schools and their effectiveness is further illustrated by Pearce (1999). He wrote that business education is under siege. The first area relates to technology-assisted pedagogy, which means the modern college student is often computer savvy having grown up with sophisticated applications at home, school, and play. Second, many tenured faculty may not possess the current proficiencies to perform at the level required. With tenure, institutions find it difficult to remove these people from their positions. Globalization, itself, is the third area where programs are under siege. Faculty members are tasked to interact with diverse cultures and bring insights to the learning environment. Fourth, students must be shown linkages between theory and practice. Both students and companies complain that practical application and skills are missing in business graduates as they enter the work force. Fifth, there are challenges to the professoriate to where research activities surrounding business developments are irrelevant. Finally, there is a fear that other organizations will teach business skills since colleges and universities are not. Whether these criticisms are warranted or not, may not be the matter at hand. Both the reality and perception of these may drive and call for radical changes in business curricula.

A call for change is not just a perspective of a market, but also of accrediting agencies. "[E]thical and global issues, demographic diversity and the influence of political, social, legal and regulatory, environmental and technological issues" (p. 17) is the curricula appeal by the AACSB (May 2000). Standard six for ACBSP states "the curriculum must encompass subjects dealing with the specifics of the global work place and the more general aspects of global society" (p. 36). Few people would argue that these pronouncements are unwarranted or unwanted. Seeing the need for change influenced Kedia and Harveston (1998) propose a new model for MBA programs. It would reflect the integration of teaching, research, and practice found in medical schools. This approach could address many of the criticisms set forth by Pearce (1999), however the pragmatic implementation of such a program appears to be beyond the purview of business programs at large. The

framework of this approach is not without merit though. "Wharton's dramatic overhaul of the MBA program was aimed at removing the rigid, analytical approach to place greater emphasis on people skills, real-world problems, and a more global perspective" (Kedia & Harveston, 1998, p. 26). Emphasis on people-skills and real-world problems may be what is needed for a global perspective in the first place. Without an understanding of cultural differences and similarities as portrayed by people of the various countries, a rigid and analytical approach to globalization appears vain. One attempt to provide an understanding was through the development and application of the *Organizational Community Index* (*OCI*) (Bowden, 2001).

Many theories help explain the concept of community. Two salient theories are social exchange and organizational citizenship. Social exchange was conceptualized by Tajfel (1972) in that people belong to particular social groups in which there are emotional significance and value for being included in the group. It is widely used to help researchers understand organizational and individual behavior. Additionally, it provides evidence for the social worth of the behaviors according to Gassenheimer, Houston, and Davis (1998). They maintained that relationships survive or fail because of the net value of the social and economic interests and interdependence of those people involved. Furthermore, a sense of trust can emerge from positive relationships.

The second aspect of the *OCI* was based on the concepts surrounding organizational citizenship. The thrust of organizational studies tend to discuss the relationship of employees to the organization for greater organizational effectiveness as aligned with organizational vision, mission, objectives, values, and culture (e.g. Lau & May, 1998). However, Organ (1988) suggested that there are functions performed by employees apart from the work itself yet are powerful contributions to the system. Employees engage in spontaneous, innovative, altruistic, courteous, and civic virtuous behaviors (Konovsky & Pugh, 1999; Moorman, 1993; Smith, Organ, & Near, 1983). Organ labeled these types of functions as *Organizational Citizenship Behaviors* (*OCB*). Based on these theories, the *OCI* subscales were developed. The three subscales are identified by the following: (1) Measure of Influence, (2) Sense of Belonging, and (3) Feeling of Recognition.

Measure of Influence

A Measure of Influence is an important construct because there is a universal tendency to want to influence. The issue becomes how much a person believes he or she impacts other people. It would be expected that if there is very little influence as defined according to the *OCI*, a person might consider the setting to reflect more of a slave labor relationship (Heller, 1998) rather than a respectful interactive one. At work, a person who feels he or she does not express some influence may experience the hygiene factors described by Herzberg (1988): Activities in which people engage will be those simply to sustain basic life preserving processes. To engage in other activities appears futile since no one is going to listen anyway. This is equivalent to what Spangle and Moorhead (1997) referred to as a negative communication pattern that results in poor morale and low self-esteem. In essence, people want to be heard, have a sense that what they say makes a difference.

A Measure of Influence is closely aligned with what Scholl (1999) relayed as promotive control, similar to a person giving good advice or helping someone possibly find a better way to accomplish something. A Measure of Influence is not described as a controlling concept but more of a self-perception that one has given good advice or helped another person when he or she has communicated. Whether this outcome is real or not, is of little consequence. The person simply believes he or she has a measure of influence. For instance people consider themselves instrumental in shaping their community: What Bellah, Madsen, Sullivan, Swindler, and Tipton (1991) phrased as "we can 'make a difference' in the institutions that have such an impact on our lives" (p. 19).

Sense of Belonging

The perspective that individuals need affiliation influences the Sense of Belonging subscale of the *OCI*. Analogous to sports fans' common bond to each other and loyalty to the sporting event that brought them together, the interaction with other people with similar identities in an organization can be a descriptor of "self" and a means to maintain a self-concept (Laverie & Arnett, 2000). A Sense of Belonging may or may not be tied to organizational values. Belonging

tends to be associated with values of people to which an individual feels a particular affinity. Certainly, it is rare that an individual gets to select his or her organizational milieu entailing issues such as gender, age, ethnic identity, expertise, education levels, social likes and dislikes, political views, family values, mores, and work ethic. Thus, there is a certain risk of not getting along with one's supervisor, subordinates, and peers by merely participating in institutions. Setting aside organizational values, goals, standards, and objectives for a moment, a Sense of Belonging is comparable to the factors underlying a township community: friendliness, care, quality of community, and alienation and acceptance (Puddifoot, 1994).

Feeling of Recognition

A Feeling of Recognition, because it draws from the concept of genuinely being appreciated, presupposes an impression of dignity and respect. The notion of a feeling of recognition is a basis for "socially responsible organizations, where dignity and respect are possible both inside and outside the company" (Seiling, 1999, p. 16). Sonnenberg and Goldberg (1992) understood this over a decade ago when they indicated that the new bottom line means treating people with dignity and respect because both businesses and society lose something tangible when they are abandoned. Unfortunately for organizations and individuals, there are no formulas, systems, programs, certifications, or formalities about how to treat people with dignity and respect (Holoviak, 1993). Simply stated, employees can be disenchanted and deviate from organizational purposes (Fox, Byrne, & Rouault, 1999) without being treated with dignity and respect, showing up as genuine appreciation (Afholderbach, 1998).

Method

Procedures

Independent samples were selected from two university graduate programs. 60 students, who were employed full time, in three courses from the United States and 66 students in four courses from Belgium completed the *OCI*. The sample selected from the United States included MBA and graduate management students at a Southwestern university. The students selected from a university in Belgium were graduate Executive MBA, Computer Auditing, Internal Auditing, and Treasury Management students who also maintained full time employment. In the U.S., students were given a cover letter that explained the nature of the research. It reminded them that participation was voluntary and the information was confidential. In Belgium, one researcher distributed the surveys to the Executive MBA students and verbally explained the voluntary nature and confidentiality of participation. For the remainder of the courses, Belgium professors were given the survey and they distributed it with the same instructions related to the nature of the survey and it being voluntary and confidential. The *OCI* was presented in the English language for Belgium and U.S. students. Although the Belgium students' primary language is Flemish, their graduate coursework is taught in English and they speak fluent English. In the U.S. the *OCI* was distributed to students over a two-month period in three separate courses during the fall, 2000. In Belgium, it was distributed over a two-day period during the spring, 2001.

Instrument

The *Organizational Community Index* contained 23 statements regarding influence, belonging, and recognition that was measured on a 4-point scale with responses ranging from strongly disagree to strongly agree. There were seven statements pertaining to a Measure of Influence. A sample statement was: "People at work tell me I help them in a positive way." There were eight statements pertaining to a Sense of Belonging. A sample statement was: "I feel at ease with the people I work with." There were eight statements pertaining to a Feeling of Recognition. A sample statement was: "Co-workers genuinely appreciate what I do on the job." The purpose of multiple items was for coefficient reliability and psychometric purposes.

Data Analysis

Examining data entailed several types of analyses. Analyzing the data with item analysis and Chronbach's alpha was used to determine item function and reliability. "The reliability coefficient describes the degree to which scores on a measure represent something other than measurement error" (Glass & Hopkins, 1996, p. 577). In other words, if results were due to measurement error, then "any real treatment effects will be missed" (p. 576). We make note of this because with independent samples from two countries, we want to be assured the results are extremely accurate. Additionally, there was a check on the assumptions related to statistical calculations. The following were the major assumptions.

Different statistical analyses were utilized. Data accuracy was checked with reliability, frequencies, and descriptive statistics. Independent samples t-test was used for hypotheses one through four. Given the t-test analysis, the major assumptions were homogeneity of variance, normality of parent population, and independence of observation. Independence was assumed liberally in that no participant copied from anyone else when completing the survey. Normality of parent population was checked with distribution. For hypotheses five and six, regression analysis was utilized. Assumptions associated with regression were checked, such as specification error, homoscedasticity, multicollinearity, and collinearity.

Results

Data were examined according to frequencies, descriptives, and assumptions before other analyses were calculated. Results indicated accuracy of the data to be used for further statistical analysis. Chronbach's alpha for reliability indicated results according to Table 1. Item eight for the Sense of Belonging subscale of the Belgium sample was deleted to increase reliability from .61 to .74. Additionally, the Feeling of Recognition subscale for the Belgium sample was moderate, nevertheless the subscale was used for further analysis. However, results should be viewed with caution. Table 2 presents data related to reliability coefficients for the composite *OCI* to measure organizational community. Again the Belgium results were moderate.

Table 1

Chronbach's Alpha Reliability Coefficients of OCI Subscales

Items	Measure of Influence	Sense of Belonging	Feeling of Recognition
Belgium	.70	.74	.63
U.S.	.72	.84	.79

Table 2

Chronbach's Alpha Reliability Coefficients of OCI

Items	OCI
Belgium	.67
U.S.	.88

The reliability coefficients indicated some lower scores from the Belgium graduate business students that may be attributed to language issues, such as idiomatic meanings inherent in the scale. Even though the Belgian students are taught graduate business courses in English, the *OCI* reflects idioms familiar to the U.S. culture and may not be fully conveyed to the group from Belgium. To gain a better understanding of where management courses could focus under the perspective that a European style of management is different than those in the U.S., the data were considered sufficient for further analyses.

H_1: Belgian graduate business students will express a higher measure of influence among co-workers than U.S. graduate business students. If a European management style emerges as a social phenomenon, it should be apparent that Belgian professionals, who also are graduate students, would express having impact toward the interest of both self and others at a higher margin than those in the U.S. This is because social relations at work are natural extensions of the larger European milieu and separate issues as often thought in the U.S. The mean score indicated a slightly lower level of measure of influence for the Belgian sample when compared to the U.S. sample: 3.14 and 3.28, respectively. However, the results indicated no statistical difference, $t(109.11) = 1.95$, $p = .054$. Levene's test for equality was violated, therefore results from unequal variances were reported.

H_2: Belgian graduate business students will express a higher sense of belonging among co-workers than U.S. graduate business students. Anticipating the *OCI* as an accurate measure of "community" as a social interaction scale on the job, it is expected that the Belgian sample will articulate a higher personalized role in a network comprised of kinship groups than their U.S. counterparts. Again, it should be a natural extension of the larger European community. The mean score indicated a slightly higher level of sense of belonging for the Belgian sample when compared to the U.S. sample: 3.33 and 3.32 respectively. However, the results indicated no statistical difference, $t(124) = -.12$, $p = .903$.

H_3: Belgian graduate business students will express a higher feeling of recognition among co-workers than U.S. graduate business students. As an organizational community, it is expected that Belgian professionals feel one's contribution is genuinely appreciated by the informal acknowledgment from other people higher than those of U.S. professionals. The inference is that it is inherent in the culture and not created at work. The mean score indicated a slightly lower level of feeling of recognition for the Belgian sample when compared to the U.S. sample: 3.17 and 3.23 respectively. However, the results indicated no statistical difference, $t(102.85) = .79$, $p = .43$. Levene's test for equality was violated, therefore results from unequal variances were reported.

H_4: As a whole, there should be a greater sense of organizational community among the graduate business students in Belgium than those in the U.S. The combined subscales constitute the composite *OCI*. Generally then, the social aspect of the Belgian professionals should emerge above those in the U.S. The mean score indicated a slightly lower level of sense of organizational community for the Belgian sample when compared to the U.S. sample: 3.16 and 3.28 respectively. However the difference was not statistically different, $t(124) = 1.65$, $p = .10$. A difference would have suggested unique aspects of organizational community.

H_5: Belgian *OCI* subscales will not be predictive of a U.S. organizational community. Prediction was indicated by regression analysis of a contrast of standard deviation with standard error. The standard deviations for the Belgian *OCI* subscales were as follows: Measure of Influence, .34; Sense of Belonging, .39; Feeling of Recognition, .37. The standard error for the U.S. *OCI* was .44 at the last step, $p < .05$. Standard error was larger than standard deviation, therefore hypothesis five was supported at $p < .05$. The results suggested that using a Belgian framework of recognition to teach U.S. organizational community principles would be beneficial toward a U.S. style of management. As Roland and Bruno (1995) indicated, there is a different style of management between the U.S. and Europe.

H_6: U.S. *OCI* subscales will not be predictive of a Belgian organizational community. Hypotheses five and six suggested that U.S. and Belgium are different enough to where teaching management styles be considered unique. The standard deviations for the U.S. *OCI* subscales were as follows: Measure of Influence, .46; Sense of Belonging, .55; Feeling of Recognition, .47. The standard error for the Belgian community was .28 at the last step, $p = 72$. Standard error was less than standard deviation, therefore hypothesis five was not supported at $p < .05$. The results suggested that using U.S. frameworks of influence, belonging, and recognition to teach Belgian organizational community principles is inconclusive at this time. Although standard error is less than standard deviation to be predictive, it is not statistically significant. Table 3 summarizes the results of hypotheses four and five.

Table 3

Belgian *OCI* Subscales Predictive of U.S. Organizational Community and U.S. *OCI* Subscales Predictive of Belgian Organizational Community

Items	Belgian SD	U.S. Community SE = .44*	U.S. SD	Belgian Community SE = .43
Measure of Influence	.34		.46	
Sense of Belonging	.39		.55	
Feeling of Recognition	.37*		.47	

* significant at p < .05

Discussion

For the past few decades the U.S. and Japan seemed to have dominated the world economy. With this domination came a flood of information regarding business management styles and leadership approaches. In recent years the notion of a European management style emerged, differing from those of the U.S. and Japan (Roland & Bruno, 1995). The European style is reported to have a greater focus on people, that is social well being, than do the U.S. or Japan. The *Organizational Community Index* was an attempt to measure people orientation as an organizational community, albeit from a U.S. perspective. Nevertheless, the instrument was developed with constructs in mind that are common to most cultures and measures interaction among people at work.

This study, then, examined the relationship among Europeans, specifically Belgian business people in graduate school and their U.S. counterparts. The view of the study is that European and U.S. management styles are different as addressed by the following question: Where can management courses in business schools be focused in order to address a European style of management? The results of the study appear quite mixed. This, in part, is most likely due to low reliability of the scale among the Belgian sample, and a relatively small sample size. However, it does provide an entry point to the discussion.

First, there appear to be no statistical differences between groups with respect to influence, belonging, and recognition. In one regard, the news is good even though a difference was expected. This indicates that even though management styles may be different, many of the needs of employees may be the same, such as communication skills. "Communication and interpersonal skills are especially critical because many of these young employees must be able to work with different organizational stakeholders having diverse ethnic, cultural, and socioeconomic backgrounds" (Dudley & Dudley, 1995, Implications for *Business* Programs ¶ 1). Dudley and Dudley wrote that today's companies, many of which, do not have the resources to complete the training needed for employees to compete. People need to come with the necessary skills to perform at a professional level with little supervision. Business programs, particularly those of international focus, must be intent on teaching these skills.

In a global market, it becomes imperative that business programs emphasize common ground among diverse markets. Praetzel (1999) argued that students gain those skills from coursework and experience. Coursework must consist of demonstrating the similarities and differences of cultures. Business programs may need to emphasize the broader aspects of diverse cultural commonalities instead of dissecting discreet elements of business management. There appear to be three elements that cultures have in common. First, there remains a need for a person's input to be valued. The importance of this idea was studied by Ibarra and Andrews (1993). They concluded that network factors shape job perceptions more than a person's formal position or department affiliation to where *seeking* advice for decision-making extended from the closeness a person felt to another (the network centrality construct). The subscale, a Measure of Influence, asserts the reverse of this relationship of closeness: People whose advice is being sought will perceive they have measure of influence and thus feel they better belong to the organizational

community as a smaller version of the larger social structure. They will be connected to the organization through their social needs and to the level that those needs are being met.

Second, people naturally gravitate toward those people to whom an affinity is apparent, referred to as a Sense of Belonging in this study. The flipside of this can be characterized as a feeling of being ostracized, usually by being ignored. According to Williams and Sommer's (1997, p. 693) research on "the effects of social ostracism on individuals' subsequent contributions to a group task," they concluded: "Engaging salient social identities could serve two purposes: (a) to reestablish ostracized individuals' sense of belonging to important others, and (b) to allow them to deflect the blame toward self to blame toward group membership, thus diffusing the impact" (p. 674).

Third, people want acknowledgement that their contributions are valued, which is referred to as a Feeling of Recognition. "In his Principles of Psychology, William James (1890) wrote a powerful indictment":

A man's [person's] Social Self is the recognition which he gets from his mates. We are not only gregarious animals, liking to be in sight of our fellows, but we have an innate propensity to get ourselves noticed, and noticed favorably, by our kind. No more fiendish punishment could be devised, were such a thing physically possible, than that one should be turned loose in society and remain absolutely unnoticed by all the members thereof. If no one turned round when we entered, answered when we spoke, or minded what we did, but if every person we met cut us dead, and acted as if we were nonexisting things, a kind of rage and impotent despair would ere long well up in us, from which the cruelest bodily tortures would be a relief; for these would make us feel that, however bad might be our plight, we had not sunk to such a depth as to be unworthy of attention at all (James, 1890, pp. 293-294) (Williams & Sommer, 1997).

Therefore, as we teach business management in a global milieu, our perspective should be broadened to discern the common elements that cultures share. Faculty should begin to design course content to enhance students' abilities to discover universal patterns. Praetzel (1999) wrote that students learn from coursework and experience to acquire global understanding. However, many students, even faculty, do not have international experience.

Ideally, colleges and universities would develop extensive study abroad programs, though it is expensive and may not always be feasible. However, students can gain a sense of experience vicariously. Faculty can integrate guest speakers into courses who specifically address European management skills. Additionally, faculty, who have traveled abroad, can provide seminars for students and other faculty. Faculty can make it a requirement for students to attend a session or two. Students who have traveled or worked internationally can provide presentations for faculty and other students, as well. Another approach is to have faculty develop a relationship with business schools in Europe. Students, then, can interact with other students in Europe. With today's technology, the possibility to gain greater understanding and experience for a European style of management is better than ever without actually traveling abroad.

Even though differences were expected between Belgian and U.S. business students with the *OCI*, the similarities appear to be as valuable as the first set of results indicated. Second, it was hypothesized that the subscales from the *OCI* for each culture would not be predictive of organizational community, respectively. Only in one instance this was statistically significant. A feeling of recognition by the Belgian sample was statistically significant not to be predictive of U.S. organizational community. This indicated there is a difference between U.S. and Belgian management styles. Utilizing U.S. standards will not necessarily transfer to European managerial successes. Furthermore, even though significance was not found among variables, the relationships could even be further removed than initially thought. Even though there may be common ground between cultures, using these particular common elements as predictors to managerial success suggests misguided emphasis. The Europeans may already have established the emphasis. Kwok and Arpan (1994) after surveying over 400 business schools in the U.S. and Europe found the following. European schools:
1) sought higher levels of internationalization,
2) were more likely to require international business courses,

3) placed more emphasis on foreign experience,
4) were more likely to offer specialized degrees in international business,
5) had more faculty with greater international expertise and involvement,
6) paid more institutional attention to faculty internationalization, and
7) had greater institutional linkages and involvement (p. 376).

The implication is simple, then, for predicting. The more engulfed a person becomes in the "international" experience, the more likely he or she will be able to understand the European style of management and predict success. U.S. business programs may want, possibly need, to adopt the European model described above in order to be successful and competitive in a global market.

Third, as faculty, we attempt to expose students to as many different situations and scenarios as possible to engage them in the international experience. Wren, Buckley, and Michaelsen (1994) studied differences in teaching approaches over a 12-year period. They found, "Cases, experiential exercises, and students' experiences are also extensively used, while guest speakers and computer simulations are less frequently used" (Results, p. 6). Ellerman's (1999) point is well taken as a foundation to Wren, Buckley, and Michaelsen. "The aim of the active learning approach is not information transfer, but the transformation of the student into an active constructor and appropriator of knowledge" (The Role of Dialogue, p. 1). With the advancement of technology, guest speakers and the use of technology may become greater pedagogical tools for vicarious international learning experiences.

The Socratic method of questioning, exploring, and experimenting with dialogue to where students do not fear wrong answers provides a rich and meaningful platform for learning. Seven years removed from Wren, Buckley, and Michaelsen technological advances have changed the field to where this type of exchange is more readily available, internationally. Technology is not the panacea for pedagogical woes, but it can assist to overcome barriers. The technological assistance does not have to be extensive with video conferencing, for example. Web-based threaded discussions, email, Blackboard/WebCT, file transfers, and like items can be sufficient to render a form of an international experience. Lawson, White, and Dimitriadis (1998) found that technology-based learning was feasible to provide international experience for students. Additionally, it is cost effective. The point is to provide avenues for people centered interaction consistent with the social nature of relationships, whether in Europe, the U.S., Japan, or other emerging Asian cultures as economic competitors.

Conclusion

By the mere fact of culture, there are differences between Europe and the U.S. Those differences appear in management styles as well. The study was guided by the question, where can management courses in business schools be focused in order to address a European style of management? Faculty in U.S. business programs may attempt to bridge the styles by finding commonalities consistent with each culture. This study attempted to resolve some differences based on the concept of the *OCI*. In turn, it may be that there are common elements among humanity that transcend cultures by which we understand each other better. Second, to predict organizational community based on one's own perspective of organizational interaction requires greater experiential learning. Theoretical frameworks and models can provide a launching point for learning, but not inclusive interaction. Finally, although many faculty and students may not have international experience, technological advancements make it possible to provide more global opportunities.

If a European style of management is more people centered than U.S. or Japanese styles, then the *OCI* was a good starting point to examine the differences and similarities. Further explorations should reside with comparisons of the types of people skills necessary to cross international borders with effective European management approaches. U.S. business schools must focus on both the quantitative analysis needed for modern business and develop the qualitative people skills necessary for global competition in global markets.

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