



# Tuning Business Administration Fields: Outlines and Exercises

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# Reiterations of What “Tuning” is About and Where it Came from

- **Bringing coherence and comparability to discipline-based learning outcomes across borders**
- Hence, both convergence in learning and heightened mobility for students
- **Hence, too, enabling faculty to work across borders on common problems, research tasks, and practical undertakings**

# “Tuning” started in Europe in 2000, and then....

- Expanded in Europe in two ways: becoming part of the Bologna Process in 2005, and through the EC’s “Thematic Networks”
- Moved to Latin America in 2005 with 12 disciplines, 180+ universities, and 18 countries
- Came to the U.S. in 2009, and now with 5 state systems and 15 disciplines
- 2010-2011 pilot in Australia.



# In one form or another, Business is in all of these

- **In European Tuning, as Business**
- In Tuning USA, as Business in one project, Marketing in another
- **In Latin America, as Business**
- **In Australia, as the combination of Business, Management, and Economics under the Learning & Teaching Academic Standards Project**



# Differences in conceptions of the purpose of Tuning

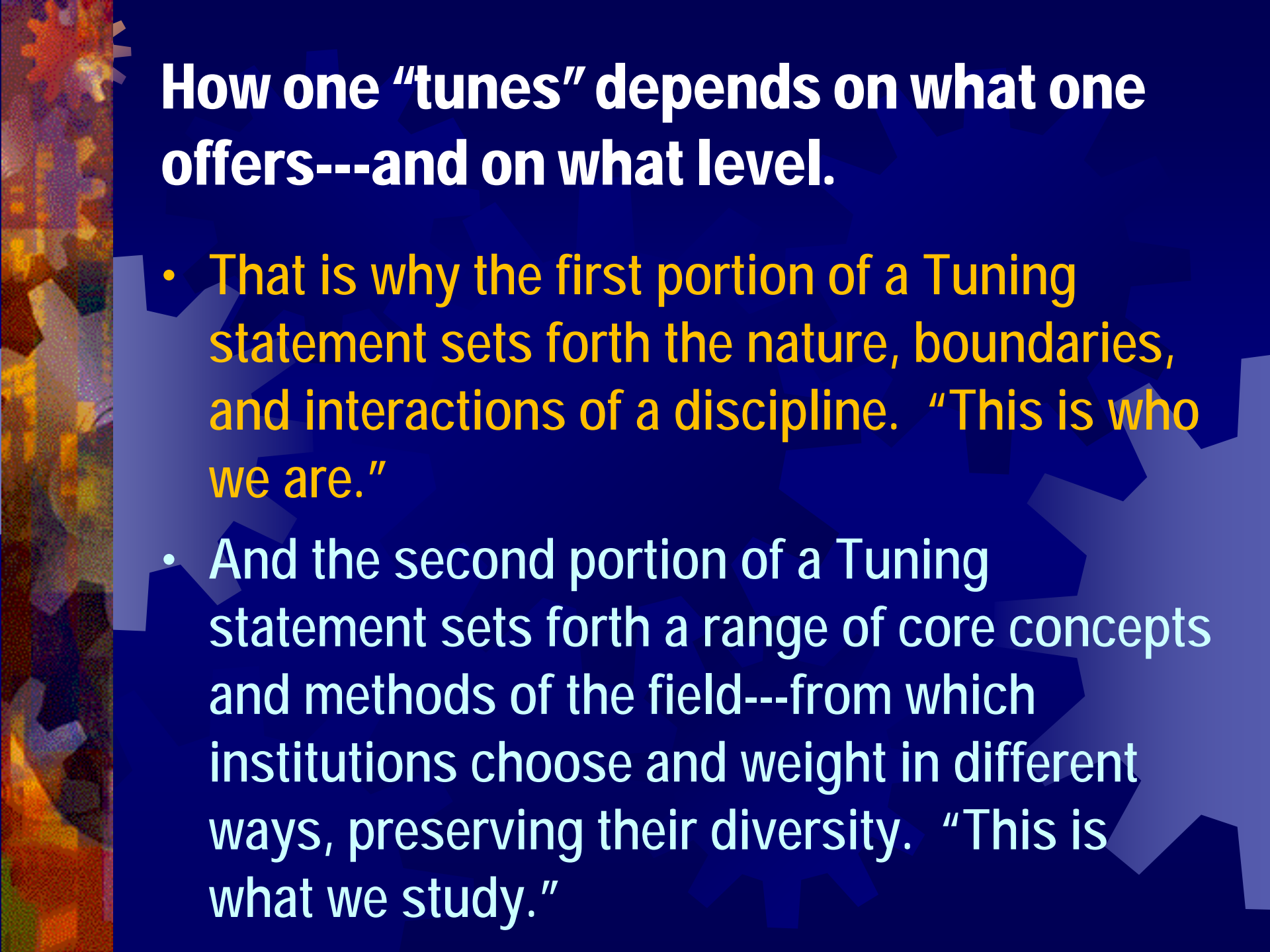
- Europe: quality, credits, cross-border mobility
- U.S.: accountability, vertical mobility
- Latin America: cooperation
- Australia: quality, comparability

Purposes drive how Tuning is interpreted, what is used, and what is not used



# The case of organization and delivery of business programs

- **General:** links in the “value chain” as defined by European Tuning: procurement, organizational behavior, management, finance, accounting, marketing, customer service
- **Specialties:** separate degree programs in finance, management, accounting, marketing
- **Economic areas:** separate degree programs in health care management, hospitality management, retail management, maritime administration, etc.

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How one “tunes” depends on what one offers---and on what level.

- That is why the first portion of a Tuning statement sets forth the nature, boundaries, and interactions of a discipline. “This is who we are.”
- And the second portion of a Tuning statement sets forth a range of core concepts and methods of the field---from which institutions choose and weight in different ways, preserving their diversity. “This is what we study.”

# From this point, Tuning moves to its core objectives:

- Articulation of a set of “competences” that apply, generically, to the degree level: bachelor’s, master’s . . .
- Articulation of a more specific set of competences necessary for mastering “What we study” in the discipline at issue.
- Articulation of a discrete set of discipline-specific Student Learning Outcomes (SLOs) that flow from the discipline-specific competences. These will differ in level of challenge by the degree level: bachelor’s, master’s . . .
- **So how does this all look in typical Business programs?**

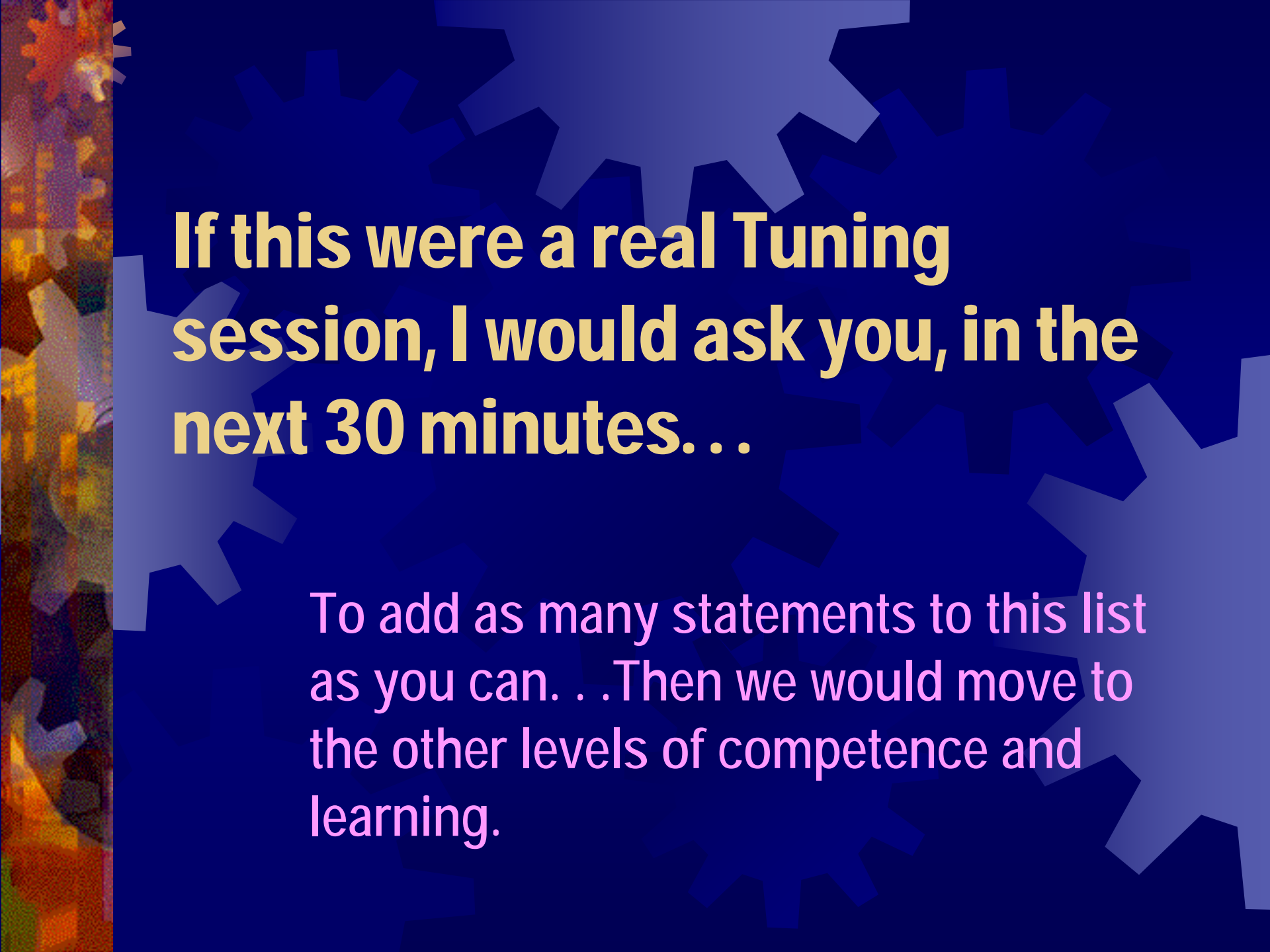




We are going to start with the middle level--- discipline-specific competences. You add to these competences!

**The graduating student will demonstrate competence in:**

- Designing logistics systems
- Selecting and applying IT methods for cost analysis
- Formulating information systems for quality control
- Identifying and evaluating business risks
- Developing criteria for hiring



If this were a real Tuning session, I would ask you, in the next 30 minutes...

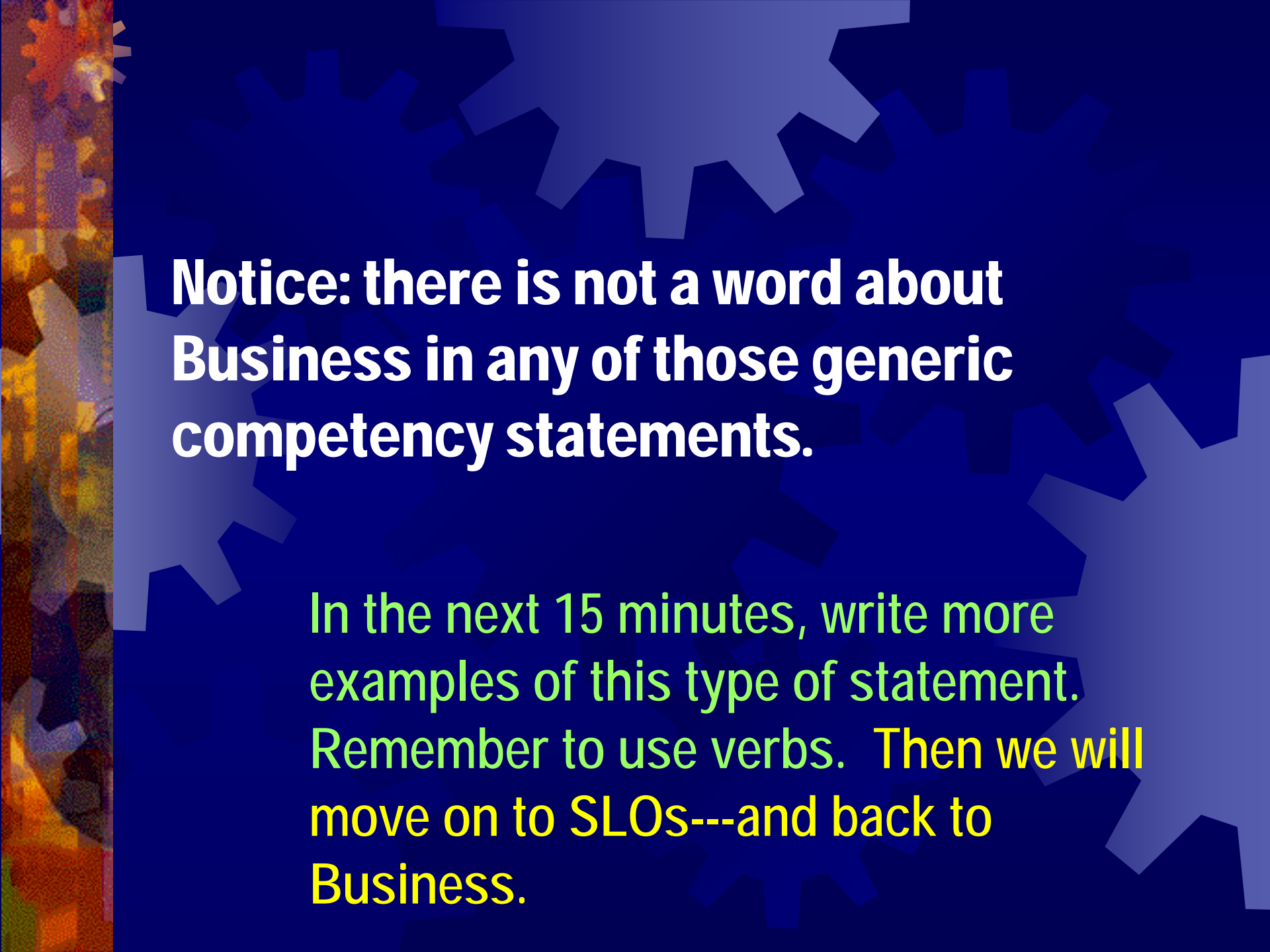
To add as many statements to this list as you can. . . Then we would move to the other levels of competence and learning.

# Let us move up one level to generic competences

- Look at the list previously offered, and ask yourselves what generic competences a student must master in order to execute the tasks you named.
- I will start the new list. You will add to it. This is not make-believe! Do it in Japanese!
- Notice that I will be using verbs to describe what students actually **do**. You will do the same---in Japanese.

# The graduating student:


- Identifies, categorizes, and evaluates multiple information resources necessary to engage in any project or performance
- Disaggregates and reformulates data necessary for making decisions on a course of action
- **Prioritizes and explicates approaches to non-standard problems**
- Negotiates and collaborates with other students in proposing policies to improve the human condition.
- ..



Notice: there is not a word about Business in any of those generic competency statements.

In the next 15 minutes, write more examples of this type of statement. Remember to use verbs. Then we will move on to SLOs---and back to Business.





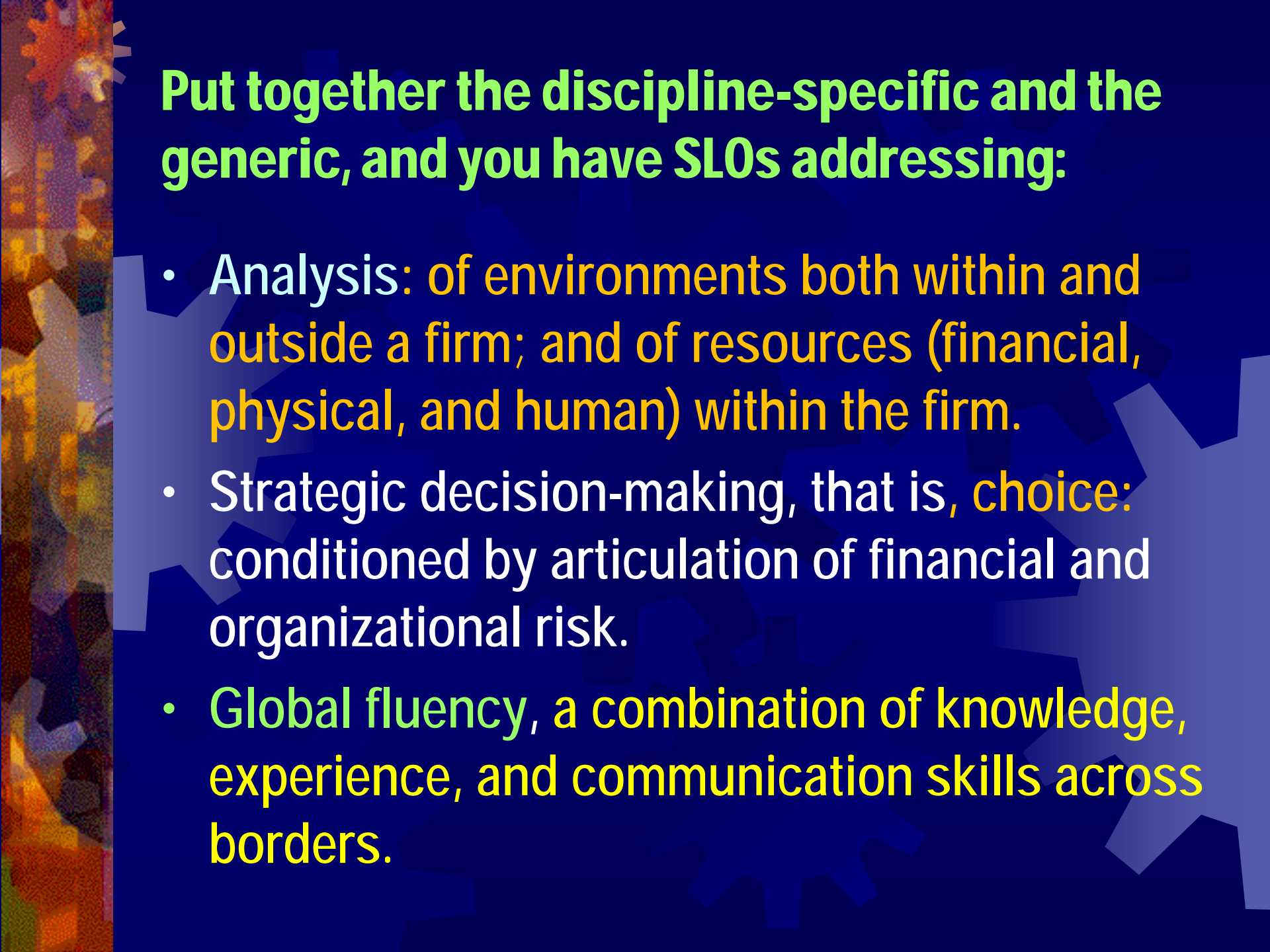
# The “value chain” of the European Tuning group in Business is a Subject-Specific Set of Reference Points

- Procurement: material, human, other
- Product manufacturing or Provision of services
- Marketing: all types, all media; and sales
- Logistics and delivery
- Customer Service

And . . .

# Developed skills in:

- Quantitative methods
- IT
- Presentation and other communications
- Application of law
- Logistics management
- Finance and accounting
- Human resource management



Put together the discipline-specific and the generic, and you have SLOs addressing:

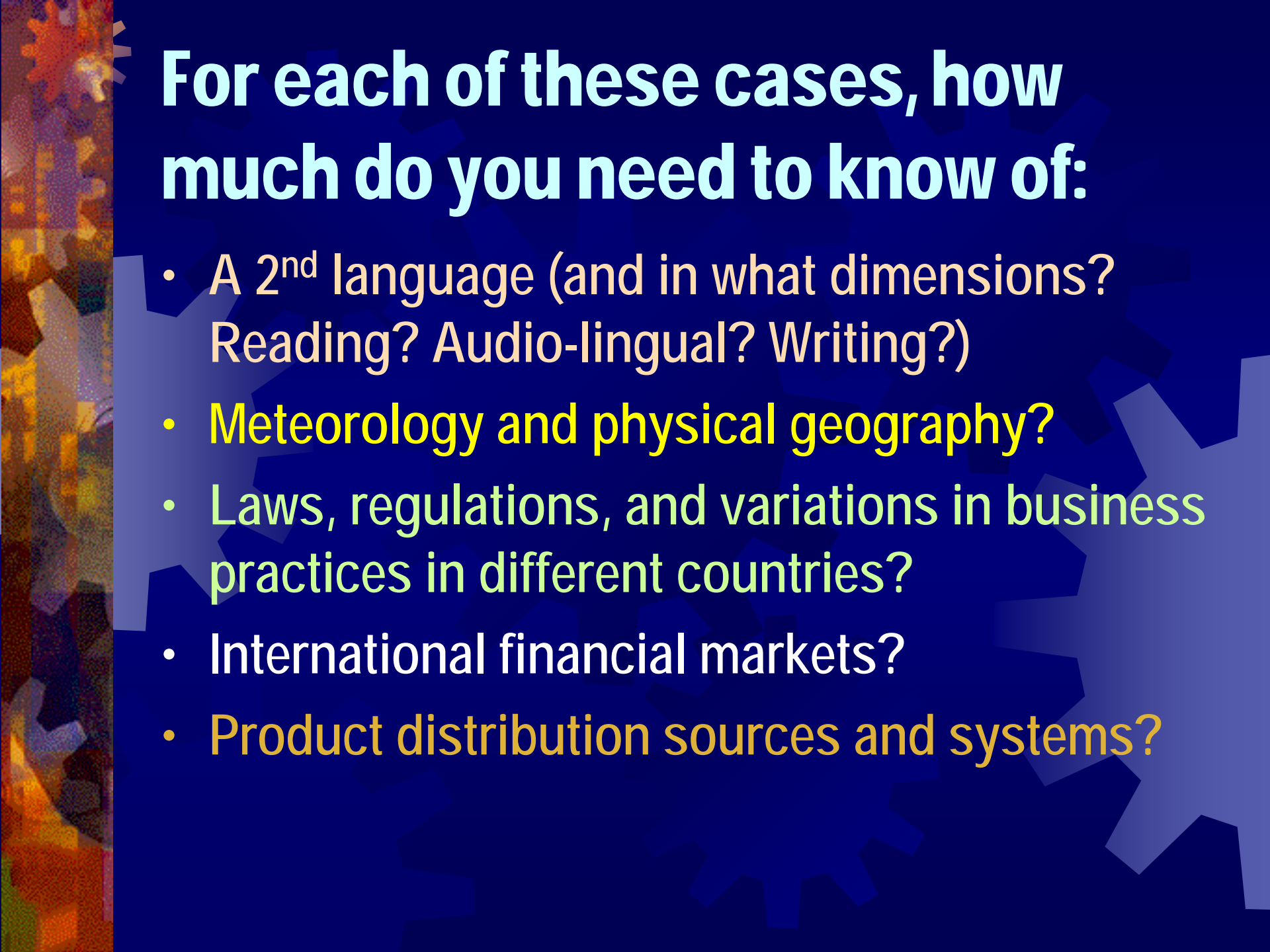
- **Analysis:** of environments both within and outside a firm; and of resources (financial, physical, and human) within the firm.
- Strategic decision-making, that is, **choice:** conditioned by articulation of financial and organizational risk.
- **Global fluency,** a combination of knowledge, experience, and communication skills across borders.



Let's take what I call "global fluency." Tell us how this competence

- Is for farmers and agricultural managers
- Is for entertainment marketing and management
- Is/is not for local hospital management
- Is for transportation managers
- Is/is not for local food franchise managers


And on and on. . .

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For each of these cases, how much do you need to know of:

- A 2<sup>nd</sup> language (and in what dimensions? Reading? Audio-lingual? Writing?)
- **Meteorology and physical geography?**
- **Laws, regulations, and variations in business practices in different countries?**
- **International financial markets?**
- **Product distribution sources and systems?**





# A full Tuning undertaking in Business...

would address **ALL** of these under the  
umbrella of “differential perspective”

# Can you write SLOs in the following form for each of these areas?


- The student presents a comparative analysis of productivity in two distinct industries
- The student designs a logistic system to aid in the production of a heavy industry good
- In a public presentation, the student presents and defends the environmental goals of his/her organization
- The student accurately prepares all documents required for the issuance of a publicly-traded security.

# The assessments/assignments for these competences

- All flow from the verbs used in the description of the competences.
- And they all imply case study or simulation “prompts.”
- Yes, you can design restricted response (multiple choice) test questions and essay assignments from these, but they are not as effective as are projects.

# Did we cover all of Business? No.

- There are major loops of competences for major sub-fields: finance and accounting
- Some of these loops overlap.
- All the loops cut through economics, IT, and law.
- In generic degree qualifications terms, both finance and (particularly accounting) address ethical principles and behavior.



A full Tuning treatment of  
Business would cut through all  
the major sub-field loops

And at Hitotsubashi, that treatment  
would bring both of your Business  
strands together





Bringing the 2 strands together  
by your faculty...

In itself would be a major achievement.  
See if you can organize this  
exploration!