Preface

We are in the beginning of the 21st century with a positive future in sight for humanity in terms of growth and prosperity. Facilities to meet basic needs such as health, education, and other physical infrastructure are expected to see significant enhancement. Socio-economic conditions that exist below the poverty level in many countries are hopefully to be reduced if not eliminated in the near future. This is a technology-cum-knowledge century where people are technology savvy, knowledgeable, and have a relatively better understanding of global issues and views than their predecessors. Social networks are increasing day after day while making the geographically disperse community interaction easy, frequent, faster, anywhere and at any time. Given the current emerging, dynamic, and progressive environment, the management of organizations, whether they are business or non-business, is predicted to be highly dynamic, proactive, and automated. Technology-replacing functions traditionally performed by people and virtual organizations replacing the bricks-and-mortar infrastructures will become common phenomenon in the near future. Nevins and Stumpf (1999) had predicted that the truly successful managers and leaders of the next century will be characterized not by how they can access information but by how they can access the most relevant information and differentiate it from the exponentially multiplying masses of non-relevant information. As predicted, today volumes of information are available to the users (learners, teachers, researchers, and practitioners).

As the expression goes, “Experience can make a difference.” Our more than a decade experience in the field of higher education in general and in the field of business and management education in particular has contributed to the understanding that the current higher education system, whether it is about undergraduate, postgraduate, or research degrees, is not fully equipped with resources, and there is demand for an organizational dynamic, which is needed to address effectively and efficiently the challenges of the so-called hypercompetitive, fast-changing, and disperse global society. Our perception and understanding of the existing higher education system is supported by our real life experiences, including our times of studentship, our times of engagement with industrial work, and our times as educators and researchers. During these times, we have been able to travel the globe, visit universities of high caliber and distinction, interact with university faculty, administration, and students, and no less important has been our engagement with industry through executive education and consulting. Our participation in international conferences and research activities has also strengthened the belief that the higher education system, including management and business education, deserves a rethinking, refocusing, and re-energizing in many ways and from different perspectives. For example, universities and business schools need to search for quick answers to the following questions:

- What are the current global issues facing institutions of higher education?
• Which pedagogical methods are relevant and effective?
• How should we manage business schools?
• Which particular educational model is relevant to business education?
• What types of academic programs need to be offered?
• What type of competencies should we be promoting in our graduates?
• How and why we should internationalize our business schools?
• To what extent should we care about accreditations and rankings of our universities and schools?
• How much should emerging technologies influence the traditional educational system?

Many other pertinent and interesting issues concerning the global education system include:

• Philosophies and practices on cultural education are not always valued from country to country but are needed to continue the process of globalization.
• How to take advantage of the existing and emerging models of learning around the world.
• Education models like Honors programs are increasingly becoming important in the USA and elsewhere in the world. The National Collegiate Honors Council, a USA-based organization, helps many such programs in the USA and in other countries in Europe, the Middle East, and Latin America. Should we encourage and promote such additional educational programs for students who are highly motivated and gifted?
• How to incorporate organizational success stories and educational programs as an effective learning model for business schools.

Contemporary business management theories outline a number of emerging challenges facing companies today. It is imperative that we demand from the business managers certain skills in order to be able to better address the challenges of a rapidly increasing globalization of markets and market forces (i.e., products, services, people, technology, information); intensified global competition based on quality, competitive price, customer service, timely delivery of the products; global efficiency; innovation and learning; and organizational flexibility. The buildings of regional trading groups or clusters (i.e., EU, NDEs, NAFTA, ASEAN, MERCOSUR), technology based business models, workforce diversity, global demographic changes, an aging workforce, environmental issues, the need for strategic partnerships, a growing demand for new management styles, and organizational systems are further examples of why this is necessary. Preparing and training professionals (graduates) for the labor market, and for them to consider fully the emerging needs and demands for particular skills and values, should be of primary concern for all educational institutions. Leading strategic thinkers of the contemporary business world (i.e. Bartlett & Ghoshall, 2000) take the view that corporate managers of today and future should possess three broader competencies:

• **Global Business Manager**: A manager needs to be a worldwide business strategist with abilities to configure information and plan and control systems country-by-country and produce effective global business reports. He/she is an architect of asset and resource configuration while coordinating the distribution of key assets and resources of the company. These are cross-border coordinators (i.e., coordination of sourcing of raw materials, components, finished goods, and transfer policies).
• **Worldwide Functional Manager:** A manager is a worldwide intelligence scanner of expertise and strategic information, cross-pollinator of best practices (e.g., transfer of technology and innovations from one country to another), and champion of transnational innovation.

• **Geographic Subsidiary Management:** A manager is a bicultural interpreter (i.e., local expert who understands needs, customs, government, markets, competitors, cultural differences), national defender, and advocate, as well as the frontline implementer of corporate strategy.

Other leading business management theorists (Brake, 1997) underlined three components of global management/leadership that every business graduate must possess before joining the society of business professionals:

• **Relationship Management:** Which includes change agent, community building, networking, conflict resolutions, negotiation, communication, and influential power.

• **Business Acumen:** Including depth of the field knowledge, entrepreneurial abilities, and maintaining a stakeholder orientation.

• **Personal Effectiveness:** Includes curiosity, learning, accountability, improvisation, and maturity.

Furthermore, contemporary management theories (i.e., Garava, Barnicle, & O’Suilleabhain, 1999) emphasize a management system and philosophy that is dynamic, people-oriented, and value-generating. Gay, Salaman, and Rees (2007) are of the view that “Discourses of organizational reform such as human resource management, total quality management, and business process re-engineering, all place a critical emphasis on anti-bureaucratic, organic, and flexible forms of organization, which are also seen to require the development of particular capacities and predispositions among managers.” Similarly, Cravens, Greenley, Piercy, and Slater (1997) suggest that factors like globalization, technological developments, changing consumer demands, shorter product life cycles, and intense competition (e.g., based on quality, service, price) have created a management environment where strategic thinking and strategic actions combined with administrative and operational efficiency are the needs of the hour.

Institutions of higher education are definitely aware of these multi-faceted and diverse factors; however, how they approach design and delivery of educational services makes them different from each other. In the final analysis, Rosenstone (2004) suggests that how well we are educated defines how successful we are personally and professionally. There is a common agreement among educators, business managers, and governments that well educated citizens are a source of inspiration, innovation, and competitive superiority for their nation. Relating to this viewpoint is the fact that nations with highly educated populations (citizens) are the leaders in many areas of social stability, economic development, and technology. Overall, educated citizens mean a higher quality of life, more transparent society, protected human rights, and broader social benefits (e.g., healthier lifestyles and longer life expectancies, lower crime rates, and reduced reliance on welfare and public assistance programs). Business schools in their mission statements and vision statements, in addition to the announcement of preparing professionally well-equipped graduates, should purposefully emphasize concerns about the formation and transformation of individuals into active members of society and good citizens.

Chapter 1, “The Evolving Business Education Environment,” establishes the foundation for the book by highlighting the emerging environmental issues facing business management education. It includes an in-depth analysis of the evolving and dynamic environment that surrounds business education management and institutions. Specifically, this chapter intends to elaborate on two fundamental issues about
business education: the concept and scope of business management education explained from different perspectives and the environment of business education (institutional environment, company environment, and general environment). This chapter finds that the current global environment is highly dynamic and unpredictable, and therefore, organizations in all fields including institutions of higher education must be innovative, future-oriented, and global-minded. Business schools should focus on collaborations across institutional and geographical boundaries and maintain high talent. Recognizing the emerging demands of various stakeholders in higher education and designing inclusive and dynamic academic programs are some of the strategic actions all business education institutions may and should pursue.

Chapter 2, “Business Education Management Models,” studies issues of different business education models and current instances. Business schools operate in highly dynamic internal and external environments. This chapter approaches schools of business management systems as integrated networks that emerge as responses to the demands poised by diverse constituencies. Integrated networks operate efficiently when considerations such as business cycle patterns, information exchange and cooperation, critical processes, and organizational designs are believed to be about the influence of internal and external factors. It is concluded that integrated networks help to explain the ways in which schools of business may achieve their mandate of providing quality educational results while managing the increasing environmental pressures bestowed upon them by internal and external educational environment. It is also concluded that since there is no one best management model for academic institutions, to adopt a continuous screening of the business school environment becomes a central element behind its ability to thrive in a competitive environment. It is also concluded that since there is no one best management model for academic institutions to adopt, an academic leadership with passion for education, global mindset, and broader understanding of global issues facing the human society today is the need of the hour.

Chapter 3, “Business Graduate Skills: Competency-Based Model,” describes a model of competences composed of skills business professionals should possess once they graduate. The multilevel model considers competences from individual level to contextual (environmental) level requirements in order to start or lead a company in a complex and changing work environment. This chapter suggests that the academic institutions of higher education should learn about the emerging competences of different levels and types required from the current and future graduates when they reach the marketplace. Doing so will definitely help these academic institutions to design academic programs and services involving co-curricular and core-curricular activities on the campus in order to build and evaluate those different but interdependent competences.

Chapter 4, “Pedagogical Strategies to Develop Business Graduate Competences,” provides examples of pedagogical strategies to business schools and business faculty to promote and develop specific competences in business education graduates. In so doing, the chapter recommends understanding the adult learning theory of Knowles, Holton, and Swanson, which emphasizes the role of teachers and adult needs for learning. Teachers should facilitate the learning process and system and must engage students in a process of mutual inquiry. Even though there are different pedagogical strategies available for academic institutions to pursue in order to develop competences of different levels and types in students as described in the previous chapter, it is concluded that in the learning process the learner must take center stage. Academic institutions and faculty should be creative in designing learning and teaching activities as well as diverse and implementable pedagogical strategies.

Chapter 5, “A Balanced Approach to Education,” intends to find out answers to a rather complicated question facing almost all universities and business schools in the world: How to have a balanced approach to education. In so doing, this chapter discusses an integrative approach to curriculum develop-
ment and having a best combination of teaching, research, and continuing education as a source of a balanced approach to education. All these components—curriculum development, teaching, research, and continuing education—are crucial for the existence and growth of higher educational institutions now and in the future. Furthermore, the chapter studies all the various factors that influence the development and implementation of a balanced approach to education in academic institutions and proposes strategies and models to help academic administrators design and implement balanced education approaches.

Chapter 6, “The Emerging Corporate University System,” discusses the role of corporate universities in the field of higher education and the impact of the same on conventional or traditional universities and their corresponding business schools. This chapter also proposes some strategic actions for the traditional universities to pursue in order to maintain competitive advantage over the emerging corporate universities. Some of these strategic actions include promoting and developing strong long-term and multipurpose strategic alliances with the industry, government institutions, and community development groups. Collaborative strategies are better than competitive behavior in terms of long-term benefits and costs associated with each of these strategies. Moreover, being in the forefront of learning innovation and knowledge management combined with the provision of high quality education and trainings through innovative, diverse, and flexible academic and training programs will help the traditional universities to remain the main supplier of knowledge in times to come.

Chapter 7, “The Evolving Knowledge Cities,” discusses the emerging models of knowledge cities in many countries of the world and the potential challenges posed by them for the existing as well as the future academic institutions of higher education (universities) in those countries in particular and in the in world in general. Specifically, this chapter is dedicated to the study of various issues and themes that concern the evolving knowledge cities such as the long-term and short-term objectives behind the establishment of knowledge cities and their potential benefits (i.e., social, economic, financial, environmental, and knowledge) for their societies. The chapter concludes that the development of knowledge cities are beneficial for all stakeholders including the academic institutions of higher education that directly or indirectly associated with such programs.

Chapter 8, “Business Management Education in Reality,” studies the perception of the quality of business education of different stakeholders in business education using some real-life stories and opinions. In general, students, professors, business education administrators, and employers look happy with the current business education programs and services provided by business schools. However, these stakeholders would like to do more on developing analytical, quantitative, and operational skills in students because these are the skills they will need immediately after graduation and in the labor market. The chapter suggests that it is useful and advisable for the academic institutions to have an effective information intelligence system in place in order to collect strategic academic information from different stakeholders in education. Such information can and will be used in designing academic programs and services to serve the emerging demands and interests of those stakeholders.

Chapter 9, “The Role of Modern Education in Improving Business Performance,” analyzes the relationship between the modern education system and business performance in a theoretical manner. Business organizations who invest in the modern education system in order to educate (knowledge development) and train (skilling and re-skilling) their workforce should know that there is a positive relationship between the modern education system and business performance. It is encouraging news for the business organizations who invest enough efforts on human capital development programs. For the readers to understand the term of positive relationship between the modern education system and business performance, it simply refers to the recognition that an increase in investment on the modern education
system by a company will improve its (the company’s) business performance. Therefore, institutions of higher education including business schools should invest more in technology-based education systems in order to provide education and training programs to their corporate clients.

Chapter 10, “The Role of Honors Education Programs,” explains in detail the role of honors education programs in advancing the university education standards in general and the quality of business education in particular. Given the current reality of evolutionary and revolutionary forces (i.e., educational technologies, knowledge economies, globalization, diversity, and stakeholder orientations), educational institutions of all categories and especially institutions providing higher education are in the search of innovative, demanding, and premium educational models for their talented and academically superior students. Developing an honors education program as an educational model or strategy at any level of the university in general, and at a bachelor level in particular, definitely provides opportunities to a relatively large number (approximately 10% of the campus population) of students who are naturally motivated and high performing to further enhance their potentials and competencies. More than that, it helps establish a challenging and exemplary educational environment for students, faculty, academic managers, and policymakers.

Chapter 11, “Teaching Business and Cyber Ethics to University Students,” looks at the gap that exists in university curricula worldwide in teaching Business and IT students ethical values and suggests that education can bridge the gap between ethics and professionalism. The chapter ends by proposing the contents of a course on ethics for Business and IT students that has been tried and tested and can be incorporated into university curricula in order to increase student awareness of ethical issues in the Business and IT-related fields. The chapter, furthermore, suggests that the best mode of teaching of such subjects is the workshop mode that encourages student participation and active learning.

Chapter 12, “Business Graduate Market Value,” studies the market value of the current and potential graduates. It suggests that the world is changing very fast: from the apparent slow decline of developed economies to the vibrant emerging economies, from the baby boomers to a new tech savvy and young generation, from rural to an ever more urban population. These new trends are creating havoc in the workplace, as new skills, languages, and ways of communicating are changing the landscape as we have known it up until now. To weather these changes, young and old, urban and rural, from all countries alike, inexorably linked and globalized by the Internet and social networks, have been looking for ways to increase their marketable value in order to be more employable as unstoppable change continues. In the business world, an advanced business degree that increases skills, such as intercommunication, strategy, and new and different ways of negotiating between countries and generations, will be highly valued and appreciated. Our new world, connected 24/7, needs highly flexible and fluid individuals; those who are more mature and who can talk across spectrums, time zones, and topics will be the winners in this new 21st century economy, where today’s developing economies will dethrone the most developed ones in a yin-yang of social, political, and economic strength.

Chapter 13, “Internationalization and Strategic Alliances,” elaborates the role and importance of internationalization and strategic alliances in improving the quality of education. The chapter views universities, especially those concentrating in business management studies, as more globalized and similar to business ventures. They have been looking into strengthening ties and forming strategic alliances with other universities abroad in order to provide their students with an international experience and thus enhance their cross-cultural as well as their hard and soft skills. With this, they hope to form well-prepared students for future work in an ever changing, competitive, and international workplace where foreign languages and experience outside one’s home country have become the norm. In addi-
tion, universities internationalize via online education and academic research links, as well as campuses abroad, among others, to increase their scope and scale economies and become truly globalized and globalizing educators, as their roles and core functions in the 21st century continue to change and evolve according to market forces.

Chapter 14, “Successful Business Schools: Learning from the Success,” describes the common characteristics of successful business schools in the world. The finding of the chapter envisages that a handful of business schools in the world are famous in their respective countries of origin, but have also achieved global acclaim for their sustained and continued success as world-class academic institutions. This chapter describes some of these business schools and includes successful factors that have made them top quality institutions, such as general performance indicators used to rank and accredit business schools, common characteristics of success, as well as the role of ranking and accreditation as a source or force behind the fame and fortunes of such business schools. The chapter discusses the importance of national and international accreditation for the academic institutions and the pitfalls associated with accreditations. As examples of successful models, the chapter includes small success stories of business schools from emerging markets such as Pakistan and Mexico.

Chapter 15, “Business Education across Regions: The Case of the Middle East,” is about learning and understanding the culture of the Middle East, dominated by Islamic principles and Islamic work ethic. The chapter suggests that the competences (knowledge, skills, and values) required to work in different regions of the world are different to a greater extent. The cases of failures of expatriate managers in foreign assignments and corporate alliances are found in abundance in the existing literature on international business and management. This demands that the business schools offer educational programs that are regionally focused and culturally inclusive. Even though such student-centered and culturally focused programs may cost the institutions in the short term, such strategic actions may be a source of competitive advantage for many of them. In this chapter, the human resource management culture in the Middle East is discussed to exemplify how national and corporate cultures vary from region to region and thus influence the management competences to work in a particular region, nation, or culture.

Chapter 16, “Business Management Education in African Context,” looks at the various aspects influencing the business management education in Africa. The chapter attempts to answer the question, Why the search for means of attaining a height in development by African countries and possibly be listed among the committee of developed nations of the world remains an unending task? Most African countries have therefore adopted education as a veritable instrument for influencing the anticipated development, especially in the wake of global economic trends. In compliance with these economic trends and emerging needs, emphasis is laid on Vocational Technical Education (VTE), also referred to as Technical Vocational Education and Training (TVET), within the domain of business education. This chapter examines the environment of business education and business education pedagogy in Africa. The author adopts both historical and analytical approaches and attempts a critique of business education in Africa, with corresponding strategies for improvement.

Chapter 17, “Business School Management: Diverse Issues in Africa,” studies diverse issues concerning business management education in the African context such as business school management within the university system, leadership qualities required from the school administrators, the role of government and voluntary agencies, academic operational issues, curriculum development, academic program evaluation, market value of graduates, the role of information technology, culture and education, and ethical issues in business schools. The chapter concludes that given all those technological development
and the availability of information via multiple sources the role of faculty and faculty development is essential and should be an important component of the school strategic management.

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