



EDUCATION
TRAINING
YOUTH

Studies

N° 8

**The European
dimension
in management
education**

EUROPEAN
COMMISSION

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FOREWORD

THE EUROPEAN DIMENSION IN MANAGEMENT STUDIES

It is my pleasure to be able to present this study on the European dimension in management studies to the general public. Indeed, this is the first study of its kind in this important sector. Important because management, long confined to the world of business and commerce, is now recognized as a fundamental factor in the proper and efficient working of every type of structure, large or small, public or private. This extension of its purview has enriched it with a multitude of aspects and applications, all of which make it strategically important in the building of Europe.

The theme of this work, which has grown out of an initiative by the University of Lancaster in cooperation with ESC Lyon, is simple and fascinating: although management is recognized today as an increasingly international discipline, presenting homogenous aspects throughout the world, the European dimension of this area of study is tending not only to affirm itself, but to become a necessity in a European context which is evolving increasingly towards economic and political integration. Within the confines of this foreword it is of course impossible to unveil the various elements which lead the author to affirm the existence of a European dimension in this field of study, and which indeed are the subject of this publication. Let me restrict myself to insisting on the scientific approach of the work. In part one, the author seeks judiciously to compare the supply and demand for management specialists in Europe, before going on to present the methodology to be followed in order to identify the European dimension of management studies. In part three, which is more prospective in nature, he locates and describes those items and subjects which have a European dimension, and which need to find their place in management curricula.

This interest in the European dimension in higher education is nothing new. It has received, it is important to stress, a significant impetus from the Treaty on European Unity, in particular Article 126, which for the first time gives the Community competence in the area of education, with a view to promoting cooperation between Member States and to contributing to quality education. The Community's action is aimed first and foremost at developing the European dimension in education. It is clear that this dimension will take different forms in different Member States and within the different programmes. But it is equally evident that a common approach and methodology are necessary, and this study undoubtedly marks a step in the right direction.

It remains for me to draw readers' attention to the conclusions and recommendations of the study, which could easily be transposed into other areas. I am therefore convinced that the publication and dissemination of the present study will strengthen reflection on the European dimension, not only in the particular area of management studies, but also in other disciplines.



T. O'DWYER
Director-General, DG XXII

Titles already published in the series

- N°1 Quality management and quality assurance in European higher education.
Methods and mechanisms.
- N°2 The outlook for higher education in the European Community.
Responses to the Memorandum.
- N°3 Vocational training in the European Community: Challenges and future outlook.
Follow-up to the Commission memorandum on vocational training in the European Community in the 1990s.
- N°4 Vocational education and training in Central and Eastern Europe.
- N°5 Cooperation in education in the European Union.
1976-1994
- N°6 Pre-school education in the European Union.
Current thinking and provision.
- N°7 Youth organisation in the European Union.
Structures and training.
- N°8 The European dimension in management education.

ACKNOWLEDGEMENTS

Although compiled and written by an individual, the overview which this study provides of the development of a European dimension within the field of management education is a composite product. It is the outcome not only of close discussion between academics from The Management School, Lancaster University and the *Groupe ESCLyon* who have been active in European cooperation in the fields of education, research and professional practise, but of a wide range of consultations and interviews which have taken place over a 9 month period between February and November 1994. Data, insights and perspectives have of course also been derived from the growing volume of published material on the topic of the Europeanisation of management as an activity, on the organisational culture of firms in Europe and on the responses by higher education institutions in different European countries to the rapid changes in the commercial and economic environment of the last few years.

The many individuals who have provided the insights and perspectives on which the analysis is based are listed in the annexes to the study. However, particular appreciation is due to Zygmunt Tyskiewicz, Secretary General of the Union of Confederations of European Employers (UNICE) whose original proposal provided the seed out of which the report has grown, to Keith Richardson, Secretary General of the European Round Table of Industrialists (ERT) who authorised the use of confidential research material which was at that time still under copyright and above all to Bruno Dufour and Roland Calori who agreed to become active participants and collaborators in the project and who assembled the team from the *Groupe ESCLyon* with whom so much fruitful discussion subsequently took place.

Warmest thanks should also be expressed to David Otley and Stephen Watson for lending their personal support to the project in the name of The Management School, Lancaster University and for the time which they were each able to devote to it. Without their assistance and understanding, it would literally have been impossible to have carried out the study at all. I am also grateful to Diana White of the Lancashire Enterprises Office in Brussels for her kindness in allowing me to consult and copy extracts from the studies into employment and SMEs for which LE had been responsible and for making the office available to me. A special debt of gratitude is owed to Pinuccia Contino for her patience and unfailingly sound critical advice and to the Erasmus Bureau experts for their painstaking supply of statistical and other information as well as for the layout and printing of this study. Finally, and above all, heartfelt thanks to Sue Hird and Andrea Fish who bore the pain of compiling the bibliography, preparing the graphs and tables and checking and ordering the different sections of the study.

Despite the extent of the support which has been received, the views and conclusions expressed in the study do not represent a statement of policy and are not necessarily those of the Commission. They are the synthesis of what the coordinator of the report believes to be the perspectives of the many experienced academic and professional commentators who contributed to the study and for whom the European dimension in management education is a day to day concern.

Robert Crawshaw
Lancaster University
February 1995

INTRODUCTION

This report is the outcome of a coincidence of interests. In the difficult economic climate of the early 1990s, unemployment and competitiveness have become clearly identified as the two most important issues which the European Union has to address. It has become recognised that the need for a satisfactory level of social provision is matched by the urgency of generating a capacity for wealth creation and economic growth in Europe capable of matching those of other areas of the world. Education and training are clearly at the heart of the debate as to how to confront the medium-term social and economic challenges facing Europe, and in considering the link between education and social prosperity in the fullest sense, it is appropriate that discussion should focus on the relationship between higher education provision and the quality and character of 'management' within the European Union.

In pursuing the debate on the nature of the relationship between higher education and economic performance, it is necessary to understand more clearly what is meant by the term 'management'. Moreover, in seeking to equate the range of knowledge and abilities which may serve to define 'management' with the organisational environment of European enterprises, it is important to consider how far the qualities concerned have an identifiably 'European' character or dimension which can usefully be incorporated into higher education programmes of study.

The questions just outlined have been widely addressed by the different agencies which have an interest in directing and implementing management education in Europe. The European Round Table of Industrialists (ERT), the Union of Confederations of European Employers (UNICE), the European Foundation for Management Development (EFMD) and the universities and business schools themselves have all been active in exploring the issue of whether the knowledge and competencies required to manage companies in Europe be said to have a distinctive character, and, if so, whether the quality of education and training for management is adequate to meet the challenges of the present and future economic environments.

In early 1993, the ERT commissioned an investigation into the identity of the 'European manager' in which particular attention was given to the implications of the research findings for management education. The research itself was qualitative, being based on a series of in-depth interviews with 53 senior executives of multinational companies. It was undertaken independently by a team of some 15 academics coordinated by the Directorate of the *Groupe ESC Lyon*. Apart from the ERT report itself which was completed in early 1994, the findings of the study gave rise to two publications: *Euromanagement*, published later the same year, and *Unity in Diversity*, a much longer, more academic anthology of papers on the concept of European management, published in early 1995.

The implementation of the ERT study has coincided with a number of other initiatives. The sustained interest in the concept of a European dimension within management education has been given a new impetus by articles 126 and 127 of The Maastricht Treaty. The treaty ascribes a legal authority to the role which the European Commission can play in assisting the institutions concerned to define pragmatically the implications of developing a European dimension within particular discipline areas, including management studies, and actively to apply the conclusions which are drawn. At the same time, research has underlined the central role of small and medium enterprises in the economic regeneration of Europe, a factor which has been given prominence in the White Paper growth, *Competitiveness and Employment*, published under the aegis of the former

President of the Commission, Jacques Delors. A second major report produced by the Industrial Research and Development Advisory Committee (IRDAC), building on the findings of its earlier work into skills shortages in Europe, has re-emphasised the vital importance of improving technology training and of linking technological know-how to managerial competence.

It was in early 1994 that UNICE Secretary General, Mr Zygmunt Tyskiewicz, expressed concern to (them) the Task Force for Human Resources, Education, Training and Youth of the European Commission at the potential link between a shortfall in European competitiveness and what he perceived as the relative absence of a concerted approach to management education and management development within the Union. It was, he felt, an appropriate moment for the Commission to review the relationship between employer demand and educational supply, to consider the extent to which collaboration between universities and business schools throughout Western Europe was in fact improving the quality of provision. How far had it progressed? To what extent had it really penetrated the culture of institutions and the content of the curriculum? How far was it creating a European ethos amongst the future managers of companies in the continent such as would be likely to improve their international performance? His interest therefore complemented the objectives of the research already being undertaken by other European institutions and to some extent overlapped with it.

In June of the same year, the proposal for the establishment of a new programme for education in Europe was ratified by the European Parliament and the Council of Ministers. The Socrates Programme constitutes a framework within which support can be provided to schools and universities for developing the European dimension in the curriculum while continuing to increase the scale of mobility of students and staff between higher education institutions. The advent of Socrates represents another reason why it is important at this stage in the evolution of higher education in Europe to define more closely what the concept of the European dimension means in practical terms, and how it may best be applied to individual fields of knowledge and experience such as those covered by Management Studies.

It was therefore in response both to the UNICE initiative and to the wider need to take stock of the development of a European dimension within management education that the present study was proposed to the Directorate General XXII of the European Commission. It has been undertaken by a team of academics from Lancaster University Management School and The *Groupe ESC Lyon* who have drawn on the experience and expertise of colleagues and practising managers across Europe as well as on a wide range of publications on the Europeanisation of management and management education. The study seeks to consider the effects of prevailing economic circumstances on the demand for human resources by European firms and the implications of these for the management education curriculum in European business schools and universities. In its conclusions, the report makes a number of recommendations which should enable the concept of the European dimension within the management studies higher education curriculum to be more widely understood and practically applied. It also anticipates the establishment of institutional structures at the European level which, it may be hoped, will allow the debate on these very important issues to be further pursued.

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

1. The background to the study

The *Memorandum on higher education in the European Community* of 1991, the outcome of a number of earlier conferences on the future of higher education in Europe, described the concept of a European dimension in terms of a number of 'key factors' or 'contours'. **The Memorandum ascribed to the European Commission the role of 'catalyst and facilitator of cooperative and common action' in encouraging higher education institutions to integrate the European dimension more closely into the curriculum.**

In view of the obsolescence of certain forms of knowledge and skills and the anticipated fall in the medium-term in the supply of jobs for young people, the *Memorandum* also emphasised the importance of developing '*a new partnership between higher education and economic life [...] one which will take greater account of the changing skills needs of the economies and which will emphasise flexibility in the forms of delivery of education and training*'. The debate which followed the publication of the Memorandum therefore focused on the need to find **a proper balance between general educational needs and the development of skills and competencies which were more directly related to economic performance.** It was apparent that the concept of the European dimension in higher education needed to take account of both imperatives.

Since then, Article 126 of The Maastricht Treaty has provided a legal basis for Community action in the field of education while the advent of the Socrates Programme, approved by the Council of Ministers in July 1994, has lent a new urgency to the need to define the practical implications of the European dimension for different subject areas.

As a field directly linked to economic life and an area which has been active in developing transnational cooperation in Europe, there are a number of reasons why management education is a rich basis for studying the application of a European dimension:

- management is not an academic discipline as such but is generally broken down into a series of sub-disciplines which are variously emphasised in different national cultures;
- it combines an academic or cognitive foundation with the development of applied or 'vocational' skills;
- it is taught in institutions which are different in academic orientation, mode of funding and organisational structure.

2. The aims and objectives of the study

- To review the short and medium-term management needs of industry and commerce in Europe in companies of different sizes, giving particular emphasis to the impacts of staff reduction, outsourcing, networking, mergers and takeovers and internationalisation;
- To consider the educational implications of the current and future business contexts for European universities and business schools, focusing in particular on the development of a

stronger European dimension within management education, and in so doing...

- ☛ To describe the structural features of management education in Europe according to the different types of higher education institution and the differing nature of programmes of study and types of qualification;
 - ☛ To consider the nature of student motivation and the changing nature of student demand;
 - ☛ To define an ideal 'common core' for a programme of management education within European universities and business schools;
 - ☛ To identify the different elements of a European dimension within management education, considering the impact of each on the character and quality of the management studies curriculum in Europe;
 - ☛ To describe the nature of cooperation between universities and enterprises and to consider the potential for its further Europeanisation.
- to draw conclusions and make recommendations for future action.

3. The human resource needs of companies in Europe

More than 70% of employment and turnover in Europe is represented by companies employing less than 500 people. The European Union's dependence on small and medium-sized enterprises (SMEs) for its future growth potential is not presently reflected in the nature of skills and outlooks generally developed in higher education management programmes. The balance of current research, notably that of IRDAC, suggests that higher education institutions responsible for management education and training should, to a greater extent than at present:

- educate students in the skills of small business management as well as in the functional knowledge required to operate in large organisations;
- be responsive as much to regional as to national and international needs;
- give special attention to the impact of new technologies on management practices in an increasingly unstable environment.

It is also generally acknowledged that the widespread application of new technologies which has transformed the relationship between design, production, retailing and consumer behaviour has led to more 'horizontal', less hierarchical integration of functions and to a working environment characterised by diversity and mutual dependence. The pace of this development has been accelerated by the impact of closures and reductions in personnel which have increased the need for a polyvalency of skills and qualifications amongst managerial staff. All the evidence is that this situation is unlikely to change in the foreseeable future and that the demand for a smaller, more highly skilled and flexible workforce is likely to grow in companies of all types and sizes.

In addition, the extent of internationalisation: mergers and takeovers, joint ventures and export activities, is increasing amongst European companies, whether SMEs or larger organisations. *The cultural diversity of Europe means by definition that the managerial flexibility and diversity of qualifications which companies now demand in order to survive implies to an increasing extent the capacity to work in intercultural teams and to manage transnational communication effectively.*

If Europe is to take advantage of its distinctiveness rather than allowing cultural diversity to hamper its economic performance, it will be essential that the management personnel of European firms having the particular skills, qualifications and experience just mentioned be provided in greater numbers. Self-evidently, it is only through improved education and training that this objective can be realised.

4. Structural features of management education in Europe

There is much greater awareness and understanding of the cultural and structural differences between the higher education institutions offering management education in Europe than there was 10 years ago. This is in large measure thanks to the contribution made by the Erasmus and Comett programmes in promoting student exchange and transnational academic cooperation between European universities and business schools, and to the growth of organisations such as the EFMD which have disseminated information on the latest developments in the field.

Three broad categories of institution can be identified:

- **'International' graduate schools**

These may be defined as small, internationally reputed, private business schools (e.g. INSEAD, IMD, IESE, LBS) offering post-experience, graduate Master of Business Administration programmes (MBAs) lasting one or two years. These institutions' chief mission is to train senior executives in global organisations. Although they were at the origin of international management education in Europe, their hallmark until very recently has been their international status which overrides their European identity. They have primarily been influenced by North American research and approaches to business practice, but are increasingly drawing on case study material based on issues involving the relationship between Europe and the rest of the world.

- **'National' business schools and universities**

These institutions vary according to national culture, size, reputation, regional role and mode of funding. Their corporate identities tend to be based on their hierarchical status within their national constituency derived in turn from the standard of their students, the quality of their research and the nature of their inter-institutional partnerships. They mostly offer both undergraduate and postgraduate programmes of study, the former based on 3-5 year, long-cycle degrees or diplomas. Such institutions are responsible for the majority of management higher education in Europe and are the main focus of the present study.

- **Higher education institutions offering technical/managerial education**

This category includes institutions such as *Fachhochschulen*, *Technische Hochschulen*, *Hogescholen*, *Instituts universitaires de Technologie*, *Instituts universitaires professionnels*, *Instituts supérieurs de Commerce* etc. The management courses provided by these institutions share certain common characteristics with other categories of institution within the higher education sector (such as *Ecoles de Commerce*) although their programmes tend to be more technically and professionally focused than those of universities. In several European countries (such as the Netherlands) they make a significant contribution to management education within the higher education sector and have been active in introducing a European dimension into their curricula.

The chief characteristic of the last few years has been the progressive, if gradual, convergence within Europe of the management degree structures of the last two categories of higher education institution. Not only has there been closer transnational cooperation between business schools and universities, but also between the more technically and professionally focused institutions such as *Fachhochschulen* and *Instituts universitaires de technologie* and the university sector.

Increasingly too, the distinction between the 4-5 year long-cycle programmes of study and the post-experience MBA has been redefined. Long-cycle programmes which satisfy certain core requirements now frequently lead to a European Master degree in business or its equivalent.

5. Student motivation and the changing nature of student demand

Student motivation and demand is an area which deserves further research within the general field of the Europeanisation of management education. On the basis of existing evidence, a number of significant generalisations are possible:

- in countries in which there is a separation between the state and 'private' sectors in management education (France, Spain), choices by vocationally motivated applicants to business schools are conditioned more by the status of the institution in the eyes of potential employers than the quality of the programme;
- ancillary activities such as student associations and company placements are seen as more important than course content because of the links they provide with potential employers. This attitude tends to favour the large and most prestigious companies to the detriment of SMEs;
- attitudes such as the above are less prevalent in national cultures (Germany, Belgium, Denmark, Italy, U.K.) where management education is essentially university based, but where links with enterprises are correspondingly less highly developed (although this situation is changing).

It is increasingly vital to combine the best attributes of a university education with the more

vocational or professional focus of business schools. Transnational cooperation within Europe between institutions from the different sectors represents a highly effective means of achieving this objective. By drawing on the strengths of the different traditions governing management education in Europe, the quality of each can be improved.

6. Core criteria for an 'ideal' higher education management programme

By analogy with enterprises faced with the need to export in order to survive, the present competitive climate makes it all the more important for higher education institutions to establish a set of core criteria in long-cycle management education which should be transferable across national boundaries within Europe. Such an 'ideal' curriculum can be defined in terms of the following elements:

- a sound knowledge base in the basic theoretical and functional disciplines of management (economics, quantitative methods, law, accounting and finance) which should be accompanied by opportunities to develop students' knowledge of History and humanities, social and behavioural psychology and include the compulsory command of at least one foreign European language,
- the development of key personal and technical skills: literacy, an ability to work in cross-cultural and multi-functional teams, skill in the application of new technologies to the resolution of management problems, oral and written presentation skills and a capacity to learn,
- a period of active professional experience preferably in a foreign (European) country,
- an insight into the different character of management issues in companies of different sizes, through a range of final year options.

The strict implementation of the above criteria would in most cases demand a broader, more humanistic, curriculum in the early stages of higher education and a different institutional and pedagogical approach to management education from that which exists at present.

7. Developing the European dimension: student mobility

Student mobility within European management education has been steadily rising since 1987 and now affects more than 20,000 students. Apart from the self-evident benefit to the students themselves, the primary effects of student mobility are:

- curriculum integration between institutions. The comparison between curricula entailed by student mobility enables additional attention to be paid to qualitative issues of pedagogy and course content;
- the acquisition of qualifications abroad which have professional validity in the 'host' country, particularly when the period abroad is linked to a work placement.

However, the real impact of student mobility on the internal academic culture of business

schools and universities in Europe is very varied. The nationally based academic and cultural specificity which still predominates within the majority of higher education institutions militates in favour of extending student mobility to a considerably larger section of the student population in business/management. This should be linked to efforts to maintain an even balance of flows between countries and to reinforce the learning of foreign European languages within the management studies curriculum.

8. Developing the European dimension: teaching staff mobility and staff development

The number of non-national faculty within European higher education institutions teaching management remains very small. *However, the difficulty of establishing and maintaining effective staff exchanges should not be underestimated.* More flexible approaches should be adopted, perhaps involving more frequent and shorter visits than at present while respecting the following principles:

- staff mobility should be highly focused and should respond to an identifiable need on the part of the host institution;
- it should make a tangible and integrated contribution to the host institution's programme of study;
- the contribution should be of such a kind as to lend a European perspective to the subject being taught.

Greater emphasis should also be given to staff development and training with a European focus as a complement to mobility. This is possibly the most urgent and important priority in the development of a European dimension within the field of management education.

9. Europe in the curriculum

There are five different categories of sub-discipline within management education to which the concept of a European dimension can be applied:

- 'technical' disciplines such as European business law and accounting where there is a body of knowledge which is independent of national jurisdictions but where it is important for European managers to have an acquaintance with at least one national code of practice;
- 'general' subjects such as politics and economics where theoretical and factual information relating more or less directly to business management applies both at the European and national levels;
- the area covered by the social psychology of human behaviour including human resource management in the widest sense;
- subjects based on the applications of science and mathematics to management;
- marketing: a special case, the subject being derived from a composite set of fields, each of

which can be interpreted in national or European terms and applied compositely to different regions of the EU and/or to Europe as a whole.

An analysis of the application of the European dimension to each of the above types of discipline is provided in the annexes to the main report together with examples of course descriptions from a range of different institutions. In general the following conclusions can be drawn:

- such courses represent only a small proportion of the courses on offer within the institutions concerned and are generally followed by only a small proportion of students;
- the subject matter and the approach to individual sub-disciplines vary widely between institutions;
- it is often difficult to reconcile the relationship between the academic theory relating to the sub-discipline concerned and its practical application in a business context. Business law is a typical field in this respect.

10. The content/process issue

All the evidence suggests that developing the European dimension in management education is as much a matter of pedagogical process as of course content:

- more attention should be given to generalist and multidisciplinary learning through group based project work, preferably in culturally mixed groups;
- in addition to enhancing staff development, further assistance could be provided at the European level to promote models of good pedagogical practice and to extend their influence.

11. The availability of appropriate learning material

There is only limited distribution and use of of high quality case-study material dealing with multi-disciplinary management problems and having a specifically European focus. The production and wider dissemination of such material should be a priority and should be combined with the type of faculty development already referred to.

12. Structures of cooperation and the nature of qualifications

Business administration has been among the most active fields of higher education in establishing joint European degree level qualifications based on networks or bilateral agreements between institutions. Two main types of structure underpin these programmes:

- a) 'sequential' programmes leading to a national or institutional diploma or degree which is additional to the home qualification (e.g. four-year U.K. BBA extending to a fifth year at a French *Grande École* and leading to a *Diplôme supérieur de Commerce*);

- b) 'Convergent' programmes leading to a single, double or joint degree/diploma based on a combined curriculum.

There are several types of model within category *b*) above. It is inappropriate to favour one type of cooperation over another since each can provide an infrastructure within which highly effective curriculum development can theoretically take place. Two points, however, emerge:

- in developing joint curricula in the field of management education as in other disciplines, the use of the European Community Course Credit System (ECTS) acts as a catalyst which can enhance the quality of cooperation and increase the extent of academic recognition.
- clearer focus could be provided centrally on the curriculum development criteria which can assist networks and institutions to establish or consolidate joint qualifications. *The structure and experience of existing networks favour the wider development of a Master level European qualification in management which complements national provision.* The criteria on which such a qualification should be based could usefully be defined by an expert group of academics and professionals within the field, a process which has to a significant extent already taken place in the case of several networks whose characteristics are reviewed in the annexes to the main report.

13. Computer applications and open and distance learning

- There is a need for high quality, commercially produced, computer packages focusing specifically on European business issues comprising intercultural/ interlingual communication problems and including export and marketing issues facing SMEs. The same principle applies to the development of open and distance learning material.
- In promoting the development of appropriate learning materials of the kind mentioned above, greater selectivity than at present is needed, with funding being focused on projects which are likely to have the maximum multiplier effect.
- Such projects are most likely to be produced by expert teams working in collaboration with a publisher and including professional advisors from business.

14. University-enterprise cooperation

- The number of placement opportunities for students abroad should be increased and every possible means sought at the European level to encourage enterprises to develop placement schemes as part of company policy.
- Post-experience courses should be responsive to the specific character of the regional business environment whilst maintaining a European/international dimension. Closer links should be developed between the material available on post-experience short courses and units which are integrated into the long-cycle undergraduate and postgraduate degree programmes so as to give the latter a regional focus and an emphasis on SME management issues.

- The types of course units just mentioned demand close cooperation between teachers in higher education institutions and personnel in regional enterprises, particularly those with European/International experience.

15. Final recommendations

In seeking further to expand the scope and influence of The European dimension in the HE management curriculum, it is recommended that a closer working partnership be established between the principal European agencies concerned: senior representatives of large enterprises and SMEs, Business Schools and University Management Faculties, associations responsible for communication and the organisation of colloquia such as EFMD and EIASM, national organisations responsible for staff development and the European Commission. In the light of the provisional analysis provided by this report, and subject to further consultation, we recommend that the action lines pursued by such a partnership of interests include the following:

- the publication and diffusion of detailed information concerning the content of 'European' modules in specialist 'sub-disciplines' of management, compiled by expert teams convened by the agencies just mentioned with the active encouragement and financial support of the European Commission;
- the commercial production of high quality teaching and distance learning material developed with EU support;
- the urgent promotion of a more widely supported European programme for the development of management teachers;
- the establishment of carefully targeted curriculum development initiatives by individual networks which would contribute to the sustained development of existing master's level qualifications in European management and be based on clearly defined criteria agreed and developed at appropriate European fora;
- the support for regular subject based publications, similar to the EFMD Forum but having a wider circulation;
- the early creation of a European Consultative Committee for Management Education incorporating the agencies mentioned whose principal responsibility would be to monitor progress along the above action lines and to recommend further ways forward.

It is to be hoped that by fulfilling the coordinating and mediating role which the Responses to the Memorandum identified for it, the Commission will be able to support the development of a curriculum for management education which will reconcile the economic needs of society in Europe with the best elements of European humanism. Through continued cooperation between Europe's business schools and universities and the leading agencies responsible for the development of management education in Europe, the content and pedagogical approach to the management studies curriculum has the potential to be further reformed.

THE EUROPEAN DIMENSION IN MANAGEMENT EDUCATION

THE EUROPEAN DIMENSION IN MANAGEMENT EDUCATION

1. The background to the study

1.1 The initiative to promote a European dimension in higher education as a central element of policy in the area of education and training was first publicly discussed at conferences held at the *Université Catholique de Louvain* in June 1989 and at the University of Siena in 1990. The conferences were part of a general debate on the future of higher education in Europe whose outcomes found full expression in the *Memorandum on Higher Education in the European Community*¹. The *Memorandum* raised 'an agenda of issues' in terms of which it was recommended that 'a stronger European dimension than exists at present' should characterise the planning and functioning of higher education throughout the Community.

1.2 The *Memorandum* identified the Commission's role as 'that of *catalyst and facilitator of cooperative and common action, acting in accordance with the principle of subsidiarity and respecting a diversity of provision*'². It deliberately refrained from giving a close textual definition of the European dimension', describing it instead in terms of a number of *key factors or contours*³. These comprised:

- ☛ student mobility;
- ☛ cooperation between institutions;
- ☛ Europe in the curriculum;
- ☛ the central importance of language;
- ☛ the training of teachers;
- ☛ recognition of qualifications and periods of study;
- ☛ the international role of higher education;
- ☛ information and policy analysis;
- ☛ dialogue with the higher education sector.

The *Memorandum* referred further to a number of 'horizontal issues' including;

- ☛ the balance between professional training and general education;
- ☛ the importance of quality;
- ☛ the use of information technology;
- ☛ the need for strategic management at institutional level;
- ☛ the issue of finance.

1. 1991 (com[91] 349 final) p. 28-44.

2. *Ibid.* p.II.

3. *Ibid.* p.III.

1.3 Expressed in these terms, the concept of the European dimension was wide-ranging and was interpreted as affecting not only the infrastructure and management of higher education collaboration as a whole but also, in a limited sense, **the content and orientation of the curriculum**. Specific reference was made in the *Memorandum* to 'disciplines in which European Community matters are an explicit focus of attention, such as political science, economics and law'. These disciplines were differentiated from other subject areas in which courses or course modules might be developed which had a more immediately identifiable European focus than was then the case. Without elaborating on the content of such modules, the *Memorandum* emphasised that 'in the future, the European Community dimension will need to play a role in a far wider range of subject fields'⁴.

1.4 In addition, and no less importantly, the *Memorandum* stressed the needs of future labour markets in Europe, needs which demographic trends would make progressively more acute in the first part of the new century. As the report stated:

*A new partnership between higher education and economic life must evolve to meet these challenges [the obsolescence of certain forms of knowledge and skills and the prospective fall in the number of young employees], one which will take greater account of the changing skills needs of the economies, which will emphasise flexibility in the forms of delivery of education and training and in the acquisition of qualifications.*⁵

1.5 Therefore, the concept of the European dimension in higher education presented in the *Memorandum* was not only a means of emphasizing that the educational challenge facing higher education institutions needed to be understood in European rather than purely national terms. **Its promotion was also seen as supporting the drive for a medium-term educational response to economic and social imperatives**. In educational terms, the socio-cultural needs and the economic needs of the wider Europe were convergent, if not indissociable.

1.6 The *Memorandum's* emphasis on the importance of strengthening the links between higher education and the future employment needs of the Community was viewed with some scepticism by respondents from universities who felt that the priority attached to economic and technological forecasts should be **'incorporated into a more general set of cultural objectives'**⁶ which would give greater weight to the human and social sciences. The *Responses to the Memorandum* emphasised universities' primary mission to 'further knowledge through research, methodological training and the necessary specialisms'⁷. However, this traditional responsibility, generally a function of universities' special legal status, differentiated universities from other types of higher education institutions within the Community, many of which were 'more directly focused on the needs of employers'⁸. **An exclusively university perspective was not necessarily representative of the types of education and training available in European higher education as a whole; nor was it clear that a more pragmatic orientation within higher education curricula need by definition exclude broader cultural elements.**

4. *Ibid.* p. 33.

5. *Ibid.* p. 6.

6. *The Outlook for Higher Education in the European Community: Responses to the Memorandum*. Studies 2, Task Force for Human Resources, Education, Training and Youth, 1993.

7. *Ibid.* p. 13.

8. *Ibid.* p. 14.

- 1.7 In contrast to the academic community's reservations about the *Memorandum's* focus on economic priorities, all respondents expressed strong support for the concept of the European dimension and for the Commission's role in translating the concept into reality⁹. A legal basis for action in the field of education was provided by Article 126 of the Maastricht Treaty. Under the terms of the Treaty, the Community was empowered to 'contribute to the development of quality education by encouraging cooperation between Member States' and, more specifically, to undertake actions which would 'develop the European dimension in education' - an objective which was definitively underlined by the Commission *White Paper* of December 1993¹⁰.
- 1.8 Before initiating action, it was a necessary first step to identify the main fields of activity which the concept of the European dimension would cover. It is now important to consider how it should apply in practice. The January 1994 proposal by the Commission to establish a new programme for education and training has lent a new urgency to this process. As well as giving individual higher education institutions enhanced responsibility for the management of trans-European strategies of cooperation, it has been proposed that new frameworks for collaboration on specific academic projects be established at a subject area or thematic level. As a consequence of these measures, it is intended that the notion of the European dimension should be translated into concrete initiatives which will sustain and extend the considerable achievements of the last ten years.
- 1.9 There are a number of reasons why promoting the European dimension should give greater priority than in the past to structures of collaboration, credit transfer, curriculum development and teacher training. First, as the *Responses to the Memorandum* make clear, *it is important to 'extend the European dimension to the large majority of students who, for one reason or another, do not spend a period of study in another European country'*¹¹. Second, there is evidence to suggest that even where mobility takes place, it is not necessarily accompanied by close cooperation at the curricular level, nor that credit obtained at partner institutions is always fully integrated into students' home programmes of study. It is proposed that both these issues be addressed within the context of the new Socrates programme which was finally approved in 1995.
- 1.10 **However, whatever new initiatives are judged to be most appropriate, it is vital that the further development of the European dimension in the curriculum involve neither excessive standardisation nor the imposition of 'externally' defined criteria. On the contrary, it is essential that practical definitions of the European dimension and proposals for its further enhancement within discipline areas be formulated by academic and professional specialists themselves.**

It is intended that the present study make a contribution to that process in the field of management education, not only as the product of material available in coordinators' reports, Commission documents, publications by external agencies such as ERT, UNICE, the EFMD, IRDAC, the SME Observatory, surveys in the specialist press and academic papers, but also as the outcome of consultation with individuals and groups.

9. Smith, G. Schink & M.L. Kotterman *The European Dimension in Higher Education; theme report on the Responses to the Memorandum*, Task Force, 1993. p. E-116.

10. *Croissance, compétitivité, emploi: les défis et les pistes pour entrer dans le 21ème siècle*, Livre blanc COM (93) 700 final p. 149.

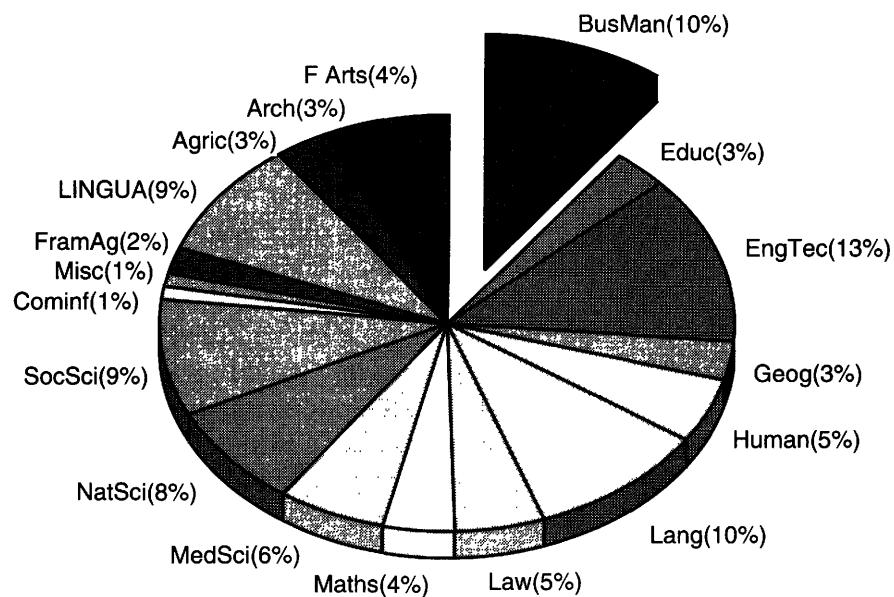
11. A. Smith et al. *op.cit.* p. E-102.

2. Why the European dimension in management education?

2.1 Management education is a particularly rich and informative field in which to analyse the practical application of the European dimension within higher education. An estimated 20,000 students in the business/management subject area are undertaking study periods abroad under the auspices of Erasmus: more than for any other discipline. With the support of the Comett programme, approximately 8000 young men and women, including a proportion of Erasmus students, are involved in company placements in other European countries. Business schools and management faculties have been substantially more active than faculties in any other field in establishing joint or double degree programmes.

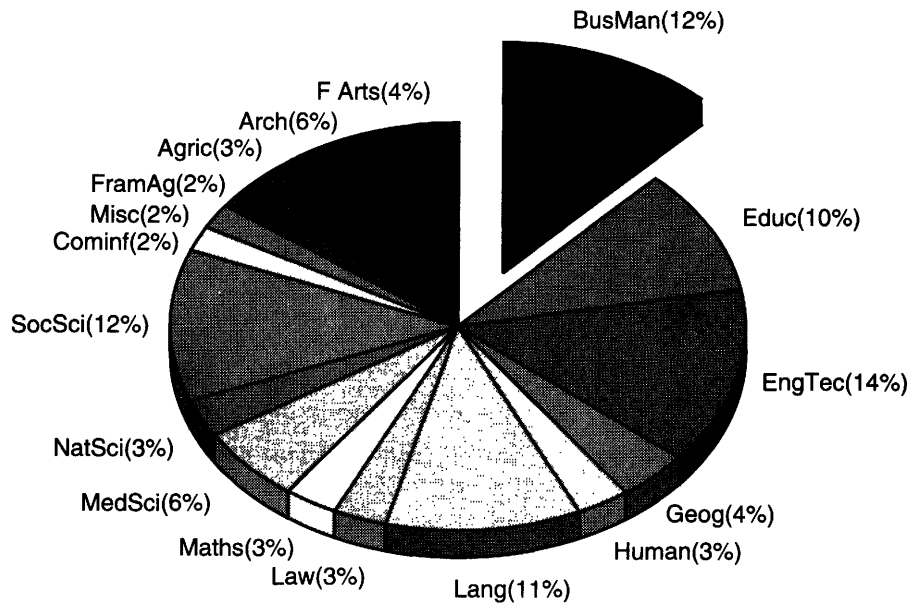
Fig. 1: Requested student mobility and curriculum development programmes by subject area: 1993-94

SUBJECT AREA REPRESENTATION : REQUESTED SM PROGRAMMES 1993/94



Source: ERASMUS Bureau

SUBJECT AREA REPRESENTATION : REQUESTED CD PROGRAMMES 1993/94



Source: ERASMUS Bureau

- 2.2 The field of management studies is wide-ranging and difficult to circumscribe with any finality. Generally, it is broken down into a number of key sub-disciplines. In some academic cultures, one of these at least may be dominant. In others, the area is understood in more pragmatic terms as a direct preparation for the management profession, whose definition is itself highly susceptible to the cultural environments to which it is applied. As Hofstede puts it:

There is something in all countries called 'management', but its meaning differs to a larger or a smaller extent from one country to another, and it takes considerable historical and cultural insight into local conditions to understand its processes, philosophies and problems. [...] Theories of management always had to be interdisciplinary, but if we cross national borders, they should become more interdisciplinary than ever.¹²

- 2.3 By analogy with the profession for which it is a preparation, management education is itself conducted in diverse types of higher education institution which vary both within and between national systems and which have different educational objectives. The study of business or of the managerial techniques which claim to make business work cannot claim to be exclusively academic or even to have the status of a 'discipline' as such. By definition, it has a more or less direct relationship with the economic 'reality' of life in capitalist democracies - it is a 'vocational' subject. Yet 'management' is studied at undergraduate level by young people who follow management courses as part of a wider programme of educational and cultural development.

As the subject area at the heart of the education/training debate, management education reflects most closely the wider European, if not universal, controversy concerning the relationship between humanistic science and the acquisition of practical skills.

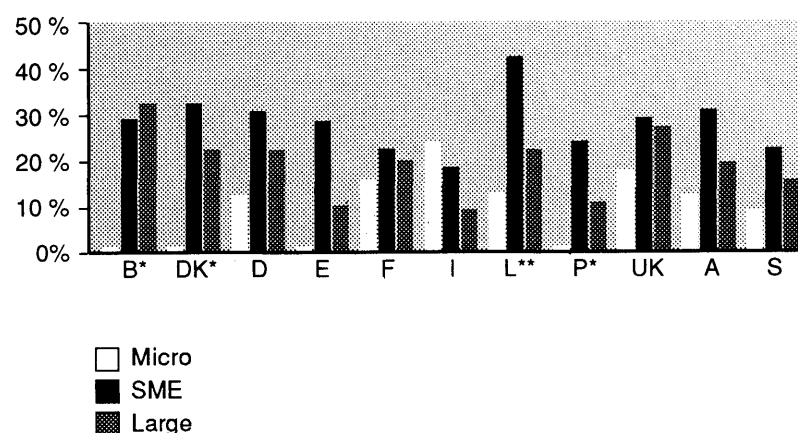
12. G. Hofstede 'Cultural Constraints in Management Theories' *The Executive* Vol VII, n° 1, February 1993 p. 89.

3. A context of changing demand

3.1 **There are self-evident dangers in basing curriculum design on the superficial needs of industry and commerce, especially since these can all too easily lend themselves to misinterpretation.** Nevertheless, without having any preconceptions as to the relationship between employment demand and educational supply, it is instructive briefly to review the position faced by European companies in the present climate and to consider how they view their future human resource requirements.

3.2 The tapestry of enterprises in Europe is immensely rich and varied. Any general analysis, however detailed, is bound to remain superficial, particularly given the difficulty of obtaining up to date statistical information. Inevitably, there are striking national and regional differences as well as broad similarities whose features are analysed in detail in Eurostat publications and other European surveys. One of the most significant of these is the fact that more than 70% of employment and turnover in Europe is represented by companies employing less than 500 people. The smallest SMEs (10-19 employees) account for 54% of the total number of enterprises employing more than 10 people: considerably more than in Japan and the U.S. (48% and 49% respectively)¹³.

Fig.2 Employment percentages in Europe according to size of company



* No micro size-class as class 0 is not available.

** Figures for Luxembourg refer to 1987.

Source: Eurostat: enterprises in Europe: second report

In terms of geographical differences, the northern countries of the EU are characterised by the relatively high number of medium and large enterprises while, as might be expected, micro-enterprises account for a much larger share of the total number of enterprises in southern European countries. Not surprisingly, even this generalisation obscures marked national and regional variations. In Italy for example, the high employment levels of micro-enterprises are contrasted with

13. *Enterprises in Europe: Second Report*, DG XXIII and Eurostat, 1992.

the size of 'large' nationally based companies which employ on average more than 2300 people per enterprise, the highest in the EU, while in sectoral terms, it is interesting to note that Portugal shows a higher percentage of nationally based companies engaged in high and medium technology activities than any other European country¹⁴.

Table 1: SMEs and large enterprises by country

	Enterprises				Employment			
	10-99	100-499	500 +	Total	10-99	100-499	500 +	Total
	% of 10 +				% of 10 +			
Belgium	90.5	7.8	1.7	26974	33.7	23.2	43.1	1840794
Denmark	93.8	5.2	1.0	28534	47.8	21.9	30.3	1312323
Germany	92.5	6.3	1.2	269284	34.7	21.8	43.5	15490383
Spain	92.9	6.2	0.9	112713	47.8	26.2	26.0	5235399
France	91.4	7.1	1.5	136030	34.3	19.9	45.8	9694415
Italy	94.9	4.4	0.7	135265	45.4	18.9	35.7	6135489
Luxembourg	90.0	8.6	1.4	1747	37.0	29.3	33.7	109029
The Netherlands	94.4	[5.6]		28206	51.4	19.4	29.2	194835
Portugal	91.9	7.0	1.1	31661	42.9	26.2	30.9	1665771
United Kingdom	89.9	8.4	1.7	179034	20.0	26.8	53.2	13516077

Source: SME observatory

3.3 These figures alone serve as a reminder of the European economy's massive dependence on SMEs for its levels of employment and turnover. They underline the importance for higher education institutions responsible for education and training:

- to educate students in the skills of small business management as well as in the functional knowledge required to operate in large organisations;
- to be responsive to regional as much as to national and international needs;
- to give special attention to the impact of new technologies on management practices in an increasingly unstable environment.

3.4 The last of these three principles in particular was a central feature of the IRDAC report of November 1990. This cogent study gave prominence to the view that the introduction of new technologies would be counter-productive if it was not accompanied by training in the management of technological change. New technologies and in particular IT were not only affecting the structure of the economy in terms of new industries and services, but also the internal structure and management of all enterprises and the relationships between them.

14. *Ibid.* p. 25.

The study further indicated that there was a tendency in the more successful firms *towards the horizontal integration of research and development, design, production and marketing [...]*as opposed to the traditional Tayloristic pattern of vertical, hierarchical control giving rise to a working environment characterised to a greater extent than in the past by *great diversity as well as mutual dependence*¹⁵.

- 3.5 The pre-eminent contribution of SMEs to European competitiveness and the role which education and training should play in improving competence in the application and management of the new technologies are themes which the IRDAC has reiterated in its more recent and equally important report of April 1994¹⁶. Recognising the fact that in many management schools 'technology management' is a relatively underdeveloped field, a finding corroborated by the report of the Jupiter Consortium of 1991¹⁷, IRDAC calls for a better balance between technological research and teaching both in order to meet the training requirements of SMEs and to develop scientific and technological literacy amongst students in secondary and higher education¹⁸. The potential roles of regional and transnational cooperation and of EU support in helping to bridge the gap between technological training and higher education are themes to which we return below.
- 3.6 Many recent reports bear witness to the prescience of IRDAC's earlier predictions whose accuracy has resulted not simply from the more widespread application of new technologies which have transformed the relationship between design, production, retailing and consumer behaviour. The economic crisis in Europe leading to the widespread closure of SMEs has been the key factor which has brutally forced the pace of change. In France alone the number of job offers for managers fell from 98,000 in 1989 to 27,000 in 1993¹⁹. 'Downsizing' has led of necessity to much greater flexibility in the workplace with managers having to take on a range of functions for want of resources to satisfy specialist requirements on a tailor-made basis. This tendency, combined with that of 'outsourcing' by larger firms - closing down less profitable 'in-house' activities and purchasing equivalent expertise or base products from franchised suppliers - has to some extent stemmed the flood of SME closures and is contributing to a resurgence of management opportunities in sales and computing²⁰. At the same time, recent evidence of graduate recruitment patterns to managerial posts in France, Germany, Spain and the U.K. suggests that the movement towards service industries which was a major feature of the rise in SMEs in the late 1980s has, broadly speaking, been consolidated²¹.
- 3.7 ***Linked to the increased demand for flexibility and multifunctionality is the pressure for new employees to cope with rapid change. The findings of recent studies and the evidence of individual interviews all underline the short-term outlook of enterprises, particularly SMEs. The struggle for survival in an increasingly competitive environment leaves no time for strategic planning.***

15. *Skills Shortages in Europe*, IRDAC, 1990 p. 30.

16. *Quality and Relevance: the challenge to European Education*, IRDAC, 1994.

17. *Innovation Management Training in the UK*, Jupiter Consortium, 1991.

18. *Ibid.* p. 81.

19. *Capital*, n° 31, April 1994 p. 102.

20. *Ibid.* p. 82.

21. 'Qui embauche des cadres en France?' *Capital*, n° 31, April 1994 p. 102-123.

Interviews: Farmer, Haberfellner, Hagen, Ugarte, March-April 1994.

If a new market needs to be exploited at short notice or a new accounting system installed, the staff in post have to be mobilised - quickly - in order for the firm to keep its head above water. Thus employees' capacity for rapidly acquiring new skills and for working in *ad hoc* project driven teams is paramount. More than even before, the human dimension - the readiness to communicate, collaborate, turn one's hand to anything - linked to a solid technical and cognitive base, are the qualities most highly valued by employers. And there are no signs that the situation is likely to change in the medium-term nor, as the most recent ERT study by The European Round Table of Industrialists makes clear²², that the trend is limited to SMEs.

On the contrary, all the evidence suggests that the demand for a smaller, more highly skilled and flexible workforce will grow in companies of all types, particularly at the managerial level, along with the much publicised increase in the latent insecurity of employment²³.

4. The link between flexibility and internationalisation

- 4.1 ***Economic pressures are increasing the numbers of international takeovers, mergers and joint ventures and are enhancing export levels, particularly within Europe.*** As the May 1993 survey of 5000 European companies by Grant Thornton International points out²⁴, 85% of exports by SMEs are to other European countries. Despite anticipated falls in the levels of employment and turnover for the forthcoming year, accompanied by lower profitability, the survey found that investment in training, plant and equipment and research was thought likely to increase, with half the companies planning to expand into new markets. Planned activity was as likely to take the form of joint ventures as direct expansion. The main long-term constraints on company growth were found to be market saturation and the difficulties of accessing new markets, the latter being a problem which was felt most acutely by firms in Ireland, Italy and Spain.
- 4.2 ***The link between European companies' future growth plans and the need for employees better trained in inter-cultural communication and teamwork skills is one of the most immediate implications of the Grant Thornton report.*** This conclusion is borne out by other incidental findings such as the observation in *Le Monde* (1.4.94) that applications by French companies for innovation grants from the *Agence nationale de valorisation de la recherche* (ANVAR) in 1993 reveal

22. See H. Bloom, R. Calori & P. de Woot *Euromanagement*, London: Kogen Page, 1994; and R. Calori & P. de Woot *Unity in Diversity: the making of a European management model*, New York: Prentice Hall, 1994.

23. F. Dany & N. Lemetals *Les Attentes des dirigeants d'entreprises par rapport au système supérieur de gestion*, Groupe ESC Lyon, Institut de Recherche de l'Entreprise, 1993. J. Monod, P. Gyllenhammar & W. Dekker. 'Reshaping Europe: the Human Dimension', EFMD Forum, Vol 2, 1992 p. 14-19: summary article based on the ERT report: *Reshaping Europe*, Brussels: ERT, 1991.

24. *European Business Survey*, Grant Thornton International Business Strategies Ltd., London/Brussels, 1993.

*une intensification des collaborations clients-fournisseurs et un développement du partenariat [...] de plus en plus mené à un niveau international*²⁵. Further evidence is provided by the 1993 survey published by the Centre of Information in Language Teaching (CILT). Of the 1306 exporting companies, 26 %, polled in Denmark, Germany, the Netherlands, Northern Spain, and the UK, are already engaged in joint ventures with the proportions in Denmark and the U.K. rising as high as 30% and 46% respectively²⁶. The example is cited of one London firm which, over the three year period 1991-1993, was forced to increase exports from 10% to 40% of output simply to maintain turnover at existing levels²⁷. These findings are strongly corroborated by the more recent survey conducted by *Le Moci*²⁸ in which it is asserted that for 34% of the SMEs interviewed, exports accounted for more than 50% of turnover, while for 17% of the sample, the proportion was more than 70%.

- 4.3 It is therefore reasonable to conclude from the data available that the following assertion by Dany and Lemetais based on their survey of 30 companies in the Rhône-Alpes region is not limited to that region alone:

Pour un nombre croissant d'entreprises, l'international est de moins en moins le fait d'une partie ciblée de la population de l'entreprise. Il concerne tous les salariés qui doivent intégrer une vision internationale de leur activité, c'est à dire être en mesure de collaborer avec des personnes de nationalités différentes, concevoir des produits, des services, voire des procédures adaptées aux spécificités des différents pays²⁹.

Statements such as these may appear to express aspirations rather than to reflect reality on the ground. It is self-evident that many SMEs depend primarily on regional markets and have little interest in Europeanisation. Also, other factors such as short-termism or the unavailability of finance inhibit SMEs' capacity for penetrating international markets. But it is equally clear that it is precisely these companies which are most at risk. The CILT report quoted in paragraph 4.2 above indicates that although on average 67% of the European companies surveyed had at least one executive able to negotiate in another language (The Netherlands 91%, Denmark 86%; France 53% and the UK 38%), advertisements emphasising foreign language skills were more numerous for sales and secretarial staff than for managers³⁰. Nevertheless, the interesting finding of the Dany & Lemetais report is the fact that, ***even if enterprises are not themselves involved in international trade, they directly associate international experience with the qualities of openness and flexibility which are crucial to their survival***³¹.

25. 'L'Effort de recherche des PMI s'est maintenu en 1993' *Le Monde* 1.4.94 p. 17.

26. S. Hagen (ed.) *Languages in European Business*, London: CILT, 1993 p. 15.

27. *Interview*: Hagen, April 1994.

28. 'Les PME misent sur l'international' *Le Moci*, September 1994 p. 87-112.

29. F. Dany & N. Lemetais *Op. cit.* p. 10.

30. S. Hagen *Op. cit.* p. 67-92 (*inter alia*).

31. F. Dany & N. Lemetais *Op. cit.* p. 11.

Fig.3: Data on the internationalisation of SMEs**MAIN POINTS**

- Trade grows faster than production, and also other indicators of internationalization show generally rapid increases.
- The participation of SMEs in internationalization is increasing: SMEs are catching up with large-scale enterprise.
- Internationalization for SME means EUROPEANIZATION (Intra-EC flows).
- Small-scale sectors show intra-EC trade growing faster than extra-EC trade. However EC imports from 'the world' are growing even faster.
- Increasing shares of intra-EC trade is encouraged by harmonization and diminishing borders. Also firm competition on world markets is important.
- Firms operating in domestic markets only, are still affected by 'globalization', they meet international players in both input as well as output markets.
- On output markets decreasing domestic market shares and 'footloose' large firms have strong effects on SME subcontractors and general suppliers.
- Large firms from both inside and outside the EC are viewing SMEs as useful acquisitions giving them a foothold in the EC.
- Ex-ante, SMEs expect much influence from the 'Single Market'; actual effects and changes being made to firms' policies to date have been limited.
- While large firms face market-based barriers to trade, small firms face internal knowledge barriers.
- The Single Market addresses market and distribution problems, hence large firms are more likely to feel the immediate benefit than SMEs.
- This is not to say that the internal market is not important for SME: increasing harmonization of markets will directly reduce the information gap of SMEs.
- SME co-operation arises in many areas of strategy, e.g. sales and marketing; sharing distribution networks; after-sales service; production and R&D.
- The start of 'internationalization' is mostly (in)direct exporting, often as a strategic response to increased competition in the domestic market.
- Consequently, roughly speaking one third as many SMEs are active in FDI, and about one fifth as many SMEs in licensing abroad than in exporting.
- Given this 'stages' approach to internationalization, exports can be viewed as an indicator of future internationalization in a broader sense.
- Support services used are: market information and research; guiding exporters in local operations and preparation of business trips.
- Bottlenecks are good starting-points for export support policies. They should firstly address firms already seeking to enter the export market.
- Bottlenecks of entrepreneurs do not vary much between member states, this suggests that a general approach at Community level is feasible.
- In designing export support policies, the 'stage of internationalization of the firm' should be explicitly dealt with.

Source: *SME observatory*

5. Similarities and differences between enterprises of different sizes

- 5.1 ***Employers' concerns with teamwork, interdependency, flexibility and internationalisation are common threads which link enterprises of different sizes.*** It is the mode of implementation of those skills which may be different. Obviously, the employment market for SMEs is more susceptible to regional variation and is more concerned with primary technical skills than with wider management competencies. Large enterprises on the other hand are clearly more likely to retain functional divisions though, increasingly, horizontal structures allow for greater multi-functional collaboration. According to the findings of the ERT study already referred to and Wally Olins' definition of *The European Global Company*³², the main transnational challenges faced by large companies in Europe are ***first, how to manage mergers, takeovers and joint ventures and second, how to design products which while representing national distinctiveness have an appeal to the wider European marketplace.*** While successful mergers and takeovers clearly demand an exceptionally high degree of inter-cultural sensitivity allied with special human resource management skills at middle and senior management levels³³, product development entails collaboration by trans-national teams of technical research and marketing staff and calls for international project management skills³⁴. The same applies for the introduction of new communication systems within multi-national companies operating in Europe³⁵.

32. W. Olins *The European Global Company: Lecture to the Royal Society of Arts, March 1994*

33. See W. Broekhuysen '*Comment réussir la fusion d'entreprises et de cultures différentes*', *Annales des Mines*, Collection '*Gérer et Comprendre*' n° 16, September 1989, p. 42-48.

34. For a good example of the operation of such project teams, consider the following statement by Floris Maljers, Chairman of Unilever, in H. Bloom, R. Calori & P. de Woot *Op. cit.*, p. 166:

'Unilever a connu plus de changements depuis six ou huit ans qu'au cours du demi-siècle précédent. Nous avons survécu parce que notre personnel réalise de mieux en mieux l'intérêt de la flexibilité dans son comportement au sein de l'entreprise. Nous nous orientons maintenant dans deux nouvelles directions: les équipes de projet et l'extension de notre siège social. Avec nos équipes de projet nous choisissons un groupe de gens appartenant à toutes les disciplines et tous les départements, et n'ayant sans doute jamais eu l'occasion de travailler ensemble. Nous leur demandons, par exemple d'inventer: (a) un nouveau dentifrice (b) bon pour la santé (c) pouvant être lancé dans toute l'Europe et dans les plus brefs délais. Les membres de l'équipe discutent avec tout le personnel de l'entreprise et travaillent sous la direction d'un directeur de projet pour résoudre le problème. Nous utilisons le terme 'équipe de projet' car nous nous adressons à des gens qui ne font pas habituellement ce genre de travail et nous éveillons la créativité d'un nouvel ensemble d'individus ayant leurs problèmes et leurs idées propres.'

35. See R. Crawshaw & H. Letiche *Hewlett-Packard support services and customer communication in Europe*, Consultancy Report, Lancaster University, 1991.

- 5.2 Both the current inquiry being conducted by the Royal Society of Arts in the U.K.³⁶ and the ERT/Lyon report reiterate the IRDAC theme of 'mutual dependency' and stress the effects of 'long-term cooperative relationships with stakeholders' on economic performance. The ERT/Lyon study, based on in-depth interviews with senior executives of 55 major European companies, suggests that, despite the broad cultural distinctions within Europe explored by Hofstede, d'Iribarne and others, the potential opportunity for EU enterprises is to find a balance between, on the one hand, the North American propensity for individualistic and confrontational patterns of behaviour in business and, on the other, the excessive domination of team culture in Japan which, despite its outstanding record in terms of planning, international growth and quality of production, is seen to stifle individual innovation. **If this balance is to be realised in practice, it is clearly imperative that the cultural diversity in Europe, perceived by many executives to be a major handicap to competitiveness, be turned to better advantage. This can only be achieved in the long term through education.**

6. Structural features of management education in Europe

- 6.1 The extreme variety of management faculties and business schools in Europe is widely recognised and well documented. An increasingly large proportion of faculty staff in the business/management area is aware of the distinctions between different types of higher education institutions and of their broadly defined national characteristics. This was not the case ten years ago and there is no doubt that the contribution made by Erasmus and Comett in raising the level of mutual knowledge through student exchange and inter-institutional collaboration has been considerable. This trend has been enhanced by the activity of organisations such as the EFMD in disseminating information on the latest institutional developments in the field³⁷.
- 6.2 Nevertheless in order to consider how the European dimension within management education in Europe can be further developed and to identify those areas in which European agencies can make the most effective contribution, it is worth reiterating some of the basic groupings which apply within the higher education sector³⁸. At risk of artificially reinforcing stereotypes, 3 broad categories can be highlighted:

36. *Tomorrow's company: the role of business in a changing world: the case for the inclusive approach*, RSA Inquiry: Interim Report, February 1994.

37. See for example *EFMD Review*, the triannual publication by the European Foundation for Management Development, Brussels.

38. Note also in this respect the survey by the *Financial Times 'Management Education and Training'* FT, 22.3.94, p.33-38.

- **'International' graduate schools**

A small number of internationally reputed schools offering exclusively post-experience, graduate programmes (eg INSEAD, IMD, IESE and LBS) form a category which is in a paradoxical position relative to the development of a European dimension within management education in the EU. Their mission is the training of senior executives in global organisations. Their courses are dominated by their MBA programmes which generally last one or at most two years. Despite their European origins (INSEAD was effectively founded as a European business school designed to reflect the growing unity of the post-war western world), their hallmark is their international status which overrides their national identities. Since the majority of their faculty have been trained in North America and publish in North American journals, they have traditionally been influenced by North American business philosophy. Nevertheless, to an increasing extent, the case studies written by staff at IMD and INSEAD are tending to focus on issues linking Europe to the world as a whole. They concentrate on small group work, base much of their learning on case studies, recruit worldwide, are highly selective and charge very high fees. None of them participates actively in the Erasmus programme, although LBS for example exchanges students with over 100 schools worldwide.

- **'National' business schools and universities**

These institutions vary considerably in character according to national culture, size, reputation, regional role and mode of funding. Hierarchical status based on national quality control systems, standard of students, tradition and inter-institutional partnerships is an important determinant of corporate identity. Most leading institutions offer a range of management programmes: post-secondary first degree courses lasting between three and five years, specialist or generalist full-time Master's programmes lasting between 12 and 24 months, part-time Master's degrees and post-experience courses for practising managers. Virtually all are participants in Erasmus and have been more or less active in promoting a European dimension as an attraction of their institutions. Indeed, the selection of partners is widely seen as a reflection of management faculties' academic standing.

- **Higher education institutions offering technical/managerial education**

The numbers of these types of school (*Fachhochschule, Technische Hochschule, Hogeschool, Institut universitaire de Technologie, Institut supérieur de Commerce* etc.) vary considerably from country to country - they are particularly prominent in the Netherlands for example - and they are actively involved in the Erasmus programme.

6.3

In seeking to define the European dimension and in analysing its application to management education, the present study focuses essentially on the last two categories of institution. ***The progressive, if gradual, convergence of their diverse degree structures is a central feature of the European dimension in management education which will be analysed in greater detail below.*** Since 1987, inter-institutional networks, generally Erasmus funded, have played a key role in furthering this tendency. Successful collaboration has taken place between *Instituts universitaires de Technologie, Fachhochschulen* and *universities*, and between *universities* and *Écoles de Commerce*, a trend which has been particularly marked within the context of ECTS - (See *Annexe*). Furthermore, due to the increasingly widespread emergence of 4-5 year long-cycle European Master's programmes based on cooperation between two or more partner institutions, the traditional relationship between the post-experience MBAs and the long-cycle post-secondary degrees in management studies is being redefined.

7. Student motivation and the changing nature of student demand

- 7.1 One of the key challenges of enhancing the European dimension of higher education management education in Europe lies in reconciling, or at least juxtaposing, the very different attitudes and outlooks of students towards the management programmes which they are following. To a significant extent, these are a reflection of national educational cultures and the nature of higher education provision. However, they are also directly affected by wider economic circumstances which impact on levels of demand and on the nature of student motivation.
- 7.2 The relationship between the harsher economic climate of the 1990s and the outlook and motivation of students is paradoxical and varies from country to country within Europe. It is extremely difficult to sum up succinctly and merits further research. The assertions which follow are hypotheses whose validity is based on the views and extensive experience of individuals and on the superficial findings of separate enquiries carried out by faculty at a number of business schools and universities³⁹.
- 7.3 On the one hand, it is hardly surprising that the increased difficulty of obtaining employment has sharpened the ambition of the most vocationally motivated students to select institutions or programmes whose reputations are most likely to influence employers' decisions. In this, the standing of the institution is perceived to be more important than the content of the programme itself and the value of international study is seen as an essentially symbolic indicator of maturity and breadth of experience, especially if it is capped by an internationally recognised qualification such as an MBA – however polyvalent its connotations. At risk of oversimplifying, it appears that even the choice of a specialist option is conditioned as much by its potential significance for an employer as for the intrinsic value of its content in terms of general managerial competence. This is particularly true of countries such as France and Spain where there is a marked separation between private and state management education. Often, the extra-curricular features of the programme such as the student association or the company placement are seen by students to outweigh the importance of the courses themselves because the former represent the closest contact with prospective employers.
- 7.4 Such attitudes, where they exist, tend to favour the most prestigious companies. They work to the detriment of SMEs and by extension undervalue the educational merit of the programmes themselves. They are perhaps less prevalent in national cultures which are essentially university based and where a disciplinary grounding in 'technical' or 'theoretical' fields such as engineering or economics is seen as a prerequisite for the development of managerial knowledge and skills. By definition, however, universities generally lack the potential for close collaboration with the commercial world which represents the privately-funded business schools' greatest strength.

39. *Interviews*: Haberfellner, Ugarte, April 1994; Dany, September 1994 and F. Dany and C. Krief *Les Relations Entreprises/Grandes Écoles* Lyon, IRE 1994.

7.5 On the other hand, following the massive expansion of business education in the 1980s, the number of courses in management and related disciplines now far exceeds student demand. The uncertainties of the job market and the cost of business schools are encouraging students once again to choose subjects on the grounds of personal preference rather than with strictly vocational ends in view. To the extent that this trend is generally applicable in Europe, it militates in favour of closer cooperation between the university and business school sectors so that each tradition can benefit from the strengths of the other to the advantage of management education as a whole. This implies further enhancing the opportunities for transfer between the two sectors, both within and between member states, so that the more 'focused' culture of the private business school can be leavened: by recruiting university graduates into the final stages of its programmes and by providing its own students with the opportunity to obtain wider 'academic' experience and qualifications within a university environment abroad. The variety of student flows within the Erasmus programme as a whole and in particular within the context of ECTS and the widespread development of joint curricula have revealed the extent to which this type of collaboration is possible (see Annex 2).

Changes in student demand for management education in the 1990s underline the need to recognise that the objectives of a university education in the Humanities or in any other specialist discipline such as economics, political science, mathematics or engineering are not incompatible with a vocational course in general management. By drawing on the strengths of the different traditions governing management education in Europe, the quality of each can be improved.

Table 2

ECTS student flows in the business administration subject area group (SAG) 1992-1993

FROM		B	D	DK	E	F	G	I	IRL	NL	P	UK	EPBS	A	N	S	SF	TOTAL OUTGOING															
		UNIV. CATHOLIQUE LOUVAIN	UNIV. ANTWERPEN FAC. ST-IGNATIUS	J. W. GOETHE-UNIV. FRANKFURT FH. OSNABRUCK	HANDELSHØSKOLEN KOBENHAVN HANDELSHØSKOLEN AARHUS	UNIV. DE BARCELONA UNIV. DE GRANADA	UNIV. S. T. LILLE FLANDRES ARTOIS I UNIV. NANCY II	GROUPE ESC NANTES ATLANTIQUE UNIV. DE VALENCIENNES ASOEE ATHENS	LIUSS ROMA UNIV. DEGL STUDI DI SIENA UNIV. DEGL STUDI DI FIRENZE	UNIV. DEGL STUDI DI TRENTO UNIV. OF LIMERICK	HOGESCHOOL ZEELAND UNIV. DA BEIRA INTERIOR (COVILHA)	INSTITUTO POLITECNICO DE LEIRIA UNIV. OF LANCASTER	UNIV. OF WOLVERHAMPTON UNIV. OF PLYMOUTH	MIDDLESEX UNIV. FH. T. W. REUTLINGEN GROUPE ESC REIMS	ICADE-MADRID	L-FRANZENS-UNIV. INNSBRUCK NORGES HANDELSHØSKOLE BERGEN	UNIV. OF GÖTEBORG ÅBO AKADEMI																
B	UNIV. CATHOLIQUE LOUVAIN			1	2							2						23															
B	UNIV. ANTWERPEN FAC. ST-IGNATIUS					2	3							1				9															
D	J. W. GOETHE-UNIV. FRANKFURT				3	1	2		1									30															
D	FH. OSNABRUCK			2	1	4	1			1		2				3	1	19															
DK	HANDELSHØSKOLEN KOBENHAVN	1	3	1	2						1	1	1	2				25															
DK	HANDELSHØSKOLEN AARHUS	1			2							1	1			1		8															
E	UNIV. DE BARCELONA	1	2	2	1							6	2			1	4	29															
E	UNIV. DE GRANADA			2	2							2	2					13															
F	UNIV. S. T. LILLE FLANDRES ARTOIS I		1	2	2	1	8	5		1	3	4	2	1				47															
F	UNIV. NANCY II			2	1	2	1					1	2	1				13															
F	GROUPE ESC NANTES ATLANTIQUE	1	1		2	2						1	1			2	2	14															
F	UNIV. DE VALENCIENNES	1	1	3	1	4	4					1	4	1		1	1	34															
G	ASOEE ATHENS	1	4	1			2			1	1	1	1	5	2		2	23															
I	LIUSS ROMA											1	1					4															
I	UNIV. DEGL STUDI DI SIENA			1	1	1	1					2	1					12															
I	UNIV. DEGL STUDI DI FIRENZE	1	1	1	2	3						1	2					11															
I	UNIV. DEGL STUDI DI TRENTO	2	2	3		1	2	1				2	2					16															
IRL	UNIV. OF LIMERICK	1	3	1		3	1	2	1	1						3	1	19															
NL	HOGESCHOOL ZEELAND	7	4		3	5	5	1	1			5	1			2		36															
P	UNIV. DA BEIRA INTERIOR (COVILHA)	1	1		1				1	1			1	2				9															
P	INSTITUTO POLITECNICO DE LEIRIA					2	3	2		1		1	3	1				13															
UK	UNIV. OF LANCASTER	1				1	1				1							4															
UK	UNIV. OF WOLVERHAMPTON	1			1	3	2	2	1	1							1	13															
UK	UNIV. OF PLYMOUTH	1			1	4		1	3	1	2							15															
E	MIDDLESEX UNIV.																	10															
P	FH. T. W. REUTLINGEN		1						1			1				1	1	7															
B	GROUPE ESC REIMS			1					1							1		3															
S	ICADE-MADRID																																
A	L-FRANZENS-UNIV. INNSBRUCK	1			1	1	2					1						7															
N	NORGES HANDELSHØSKOLE BERGEN				2	3	2					1	2	1				12															
S	UNIV. OF GÖTEBORG	1		2	1	2	1	1	1	1		2	1					20															
SF	ÅBO AKADEMI	3	1	1	1	1	1	1				1	1	1				13															
TOTAL INCOMING		13	25	14	22	16	9	37	40	26	9	14	13	3	12	14	12	6	15	11	4	9	49	26	5	3	2	1	22	11	14	8	465
		38	36	25	77	62	3	44	15	11	4	84	11	22	11	14	8																
		B	D	DK	E	F	G	I	IRL	NL	P	UK	EPBS	A	N	S	SF																

Source : ERASMUS Bureau

8. Meeting the challenge

- 8.1 Like companies themselves, business schools and faculties of management are having to operate in an increasingly competitive environment. The range of provision ensures that the demand for appropriate post-experience courses is met – by private suppliers if not by the public sector. Yet if the nature of employers' demands and the trends in company reorganisation are taken at face value, it is legitimate to argue that despite the pooling of expertise already achieved by European networks, many long cycle post-secondary management programmes are still either too 'academic' or too 'technical' in the widest sense. In a saturated market, internationalisation is perceived as an expensive investment as much as a selling point.

By analogy with enterprises faced with the need to export in order to survive, the present competitive climate makes it all the more important for higher education institutions to establish a set of core criteria in long-cycle management education. Based on a mixture of cognitive and personal elements, these criteria should be transferable across national boundaries within Europe so that the process of Europeanisation can be further facilitated.

- 8.2 In terms of broad educational principles the definition of such a core should ideally comprise:

- *a sound knowledge base* not only in the basic theoretical and functional disciplines of management such as economics, quantitative methods, law, accounting and finance, but also in areas of History and Humanities, Social and Behavioural Psychology and including the command of at least one foreign European language⁴⁰;
- *the development of key personal and technical skills* including literacy in the fullest sense, an ability to work in trans-cultural and trans-functional teams, skill in the use and application of new technologies, oral and written presentation skills and a capacity to learn;
- *a period of active professional experience* preferably in a European country abroad;
- *some reflection of the broad tripartite division of enterprises according to size, tempered by national or regional needs.* It would be logical for options, or interdisciplinary projects, towards the end of a management programme to correspond to the functional differentiation between:
 - a) management issues in large multinational firms;
 - b) functional specialisms (marketing/finance/human resource management/systems etc.);
 - c) management in SMEs;
 - d) setting up new companies (management development).

- 8.4 *The strict implementation of the above criteria would in many cases demand a broader, more humanistic, curriculum in the early stages of higher education, and a different type of institutional approach to management learning from that which exists at present.* It would involve reforms which by definition cannot be imposed on institutions, even from within, and which are only gradually beginning to emerge. A clear implication of such a curriculum is the

40. See in this respect the article by G. Hofstede 'Cultural constraints in management theories' *The Executive* Vol. 7 n° 1, 1993, p. 81-95

need to treat management problems 'transversally' through projects which demand a multi-functional approach. Although such approaches are an increasingly common feature of MBA and other post-experience programmes, they are less widespread in long-cycle degree schemes.

The European dimension is therefore an integral feature of curriculum development in long-cycle management education which is in any case intrinsically necessary.

9. Developing the European dimension

9.1 As with enterprises, the development within higher education management education of a European dimension to students learning experience and to the content and structure of the curriculum should be seen as a catalyst which both complements and promotes the attainment of the broad educational objectives just outlined. Reflecting the 'key factors' referred to in the *Memorandum on higher education*, the present and future development of the European dimension can best be examined under four main headings:

- student and staff mobility: levels and direction;
- Europe in the curriculum;
- structures of cooperation, recognition of periods of study and the nature of qualifications;
- transversal issues.

9.2 Student mobility: levels, direction, impact and quality

9.2.1 *Student mobility: a central role*

The central role played by student mobility in the realisation of the European dimension needs no advocacy. Its contribution to changing attitudes within Europe as a whole and its promotion of a European outlook for a significant proportion of young people are fully acknowledged in the *Responses to the Memorandum* and the *Theme Report on the European dimension*⁴¹. These are now generally accepted facts. All respondents to the Memorandum see 'action in support of exchange and cooperation as belonging to the priority tasks of the Community'. The impact of the period of study and work abroad has been fully documented in the Erasmus monographs compiled and written by the research team based at the *Gesamthochschule Kassel*⁴². It has been emphasised by the Price Waterhouse report on the Erasmus programme and is reflected in employers' testimonials and students' own experiences^{43/44}. Perhaps the most self-evident consequences of the level of SM within the business/management subject area and the Erasmus programmes' insistence on home institutions' full recognition of study undertaken abroad are that it has encouraged.

- a) curriculum integration between institutions;
- b) the acquisition of qualifications abroad which have professional validity in the 'host' country, particularly when the study period abroad is linked to a work place ment.

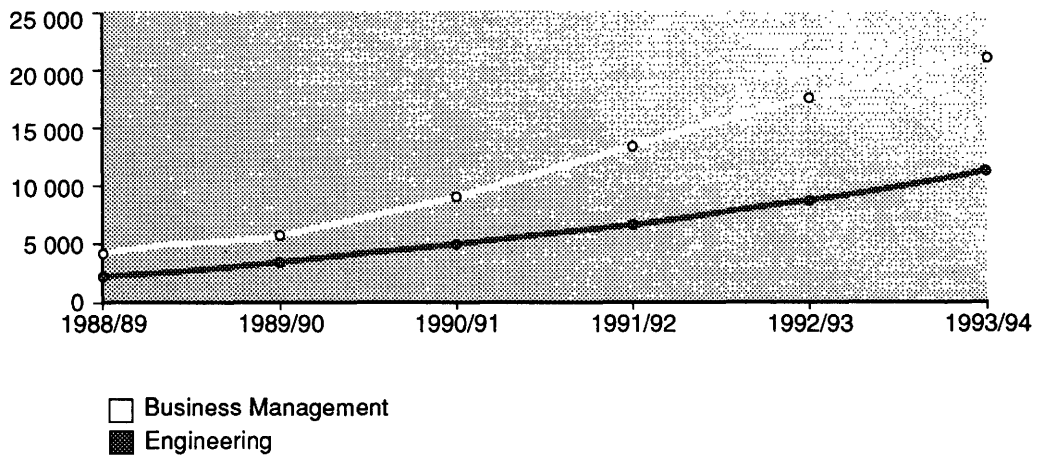
41. A. Smith et al. *Op. cit.* p. E-91-E-94.

42. F. Maiworm, W. Steube & U. Teichler *Experiences of Erasmus Students 1990/91*, Erasmus monographs n° 17, Task Force, 1993.

43. ERASMUS: How study abroad affects young peoples' future *Erasmus Newsletter* n° 18, 1993

44. U. Teichler & F. Maiworm *Transition to work: the experience of Former ERASMUS students*, London: Jessica Kingsley, 1994.

Fig.4: Estimated Increase in student numbers (outgoing) under the ERASMUS programme in the fields of b business administration and engineering: 1988-1994 (EU only)



Source : ERASMUS Bureau time series

	1988/89	1989/90	1990/91	1991/92	1992/93	1993/94
Business administration	4217	5336	8770	13703	18095	21984
Engineering	1515	3013	4767	6577	8781	11598

Source: ERASMUS Bureau Time Series.

9.2.2 *Student Mobility: level and impact*

The real impact of student mobility within business schools and faculties of management as a measure of the penetration of the European dimension within higher education institutions is hard to establish precisely. The results of the questionnaire sent to all ECTS and other partner institutions of Lancaster University Management School suggest that Erasmus students account for an average of 12% of a year group in business/management. The questionnaire does not of course cover levels of student mobility to countries outside Europe. Nevertheless, in terms of student mobility alone, the degree of Europeanisation of individual schools and faculties is not be as great as their involvement in inter-university cooperation programmes (ICPs) might lead one to expect. However great their pretensions to an international – or a European – identity, higher education institutions other than those in the first category mentioned above retain a strong national cultural base. While it is clearly important and inevitable that national character predominate in the higher education institutions responsible for management education in Europe, this should not be to an extent which renders them closed to collaborative development and genuine curriculum reform.

It is precisely the academic and cultural specificity which still predominates within European higher education management education which militates most strongly in favour of extending student mobility to a considerably larger section of the business/management student population.

9.2.3 *Student mobility: balance of flows*

In pedagogical and cultural terms, an even balance of student flows is also extremely important since it affects the composition of classes - a key element in the European dimension as will be seen below. Inevitably, the directions of existing student flows continue to favour movements towards the centrally located countries of the EU, though there is conclusive evidence that in tightly knit networks representative of a wide range of countries, patterns of flows can be more evenly balanced as a result of deliberate policy (e.g. ECTS, CEMS, AMSEC).

9.2.4 *Student mobility: Foreign language learning*

Foreign language learning is an integral feature of the majority of business management courses. Contrary to popular belief, the CILT 1993 study⁴⁵ shows conclusively that, for many companies in Europe, English is **not** the primary foreign language requirement, and that foreign language needs are determined to a significant extent by the region in which a firm is located.

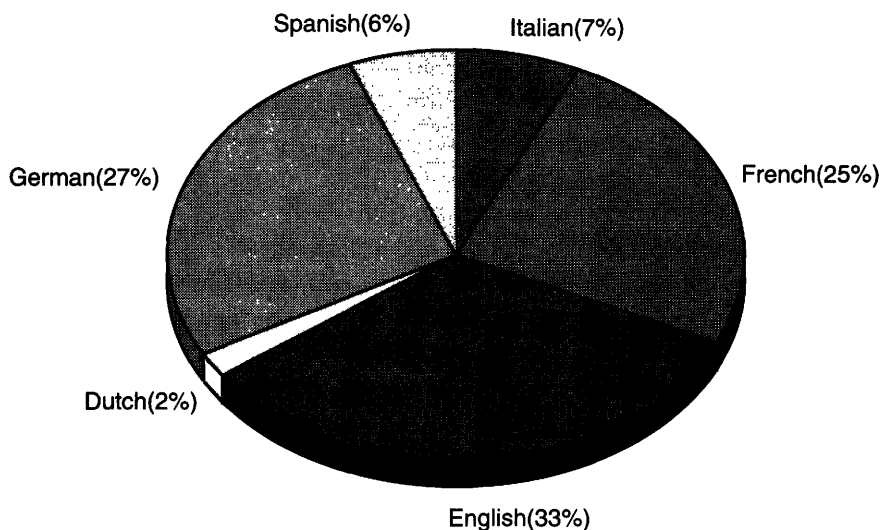
Table 3: The foreign language requirements of companies as shown by the Hagen (CILT) survey

Language use in European companies	
<p>The picture of language use emerging from European companies is relatively predictable: at the macro-level there are three 'high usage' languages (English German and French) which are in common use beyond national borders and enjoy the popular though unofficial, accolade of each being a European <i>lingua franca</i>. Then there are the 'intermediate usage' languages (Italian and Spanish) with a more regional focus, though still actively used beyond their national borders. The third category includes less widely used languages, such as Portuguese, Greek, Swedish, Norwegian, Dutch, Arabic, Japanese, Chinese and Russian.</p> <p>At the micro level of companies, transactions are frequently carried out in a mixture of several languages, where there is an attempt to try to use the languages of the customer. In practice, individu-</p>	<p>als will use whatever linguistic resources they have to get the message across.</p> <p>What is clear is that Europe is an increasingly multilingual business environment. where one language will no longer suffice for companies with international aspirations. English is still pre-eminent in terms of demand for training, but its level of usage on the ground depends on other factors. such as geographical location. In this study, for example, German is more widely used than English or French. in the Dutch and Danish samples while in the English sample, French is more widely used than German. though the lack of German poses the greatest barrier to Northern English trade.</p>

Source: CILT survey 1993, p 10.

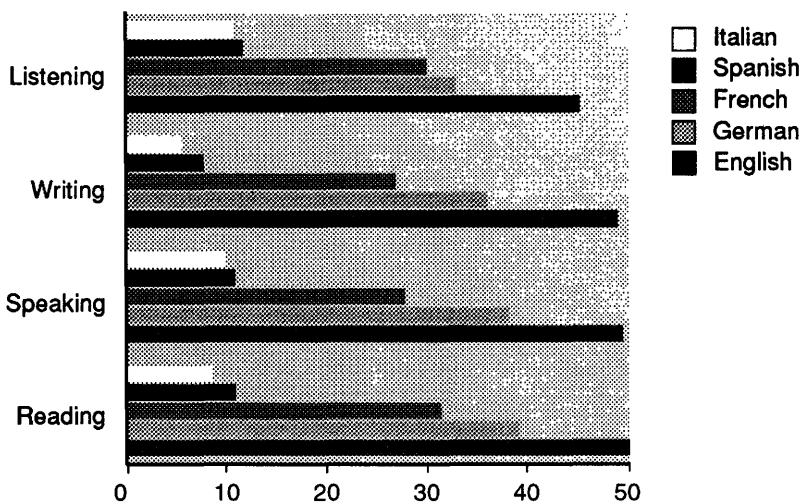
45. S. Hagen *Op. cit.*

Fig. 5: Languages used across whole sample



Source: CILT survey 1993, p 11

Fig. 6: Comparison of skills across languages



Source: CILT survey 1993, p 12

The development of language centres in response to the growth in internal and external demand is having a marked effect within universities. The emergence of institutional strategies and the centralisation of funds permitted by an institutional contract should enable more institutional funds to be directed towards foreign language learning and so provide access for more students to a wider variety of EU languages. Meantime, the evidence of students' ability to perform satisfactorily on the basis of integrated language preparation followed by intensive language courses in the 'host' country is very positive indeed.

9.2.5 *Student mobility: Quality*

Evaluating the quality of higher education provision is normally the prerogative of individual institutions in conjunction with national and regional systems of inspection and quality control. A distinction should be made between the ***quality of teaching and administration*** as factors in student academic experience and the ***evaluation or control of curriculum content*** by external authorities. In both instances, close academic cooperation plays an important role in regulating quality across European boundaries, a fact noted by the Price Waterhouse report on Erasmus⁴⁶ and the Task Force study *Quality Management within European higher education*⁴⁷. Inevitably, there are wide disparities in ***course content and teaching approach*** within and between countries in Europe. These disparities should not, however be confused with differences in ***quality*** since the criteria according to which judgements of ***value*** are made themselves vary greatly from context to context. While it is neither desirable nor possible to standardise quality criteria across Europe, it is clearly a vital ingredient in enhancing the growth of a European dimension for disparities between European, national and regional standards to be reduced as much as possible by constantly seeking common ground in a spirit of mutual toleration.

In promoting this objective and in maintaining an environment of vigilance within partnership, the role of the European Union should be to act as a catalyst by supporting fora in which the core features of the curriculum and the quality criteria required to meet them are fully and openly discussed.

9.3 **The composition of faculty: teaching staff mobility and staff development**

9.3.1 The composition of faculty and staff Mobility

The results of the Lancaster University survey of the institutions in the ECTS business administration group (*see Annex*), Erasmus statistics and practical experience demonstrate that although the numbers of non-national EU faculty vary within institutions, they remain very small. Furthermore, despite the recommendations made in the *Responses to the Memorandum*, all the evidence suggests that attempts to increase the level of teaching staff mobility as a means of 'bringing Europe to the student' are unlikely to succeed unless new models of cooperation are encouraged. **The difficulty of establishing and maintaining effective staff exchanges should not be underestimated.** Teacher mobility need not be tied to the notion of a structured exchange. Rather it should be organised on as flexible a basis as possible respecting the following principles:

- staff mobility should be highly focused and should respond to an identifiable need on the part of the host institution;
- it should make a tangible and integrated contribution to the host institution's prog-

46. *Report on the Erasmus Programme* Price Waterhouse, September 1992

47. *Gestion de la qualité et assurance qualité dans l'enseignement supérieur européen* Etudes n° 1, Task Force, 1993

ramme of study;

- the contribution should be of such a kind as to lend a European perspective to the subject being taught.

9.3.2 Staff development and training as a complement to mobility

The European dimension does not play a significant part in the training of the majority of Management faculty, unless they have undertaken doctoral research in another EU country (often the case for students from Greece and Portugal). This issue is being addressed to a limited extent by the Human Capital and Mobility Programme, though focus its more on post-doctoral research in areas other than management. More needs to be done to promote Management Teacher Training on a European basis along the lines of the European management teacher development programme, an experiment pioneered by three higher education institutions covering 4 EU countries with the support of the EFMD, the *Fondation Nationale pour l'Enseignement de la Gestion* (FNEGE) and the Foundation for Management Education (FME).

The area of management teacher training and development is probably the single most important priority in further consolidating the European dimension within higher education management education in Europe.

10. Europe in the curriculum

10.1 Four areas of analysis

As already stated, business and management as a field of study is normally broken down into a series of sub-disciplines, corresponding to the traditional departmental structure of many institutions. From the curricular and pedagogical points of view, a proper understanding of the practical significance of the European dimension means considering:

- a) the subject matter of existing European units or 'modules' within different types of sub-discipline;
- b) the relative importance of content and process in applying the concept of the European dimension;
- c) the feasibility of a transversal or multi-functional approach in which European management issues are the main object of study;
- d) the availability of appropriate learning materials.

10.2 Five categories of sub-discipline

There are arguably five categories of sub-discipline within Management Education to which the concept of a European dimension can be applied. In each category, the term may be interpreted differently:

- a) *'technical' disciplines such as European business law and accounting* where there is a body of knowledge having a direct impact on business procedures which is independent of national jurisdictions but where it may also be important for European managers to have an acquaintance with at least one national code of practice.
- b) *'general' subjects such as politics and economics* where theoretical and factual information relating more or less directly to business management applies both at the European and the national levels. This category may in some cases cover courses in international business which is frequently interpreted as a branch of 'applied economics'.
- c) *the area covered by the social psychology of human behaviour*, including human resource management in the wider sense and management development. The discipline is based on a body of knowledge which is generic or international in character, but whose findings can usefully be applied in a European context.
- d) *subjects based on the application of science and mathematics to management*, including operational research, systems and informatics, which are inherently abstract or culture-independent in foundation, though the academic traditions which inform the discipline may be highly 'culture specific' within Europe.
- e) *marketing*: a special case, the activity being derived from a composite set of fields: economics, mathematics and statistics, psychology, sociology, geography, art and design, each of which can be interpreted in national or European terms and applied compositely to different regions of the EU and/or to Europe as a whole.

10.3 European modules: issues of interpretation and application

A preliminary analysis of the prospectuses of institutions participating in ECTS and responses to the questionnaire circulated by Lancaster University show an uneven pattern of distribution between the 5 types of European module mentioned above, with an unclear distinction between international and strictly European subject matter. This issue is analysed in greater detail in the review of the five types of subject (see Annex). The findings of the brief survey suggest that such courses represent only a very small proportion of the overall number of courses on offer within institutions and are followed by a correspondingly small proportion of students (*see Annexe*).

- 10.3.1 Even where a course is ostensibly on a similar topic, such as European business law, it seems clear that the subject matter and the approach to the discipline vary widely between institutions. ***This diversity reflects a more general issue: the relationship between academic theory and its practical application in a business context.*** It may be possible to agree on the body of legal principles which a course on European business law should cover, but it is difficult to reconcile the interests of specialist lawyers and students of management who only have a limited grounding in the discipline and whose needs are generally concrete and specific to a management situation⁴⁸. Business law is just one example of the scope which exists to define a discipline in terms which are not only 'technically' more European in focus, but at the same time more in tune with business practice in a European context.

48. cf. interviews: *Lindrupp, McGee*, March 1994.

A closer comparative analysis of course content and teaching approaches towards individual specialist sub-disciplines within the management field are included in the Annexes.

10.4 The Content/Process Issue

It is clear from the above analysis of employers' needs and the differences in content and approach between institutions towards the management studies curriculum, that *the European dimension in management education is as much, if not more, a matter of pedagogical practice as of course content*. Techniques of teaching and learning based on multi-cultural groups are closely related to the issues of multi-disciplinarity or generalism already referred to. Yet the development of problem-based, more or less autonomous, learning in smaller groups is very limited indeed within long-cycle degree programmes in management. There are of course good reasons for this: departmental control, academic tradition, student numbers, cost etc.. Nevertheless, as certain examples show, the structural obstacles are not insuperable. *In addition to enhancing staff development, further assistance could be provided at the European level to promote models of good pedagogical practice and to extend their influence.*

While it is a necessary pre-requisite for the introduction of the European dimension to establish sound structures for academic cooperation leading to the mutual recognition of qualifications and the establishment of joint degrees, it is equally important to develop multi-disciplinary forms of learning within culturally mixed groups dealing with 'transversal' management issues.

10.5 The availability of appropriate learning material

- 10.5.1 In addition to the range of specialist academic material which is currently on the market, there is evidence of a lack of widely distributed good quality texts having a European focus. Much of the material published in English emanates from the United States or is produced with the U.S. or global markets in mind. Many of the standard textbooks in English studied at business schools and universities in European countries other than the UK are American in origin. Others provide theoretical and factual information on the European business environment, but normally on a discipline by discipline or country by country basis.
- 10.5.2 This situation is changing. A study of the recent publications of all the major UK publishers in September 1994 and interviews with editors and marketing managers show clearly that there is a drive by American and European publishing houses which specialise in management to re-edit material which was purely North American in focus by building in European cases, or to rewrite the cases themselves, lending them a 'European' slant. Such text books are increasingly published in two volumes so as to juxtapose theoretical exposition and case-based examples. In marketing terms, it appears that Europe is emerging as one special environment among others within the overall context of globalisation.
- 10.5.3 However, although it is obviously difficult to 'pigeon-hole' fields such as Strategic Management' or business policy, most books of the kind just mentioned are 'discipline-specific' and do not tend to approach management issues from a multi-disciplinary perspective. For the latter type of material it is more normal to look towards case-studies. Here too, despite the prominence of IMD and INSEAD in producing cases which present issues of internationalisation within a European context, the distribution figures made available by the 'European Case Clearing-House' at the Univer-

sity of Cranfield, U.K., are revealing. Of the 13,500 cases held by Cranfield (the largest clearing-house in the world), 65% are from the Harvard collection, 12% are produced by IMD, 7% by INSEAD, 1% by IASE and +/-15% are made up by 'other' categories such as cases written by individuals, translations into other European languages etc.. Distribution of cases are for the most part to the U.K. with about 15-20% going to a range of schools and private training centres elsewhere in Europe. Otherwise, the *Centrale des Cas* in Paris offers cases written exclusively in French for markets in France, North Africa and South-East Asia, while a distribution centre in Germany for cases written in German has recently been closed down.

- 10.5.4 The alternatives to using clearing-houses or to applying directly to the source institution or author are either to have recourse to text-books or to write material 'in-house'. However, the pressure for faculty to concentrate on research does not lend itself to the production of the best material and, in any case, the essentially discipline-based approach of the majority of 'national' business schools and universities does not militate in favour of a climate in which the demand for multi-disciplinary cases is seen as a priority. In the words of the director of the Cranfield case clearing-house: 'There are only a few schools in Europe which have a case-study culture'⁴⁹. This is not only due to the specialist orientation of management curricula, but also to the lack of teaching staff who are motivated and qualified to adopt a case-study approach. The need to promote the more widespread distribution of appropriate material is therefore linked to the need for management teachers who are trained to deal with multi-disciplinary material and who are ready to teach 'mixed' groups.

There is only limited distribution and use of high quality case-study material dealing with multi-disciplinary management problems and having a specifically European focus. The production and wider dissemination of such material should be a priority and should be combined with the type of faculty development programme already referred to.

11. Structures of cooperation and the nature of qualifications

- 11.1 At the practical level, the most active form of curriculum development takes place within clearly defined structures of inter-institutional cooperation involving shared academic objectives. Of all the subject areas in Erasmus, business/management has been amongst the most active in establishing forms of joint 'European' degree-level qualifications based on networks or bilateral agreements between institutions (see Fig.1 above). Two main types of structure underpin these programmes. Examples of each can be cited as benchmarks for comparison and discussion:
- a) ***progressive or 'sequential' Programmes leading to a national or institutional diploma or degree which is additional to the home qualification*** (eg four-year U.K. 'European' Bachelor of Business Administration (BBA) extended to a 5th year at a French Grande École leading to a *Diplôme supérieur de Commerce*);
 - b) ***'convergent' programmes leading to a single, double or joint degree/diploma based on a combined curriculum:***

49. Interview: Gray, October 1994.

Category *b*) includes:

- multi-site single qualifications based on a national model (e.g. *the École européenne des Affaires/EAP, a school administered by the Chambre de Commerce de Paris in which students spend three consecutive years in three different countries leading to a European Master's in management*);
- bi-lateral ('double') degrees/diplomas (eg *ESC Lyon/WHU Koblenz where students spending the fourth/fifth year at the partner institution obtain both a Diplôme Supérieur de Commerce and a Diplom Kaufmann*);
- network-based 'double qualification' built around a **common** curriculum leading to both national and joint Master's-level degree qualifications (e.g. The European Partnership of Business Schools/EPBS);
- Network-based 'double qualification' based on **convergent** curricula leading to both national and joint Masters-level degree qualifications (e.g. The Community of European Management Schools: CEMS, The Alliance of Management Schools in European Capitals: AMSEC).

Each of the above models involves the mutual recognition of credit allocated for courses taken at a partner institution. ***In these or less structured forms of cooperation, voluntary use can be made of ECTS developed by the 33 institutions participating in the ECTS business administration subject area group (see Annex).***

- 11.2 It is inappropriate to promote one form of cooperation over another, since each can provide an infrastructure within which highly effective curriculum development can theoretically take place. More important is independently to provide ***clearer focus on curriculum development criteria which can assist networks and institutions to establish or consolidate joint qualifications. The structure and experience of existing networks favour the wider development of the type of Master's-level European business qualification (EBQ) which complements national provision and is based on criteria defined by expert groups of academics and professionals within the field.***

12. Transversal Issues

12.1 Computer applications and open and distance learning

In addition to the development of case study material already mentioned, there is a need for **computer packages** focussing specifically on European business issues, including interlingual/intercultural communication problems, and including export and marketing problems facing SMEs. Such material should be available centrally, and should be produced by commercial publishers, with a proportion of the development costs being met by the EU. The same principle could apply to the development of existing **open and distance learning packages** so as to ensure the dissemination of products which are acknowledged by expert assessors to be of high quality and most suitable for the European market.

12.2 Funding, evaluation and quality control

In funding the development of learning materials which meet the criteria presented in this report, a higher degree of selectivity than at present is needed. Funding should be highly focused so that only projects with significant multiplier effects are undertaken. There is no overriding motivation for academics to devote time to the production of teaching material. They are only likely to be induced to do so if the scale and possible circulation of the material contribute to their personal reputation and that of the institutions for which they work. ***High quality material is most likely to be produced by expert teams working in collaboration with a publisher and including representatives from business.***

The implication of funding only a few major, well-targeted projects is that the level of support which they receive should be substantial and spread over a three year period. In addition, lower levels of curriculum development support might be directed towards institutions which undertake to implement more finite measures such as the establishment of European modules. In either case, ***closer attention than in the past will need to be given to the practical format and delivery of new course proposals, as well as to the supply of appropriately qualified teachers and the development of the materials needed to back them up.***

12.3 Curriculum development and research

It is often difficult to make a clear distinction between research whose principal output is the production of teaching material and so called 'pure' or theoretical work. This is particularly true in a field such as management which has 'vocational' as well as strictly 'intellectual' objectives but where consultancy work, frequently carried out by graduate students conducting company-based projects, may lead to published papers. Research should 'inform' high quality teaching material, above all in the management field. Nevertheless, for the reasons already mentioned, even in management studies, the relationship between teaching and research is not perceived to be a direct one.

It is vitally important, if appropriately qualified teams are to be established, that up to date research information be applied to the development of materials, and that, as already stated, the materials themselves be guaranteed international circulation through the medium of commercial publishers.

12.4 Enterprise-University cooperation

As the success of the Comett programme has emphasised, collaboration between business schools/management faculties and the corporate sector lies at the heart of successful curriculum development in management education; it is a commonplace feature of the majority of higher education institutions though it takes different forms in different national cultures⁵⁰. Three main forms of collaboration can be highlighted:

- student placement and recruitment
- joint regional development
- teaching collaboration and curriculum design

12.4.1 Student placement and recruitment

As with student mobility, the value of student placement is self-evident and needs no defence. The fact remains, however, that it is by no means universal within European higher education management education and that the degree of support for its development by national and regional governments varies enormously. Clearly, the number of placement opportunities for students abroad needs to be increased and every possible means sought at the European level to encourage enterprises to develop placement schemes as part of company policy. At the educational level, the Comett experience has shown that the most effective approach is to combine the twin axes of inter-institutional collaboration and regional partnership onto which may be grafted direct relationships between individual institutions or networks and large multinational organisations.

12.4.2 Joint regional development

It is an explicit aim of the proposed programmes Socrates and Leonardo to strengthen regional partnerships between higher education institutions and enterprises. One of the clear implications of the differences in regional needs is that business schools offering long-cycle programmes as well as post-experience courses should be responsive to the specific character of the regional business environment whilst at the same time maintaining their wider European vocation. The two axes of development should be seen as complementary and mutually supportive rather than separate. This may be achieved by not simply divorcing post-experience, short course provision from long-cycle post-secondary programmes, but by developing modules linked to regionally defined issues of SME management as options within existing degrees.

12.4.3 Teaching collaboration and curriculum design

Such an objective as that just described will involve building on the collaboration between teaching staff and the personnel of regional enterprises in the manner successfully established under Comett. Already within Comett, the agency of semi-public regional organisations linking venture capital projects, regional business development and higher education institutions has been crucial. These relationships need to be sustained and developed such that their mutual priorities can be integrated into teaching programmes. The same principle needs to be applied through increased affiliations between successful pan-European networks and large multi-national organisations, thus extending the practice already followed by several of the best known existing inter-institutional partnerships.

50. See in particular E. Prosser *European Higher Education - Industry Cooperation: Advanced Training for competitive advantage: communication presented by the Commission to the Council and the European Parliament*, Task Force for Human Resources, Education, Training and Youth, 1992.

In order to strengthen these structures in the manner just described, the dialogue between HE institutions and the corporate sector needs to be reinforced at every level: regional, inter-institutional and, more generally and independently, at the level of the European Commission acting in consort with senior academic specialists and the agencies representing employers and the executive staff of large multinational companies.

13. Concluding statement

- 13.1 This report has presented an analysis of management education in Europe in which the main accent has been on the university and the business school sectors at the expense of technology training in further and higher education. This is not to say, however, that the vital importance of technology and innovation has been overlooked in favour of more humanistic elements of management education. On the contrary, ***one of the main conclusions of the report is that technology management should become a more central component of the business studies curriculum in higher education and should not be seen as detracting from universities' essentially 'academic' mission.*** As has already been shown, this theme is explored in a thorough and convincing way by the two IRDAC reports mentioned earlier. Rather than covering the same ground less well, we can only strongly endorse the IRDAC findings and commend the two reports to those who wish to research more fully the relationship between training and education in the management field.
- 13.2 The study also makes apparent the overlap between recommendations which address what could be termed 'generic issues of quality' in management education and those elements which relate specifically to the development of a European dimension. It argues for a broader educational base for university students of management and for teaching approaches which depend on cross-disciplinary problem solving, transnational mobility and work in culturally mixed groups. It could be said with justification that, in a context of globalisation, these are procedures which management programmes anywhere in the world might find it useful to implement, and, in several cases, already do⁵¹. It remains true nevertheless that the most distinctive features of Europe are the durability and diversity of its national traditions. These continue to permeate the structure and content of university programmes in management education as much as they do other aspects of social and cultural life. While the features of management education just referred to may be thought to be desirable in certain other parts of the world, in the context of enhancing the future competitiveness of the European Union, their relevance is especially marked.
- 13.3 Finally, it might be thought that the main argument of the report hinges on an oversimplified view of the relationship between educational development and its impact on the wider economic environment. If so, then this would be to misconstrue its intention. On the contrary, we have been at pains to point out the dangers of attempting to mould educational provision according to the demands of the employment market place, partly because of the transience of economic trends and partly because it is the responsibility of educators to look beyond immediate circumstances to the medium-term future of society as a whole. A 'cause and effect' argument would by definition need to be predicated on a clear definition of what 'management' is. Such a definition does not exist in

51. This is clearly the case for certain of the international graduate business schools in Europe which are referred to in category 1 above, most notably IMD, INSEAD and LBS.

terms which are readily translatable into a fixed curriculum. As the authors were reminded at the consultation meeting at which the interim draft of the report was discussed⁵², the management task is as variable as the companies and contexts in which it has to be applied. It remains nevertheless true that the challenge of definition is a continuous and dynamic one which the staff of business schools and universities must constantly confront if their institutions are to remain competitive and educationally valid.

It is hoped that the report not only recognises this mutability but actually bears witness to it in its analysis of the current state of management education in Europe and in its strong recommendation that the curriculum of both business schools and universities needs to be modified in order to enable its graduands to cope more effectively with uncertainty and change.

14. Final recommendations

In seeking further to expand the scope and influence of The European dimension in the HE management curriculum, it is therefore recommended that a closer working partnership be established between the principal European agencies concerned: senior representatives of large enterprises and SMEs, business schools and university management faculties, associations responsible for communication and the organisation of colloquia such as EFMD and EIASM, national organisations responsible for staff development and the European Commission. In the light of the provisional analysis provided by this report, and subject to further consultation, we recommend that the action lines pursued by such a partnership of interests include the following:

- the publication and diffusion of detailed information concerning the content of 'European' modules in specialist 'sub-disciplines' of management, compiled by expert teams convened by the agencies just mentioned with the active encouragement and financial support of the European Commission;
- the commercial production of high quality teaching and distance learning material developed with EU support;
- the urgent promotion of a more widely supported European programme for the development of management teachers;
- the establishment of carefully targeted curriculum development initiatives by individual networks which would contribute to the sustained development of existing Master's level qualifications in European business and be based on clearly defined criteria agreed and developed at appropriate European fora;
- the support for regular subject based publications, similar to the EFMD Forum but having a wider circulation;

52. May 20th 1994, Brussels. See Annexe for a list of participants at the meeting.

- the early creation of a European consultative committee for management education incorporating the agencies mentioned whose principal responsibility would be to monitor progress along the above action lines and to recommend further ways forward.

It is to be hoped that by fulfilling the coordinating and mediating role which the *Responses to the Memorandum* identified for it, the Commission will be able to support the development of a curriculum for management education which will reconcile the economic needs of society in Europe with the best elements of European humanism. Through continued cooperation between Europe's business schools and universities and the leading agencies responsible for the development of management education in Europe, the content and pedagogical approach to the management studies curriculum has the potential to be further reformed. There is a sense in which the body of post-secondary management education in Europe has become caught in a vacuum between *Wissenschaft* and *Praxis* in which it fails to renew the lifeblood of either tradition. The transfusion of an authentically European dimension into the range of disciplines which make up management studies in higher education may enable the subject to rediscover its cultural consciousness: on the one hand by enabling it to reaffirm its cognitive roots and on the other by simulating real life settings in a European context in which its special combination of knowledge and aptitudes can be compositely applied.

ANNEX 1

ANALYSIS OF THE EUROPEAN DIMENSION IN THE SUB-DISCIPLINES OF MANAGEMENT STUDIES

ACCOUNTING AND FINANCE

In reality, accounting and finance represents two, if not three, related fields of study for which the concept of a European dimension has somewhat different implications:

1. management accounting (internal to the company);
2. Financial analysis and reporting;
3. finance.

In terms of a company's activities, accounting and financial reporting are two sides of the same coin. The one describes and analyses internal book-keeping and the way in which it interacts with company organisation, the other the formal principles which companies must follow in describing their financial position over a given period for the benefit of shareholders or national tax authorities. The two activities are clearly related to a greater or lesser extent according to company practice, tradition and national legal requirements. Either activity may be governed by legally defined constraints and procedures which differ between member states.

In principle, management accounting relates to procedures which are internal to companies. However, the extent to which companies are free to control their accounting procedures varies considerably according to national tradition and legal regulations. In very general terms, the law in North European countries (Denmark, the Netherlands, U.K.) places the accent on reporting rather than on internal controls. Companies are more or less free to organise their internal affairs as they wish and tend to base their procedures on traditional practice. The same is not true of Greece, nor of the countries governed by a civil code derived from Napoleonic law (France, Italy, Portugal, Spain) where book-keeping procedures are statutorily prescribed. Paradoxically therefore, in virtue of the specificity of national practices, it is possible to identify a set of codes affecting both internal procedures and financial accounting in different member states of the Union which are by definition European in character and which demand a certain technical foundation. Over and above these national differences, the binding character of the 4th and 7th Directives of the EU is itself the clearest indicator of the increasingly significant role played by Europe in regulating internal accounting and reporting procedures within the Union.

As with law, it is therefore possible to argue that there is a minimum technical 'core' which any management programme addressing the European dimension in accounting should, in theory, incorporate. A good working knowledge of the 4th and 7th Directives was described as 'the lowest common denominator' by one of the specialists interviewed⁵³. In addition, a 'Europe-orientated' curriculum in accounting could provide an uncritical insight into the structure and application of the *code civil* to companies in at least one of the countries most closely affected by it (eg the French *Plan Comptable*). Such knowledge is often best acquired in the country concerned, but there is no reason why optional courses of the type just described should not either prepare students for the experience of working or studying abroad or stand in their own right as an introduction to the issues concerned, whether or not the student is intending to make a career outside his or her native country.

53. Interview, McLeay, March 1994.

In addition to the 'technical' dimension to European comparative accounting, there is also an important socio-cultural side to the study of company reporting procedures whose language expresses the nature of the relationship of 'accountability' between companies and the societies of which they are part. Given that their style and format and the legal regulations which govern them differ from country to country, the comparative study of company financial reports is a valid component of a module on European accounting and is the subject of an increasing number of academic publications (see summary bibliography below).

As a field in its own right, the study of financial analysis on the other hand is hard to restrict to a purely European context, given that the financial marketplace is wholly internationalised. In strictly European terms, the field could be said to cover the sources of company financing in different European countries and their effects on short or medium-term planning. There is a self-evident relationship between the availability of money to firms and the tendency towards medium-term investment or 'short-termism' in company strategy. In addition, the impact of stable or fluctuating currencies and the potential effect of a single European currency on the financial management of companies in different European countries are also objects of study which could be said to lend a European dimension to the field and which clearly overlap with the fields of Economics and International Trade.

In the light of the above, a general module in comparative European accounting and finance could involve the following elements:

1. the study of the European financial marketplace;
2. institutional procedures in the provision of finance, the protection against risk, the impact of financial provision on company strategy and investment;
3. the traditions and practices governing management accounting: in the 'native country' concerned and in at least one other European country, taking account of the principles which underlie them (*viz. code civil/plan comptable* etc.);
4. comparative financial analysis: i.e. the study of company reports from different European countries and of the concepts of 'accountability' which they reflect.

SELECTED DESCRIPTIONS OF COURSES WITH A EUROPEAN DIMENSION

ACCOUNTING AND FINANCE

Universidad de Granada

E-LSDU5-BA: AUDITING & CONTROL

Revision approach to the general principles backing auditing as well as its legal regulation. Auditing within the EEC. Auditing by sampling.

Person responsible: Lic. Ramón García-Olmedo

European Partnership of Business Schools

F-AC-411: FINANCIAL ACCOUNTING (option) credits: 6

Conceptual framework for European accounting. Comparative accounting practices. Consolidation of trans-national companies. Accounts of limited companies. financial reporting. Financial statement analysis. Comparative taxation.

LUISS Roma

I-LSUD4-BA-BSESL47: BANKING, STOCK EXCHANGE AND SAVINGS LEGISLATION

Historic evolution of the concept of savings and its socio-economic relevance. The formulation of the laws protecting the different kinds of saving with reference to community norms and relevant aspects of surveillance. The securities market exchange. Its organisation and the regulation of stock exchange structure. The special legislation concerning the securities market (managed funds, insider trading).

Prerequisites : Italian public law, Italian private law, Political economy II

Other activities : practical work; visit to stock exchange

Assessment : oral exam

Groupe ESC Nantes Atlantique

1-BA-301-CG: COST ACCOUNTING

This course is an introduction to cost accounting covering the different flows (real, monetary, fixed, variable) and the calculation of costs.

Covers comparison between French and Anglo-Saxon measurement of flows: classification of costs; break-even point; cost accounting; concept of result; cost analysis; pre-established costs; deviation.

Università degli studi di Siena

I-LSUD4-BA-5036: BANK, STOCK EXCHANGE AND SAVINGS LEGISLATION

This course discusses the following:

- general notes on the juridicial concept of enterprise and banking;
- the formative process of the legal credit system;
- analysis of the regulations in force;
- short, middle and long-term credit;
- current problems and prospects of the Italian credit system with particular reference to EC law;
- a short account of foreign banking systems with particular reference to France, Germany and Great Britain;
- legislation of the Stock Exchange and other non-banking institutions.

Prerequisites: 5030 ELEMENTS OF CIVIL LAW

BUSINESS LAW

Business law is a subject area in which Europeanisation can, in a limited sense, be defined in terms of content. That is there is a body of knowledge which, it can be argued, should by definition be included in any course which is part of a generalist training in management and which claims to have a European focus. In this respect, law is similar to the more technical aspects of accounting and finance in that there is a statutory nationally defined content and a content relating specifically to the EU as a law-making institution. The two sets of content interrelate and together affect business practice. In this, the field is different from subjects such as marketing or human resource management in the wider sense (ie as a discipline rather than as a set of legally governed procedures), where the same generic principles are involved across cultures despite self-evident differences in their application.

Business law is therefore distinct in virtue of its 'technical dimension'. However, like accounting and finance, it also has an important cultural side. Different legal systems embody differences in outlook, modes of government and historical tradition. The motives and practical means of incorporating a European dimension into the study of business law are therefore twofold. There is a certain indispensable 'technical baggage' which must be acquired; at the same time, business law can act as a catalyst in the development of intercultural knowledge and skills.

Schematically, it is possible to identify three components of a course on business law in Europe which is part of a wider programme in general management:

- a working knowledge of a national system;
- familiarity with the basic tenets of Community Law in so far as they impinge on business practice and of the areas in which they impact on the national system of the country concerned;
- an introduction to the structures and traditions of the legal system of at least one other country in the EU.

It is inappropriate and unrealistic to be prescriptive in defining a core curriculum for business law at national or EU levels. Content decisions are the prerogative of universities in collaboration with national legal associations where professional exemption is sought for specialist students. Nevertheless, an outline definition can serve as a basis for comparison between institutions and countries and may help the concept of a European dimension to be empirically grasped. A typical course in business law within a degree programme might include the following elements:

1. Domestic legislation (as applied to the U.K.):

Company Law: a basic knowledge of the legal controls which regulate business activities covering topics such as corporate organisations (forms of organisation including listed companies, sole traders etc., the difference between public and private responsibility and the role of the City of London), Trade Law, laws governing company creation, company evaluation and product liability.

2. Community law

Would normally be expected to cover competition law (Directives 85-86), laws governing the free movement of goods (Directives 30-36), such as for example the alcohol level in drinks, the amount of cream in cheese, the composition of pasta etc as exemplified through such cases as *Cassis de Dijon* etc. and laws regulating public procurement.

3. Other EU jurisdictions

At this level, course content need probably only cover the articles which reflect national legal and cultural traditions to the extent that these impinge on commercial activities such as setting up a business, penetrating a new market etc.. In this sense, the 'technical' knowledge required is essentially a vehicle for acculturation.

The above is an oversimplified and schematic view of the potential content of a course in EU business law. It is, however, informative to compare it to the selection of course outlines included below from institutions participating in the ECTS business administration subject area group and in the Community of European Management Schools (CEMS). Obviously, there are no absolute criteria against which a satisfactory knowledge of EU law can be gauged and there is considerable variety in the content of courses at different institutions. In strictly pragmatic terms, it may only be possible to judge retrospectively whether an employee's grounding in the subject has been sufficient by identifying the areas in which he or she has to 'catch up'. This is of course to take a functional view of the subject rather than seeing it in a wider educational perspective - an issue which lies at the heart of the whole debate on the proper objectives of higher education programmes in management.

Another related issue which applies to a lesser extent to accounting and finance is the problem of teaching a specialist subject such as law to students who have no prior knowledge of the subject and whose interest is focused on its application within a specific field of activity. Most students of business, at undergraduate or MBA levels, have done no law at all and cannot be expected to achieve a complete grounding in the discipline within the relatively limited time available, even on a long-cycle degree programme. For the staff, who are themselves specialists, there is little incentive to develop a more problem-based approach which does not depend on an in-depth knowledge of a content often perceived by students as abstract and complex. Business law is viewed by some as 'service teaching' and therefore as a distraction from specialist research interests. For the student who is not intending to become a professional lawyer, a limited exposure to technical specialism runs the risk of falling between two stools. The content of courses on business law in Europe must both be grounded on a solid cognitive foundation and must be seen to be 'relevant'. This is a balance which is already difficult to achieve in respect of national legislations for the reasons just mentioned and which the perceived 'distance' of EU legislation makes still more complex.

The inescapable conclusion is that there should be closer agreement on the elements of a common core in European business law within networks which depend on a shared curriculum. A clearer distinction needs to be made between the institutional structure of European government on which the process of law-making depends and the real impact of existing EU legislation on business practice. Books, journals, specialist workshops and conferences are all enhancing awareness of the issues just raised. Further initiatives sponsored jointly by the Commission, the EFMD and the specialist associations concerned are needed to ensure that this growth in knowledge and insight is translated into renewed teaching material and more active and applied forms of learning.

SELECTED DESCRIPTIONS OF COURSES WITH A EUROPEAN DIMENSION

BUSINESS LAW

University of Limerick

IRL-LSUD1-BA-LA4901 PRINCIPLES OF LAW

The concept of law, common law and equity, historical development, precedent and legal reasoning, the civil law system in Europe, Community Law. Sources of law, the 1937 Constitution, the European Treaties, statutes, case law, custom. The administration of justice in Ireland, court structure and jurisdiction, legal and equitable remedies. Role of law in the business environment, its function and methods, legal philosophy in business law. Substantive issues of law: constitutional law; property law; law of torts; criminal law; business ethics and the law.

Prerequisite(s): None

Université Catholique de Louvain

B-LSUD4-BA-POGE 2220 BUSINESS LAW/DROIT DES AFFAIRES

An analysis of the institutional realities of Belgian law and its European dimension and of its impact on business, business policy and economic policy in general. The legal environment of the company. Professional admissibility, competition, contracts and torts, financing and credit. The role of the State, its influence on the company, as a customer or as a competitor. (91)

University of Plymouth

EC BUSINESS LAW (LAW252) - 2nd semester

Art. 85(1) and (2) of the EEC Treaty - the general scheme. Art. 85(3) - exemptions. Art. 86 - abuse of dominant position. Brussels Convention on Private/International Law. Rome Convention on Private International Law.

Assessment: 100% coursework

Credits: CATS 10; ECTS 5; US 3

Prerequisite: LAW251

Lecturer: Paul Cappi

EU LAW

Handelshøjskolen Århus

DK-SSUD-M.SC.-CMJUR-11067-EC LAW

The subject aims at giving the students a more detailed knowledge of basic principles of EC law. EC law constitutes an increasingly integrated part of national systems of law. Therefore it is imperative that the person who is acting as legal adviser to private businesses operating in the EC area is able to understand and apply this set of rules. Central contents of the subject: Formation of EC rules, their basis and applicability. Basic principles of EC law - the discrimination and proportionality principles. Judicial control, civil proceedings and interpretation methods. The principle of free movement of goods and the rules regarding trade and impediments.

Set literature:

1. Claus Gulmann: EF-ret, 1988, 1st ed. excl. chapters 4, 7, 19, 22, 25 and 28.3 -28.7
2. Domssamling

Prerequisites: advanced property law at CM-Jur level.

Coordinated by Sune Troels Poulsen (RET).

Lancaster University

UK-LSUD2-BA LAW 295: LAW AND INSTITUTIONS OF THE EUROPEAN COMMUNITY

This course aims at giving an introduction to the law and institutions of the European Community. It examines both the history of European integration and the major policies of the Community as expressed through the various legislative, administrative and executive bodies of the Community.

Key text : *EC Law*, S Westherill and P Beaumont (1993) Harmondsworth, Penguin.

UK-LSUD2-BA LAW 296: SUBSTANTIVE LAW AND POLICY OF THE EC

This course builds on the materials covered in Law 295 and examines the substantive law of the European Community in respect of the development of a Single Market.

Key text : *Cases and Materials in EC Law*, S Weatherill, Blackstone Press.

Copenhagen Business School

DK-SSUD-5-M52: EU LAW

Spring/Autumn semesters; CEMS SP3; credits: 8

Exam: oral exam based on written synopsis

Taught in English

The emphasis of this course will be the substantive problems of EU law as well as institutional legal problems. The following will be covered: the sources of law in the Community, the primacy of EU law, the direct applicability of EU law, the principle of solidarity and the competence of EU institutions.

Norges Handelshøjskole Bergen

N-SSUD-4-BA-MIB 1210 EC LAW

The objective of the course is to acquaint the students with basic EC legislation and give them an understanding of EC law as a set of framework conditions that trade and industry will have to adapt to when operating in the EC market. The students will have to familiarize themselves with the Treaty of Rome as well as a number of important rules and directives. Among the subjects that will be dealt with are, : EC institutions, their organization and jurisdiction; the decision-making process in the EC; the internal market and the four freedoms; EC competition law, EC company law.

Course Organization

The course will mainly be based on lectures. Group seminars in paper-writing skills will, however, be held. The students will have to submit a paper during the course and take a written examination at the end of it.

Université Nancy II

1602A* DROIT COMPARÉ DES AFFAIRES (credits: 3)

Comparison of Business law taught in France (contracts, obligations, responsibilities, etc) with the programmes of other European countries, notably Germany and the United-Kingdom.

ECONOMICS

Economics is the field of study which most cultures perceive as constituting the basis of management science. More than any other, it is generally regarded as being a core component of any higher education course in general management and is the area which can most properly be described as a discipline in its own right. It is also the field which is one of the most frequently applied to the European context and in ways which vary significantly from institution to institution. From a formalistic point of view, the most accessible approach to an analysis of the discipline from a European perspective is in terms of the division between macro and micro-economics even though this may not be the structure followed in the planning of a specific course of study.

The macro-economic perspective

In macro-economic terms, economics lends itself to three levels of analysis. In applying economic theory to the European context, a first approximation is to regard the EU as a group of industrial trading partners in which the primary object of study the determinants of trade patterns. For this purpose, a knowledge of international trade theory represents an essential base, particularly where recent developments impinge on principles of industrial organisation. At the next level of analysis, the EU may be seen as a single market in which the focus of study is on the potential mobility of 'factors of production' (capital and human resources). This in turn raises the issue of regional differences and the problems of convergence. Finally, the freedom of capital movements raises the question of macro-economic policy in Europe. Inevitably, the focus in this area is on the issue of monetary union and the political implications of monetary policy in different member states.

The micro-economic perspective

At the micro-economic level, courses on the European dimension of economics raise issues such as the comparability of unit labour costs between countries and the nature of risk management (for example the importance of 'hedging' through investment policy), which represent major company decisions in the management of transnational European development. Clearly, these decisions are also affected by changes in the macro-economic environment and courses need to consider the impact of these on company strategy in such domains as location decisions and forecasting trends in investment costs.

It is self-evident that the sort of curriculum priorities just outlined demand a basic economic literacy which should be the *sine qua non* of any programme in general management, particularly one which is seeking to place the study of management within a wider European context. Thus, in the light of the above analysis, a European module in Economics could arguably contain the following elements:

1. principles of international trade as applied to customs unions and free trade areas with some emphasis being placed on modern views of trade determinants as seen from the perspective of industrial organisation.
2. the implications of the European Single Market including:
 - a) The structure of EU institutions and the present state of regulation by agencies concerned, for example, within the fields of agriculture, fishing, shipbuilding and govern

ment procurement.

- b) EU regional policy initiatives and the links with regional economics: in general terms and with regard to selected regions of the EU.
- 3. Industrial economics
The role of competition policy in a unified European market and its implications for industrial organisation issues in a single market framework.
- 4. Macro and monetary economics
Free capital movements, parity relationships, interest rates and foreign market behaviour: The impact of these on company operations in a European context.

SELECTED DESCRIPTIONS OF COURSES WITH A EUROPEAN DIMENSION

Fachhochschule Osnabrück

D-LSNUD / 70338 “ECONOMICS 4 - EC INTEGRATION”

Topics of this unit are: Basic principles of economic policy of the EC: general economic policy, elements of European integration, principles of economic order within the economic policy of the EC, the European Monetary System.

Copenhagen Business School

DK-SSUD-5-N61: EUROPEAN ECONOMIC INTEGRATION

Taught in English

The conditions faced by firms and households may be expected to change as European integration is progressing. The purpose of this course is to help students understand this process better. The course is designed for students with interests in theoretical and empirical aspects of European integration.

Åbo Akademi University

SF-LSUD-NAT-2285.2 THE ECONOMICS OF THE EUROPEAN INTEGRATION

Contents:

- general background of economic integration; foundations, goals and institutions;
- the theory of customs unions: trade creation vs trade diversion;
- non-tariff barriers to trade; the theory of common markets: free factor mobility;
- EC policies: industrial policy, CECP, CAP, environmental policy;
- the European Monetary System;
- the Economic and Monetary Union (EMU): the theory of optimum currency areas, the costs and benefits of a single European currency, future prospects for the EMU;
- economic policy coordination in the EC (including the coordination of monetary and fiscal policy);
- the future of European economic integration: enlargement, deepening or confusion?

the EC after the Maastricht Treaty, the EC and the European Free Trade Association (EFTA), the EC and Eastern Europe, Fortress Europe.

Reading list: Nielsen, Heinrich and Hansen: *An Economic Analysis of the EC*. McGraw-Hill Book Company, London 1991.

ORGANISATIONAL CULTURE AND HUMAN RESOURCE MANAGEMENT

In many ways, management culture and its implications for business strategy and the management of human resources are the richest areas for developing a European dimension within the higher education business studies curriculum. The perception that, in order to improve business performance, it is valuable to understand the cultural conventions which govern corporate behaviour in other national communities is widespread and is generally accepted as axiomatic. One of the keys to 'doing business in Europe' is that the inhabitants of each country should 'know' those of their partners better and be informed about their history and traditions. They should comprehend the ways in which their partners' outlook and behaviour affect the way in which they negotiate, structure discourse in written and verbal communication and relate to each other within the more or less ordered universe of the workplace.

Knowledge and toleration of 'the other' combined with a readiness to adapt perspectives in problem solving are clearly vital competences in successful management. As the body of this report has attempted to demonstrate, they are increasing in importance first as a consequence of different modes of organisation and patterns of mutual dependency within companies, and second, as part of a process of internationalisation which results from the growing significance of exports and foreign distribution networks and the increase in the number of mergers and takeovers.

Although less 'technical' than accounting or law, the field of business culture clearly has its 'vocational' side. Different countries have different laws governing recruitment, employees' rights, pay structures, promotion and redundancy which together represent an important element of human resource management. As a feature of the European dimension, this aspect of the latter can hardly be overlooked within the framework of a course in general management, especially given the increasing impact of EU legislation on management practices. However, it is assumed that it is not a central element in the Europeanisation of management education except for prospective managers who are aiming to pursue a career in that field.

The interests of management teachers in universities and business schools have tended rather to focus on the relationship between business culture (i.e. the social codes and conventions which regulate behaviour within corporate organisations) and national characteristics. Irrespective of the current trend towards globalisation and of the debate as to whether individual company culture is a stronger determinant of behaviour and attitudes in the workplace than the company's national cultural context, it is clear that enhancing sensitivity to cultural difference should be a key component of a course in general management.

There are a number of ways in which the issue of teaching 'European business culture' can be approached. These include:

1. experience gained through living and working abroad;
2. problem solving or project work in culturally mixed learning groups;
3. case studies dealing specifically with management problems associated with transnational 'culture-clash';
4. background study of the academic literature on the application of sociological and cultural principles to corporate organisations;
5. role-playing in specially engineered learning situations designed to develop an awareness of cultural difference;

6. studying the language, literature and institutional background of other European countries.

Ideally, a management programme which was aiming as a priority to develop the European dimension in the areas of business culture and human resource management might be expected to include all six elements: through courses on strategic management and 'specialist' options, through background courses on language and literature or as a 'thematic tool' which is incorporated into the pedagogical design of the programme. In practice, it is hardly surprising that few do. This is due primarily to the fact that the kind of learning most likely to enhance cultural awareness is as much process as content orientated and is therefore expensive to organise and administer. 'Multifunctional' learning approaches tend to be more commonly applied in the business school environment than at universities. Classes are smaller and the overall objectives of the programmes tend to be more operationally determined. Most frequently it is a characteristic of part-time post-experience or full-time MBA programmes where the approach is more 'modular' and where process is more prominent part in programme design, but where, on the other hand, study of the academic background literature is likely to play a lesser role.

Work based on case studies is more common in business schools than in universities in business schools, classes are generally more culturally mixed. Because this institution is smaller and more heavily engaged in student exchange within Europe, students from other EU member states represent a higher proportion of the student body. Even then, the cultural mix of classes is only used to advantage if a deliberate effort is made to take background into account when forming sub-groups for case-study or project work. It is maintained that for a sub-group to determine the behaviour patterns of a group it must represent at least 30% of the whole. Except in the 'international' schools referred to in category 1. above, it is very rare for a single non-national cohort to constitute such a high proportion. For this to happen, it is generally necessary for the institution to have identified inter-cultural learning with a European bias as an educational priority within a networked programme.

As just suggested, the way in which intercultural issues are approached in business schools generally remains essentially practical and is more or less distinct in this respect from the type of material taught on specialist options taught in some universities. While the work of researchers such as Hofstede, Crozier, d'Iribarne or Latour may be referred to in passing, students at a French *Grande Ecole de Commerce* are unlikely to be required to read their complete texts or to compare their representations of business culture with those of social philosophers of the German school such as Weber. Still less would they be interested in relating perceived organisational reality to the intellectual flights of such pilots of 'post-modernism' as Derrida and Léotard. Perhaps in part as a consequence of moves by many European business schools and universities to integrate - or at least to dovetail - their programmes with those of their partners, it seems that this situation is in the process of changing. It is possible to detect a progressive convergence between 'pragmatic' and 'intellectual' approaches to cultural issues which is reflected in the growth of doctoral programmes, the *rapprochement* between business schools and universities and the growing respectability of 'management' as a field of academic research. The European market for books in English comprising a mixture of theoretical commentary and case studies which emphasise transcultural issues is increasing (see list of current publications by U.K. publishers below). This is a relatively recent trend which is likely to accelerate.

Indeed, it is the burden of this report that every effort should be made by agencies representing the higher education community in management education to make it do so in a manner which respects as far as possible the principles of EU cohesion. The role of programmes such as Human Capital and Mobility is contributing to this process as is the mixed recruitment onto doctoral programmes in management, but the impact of courses on organisational culture on business schools and universities of different types will clearly continue to vary widely.

At the same time it must be recognised that it is illusory to believe that management students can be educated into the 'mind-set' of another culture. The task itself is inherently misconceived because of the infinite combinations of behavioural patterns which define the norms and conventions in any given context or 'micro-community' such as a company. It is clear that national characteristics are only one, divisible, dimension of a cultural whole and that language or 'discourse' is perhaps the clearest indicator of commonalities and of the boundaries separating one group from another. Unless a course aims to provide students with more than a working knowledge of another European language and enables them to spend a significant period of time in the country concerned, it is difficult, if not impossible to convey any more than a superficial insight into the interaction between organisational and national cultural codes. Recognition of this reality should not, however, cause the enterprise of inter-cultural education to be abandoned or avoided. As a principle, awareness and understanding of cultural difference between national and corporate contexts can be heightened as part of a higher education management programme in the ways suggested above, whether or not it is accompanied by first hand experience in another country and it is clearly part of the European dimension of management education that it should be.

SELECTED DESCRIPTIONS OF COURSES WITH A EUROPEAN DIMENSION

Copenhagen Business School

DK-LDUS-2-BA-HE34: HUMAN RESOURCE MANAGEMENT (HRM) IN EUROPE

The course serves to analyse and interpret differences in the way human resources are dealt with in various European countries. The empirical basis of the course is provided by the Price Waterhouse, Cranfield data base which is a survey of human resource management practices in 14 European countries, including Denmark. The European findings are related to recent theory in the field of HRM.

Groupe ESC Nantes Atlantique

3 BA 524 RH INTERNATIONAL HUMAN RESOURCE MANAGEMENT

43 hours - Mar. Apr. - S - E - credits: 5

This course studies the international dimension of human resource management by analysing the specific problems of multinational enterprises and through a comparison of management in different countries.

The course covers major social differences in Europe: 1993 and its consequences in the area of social harmonisation; the characteristics of the different European countries in the area of human resource management; management of personnel located in foreign countries and the problems of expatriation; the problems of personnel management particular to multinational enter-

prises; cultural differences and their consequences for human resource management; from comparative analysis to cultural analysis: stereotypes and models in the United States, Japan and Africa; the key parameters of differentiation: the Hermes survey and the four dimensions of Hofstede; the example of time and its consequences; cultural models and the inter-cultural dimension of management; the integration of the international dimension into personnel management.

Prerequisites: 1 BA 301 ST, 1 BA 301 RH, 2 BA 401 RH or equivalent.

Université Nancy II

THE DEVELOPMENT STAGES IN HUMAN RESOURCE MANAGEMENT

(credits: 7) Course 30 hours

This course has three goals:

1. to recall the historical development of the personnel function and of the human resource function, in parallel with the evolution of organization theories;
2. to describe and explain the main roles of HRM in organizations, with reference to the current state in France;
3. to provide a comparative synthesis of the different national situations (in Europe and out of Europe) and to imagine the perspectives of evolution of the HRM function.

The course is divided into three main parts:

1. The development of human resource management:
 - the new place of companies in society
 - the birth of the Personnel function (1850-1945)
 - the growth of the function (1945-1975)
 - developments in the crisis period post-1975
 - the strategic dimension in the 80's and the challenges of the 90's.
2. The HRM function in companies today:
 - the functions, missions and places of human resource management
 - the social audit and the social worksheets
 - cross-national perspectives of human resource management
3. Comparative international on HRM perspectives

Examination:

- course questions/precise knowledge 1/6
- reasoning questions on a large subject 1/2
- commentary of a case or an article 1/3

MARKETING

In a macroeconomic environment in which companies are tending to subdivide into smaller units in order to be more flexible and responsive to market shifts, the relevance of marketing as a field of study within Europe hardly needs to be stressed. Given the saturation of many European markets with imported high quality goods produced at costs lower than those attainable within Europe, it is important for future managers of European companies not simply to have a working knowledge of the general principles of marketing which are by definition international in character, but also to gain an informed insight into the individual characteristics of consumer behaviour and market trends in different member states. In general terms, this need is exacerbated by the high level of commercial exchange within Europe which is accompanied by deficits in the balance of trade in many member states of the Union and a general movement towards the service sector. The intensely competitive character of the European market-place and the oligopolistic context in which many European firms are having to operate mean that it is essential to be able to define more closely the needs of European consumers and to identify those features of products which have a peculiarly European character.

Apart from gaining greater insight into the character of national markets in terms of standards of living and consumer preferences—within Europe as a whole as distinct from other world markets and within the Union itself—it is also important to understand the different ways in which different European countries apply marketing principles and practices. For example, different countries make different uses of media, depend to a greater or lesser extent on distribution channels or retail chains according to their size and traditions, employ different marketing instruments and have different orders of priority in their marketing strategies according to the social structure and lifestyles of their populations. It would appear appropriate for a marketing programme which takes account of a European dimension to explore these broader demographic and economic features of the European marketplace. Even though it is clearly impossible to do so comprehensively for the EU as a whole, the programme should consider the effect of regional and cultural difference on marketing strategies and should perhaps review in detail the broad characteristics of the market in at least one other European country apart from that in which the institution is located.

For programmes with a more technical or academic orientation, it would be equally important to identify the different academic approaches to marketing which characterise the different 'schools' in Europe, and which, collectively, distinguish what might be termed a 'European' approach from that current in North America. While, in the broadest possible terms, the North American approach has traditionally been biased towards data analysis based on informatised market research processes, approaches in Europe have been more diverse, with different national centres concentrating on econometrics, industrial marketing and purchasing, lifestyle analysis and networking, each specialised approach forming a school which becomes associated with a particular national tendency. Thus, Scandinavian countries have tended to be identified with a more 'person-centred' approach, Germany and the Netherlands with a more econometric focus, the French with a balance between quantitative and qualitative methodologies which are highly responsive to changes in fashion and to the needs of firms, particularly those in the Paris region where the majority of market research agencies are concentrated. In the U.K. too, a large proportion of market research is based on agencies which, to an increasing extent are networking with their continental partners or subsidiaries. The variety of approaches which is entailed by the breadth of demands is reflected in the academic approaches in the U.K. which tend, characteristically, to be pragmatically focused in response to consumer demand.

Thus it might be said that a marketing programme having an overtly 'European' focus should include the following elements:

1. Case studies on:
 - the issues associated with penetrating new European markets which bring out the different practices characteristic of different European environments;
 - the problems of adapting marketing strategies in marketing a specific product in different European markets.

2. Study of the manner in which national business cultures affect:
 - marketing practices within organisations;
 - the institutionalisation of the marketing profession in different European countries and its impact on marketing procedures and processes;

3. Courses on the structure and character of different European market environments, focussing as much on regional as on national determinants of consumer behaviour and market trends.

SELECTED DESCRIPTIONS OF COURSES WITH A EUROPEAN DIMENSION

Università degli studi di Trento

I-LSUD4-BA-TAP63 TECHNIQUE FOR MARKETING OF AGRICULTURAL PRODUCTS

6 hours per week; 12 weeks; 1 semester; assessment examination: oral; credits: 9

The course analyses the features of agricultural products, the concentration of supply, wholesale and retail markets; channels of distribution and marketing strategies. Also analysed are the problem of international trade in agricultural products and the commercial policies of the European Community.

Prof. Luciano Pilati

Suggested readings/texts: - AA VV, *Tecniche della gestione aziendale*, REDA, Vol. 2, 1987.
- Ottone Ferro, *Istituzioni di Politica agraria*, Edagricole, Bologna, 1988.

Groupe ESC Nantes Atlantique

3 BA 524 MV INTERNATIONAL MARKETING

42 hours - Mar.Apr./Sept.Oct. - S - CA/E - credits: 5

Content of international marketing; study of foreign markets; development of international marketing plan; international organisation of a company; European consumers; notion of the European product; European marketing mix.

Prerequisites: 1 BA 301 MV, 2BA 401 MV or equivalent.

University of Plymouth

INTRODUCTION TO INTERNATIONAL MARKETING (INT410) - 1st semester

The role of marketing in international business decision-making. Relevance and importance of exporting and overseas investment activities to different sizes and sectors of business. Planning for diverse markets. Political change and uncertainty. Regional trading blocs: EC, ASEAN, EFTA. Market selection: role of international research and segmentation. Market entry criteria - Japanese and Far East models. International brand planning, product modification, pricing, advertising, distribution. Standardising and differentiating the marketing mix.

Assessment: 100% coursework

Credits: CATS 10, ECTS 5, US 3.

Lecturer: Jasmine Williams

University of Wolverhampton

MK316 - RETAIL MARKETING MANAGEMENT

Prerequisites: BABS II Distribution & Marketing or Marketing Environment MK101

Rationale

Recent years have seen considerable growth in the retail industry, both through traditional channels and as a form of leisure activity. This dynamic environment requires highly-trained graduates who have the ability to innovate and manage change within the retail marketing field.

The highly competitive nature of retail marketing management means that, whilst general marketing skills are essential, more specific retail distribution orientated understanding is required for a successful retail marketing career. The retail sector embraces many types of marketing management and distribution models and so understanding of these various specialism and their inter-relationships enmesh to form the foundations of this module.

Aims

The broad aims of this module are:

- to appreciate the various types of retail organisational structure and their specialist patterns of development, including both U.S. and European retail marketing;
- to identify consumer purchasing trends and their conversion into profitable marketing management and purchasing strategies;

- to highlight the operational benefits of a team-based marketing management style;
- To identify and anticipate changes in the retail marketplace for strategic planning purposes.

Learning outcomes

At the end of the module the student will be able to:

- work effectively within a team-management framework selecting the most appropriate store management strategies in order to achieve company objectives;
- evaluate product quality having due regard for cost factors and consumer preferences and so be able to produce purchasing schedules;
- demonstrate retail marketing skills through the development of store-based merchandising strategies according to current retail marketing philosophies and cultural differences;
- appreciate the impact of major UK cultural, social, economic and environmental changes on the retail sector and effects on consumer behaviour patterns;
- evaluate retail market behaviour patterns through the use of primary and secondary research methods using information as appropriate;
- appreciate the specific needs of the small trader in the design and application of management and marketing strategies appropriate to the sole trader.

Indicative content

This module will build on the foundations of the level 2 business functions - marketing and distribution modules.

In order to meet the aims and objectives, the following areas will be developed with team management and managing change as recurring themes.

- the changing nature of the retail distribution industry;
- developing the retail marketing mix concept and its influences on the distribution process;
- analysis of major types of retail organisation;
- exploiting overseas retail markets;
- merchandising, in-store layouts, warehouse organisation and management, including an overview of new technology, e.g. EPOS, EFTPOS and JIT purchasing methods etc;
- future trends in the retail distribution industry.

Teaching and learning strategies

Formal teaching strategies will form part of the input but, wherever practical, emphasis will be placed upon a student-centred approach. In addition to institutionally-based learning strategies outlined above, students will be expected to make individual and/or group visits to local retail areas to support project work and to reinforce formal teaching methodologies. Students will also be required to undertake personal library-based research assignments during non-class time.

ANNEXE 2

STRUCTURES OF COOPERATION CASE STUDIES

**The Community of European Management
Schools (CEMS): a model for the development of a European dimension
in the management studies curriculum?**

Notes on meeting with Nicole de Fontaines (Secrétaire Générale, CEMS) 11/2/94

1. Background

The Community of European Management Schools (CEMS) was founded in 1988 on the initiative of the then Director of the *École des Hautes Etudes Commerciales* (HEC), Jean-Paul Larçon, and Lluís Pugès, Dean of ESADE, Barcelona. It initially comprised four business schools and universities: HEC, ESADE, the *Università Commerciale Luigi Bocconi* and the *Universität zu Köln*, the idea being to select one leading higher education school or faculty of management studies per European country and to expand the programme progressively. The CEMS now has 12 members including institutions representing four EFTA countries (Austria, Norway, Sweden and Switzerland). The students selected by their institutions to take part in the programme must be following a five year degree in general management and should be competent in at least two foreign languages. Upon successful completion of the programme, students receive a 'CEMS Master's in European Management' in addition to the degree of their home university. For a summary of the programme's objectives and philosophy see de Fontaines, 'A perspective of the CEMS', *EFMD Forum*, 1992, vol.4: 29-31.

2. The concept of harmonisation

- 2.1 The CEMS concept is based on the principle of respecting diversity whilst achieving a measure of harmonisation in the curriculum combined with limited periods of student mobility and transnational commercial/industrial experience. In this respect, it is distinct from models which seek a close degree of standardisation e.g. *The École des Affaires de Paris* (EAP), where a single school has separate sites in a number of different European countries and a common curriculum leading to a single diploma. Students spend a minimum of a year in each of three European countries. The controlling institution, EAP, is a member of the *Chambre de Commerce de Paris*, and, in a limited sense, all schools in the partnership share a single culture.
- 2.2 However theoretically uniform the curriculum and culture of a multi-site school such as EAP may be, it is self-evident that the notion of standardisation falls short of extreme examples at secondary level such as the *Lycée français de Londres* in which the language of instruction is French and where the curriculum laid down by the French government is strictly applied. Harmonisation is clearly a matter of degree, and that of the CEMS is deliberately kept to a level which the partners in the network can reasonably be expected to achieve whilst guaranteeing a minimum threshold of commonality.

3. The Common Body of Knowledge (CBK)

- 3.1 A *sine qua non* of participation in CEMS is that each partner institution conform to the terms of definition of the Common Body of Knowledge (CBK). The CBK, which applies to the first three years of study, acts as a guarantee that students aiming to obtain the CEMS masters degree share the same knowledge base. It takes as axiomatic that the proper preparation for management as a profession is to cover a number of basic management disciplines in higher education, even at first degree level. It is hard to say precisely what principles inform the choice of disciplines (*domaines*) except that it represents the basic constituents which most higher education faculties would agree should be included in a general management studies programme. To that extent, despite being subject to the approval of the corporate members of the association, CBK reflects the 'status quo' rather than breaking new ground. As an experiment in collaboration, it is nevertheless a benchmark of what can be achieved with a medium-sized network.
- 3.2 CBK comprises a total of 18 compulsory subject areas defined in terms of 'objectives' and 'topics' representing a minimum of 75% of the total student workload for the first three years of study in higher education. The subject areas do not have to be covered in any prescribed sequence and are described in sufficiently broad terms that the basic academic orientations of the students at each institution (engineering at *Louvain*, economics at *Köln* etc.) can be accommodated. Accounting and law are taught according to the national systems of the countries concerned.
- 3.3 The main objective of CBK is to provide a threshold of convergence which can act as a guarantee that students involved in exchanges share a common foundation. Although each institution preserves its specificity, the template of the CBK necessarily causes collaboration between teachers in the areas concerned and marks the minimal level of mutual confidence demanded by the CEMS as preparation for a common degree. It does not represent a European dimension in terms of content, but of collaboration in defining the properties of a mutual infrastructure. Two courses, however, mark exceptions to this principle. As their titles suggest, *EU Institutions and Legislation* and *Economic History*, despite being taught differently in each of the institutions, clearly have a European focus.

4. The Specialist Programme (SP)

- 4.1 During the last two years of the five-year programme, CEMS students spend a minimum of six months abroad consisting of coursework and placement. They are required to take a total of 12 specialist courses over the two-year period, at least six of which must have a defined International (if not a specifically European) orientation. The content of these courses, particularly the elements which constitute their international (European) dimension, have to be more closely equivalent than that of courses in the first three years of the programme and demand closer monitoring.
- 4.2 The correspondance between equivalent courses at different institutions is controlled by working groups consisting of specialist teachers in the disciplines concerned. Despite the best efforts of these groups, the extent of comparability between supposedly equivalent courses is unclear and is evidently not always easy to achieve in practice. The phrasing of the course descriptions is broad in scope and appears to allow for quite significant variation, inevitable in a network of 12 partners. The positive aspect of the CEMS infrastructure is, however, that it provides the means of developing towards closer convergence along clear curricular lines over a period of time.

- 4.3 Another interesting side-effect of subject-based collaboration on curriculum design is that it enables the concept of the European dimension to be more clearly understood. Within the CEMS/SP courses, at least four types are identifiable:
- courses on EC institutions as such;
 - fields such as accounting and law in which there are three dimensions:
 - a) EC,
 - b) transnational/comparative,
 - c) interactive EC/national;
 - fields such as Marketing which may be either comparative or international and where there may be differences in methodological approach which are culturally determined;
 - fields such as human resources management where the same methodologies may be applied globally but where the object of study may be limited to intercultural issues which are peculiar to Europe.

5. The production of joint teaching material

- 5.1 One notable achievement of the special working groups has been the production of published teaching material in the form of case studies and text books for an 'official' publisher (Sage). *Marketing in Europe* (ed. Montana) has just appeared and a coursebook on human resources management is nearing completion. It is too early to gauge the impact of these publications on course content and teaching approach, but their existence is itself a measure of effective collaboration in individual areas.

6. Research

- 6.1 As is the case with many ICPs, inter-institutional collaboration in teaching and student exchange has not led naturally to joint research by members of the CEMS faculty, despite the existence of the subject area working groups. This is a measure of the relative incompatibility between individual interests and initiatives required for innovative research and pre-established institutional structures. Although they work in the same broad subject areas, the members of the working groups do not necessarily share research specialisms.
- 6.2 The issue is complicated by the fact that it is sometimes difficult to make a clear distinction between research whose principal output is the production of teaching material and so-called 'pure' or theoretical work. This is particularly true in a field such as management which has vocational rather than strictly intellectual objectives, but where, on the other hand, consultancy work, often carried out by graduate students completing company-based projects, may lead to published papers. However, even in management studies, the relationship between research and teaching is not necessarily a direct one.
- 6.3 The relative lack of research outcomes from the CEMS project so far means that the programme has not in itself helped to clarify how the concept of a European dimension can be applied to research in management. While the joint development of research linked to teaching material is a stated objective of the CEMS project, the establishment of multi-national teams of graduate students to carry out research having a European focus is not an explicit goal, nor is the hardening of links between student project work and the research interests of faculty.

7. Pedagogical approaches

- 7.1 While a great deal has been achieved by the CEMS in creating and consolidating a framework for collaboration and in introducing a European dimension into the content of the curriculum, it is fair to say that it has been harder to alter established pedagogical practices. The application of a European dimension to pedagogy implies an emphasis on multi-cultural group work applied to problems which are themselves transnational in character and often involving additional skills such as computer modelling and on-line information. However easy to grasp conceptually, such approaches are often complex and costly to implement. Even when the technical back-up and know-how exists, it is difficult to impose participative learning on institutions accustomed to transmitting knowledge *ex cathedra* to large groups of students.
- 7.2 If progress in this area has been variable, it is difficult to see what kind of collaborative infrastructure would be more likely to succeed than that which the CEMS has already established. Lasting change can only come as a result of collective decisions reached voluntarily by working groups. It cannot be imposed from above if the proposed reforms run counter to institutions' culture or if they ignore the financial constraints which govern the management of human resources. In that sense, the rate of pedagogical innovation undertaken by different members of the CEMS is in itself instructive.

8. Staff mobility

Although a planned objective of the CEMS programme, staff mobility has not so far been a major area of activity. This situation is now changing. All member institutions have each been invited to identify up to ten faculty able to contribute to teaching at another school or university. It is too early at present to assess the impact of this initiative which it is hoped may overcome the traditional obstacles to teacher mobility such as domestic commitments, administrative and research responsibilities at the home institution, academic compatibility and financial constraints.

9. Corporate links

The CEMS comprises a corporate membership of 30 representatives drawn from a range of companies which respects the balance between member states of the EU and EFTA. Selected delegates participate in the 'task forces' which determine policy in specific areas. They advise on questions of curriculum design and contribute directly to strategic decisions. Other representatives are invited to attend the subject area working groups. The companies offer placements to CEMS students with a view to recruiting them on completion of their degree. Where possible, the CEMS membership of a multinational firm engages the subsidiaries of the same company in different member states. It is a structure of collaboration with the private sector which operates at every level of the CEMS project and remains a model of what can be achieved by a limited number of high quality European business schools and universities working in partnership.

10. The period abroad

CEMS students are required to spend a minimum of six months abroad, divided equally between a period of study and a work placement, each of which can be spent in different countries. The credits taken abroad are recognised in full by the home institution. Although six months abroad out of a programme lasting five years might seem too short a requirement for a flagship programme in European management, a longer duration would exceed the maximum study period allowed by certain national governments for which full credit can be transferred.

11. The question of replication

- 11.1 Whether the CEMS model lends itself to replication is an interesting and important question. The programme is relatively expensive to run and the links with the corporate sector depend to some extent on the reputation enjoyed by the member institutions within their respective countries. The special feature of the model is that it strives to achieve the highest degree of commonality in curriculum design for a wide range of institutions whilst retaining the cultural, academic and administrative specificities of each. Such a goal must impose its own ceiling in terms of membership which it would appear that the CEMS has now reached.
- 11.2 In principle, there is no reason why networks of similar size and trans-national European scope should not operate in the same way as the CEMS and achieve similar objectives over time. The membership of such networks imposes its own constraints which apply to some extent to all exchange and curriculum development programmes which are developing joint or double degrees. Foremost among these is the status and character of the institutions concerned. All institutions must be sufficiently compatible to form an effective peer group and must have sufficient commitment to the project that they can fulfil the group's requirements in terms of curriculum design, quality of students and language preparation.
- 11.3 It is clear that networks involving fewer partners can set themselves more ambitious objectives such as a fully integrated curriculum leading to a joint degree which requires students to spend extended periods of time in at least two institutions. However, it is doubtful whether such a relatively large and diverse group as the CEMS, operating as equal partners and managing multiple student flows, could have achieved a higher degree of coherence than that which has been reached in the five years of the association's existence. As a model, it is successful because it has set relatively modest and flexible goals in terms of curriculum development and because it provides structural means of integrating the different interests and activities of the three principal parties (students, higher education institutions and employers) engaged in the process of trans-national management education in Europe.

THE EUROPEAN PARTNERSHIP OF BUSINESS SCHOOLS (EPBS)

Background

The European Partnership of Business Schools (EPBS) is a consortium consisting of four constituent institutions in France, Germany, Spain and the United Kingdom:

- The CESEM (Centre d'Études supérieures européennes de management) Reims;
- ESB (Europäisches Studienprogramm für Betriebswirtschaft) Reutlingen;
- CEE/ICADE Universidad Pontificia Comillas, Madrid;
- BAEBA (BA in European Business Administration) Middlesex Business School, London.

The EPBS programme was one of the earliest joint programmes to be set up in business studies and has long been considered as a model of a particular form of curriculum integration. Founded in the mid-1970s, the programme was built around a 2+2 structure, that is students following a common curriculum on three (subsequently four) different sites would divide the four-year programme equally between two European countries. It was designed as a new, self-standing project and was independent of existing courses and programmes of study provided at the institutions to which it was linked. Course content was as similar as cultural conditions would allow. Having been designed collectively by the partners, the curriculum was common to all the students following the programme, examinations were taken simultaneously in all three institutions and were jointly assessed. Despite the closeness of the consortium, the student flows have always been managed bilaterally with students of a given nationality being able to start their studies either in their country of origin or in the foreign country in which they were specialising. Recruitment to the programme is nevertheless organised on a national basis and respects the conditions with respect to fees which apply in the country in which initial registration takes place.

As described in the EPBS handbook:

- The same four-year curriculum is taught on each EPBS campus, each country offering all course units in its own language.
- All students change campus at the end of their second year of the four-year curriculum: they complete the first two years (including one semester of practical business experience) in one country, and then complete their third and fourth year in the second country (including another semester of practical business experience).
- Thus, students engaged in the complete four-year EPBS curriculum may choose any of the following programmes, which are all identical in terms of content:

London-Madrid or Madrid-London;
 London-Reims or Reims-London;
 London-Reutlingen or Reutlingen-London;
 Madrid-Reims or Reims-Madrid;
 Madrid-Reutlingen or Reutlingen-Madrid;
 Reims-Reutlingen or Reutlingen-Reims.

- At the end of the four years, each graduate is awarded two degrees at the BA (Honour.) level.

On each of the campuses where EPBS operates, students always study in international (European) groups comprising at least U.K., French, German and Spanish students.

The overall number of students enrolled in EPBS, counting all 4 campuses, was 1391 in 1993-1994, the distribution per campus, per year, and per nationality being as follows:

PER CAMPUS		PER YEAR		PER NATIONALITY	
London	360	Year 1	400	German	370
Madrid	246	Year 2	326	Spanish	258
Reims	426	Year 3	338	French	503
Reutlingen	359	Year 4	327	U.K.	260

Trends and developments

EPBS is currently being enlarged and the 'European' of the title is being changed to 'International'. This reflects the potential inclusion in the consortium of Central and East European and North American partner institutions, as well as the extension of the network within the European Union: to the Netherlands and Ireland. There is a growing need for access to courses offered in English, and the continued imbalance of student flows within the network due to the relative difficulty experienced by the U.K. to send sufficient students to certain countries - notably Germany - may thereby be rectified.

One consequence of the enlargement of the network is the tendency towards a 'deregulation' of the common curriculum with a wider range of options being offered by different institutions. This trend reflects the move away from prescribed programmes of study towards a 'modularised' system which has long been characteristic of traditional universities in Europe in which credits based on course units are accumulated in a more open-ended way than has hitherto been the case - particularly in private business schools. Within EPBS, the greater flexibility allowed by this system is making it possible to incorporate options of a more 'cultural' kind, though it is paradoxical to note that this tends to take place towards the end of the programme of study rather than at the beginning as proposed in the main body of this report. It also makes it more natural to adopt ECTS as a standard mechanism for measuring the allocation and transfer of course credits even though EPBS had already developed its own system based on the principle of a common curriculum.

Another trend which should be noted is the growing tendency for students to register in countries other than their country of origin in the knowledge that this will allow them to return to their native country after two years. This development is a reflection of the greater openness of the higher education market in Europe which leads students to choose to study full-time in other countries of the Union and so to avoid the levels of fee which apply to different schools in different states. EPBS is not the only consortial network within which this trend can be detected. There is clear evidence that it is a more widespread consequence of double degree programmes based on inter-institutional agreement.

As regards employment, a centralised EPBS data base held at the *École supérieure de commerce (ESC) Reims*: the *Annuaire des diplômés EPBS* published by the *Association des diplômés CESEM*, Groupe ESC Reims, provides complete information on the destinations of the 2500 students who

have graduated from EPBS over the last 20 years. This information suggests that, despite the overtly European focus of the degree, most EPBS graduates find employment in their country of origin, but that virtually all work in an international and hence interlingual environment. It seems that the nature of the organisations most sought after by students corresponds to the character of the employment market in the different countries concerned. In Germany, for example, there has been a growing tendency in the last four to five years to work for smaller companies and only subsequently to seek more senior, long-term posts in larger organisations, while in France, EPBS graduates have increasingly sought posts in large companies in competition with their peers in French *grandes écoles de commerce*.

One of the most important advantages of the EPBS structure is that the programme offers excellent opportunities for intercultural group work based on collective problem solving, and for collaboration between teachers in curriculum design. Unlike the majority of undergraduate/long-cycle programmes in management studies, the transnational mix of students is one of the defining features of the course rather than an occasional aspect of a nationally based degree. Increasing use is being made of European case material and computer-based management games which allow for autonomous group learning, though it is not clear to what extent these approaches are exploited, given the intrinsic potential of the programme for this type of pedagogical innovation.

The general development of EPBS is an interesting model of wider trends in networks involving management studies within higher education in Europe. It is a close knit consortium with a long experience of developing and implementing a common curriculum, in which, nevertheless, cooperation between institutions has always been organised bilaterally. As the network is enlarged, its administration is becoming increasingly dependent on a balance between central coordination and bilateral links, a tendency which reflects the structure of other successful consortia such as the CEMS and which will probably be the most viable type of network to emerge within the framework of the Socrates programme.

Course Structure and European Studies Modules

EUROPEAN BUSINESS ADMINISTRATION

COURSE STRUCTURE

YEAR I	YEAR II	YEAR II	YEAR IV
<i>September to June:</i>	<i>July to January</i>	<i>September to February:</i>	<i>October to June:</i>
Introduction to business administration	6 months industrial placement	European studies International marketing + Languages Finance, International trade, Business law, Manpower, Accounting, Computing	Business policy European studies Languages Business ethics Labour law + 3 options from (*) - International finance - European Law + company Law - International logistics - Informatics - Production management - Manpower studies - Business to business Marketing - Product management of consumer goods and services - Financial accounting - Management accounting
+	<i>February to June:</i>	<i>March to September:</i>	
Languages	Study of the major functional areas of the business organisation	6 months industrial placement	
Quantitative methods	Languages European studies		
European studies			+ Individual project (thesis)

All students change countries

(*) Please choose a fourth option in case one of your choices cannot be satisfied.

DESCRIPTION OF EPBS COURSES WITH A EUROPEAN DIMENSION

European Studies

ES 106 (6 credits)

Analysis of modern European economics, social and political history
Analysis of contemporary national political life and institutions (U.K., France, Germany, Spain)
The history of European Integration

ES 206 (3 credits)

- Short-term stabilisation policy in Europe
- Growth policy in Europe

ES 306 (3 credits)

The economics of the European Community
The institutions and policies of the European Community
The economics of the Common Market

ES 406 (6 credits)

European industry and the International economy
The pattern and development of industry in Europe
Multinationals and the European economy
Economic policy and Industry
The development of post-industrial society in Europe
The future of European industry and employment

BILATERAL MBA GROUPE ESC LYON (CESMA)
AND CRANFIELD SCHOOL OF MANAGEMENT

This highly reputed integrated MBA scheme is typical of a number of joint programmes which draw on the wider range of options available to students through bilateral or trilateral partnership with other European business schools or university faculties of management. It is interesting to compare its open-ended and complementary structure with the closer integration of certain other European MBA programmes such as that between the *Groupe ESC Nantes*, Bradford University Management School, and the *Universidad Comercial de Deusto* in which students move in a single group from site to site as part of a single track course of study.

The Lyon/Cranfield programme was jointly designed and leads to a double degree for those students who take advantage of the opportunity to study at the partner institution. Core courses taught in first and second terms correspond to each other as closely as possible. In practice, however, it can more properly be described as two parallel degrees whose structures allow for the replacement of certain optional course units or a project/ dissertation by their equivalents at the partner institution. The content of all units taken 'abroad' must be approved in advance by the director of studies at the sending institution. It is not taken for granted as part of the degree. In difficult cases, the marks awarded by the partner institution and the work carried out by the students may also be subject to scrutiny by staff at the sending business school. In that sense, the principal 'European' element is the study at the partner institution with all that this normally implies in terms of course content, teaching approach and the experience of living in another European country.

While the courses taught at each institution do not have an overridingly international or European orientation, individual units are devoted to 'the European business environment', and 'The European manager' (see course descriptions below). In addition, students must prove that they are fully competent in the foreign language in order to qualify for the double degree, and language options are available as an integral part of the Cranfield programme. However, the proportion of students who choose to participate in this particular double degree programme is limited. Only 3 out of 170 students from Cranfield opted to go to Lyon in 1994-95 against ten from Lyon a reflection of the imbalance of flows which is a general problem affecting exchange programmes involving the U.K. and represents a marked decline in relation to previous years. This is almost certainly due to the increased range of international opportunities available to Cranfield students, in particular in English speaking countries.

It should not be thought that the aforementioned qualifications detract from the quality or the value of the double degree principle which clearly depends on close established working relationships between a sending and a receiving institution. The Cranfield/Lyon programme is similar in character to many other flexible degrees which are based on bilateral cooperation and which involve the replacement of course units by equivalent and fully recognised periods of study at the partner institution. In many respects, this 'model' of cooperation is the most efficient and adaptable framework for curriculum development which provides opportunities for students for study and professional experience elsewhere in Europe as part of 'short cycle' graduate programmes at Master's level. It is also an effective vehicle for facilitating the 'internationalisation/europeanisation' of course content and pedagogical approaches by enabling teachers to contribute to courses taught at the partner institution. In the case of the *Groupe ESC Lyon* and Cranfield school of management, it has raised the European profile of the two schools, not least as a consequence of the increasing number of alumni having a double diploma qualification.

It is interesting to note that in larger consortia such as the EPBS and CEMS networks and even

within the ECTS group of 32 business schools and universities, there is a tendency to rely on bilateral links as the basis for academic recognition and the regulation of student flows. For the award of a 'double degree' this type of cooperation is essential. However, even where no additional qualification is involved, it seems clear that bilateral partnership is an integral feature of networking and is a vital ingredient of the success of even the most close-knit consortia.

Description of Cranfield MBA courses having a 'European' focus

European Business Environment

(30 hours)

Aims of the course

With the advent of the Single European Market, business managers need to understand the European environment in which they operate. This course examines political, economic and social aspects of the European business environment and the implications of differences and changes within that environment.

Benefits of the course

Students will gain an understanding of the current issues involved in the business environment of the Single European Market and of some of the ways in which it may develop in future. They will acquire an insight into the complex interrelationship between politics, economics and society and their effects on European business management.

Syllabus

- The institutions, politics and economics of the European Community
- The major issues arising from the creation of the Single European Market
- Issues such as the protection of the environment and ethnic minorities, but from a pan-European point of view
- The business environment in European countries and the ramifications of the Single Market for countries outside the EC such as Japan and the USA
- The implications of the Single Market for Third World countries.

Business Game

(20 hours)

During the fourth term all students participate in a large management game. Working in groups, each of which acts as a board of directors, they run an organisation which manufactures and sells in a variety of market places. Played over several rounds the game is competitive with each group attempting to create a healthy, thriving company.

The game provides an opportunity for students to combine their previous experience with the

knowledge and skills acquired during their time at Cranfield and apply this combination in a realistic but risk free environment.

Managing in different cultures

(15 hours)

This course provides an opportunity for students to become more aware of the issues involved in managing in different cultures, the practical implications, and the problems and opportunities faced by expatriate managers operating in cultures different from their own.

The European manager

(15 hours)

The aim of this course is to present students with information on managerial practices in the major European economies. Countries which will be discussed in particular are Germany, France, Italy and the Scandinavian countries. Comparisons will be made with the Eastern Bloc countries and the Soviet Union. Issues discussed include: national character, comparative national attitudes, managing multi-national teams. The course will host U.K. and other European guest lecturers.

**EUROPEAN COMMUNITY COURSE CREDIT TRANSFER SYSTEM
(ECTS)**

The European Community Course Credit Transfer System (ECTS) was established in 1989 by the European Commission as a pilot scheme to test and refine a credit transfer and academic recognition mechanism for periods of study undertaken by students abroad. One of the five subject areas selected for the pilot was business administration, and there are currently 32 higher education institutions operating ECTS in this subject area group.

ECTS operates on the basis of credits allocated to course units. A full student workload for any one year is worth 60 credits and the number of credits allocated to any one course is then calculated to reflect the quantity of work required to complete it, in relation to the quantity of work required to complete a full year.

It has been established that three key documents are essential to the successful operation of ECTS:

a) The information package

Institutions using ECTS are required to produce an information package in which all courses available are described, together with the number of ECTS credits allocated to each course, contact hours, length of course, person responsible etc. General information about the institution, and its administrative procedures is also available.

b) The learning agreement

This describes a students' programme of study agreed by the student, the sending insti-

tution and the receiving institution prior to the study abroad period.

c) The Transcript of records

This shows the courses taken and marks achieved by an individual student prior to and after the period of study abroad. Both local and ECTS grades are indicated, as is the amount of ECTS credits attached to each course. The ECTS grading scale was designed in order to help institutions interpret the performance of a student at the host institution.

ECTS can operate effectively in any type of student mobility scheme whether bilateral or multilateral. What the six year experimental phase of the system has shown in respect of facilitating the development of a European dimension in management education is that loosely aggregated networks comprising a relatively large number of institutions can allow for a high degree of cross-fertilisation between institutions of different types and sizes and that the application of ECTS can act as a catalyst which facilitates the academic recognition of courses of study taken at partner institutions.

The pilot phase of ECTS also confirmed, however, that although network meetings encourage a greater balance of student flows than might otherwise have been the case, the essential factor governing student exchanges within the business administration subject area group was the character of bilateral agreement between individual institutions. In this respect, the ECTS group revealed similar evolutionary trends to those present in the European Partnership of Business Schools (EPBS) network where the regulation of student flows was increasingly taking place on a bilateral basis. At the same time, the pilot network has provided a valuable terrain for experimentation: in the application of on-line communication systems as a means of facilitating cooperation, and as a source of information on the development of the European dimension within the curriculum. This is demonstrated by the attached information arising from a questionnaire circulated by Lancaster University, and by the course descriptions extracted from ECTS information packages which form part of the analysis of the European dimension in individual sub-disciplines (*see Annex 2*).

ECTS BUSINESS ADMINISTRATION SUBJECT AREA GROUP
Questionnaire distributed by the School of Management,
Lancaster University to ECTS partner institutions.

1. In the current year (1993-94), what is the **total number of full-time, 'home' students in their final year of study** (following three, four or five year degree programmes) in your Business School or Management faculty (including economics)?
2. In the current academic year 1993-94, what is the total number of **outgoing** Erasmus students from your business school or Management faculty (including ECTS) under taking study periods abroad of three months or more? N.B. include **all** Erasmus students, not only ECTS.
3. In the current academic year 1993-94, what is the total number of **incoming** Erasmus students undertaking study periods of three months or more at your business school or management faculty? N.B. Include **all** Erasmus students, not only ECTS.
4. What is the **total number of courses (i.e. modules or units) which are available to final year students** in your business school or management faculty?
5. Of the courses covered by the previous question, how many have an **overtly European focus in terms of course content**, excluding language courses? Give the course titles of the two most illustrative examples.
6. Taken as a whole, how many students in your business school or management faculty are registered on the 'European' courses included in the figure mentioned in the previous question?
7. Assuming they perform satisfactorily, how many 'home' students currently studying in other EU countries in the 1993-94 academic year will receive a **fully-fledged national or inter-institutional degree or diploma** in addition to or instead of that from their 'home' university? (Course certificates or transcripts of marks should **not** be counted.)
8. How many 'home' students in their final year are following or have followed as a **fully integrated part of their home degree** a course in a foreign EU language?
9. How many '*bona fide*', full time members of the teaching staff in your business school or management faculty are nationals of another EU country? (**Research associates, part-time staff or language teachers should not be counted**).
10. Have the numbers of applicants for specialist and generalist degrees in management at your institution (and in your country) increased or decreased since 1991? Comment very briefly.

Results of Lancaster Survey

The above questionnaire was sent to ECTS and other partner institutions. 27 replies representing 13 countries were received.

Analysis of 26 of these responses showed that 9% of students undertook an ERASMUS funded period of study abroad. However in some cases the percentage of outgoing ERASMUS students was either very high (86%, 55% 51%) or very low (0.8%, 4%). If the calculation was made omitting these figures, the percentage 10% was slightly higher.

Taking into account responses from 26 institutions, the number of incoming Erasmus students exceeded the number of outgoing Erasmus students by 23 (1597/1620). In general, institutions in countries with the most widely spoken languages (U.K., France, Belgium, Germany, Austria) received more students than they sent whilst the opposite was the case with institutions in Greece, Portugal, Finland, Denmark, Norway. Both Spanish institutions reported significantly more incoming than outgoing students and, of the four Italian institutions questioned, three had more outgoing than incoming students.

Using data from 19 institutions, it was found that 11% of courses available to final year students had an overtly European focus in terms of course content, although again the range varied from 0.8% to 33%.

Insufficient information was given to enable the proportion of students taking these courses to be calculated.

The number of ERASMUS students receiving a national or inter-institutional degree or diploma in addition or instead of that from their 'home' university varied considerably according to institution. 12 out of 27 institutions reported that none of their students were in this category, but in some institutions the figure was as high as 60% (WU Vienna, University of Frankfurt) or between 40%-50% (ESC Grenoble, ESC Lyon, Hochschule St Gallen).

The number of '*bona fide*' full-time teaching staff coming from another EU country was small. Eight out of 24 institutions had none at all, and six had only one. However, several others, including the University of Innsbruck, Hochschule St Gallen and ESC Lyon, reported that up to 40% of the teaching staff were from other European countries.

The majority (60%) of institutions reported an increase in applications for management degrees since 1991.

ANNEX 3

ENGLISH LANGUAGE MANAGEMENT PUBLICATIONS

*with relevance to the European dimension in
management education*

A limited sample in English language publications in the field of Management Education derived from the 1994-95 catalogues of a range of leading international publishers.

- European Community Funding for Business Development: A Complete Guide to Sources, Grants and Applications Procedures*, 2nd edition, European Policies Research Centre, Kogan Page, 1993.
- European Executive Training: A Handbook for Managers*, A Alsbury, Pitman, 1992.
- Ever Closer Union? - An Introduction to the European Community*, D Dinan, Macmillan, 1994.
- International Business*, H Mirza, J Clegg, B Dawes, The Dryden Press, 1995
- Management Change in East Germany*, P Lawrence and V Edwards (eds), Routledge, September 1994.
- Managing in the Single European Market*, R Brown, Butterworth/Heinemann, January 1993.
- Managing People Across Europe*, T Garrison, D Rees, Butterworth Heinemann, July 1994.
- Multinationals in the New Europe*, K Simmonds, J S Macdonald, M R Hodges, Macmillan, 1994.
- Organisational Behaviour in Europe: Case Studies*, F Chevalier (ed), Sage, April 1995.
- Organisational Behaviour in International Management: A European Perspective*, T Jackson, Butterworth/Heinemann, 1993.
- The Business Culture in France*, C Gordon, Butterworth/Heinemann, September 1994.
- The Business Culture in Germany*, C Randlesome, Butterworth/Heinemann, May 1994.
- The Business Culture in Spain*, K Bruton, Butterworth/Heinemann, July 1994.
- The Business of Europe: Managing the Paradox of Europe*, R Calori, P Lawrence (eds), Sage 1992.
- The European Business Environment*, N Nugent, R O'Donnell (eds), Macmillan, 1994.
- The European Union and Beyond: New Strategies for the Enlarged Single Market*, James Dudley, Kogan Page, December 1994.
- The European Union Series*, Nugent, W E Paterson, V Wright (eds), Macmillan, 1994.
- The Future of Multinational Enterprise*, P J Buckley, M Casson, Macmillan 1991.
- The Organisation of Europe*, D Harrison, Routledge, March 1995
- Towards European Management*, K Thurley, H Wirdenius, Pitman, 1989.
- Winning Ways for Business in Europe*, T R V Foster, Kogan Page, 1993.

I. General Management

A European Model of Management: Unity in Diversity, R Calori, Prentice Hall, 1994.

Business and the European Community, K Perry, Butterworth/Heinemann, April 1994.

Business Cultures in Europe, C Randlesome, B Brierley, K Bruton, C Gordon, P King, Butterworth/Heinemann, 1993.

Business Ethics: A European Approach, B Harvey, Prentice Hall, June 1994.

Business Ethics: A European Casebook, J Donaldson, The Dryden Press, 1992.

Business in France, J Szarka, Pitman, 1992.

Cases in European Business, J Preston (ed), Pitman 1992.

Cases in International Business Strategy, W Ketelhöhn, J Kubes, Butterworth/Heinemann, June 1994.

CBI European Business Handbook, J Reuvid, A Jolly (eds), Kogan Page, October 1994.

Cross Cultural Management, T Jackson, Butterworth/Heinemann, June 1994.

Cultural Guide to Doing Business in Europe, R T Moran, Butterworth/Heinemann, 1992.

Euromanagement: A new style for the Global Market - Insights from Europe's Business Leaders, H Bloom, R Calori, P de Woot, Kogan Page, 1994.

European Business: An Issue-Based Approach, R Welford and K Prescott, Pitman, January 1994.

European Casebook of Cooperative Strategies, J Roos, Prentice Hall, September 1994.

European Casebook on Business Ethics, B Harvey, H van Luijk, H Steinmann, Prentice Hall, September 1994.

Exploring Corporate Strategy: Text and Cases, G Johnson, K Scholes, Prentice Hall, 1993.

Doing Business in the European Union, Paul Gibbs, Kogan Page, September 1994.

European Business Environments, R Crawshaw and S Fox (eds), Routledge, December 1995.

European Business Strategies: An analysis of Europe's Top Companies, R Lynch, 1994.

European Business Systems: Firms and Markets in their National Contexts, R Whitley (ed), Sage, April 1994.

European Business: Text and Cases, I Barnes, L Davidson, Butterworth/Heinemann, June 1994.

II. Accounting and Finance

Accounting in the Business Environment, J Watts, Pitman, 1993.

Accounting in Transition, N Garrod and S McLeay, Routledge, June 1995.

Comparative International Accounting, D Alexander (ed), The Dryden Press, 1995.

European Accounting, J Blake, O Amat, Pitman, 1993.

European Finance, R Henderson, McGraw-Hill, 1993.

European Financial Reporting Series, S McLeay (ed), Routledge, 12 volume series 1992-1994.

Monetary Policy in Europe after Maastricht, W Nölling, Macmillan 1993.

The Changing Face of European Banks and Securities Markets, J Revell, Macmillan, 1994.

The ERM Explained: A Straightforward Guide to the ERM and the European Currency Debate, R Minikin, Kogan Page, 1993.

The European Accounting Guide, D Alexander, S Archer (eds), Academic Press, 1993.

The Strategy Process: European Edition, H Mintzberg, J B Quinn, S Ghoshal, Prentice Hall, November 1994.

Understanding French Accounts, S Levy, Pitman, March 1994.

Understanding German Accounts, A Hoffgen and J Edelsbacher, S Levy (ed), Pitman, June 194.

Understanding Spanish Accounts, P Donaghy and J Laidler, S Levy (ed), Pitman, March 1994.

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ANNEX 4

EUROPEAN COMMUNITY FUNDING FOR MANAGEMENT EDUCATION AND TRAINING LINKED TO HIGHER EDUCATION

EUROPEAN COMMUNITY FUNDING FOR MANAGEMENT EDUCATION AND TRAINING LINKED TO HIGHER EDUCATION

It is difficult to be precise or exhaustive as to the sources of EC support for education and training initiatives since these are spread across a range of programmes whose organisation and objectives vary considerably. It is more useful to recommend secondary publications which present an overview of Community initiatives under the auspices of the Structural Funds and to give a brief description of the two programmes most closely identified with further and higher education: Socrates and Leonardo.

Directorate-General for Education, Training and Youth
DG XXII – Fax No. (+ 32.2.) 299.41.53

The Socrates Programme

Socrates: The European Community Action Programme in the field of Education embraces all types and levels of education within one programme for European cooperation. The programme has been approved for the period 1995-1999 and is applicable to the 15 Member States of the European Union, as well as to Iceland and Norway in the framework of the European Economic Area agreement. Management education within the higher education sector is one of 20 broad subject bands covered by the programme as a whole and application for EC support for cooperation activities likely to enhance the development of a European dimension within the field may be made:

- by universities or business schools seeking to promote student and staff mobility, joint curriculum development, the integration of language learning and/or the application of open and distance learning to educational programmes through transnational cooperation with partner institutions in other European countries;
- by European associations or consortia comprising higher education institutions and institutions from the public and private sectors which are seeking to define, develop and extend the application of a European orientation within management studies.

The Leonardo Programme

Leonardo da Vinci: The European Community Action Programme in the field of Professional Training is a complementary programme to Socrates which focuses more closely on training than on education in the strict sense. EC support is available to regionally-based consortia comprising educational institutions, public agencies and private companies. Through transnational cooperation with similar regional groupings in other Member States of the European Union, such consortia may propose projects which aim:

- to improve the regional training infrastructure in ways which promote innovation and enterprise, particularly within SMEs, and to enhance access to quality training for young people who are relatively underqualified, notably in the application of new technologies;
- to enhance the provision of transnational placements and exchanges for young people following initial training programmes, trainees and young workers in companies and staff responsible for the design and implementation of training programmes;
- to encourage the transfer of knowledge and skills between universities and enterprises, particularly in the application of new technologies, through innovation in initial vocational training and continuing education.

Further information on the organisation and priorities of the above programmes and on the procedures for applying for EC support is available in the *Vademecum* and *Guidelines for Applicants* for each programme.

EC support for management education and training under Community Initiatives financed by the Structural Funds for the period 1994-1999.

Details of programmes relevant to management education and training financed by the Structural Funds are outlined in the following publication:

Guide to the Community Initiatives, 1994-1999, First Edition
Office for Official Publications of the European Commission, 1994
ISBN 92-826-8437-7

It should be noted that applications for EC support under the Structural Funds are made through national authorities designated by Member States. The programmes most closely linked to management education and training are the following:

Directorate-General for Regional Policies
DG XVI.A – Fax No. (+32.2.) 296 25 68

- Konver (500 mecu 1993-1997)
- SMEs (1000 mecu 1994-1999)

Directorate-General for Employment, Industrial Relations and Social Affairs
DG V.B.4 - Fax No. +32.2.296 97 70

- Employment and the development of human resources (1400 mecu 1994-1999)

which incorporates the following sub-programmes:

- ☛ Employment-Now (370 mecu)
- ☛ Employment-Horizon (730 mecu)
- ☛ Employment-Youthstart (800 mecu)

- Adapt (1400 mecu 1994-1999).

ANNEXE 5

PERSONS ACTING AS CONSULTANTS TO THE STUDY

The Management School, Lancaster University

Luis Araujo
 Allan Bolton
 Mark Easterby-Smith
 Geoff Easton
 Karen Legge
 John Mackness
 John O'Hanlon
 Sue Hird
 David Otley
 Mike Reed
 Nick Snowden
 Gerald Watts
 Stephen Watson

Groupe ESCLyon

Roland Calori
 Françoise Dany
 Bruno Dufour
 Evalde Mutabazi
 Fred Seidel
 Gordon Shenton
 Jean-Paul Valla

Delegates attending the interim meeting held in Brussels on May 20th 1994

John Ericksen	Norwegian School of Economics, Bergen
Bernadette Conraths	European Foundation for Management Development
Claire de Bock	UNICE
Robert Crawshaw	The Management School, Lancaster University
Jean-Pierre Debourse	Ecole Supérieure de Commerce de Lille
Christian Delporte	Université Catholique de Louvain
Bruno Dufour	Groupe ESC Lyon
Jean-Yves Eglem	Ecole Supérieure de Commerce de Paris
Colin Gordon	Cranfield School of Management
M. Hallén	University of Uppsala
Heinz Hauser	Hochschule St.Gallen
Elke Kitzelmann	Universität Innsbrück
Stella Kufidu	University of Thessaloniki
Hanne Hartvig-Larsen	Handelshojskolen i Kobenhavn
M. Lefèbvre	Katolieke Universiteit Leuven
Mme Pol	Université de Paris XII
Ed Prosser	DG V, European Commission
Lars Ranfelt	Vest-Saellands Handelshojskolen Center
Maria Sticchi-Damiani	LUISS Roma

Heinrich Stremitzer	Wirtschaftsuniversität Wien
José Vicente Ugarte	Universidad Comercial Deusto
Mme Van Meel	Rijksuniversiteit Limburg
Stephen Watson	University of Cambridge
M. Wauquez	ERT
M. Wijnbergen	INSEAD

Additional Interviews

Paul Crowther	Ecole Supérieure de Commerce de Reims
Nicole de Fontaines	Secrétaire Générale, CEMS
Philippe de Woot	Université Catholique de Louvain
Tim Dickson	Financial Times
Peter Farmer	Foundation for Management Education
Geoff Gray	Director, European Case Clearing House, Cranfield University
Eva Haberfellner	Fachhochschule Reutlingen
Stephen Hagen	CILT
Garth Lindrupp	President, The Solicitors Europe Group, The Law Society
Andrew McGee	Lancaster University
Stuart McLeay	University of Wales
Martine Plompen	EFMD
Wally Olins	Managing Director, Wolf Olins Ltd
Keith Richardson	European Round Table of Industrialists
Zygmunt Tyskiewicz	UNICE

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