

BUSINESS ANTHROPOLOGY : A NEW COURSE DESIGN AND TEACHING PRACTICE

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ABSTRACT

The business world is continuously changing, which forces business schools to continuously adjust their curricula and update their teaching materials, to meet the need of business world demand for future business leaders. To integrate various fields into their own curricula is a new trend in international higher business education industry, which brings some newly developed cross-filed study areas, and the curricula of business school reflect this new trend very well. Business Anthropology is such a new field, which enriches the curricula of business schools from a different angle. This paper briefly discusses the process of business development, and probes the related issues pertaining to develop business anthropology with Chinese characteristics in China by examining the designing and teaching practice at the Business School of Shantou University.

Keywords: Business Anthropology, Business Administration Education, Single Course Design, Curricula

Curriculum structure and setting involves reasonable and sound knowledge structure of what students learn in business school, which determines the quality of business school education to a large extent and has a direct impact on the employment status of business school graduates, the satisfaction of the business world for business school graduates and satisfaction of business school students for college. The business world is a complex real world, so business schools must adjust their curriculum and teaching content constantly in order to meet the needs of the business world for necessary talents. To apply the basic principles and methods of the traditional disciplines such as anthropology to the concrete practice of business management education is the latest trend of advanced business education. At present, in western countries with developed market economies especially in the United States, anthropology has been widely applied to the teaching practice of business administration on a gradual basis and the development trend is occurring rapidly which is worth the attention of our teaching programs in business administration. This paper is intended to take the introduction to industrial and commercial anthropology as a starting point to explore several questions of the development of business anthropology with Chinese characteristics through the review and summary of a

single course design, the teaching activities and practice of business anthropology in Business School of Shantou University.

AN INTRODUCTION TO BUSINESS ANTHROPOLOGY

As the name suggests, anthropology is a professional discipline concerning the study of human beings, which is an intersectional discipline across nature and social science and can be divided into broad and narrow anthropology. The narrow meaning mainly refers to the study of the law of the human body and shape of development, which is often named physical anthropology. Broadly speaking, it has a wide range of anthropological research, about which we can say that it involves all aspects of human social development, including human social life, which refers to the technology, economics, social structure, politics and laws, customs and transactions created by human beings and inherited by society. Anthropology in the broad meaning can be subdivided into cultural anthropology, social anthropology, economic anthropology, urban anthropology, educational anthropology, management anthropology and environmental anthropology, etc.

Business anthropology is to an emerging disciplinary study which applies anthropological theories and methods to the concrete practice of business administration. The application of anthropology in the field of business management has a relatively long history and we can take the United States as an example, where, as early as the 1920-1930s, an anthropologist, Elton Mayo, of Harvard University embarked on the study of employee relationships by examining labor efficiency of Western Electric Company located in Chicago. The principal investigators involved in the study by Mayo and Lloyd Warner who came to the conclusion which has affected the study of business administration since that time. They used research methods such as the theory of the anthropological school, such as application and participant observation of the employee's work efficiency and said it will be increased with the improvement of the management of the company showing concern for the employees. This research is known as the cornerstone of the human relations school marking the birth of business anthropology (industrial anthropology) at that time.

Since then, anthropologists have been engaged in applied research widely in many applications including business administration. The Society for Applied Anthropology was founded at Harvard University in 1941; Burleigh Gardner and W. Lloyd Warner came out from the university environment and established a social research

cooperation company in 1946 to create a precedent for business anthropology management consulting. The business of social research collaboration company included all areas and departments of business administration, providing consulting services for hundreds of medium-sized business companies successfully, so it is still very active in the businesses management area providing consulting services in the USA.

Due to the limited absorption of education and the academic field into business until the 1980s, anthropologists engaged in applied research to a greater extent, and now there are some anthropologists employed in industrial and commercial enterprises. However, they must abide by the business secrets of the enterprises when employed in industrial and commercial enterprises. This phenomenon has aroused debate in American anthropology on ethics and the professional society has agreed that professional research in business anthropology must have a legal basis, and more anthropologists have begun their career in business management consulting. At the same time, the term "culture" used commonly in anthropology has become the focus of attention; moreover, the mass media and business entrepreneurs have become interested in the principles and methods of anthropology. The direct reason for this development was the rise of the Japanese economy and the success of the Japanese business management model.

The USA established a research institute for learning and study in 1987 with the aim to study the natural learning process and to establish a more effective learning environment in organizations.. Although the institute is a comprehensive research institution, its principal research method is anthropological participant observation, in-depth interviews and interactive analysis. The research results are now widely used in management practice of industrial and commercial business to improve the learning ability of workers as a means to improve labor efficiency. The contribution of business anthropologists has been recognized by more and more enterprises' senior management since the 1990s, and it has become an integral part of the subject of business administration study. In recent years, in western countries with highly developed market economies, many multinational businesses have hired anthropologists to provide operational research for the companies' management. For example, many companies have hired anthropologists such as the telecommunications equipment company, Motorola, the electric appliance manufacturer, General Electric Company, the multinational financial consortia, Citibank, and the car manufacturer, Toyota, and many other companies have hire anthropological consultants or employed

them as staff members to engage in the applied research of anthropology for the long-term strategic development of the company..

At the same time, more and more anthropologists have been participating in the academic research of anthropology in the field of Business Administration. These include s Jerry Asltman and Professor Grant McCracken of Harvard University and Professor John Sherry of Northwestern University. In addition, a growing number of professors from business school are beginning to use anthropological methods for business management studies, such as Doctor Carol Kaufman-Scarborough of the Business School of Rutgers University, Doctors Kathy Rudlkin and Hemant Deo of the Business School at the University of Wollongong in Australia have carried out the study on a number of local bank branches in 2005 and 2006 to improve customer satisfaction with the methods of anthropological participant observation and in-depth interviews, and concluded that anthropological participant observation research is ,in their view, the most effective research method for the banking industry.

Since the mid-1990s, anthropology courses have been officially opened in many anthropology schools which have begun to develop business anthropology at master and doctoral levels, such as at Michigan State University, Al-Arqaq State University, North Texas State University and Copenhagen University, Denmark. The University of Colorado at Boulder has opened a double MBA degree in business management and anthropology recently which is very popular. According to a study of Ann Jordan, the influence of anthropology on business school curriculum has increased gradually since the mid-1980s, especially in the teaching courses such as organizational behavior, consumer behavior, marketing and management and commercial competition and information science. Many professors of business schools have introduced a large number of anthropological theory and methods in their teaching practice to improve teaching quality and effectiveness.

Qiao Dan published his book "*Business Anthropology*" in 2003 marking the formal establishment of branches of industry and commerce anthropology, and business anthropology has started to be established as a separate subject in some business schools. North American Business Press published the textbook "Introduction to Business Anthropology" written by Tin, Lillis and Van Marrewijk in 2010 to make a foundation for undergraduate teaching of business anthropology. The more consistent view in the field of business administration currently is that anthropological theories and methods are appropriate to be used in the following specific areas: corporate culture and organizational behavior, human resource management, marketing, consumer behavior, product design and development, business competitive intelligence, and transnational business management. Some scholars predict that in the

near future many companies will have to set up a new senior management position of chief anthropologist to give advice and suggestions for the long-term development of the company together with the other senior executives, especially they have to try to develop harmony among the staff of the company to improve working efficiency.

CURRICULUM DESIGN IDEAS AND TEACHING PROGRAMS

Generally speaking, anthropology is still a subject to be developed in China, and industrial and commercial anthropology as a branch of applied anthropology is still a new area to be developed in China. Professor Zhou Daming who is the anthropology doctoral tutor of Sun Yat-Sen University has begun to organize relevant personnel to engage in the writing of a basic textbook about business anthropology with unique academic sensitivity and responsibility for the development of Chinese applied anthropology, however, there has not been one complete teaching book of Chinese business anthropology to date. Shantou University Business School is one of the few registered members of the certification authority AACSB of international business management education; also it is one of the few Chinese business schools certified by the European EMPAS. Shantou University Business School takes "Work for Commerce, the Heart for Universe" for its school motto and is dedicated to international strategy development of business management teaching, focusing on the introduction of curricula and teaching materials of the business school in the teaching practice of western developed countries and has decided to take the business anthropology as a professional elective from the autumn semester in 2011 and to recommend this course to senior undergraduate students.

Teaching is not only the primary task of higher education institutions, but also the main duty of teachers. The purpose of business management education is to develop the future leading talents in the business field with professional knowledge and management capabilities. Although the specific teaching contents of a business school may vary, the teaching goal is the same, that is, the implementation of business management education. In terms of division of subjects, business management belongs to management science. However, business management involves more complex and fast-changing ideas and developments, so it is hard to summarize a common and correct management model in specific teaching and research practice. Furthermore, the internal and external business decision-making problems of the enterprise that business managers face in their specific daily management work often have many differences, so it is difficult to form a set of universal management rules. We believe that business management education has a strong aspect of humanity.

In western countries with developed market economies, how to integrate knowledge of humanity into business management education organically was once a hot topic of discussion for the teaching plan and syllabus development in business schools. Professors in U.S. business schools think that management personnel should have a broad perspective and a broad range of knowledge and should know about literature, history, ethics and art. Students in the Business School learn knowledge of humanity so that they can master some more facts, what is more important is that they could learn different ways of thinking to find solutions to practical problems in business administration. For example, the Boston School of Management puts great emphasis on the organic integration of the management and humanity disciplines. They believe that a balance of education is essential to managers for training strategic thinking and skills to solve problems. Business anthropology as an emerging interdisciplinary subject crossing both humanity and management could help business students to broaden their horizons and develop ideas so it is ideal for business school students to improve human science knowledge; moreover, at Shantou University Business School, it is a single elective with a strong application.

Professor Wang Weilian who is a higher education research expert notes that, the single course design and development must follow certain principles and methods. The content of a single course design includes three main aspects, first, how to arrange the course content; second, to determine the teaching activities and materials; third, to establish a teaching outline. He also indicates that, to make clear the intended learning outcomes of a single course teaching is the core of course design and development. In the course design and development of anthropology for business and industry, , we set the intended effects of learning as follows: 1) to know and understand the basic theory, methods and the recent development of industry and commerce anthropology, and to apply the theory and method learned into the specific practice of the management of commerce and industry; 2) to find and understand the specific problems in the practice of industry and commerce that can be solved through the anthropology principles and methods, and to put forward operational suggestions for management; 3) to carry on specific field observation research, to identify and apply relevant anthropology technology to solve practical problems; 4) to find and study the cultural factors affecting the company structure and business operation, and to put forward some corresponding solutions for the operation of the company cultural development; 5) to understand cultural differences in the association of international industry and commerce, and to be good at using or avoiding problems in these cultural differences in practice.

According to the teaching goals and curriculum arrangement of Shantou University Business School, we define the main content of a single course of business anthropology clearly: introduction to Business Anthropology, the history of business anthropology, methodology of business anthropology, cultural factors and business practices, anthropology, cultural change and innovation, the application of ethnography in business management, marketing and anthropology, anthropology and consumer behavior, anthropology and product design, anthropology, competitive intelligence and knowledge asset management, globalization, international trade and anthropology, anthropology and entrepreneurial research, business management education and prospects of business anthropology, etc. In addition, we also make clear that we must carry on case study and analysis as the combination of courses progress (see Table 1). Teaching activities include classroom instruction, classroom participation and discussion of students, the elaboration of chapters for learning experience, case studies and field research for writing a term paper based on the knowledge and skills learned. As Business Anthropology is an emerging interdisciplinary subject, mature teaching materials on this subject are still relatively small, and so the selection of materials is still subject to certain restrictions. The material we use is from “*General Business Anthropology*” by Tan, Lillis and Van Marrewijk, published by North American Business Press in 2010. We prepare the syllabus and developed a report to open this new course of business anthropology in reference to the business anthropology syllabus of some universities in the United States and Europe with a combination of teaching characteristics of Shantou University Business School. Moreover, with the approval by the leadership in charge of teaching and the teaching affairs office, we opened the course officially in the fall semester of 2011.

Major content outline of a single course teaching of Business Anthropology:

TABLE 1: DETAILED TEACHING CONTENTS

introduction to Business Anthropology	1) basic knowledge of the contemporary business world; 2) the basic anthropological knowledge; 3) the characteristics of business anthropology; 4) the special contribution of the business anthropologists
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the history of business anthropology	1) Economic anthropology; 2) The rise and fall of industrial anthropology; 3) the rise of business anthropology; 4) the work of business anthropologists
methodology of business anthropology	1) participant observation; 2) Interview record; 3) questionnaire surveys; 4) content analysis; 5) cultural audit and comparison
cultural factors and business practices	1) cultural anthropology path; 2) Culture and Anthropology behavior; 3) organizational culture and behavior; 4) the management of cultural differences
anthropology, cultural change and innovation	1) the cultural strategy of changes; 2) cultural characteristics and business organizations; 3) the spatial determination and cultural change; 4) innovation-oriented anthropologists
the application of the ethnography in business management	1) The main features of ethnography; 2) the steps of ethnographic study; 3) the issues and professional ethics in ethnographic study; 4) research and application of business ethnography
marketing anthropology and	1) the market with Anthropological Perspective; 2) the anthropology promotion of the marketing; 3) cross-cultural issues in global marketing; 4) anthropology and social marketing
anthropology and consumer behavior	1) the consumer behavior belongs to the category of social science research; 2) a cultural consumer behavior; 3) the anthropological understanding of

	characteristics of consumer behavior; 4) anthropological specific study and application of consumer behavior
anthropology and product design	1) product design and process issues; 2) the contribution of anthropology to the design industry; 3) Ethnography and experience design; 4) the cooperation of anthropologists and product designers
anthropology, competitive intelligence and knowledge asset management	1) Introduction to Business Competitive Intelligence; 2) anthropological research of Competitive Intelligence; 3) the strategy of cross-cultural competitive intelligence; 4) Intellectual Property and Anthropology
globalization, international trade and anthropology	1) The study of the globalization process; 2) the cross-cultural issues in international trade; 3) cross-cultural business communication; 4) the anthropological interpretation of international cooperation
Anthropology and entrepreneurial research	1) on the theory discussion of entrepreneurship; 2) the management of family business; 3) Ethnicity and entrepreneurship; 4) entrepreneurs and gender issues
business education and prospects of business anthropology	1) the application of anthropology in business management education; 2) professional business anthropology; 3) the prospects for forecasting of business anthropology
Case study	With the combination of curriculum progress to study specific cases, and all cases should reflect the

practical value of the principles and methods of anthropology in the field of business administration.

TEACHING ACTIVITIES AND PROCESS

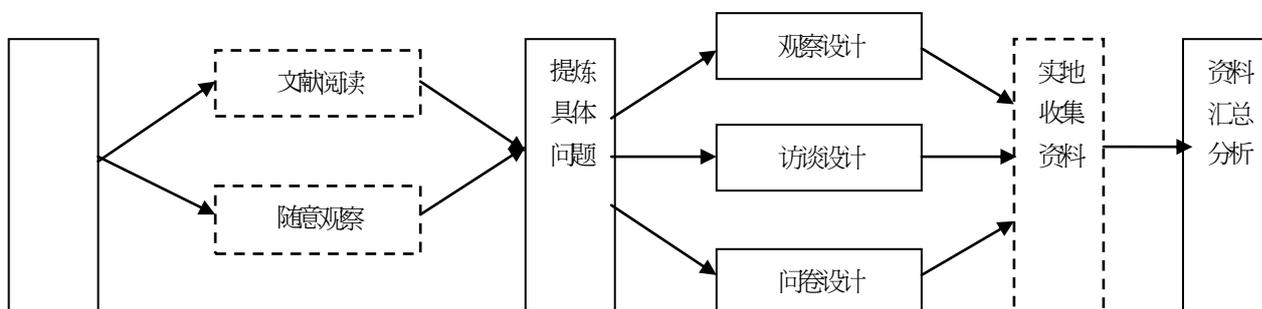
In the fall semester of 2011, a total of 70 students took business anthropology as the elective course, and we asked students to form study groups with their choice with each group of 5 or 6 students, a total of 12 study groups for the class. We recommended that study group members choose a study group convener after a period of understanding each other, the convenor was responsible for communication and coordination between team members. As the teaching materials are originally in English, we decided to use the English language for teaching, but teachers allowed students to answer questions in Chinese in class, describing the learning experience of each chapter in Chinese and writing assignments and term papers in Chinese. Teachers encouraged students to actively use an e-learning platform of the school's digital academy and teachers uploaded a large number of information related to the course into the digital academy system and for the students to read so as to broaden their horizons and improve their reading capacity. In addition, teachers encouraged students to write in English and give some reward results. Teachers clearly stated expectations and requirements for students' learning outcomes in detail in the first class of the semester, and stressed the teaching characteristics of the interaction for the curriculum.

Professor Wang Weilian indicates that the interactive strategies in the teaching process requires communication and dialogue between teachers and students and among students. In practice, group design and interactive activities between teachers and students belong to this kind of strategy. The teachers explained and described the teaching content according to the syllabus and put forward some questions for students to answer on the spot based on the taught content in the teaching process. Moreover, the teachers required that every student must answer no less than 10 questions during the whole semester. At the same time, teachers required students to form two-person teams, selecting a chapter from the basic teaching material and auxiliary materials for explanation of chapter content and learning experiences for about 10 minutes in the classroom. Afterwards, the teachers allowed students to comment on the description, and finally teachers summed up the comments, confirmed students' achievement and proposed the points needed to be improved by students. In addition, we also asked each study group to select a case for analysis from textbooks or other reading materials. Moreover, the analysis of the cases must start from the perspective of business anthropology and be in accordance with the

principles of business anthropology; also, it should propose specific solutions, ideas and methods for solving the practical problems in the case.

The key activity of this course teaching is that students propose, design and complete a specific research project based on learned knowledge. They should start from looking up relevant literature information (students individual behavior) and arbitrary participant observation (students individual behavior), and then extract the specific research questions (class behavior), and then design the content needed for careful observation, in-depth interviews and questionnaires according to these specific research questions (study group behavior). Afterwards, teachers guide students to carry on a discussion and the final decision of the designed research instruments (questionnaires, etc.) in the classroom (class behavior). Then, students perform deliberate observation, questionnaires and in-depth interviews separately (student individual behavior), the study groups carry on a preliminary analysis of survey data of the summarizing members (study group behavior), and then deliver survey data to the class group for data processing. The whole research process can be illustrated in Figure 1 as follows (solid line for the group behavior and dashed line for individual behavior):

FIGURE 1: RESEARCH PROCESS



Putting forward the research content; literature reading; free observation; extracting specific problems; observation design; interview design; questionnaires design; collecting information on the spot; summary and analysis of information

Streamlined diagram of the progress of term research papers

Throughout the study, the teacher's main role is to guide students for thinking and discussion and give a timely and specific evaluation on students' work. We use the figures of the academy platform provided by Shantou University to require students to upload their own literature study review and a variety of survey research data to the specified space in order to share it with other students. In addition, we will display the work completed by students and the teacher's comments in the digital academy course space respectively, which not only allows students to timely get the teacher's reviews

of their work, but also promotes the formation of the mechanism with mutual comparison and competition among students so as to encourage students to do the job more seriously. For example, one study group did not carry on a specific and serious discussion and preparation when writing the class study design and methodology, so they uploaded what they wrote carelessly on the course webpage. However, after the teacher's comments and comparison with those of other groups, they realized that their work had a big gap in its quality so that they asked teachers to allow them to write again. Therefore, we decided to modify all students' work in an open way, in other words, we allowed students to revise what they have uploaded till they were satisfied with their work. In addition, we encouraged the communication and interaction between students and teachers and among students with the use of the digital academy platform so that students not only could upload their own work on the digital academy platform and release information, but also put forward their suggestions on the course design and progress.

This open teaching method with interaction greatly mobilizes the learning enthusiasm of students. The description of chapter content and learning experiences that students have completed could provide a complete and accurate overview of each chapter's content, what' is more, they could combine their own learning goals and future plans to describe the specific application of the chapter. For example, one student designed a small research project for the study of relations between the motivation of youth entrepreneurship and the business results with the application of anthropological methods on his own after learning the development and methodology of business anthropology. The students made a breakthrough of the observation data compilation methods taught in the classroom while conducting field participant observations and creatively blended the participant observation data and interview data within the same form. The teachers gave timely praise of the creative spirit of the student in the classroom and encouraged other students not only to adhere to materials and the way teachers teach, but they should also have bold innovation in the research statement.

After reading the literature research reviews and research design reports of students, teachers gave prompt recognition of the students' professionalism and scientific attitude, and encouraged students to strive for a term paper in order to be published. In the 12 study groups, there was a study group writing their literature research review and research ideas design in English. In the design of term papers, they emphasized the application of principles and methods of business anthropology to conduct comprehensive research on university catering services and the campus life of students, and obtained first-hand information through participant observation, in-

depth interviews, questionnaires and other methods for qualitative and quantitative analysis.e. The study idea of the semester paper was relatively original which had academic potential value and soon the teachers presented the research design and introduction of the papers of this group to the annual conference organizers of Intellectbase International Consortium. Three independent assessors thought highly of the research and design of this student group's work and unanimously recommended that the conference organizers should invite the group of students to attend the meeting for academic speech; also they suggested that the group should revise and perfect their research papers in order to be published in anonymous peer reviewed academic journals issued by the editor of the Intellectbase International Consortium.

For the Chinese students at undergraduate level, to do a research project is still a very challenging job in their view, which is an important part of the course . When teachers announce in the classroom that every study group needs to complete such a project with the research methods of business anthropology during the semester, many students showed some anxiety, for they have never done similar work when taking other courses and fear that they could not finish the study. However, with the patient explanation and guidance of the teacher as well as the mutual communication and discussion among students, they gradually understand the methods and significance of the project and have develop more confidence to complete the project research satisfactorily.

Finally, while teachers teach the knowledge of business anthropology to the students, they should actively lead students to develop the attitude of treating academics, and others' opinions respectfully and objectively. Teachers encourage students to communicate among themselves and between students and teachers and then carry on a discussion aimed at discussing some different opinions on certain problems. However, Chinese students do not generally develop an appreciation of other students' views, so teachers should actively guide the students that they should not deny or attack others immediately when the opinions are different from theirs. On the contrary, they should find a reasonable understanding of the views of others, their opinions, learn to understand other people's achievements and then carry on an honest communication and discussion with the attitude of learning mutually. The practice whereby teachers lead students to form an appropriate academic communication attitude actively has obtained the affirmation and phrase of quality inspectors of the class.

CONCLUSION ND SUGGESTIONS

The business world is a complex and fast-changing real world, so the business school that regards cultivating future business leaders' talents for the business world as its own responsibility must follow this complex and fast-changing business world in order to adjust their curriculum and teaching content constantly in order to meet changing requirements and developments. In order to do this, the intersection, combination and the mutual penetration of the humanity and the social sciences and natural sciences are the dominant trend of the development of a contemporary business management discipline. The development experience of higher business education in many countries shows that penetration of Arts and Science has become a major aspect of the curriculum setting in Business Administration. China has adopted a division of arts and science for a long time which results in inadequate integration of the combination of arts and science in the curriculum of the majority of our business schools, so it has restricted the science constitution of the knowledge structure of students in the business school to a large extent. This has caused the trend of paying more attention to the one while ignoring the other. Both of these two tendencies are undoubtedly harmful, which are not conducive to the development of business management talent for our country. In order to change the one-sided phenomenon in the higher education of business in China, we should strengthen the penetration of Arts and Science as soon as possible to ensure the comprehensive development of students' knowledge, ability and the development of scientific attitudes.

At present, anthropology has been widely used in business management teaching and research practice in western countries with developed market economies to form a rapidly-developed and constantly emerging interdisciplinary subject, that is, business anthropology, which enriches the teaching content of the business school from a new point of view. From the practice of Shantou University Business School, business anthropology is very suitable as an elective for higher grade students in the business school. With the particularity of anthropological research methods, business anthropology courses emphasizing practice in aspects of teaching and focus on developing and training the abilities of students. In addition, anthropology research emphasizes the influence of studying cultural factors on human behavior, so the setting of business anthropology courses in the business school could help students to develop the ability of cross-cultural thinking, and it is undoubtedly very important to learn cross-cultural thinking for business school graduates, especially when they are engaged in international business operations after graduation, the cross-cultural thinking ability will be most important. Based on this, the leadership in charge of teaching in Shantou University Business School decided to continue to give the course to higher grade students of this school in the spring semester of 2012 and ask teachers to sum up teaching experience seriously to continuously improve the

teaching activities and content of business anthropology. We hope that the business anthropology could be a characteristic course with the support of the leadership of Shantou University Business School and our teaching practice and efforts in order to also make it more popular in other business schools.

After all, business anthropology is a new interdisciplinary subject in China, so its theoretical system and methodology should be improved. As for the specific teaching, we have several issues that require our special attention. The first problem is materials, because the course is very original, there were no teaching materials of Chinese origin, so the teaching materials we use are mainly for the U.S. business schools which means that Chinese students are unfamiliar with many cases. The second issue is the teaching hours, the course is two credits now with two teaching hours per week, and the whole semester has a total of 32 hours. It is hard to complete the teaching content that we designed within such a few class hours, let alone that we also need some time to guide students to carry on field investigations. The third problem is the lack of the necessary reading materials and the cases for students to analyze which is mainly caused by the few scholars engaged in a study of business anthropology in China.

It is obvious that we should try our best to overcome and solve the following problems to promote the teaching development of business anthropology in China. First, we must organize to compile business anthropology teaching materials with a Chinese version with Chinese characteristics as soon as possible. Although Professor Zhou Daming who is a doctoral tutor of anthropology in Sun Yat-Sen University is engaged in organizing the scientific researchers to compile business anthropology materials, the process is quite slow but better local material is needed as quickly as possible. Second, we suggest that we should expand the teaching hours of business anthropology to three teaching hours per week with a total of 48 hours for the whole semester. Third, we should organize to compile cases in accordance with the reality of the business practice in our country to offer reference for business anthropology teaching. In addition, in order to promote these new courses to other business schools, we recommend to hold a business anthropology seminar and business anthropology teaching demonstrations at the appropriate time.

In short, we believe that our business management education reform must be connected with international standards and meet the needs of Chinese business management practices at the same time due to the characteristics of the management disciplines and the urgent need for international management personnel since China's accession to the WTO. China's business schools and management colleges must seize the opportunity, starting from many aspects such as the educational goal, school

model, curriculum system and faculty development, etc. to improve our level of business management education constantly. Moreover, the addition of business anthropology courses is a simple and feasible way undoubtedly to accelerate the pace of reform of Chinese business management education, meet international business school standards and enhance the international competitiveness of China's management education.

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