Preface

Higher education world over today is ridden with many and varied problems. What’s more, higher education sector is one of the fastest growing sectors and has translated itself into a stature of an industry. The commercialization and economic orientation of education in a knowledge driven economy has lured many business organizations to enter this field with increased focus on profit and revenue model, rather than academic model. Amongst various fields of knowledge, desire for acquiring management qualifications, is growing immensely all over the world, both amongst fresh students as well as business executives (Baporikar, 2005). Furthermore, management education and management graduate degree opens up worlds of opportunity and all professional reports and surveys reinforce this decisive aspect. Yet, management education and training systems are not keeping up with changing market needs – resulting in shortages in key skills like critical thinking skills, holistic approaches, sustainable strategies, rational decision abilities and e-skills (Baporikar, 2008b). Management education is not sufficiently connected to research and innovation activities and is slow to build capacity in areas like entrepreneurship, innovation and leadership – which both reflects and contributes to a lack of globalization. Life-long learning is still developing, and public policy and business practices do not reflect the need for older workers to extend their working careers. The evolution of ICT and social media as well as the needs of organizations, employees, workers, students and academics has experienced rapid vicissitudes in the most recent years. This complex and dynamic reality requires new forms of delivery of learning contents to students, the building of special learning environments and new teaching methodologies for academics (Ordóñez de Pablos, & Tennyson, 2013). Thus, management education needs a serious relook, if it has to fulfil it role of being a feeder in creating global leaders.

On the other hand, knowing that management degrees are pursued specifically to enhance their career opportunities, and better their employment prospects there are greater challenges than ever, before the providers of management education (Baporikar, 2009). Considering also that future advances and research will affect the theme of higher knowledge centrally, the world and individual countries are getting ready to strengthen the system of higher education and to adopt strategies that will provide new dimensions to the delivery system that will help change society and prepare young people to shoulder the heavy responsibilities of a difficult but fascinating future (Baporikar, 2014). Management education thus has a pivotal role to play in equipping young people to shoulder their responsibilities in a more efficient and effective manner, both as nationals and global citizens of the world, rather than only as individuals or professionals (Baporikar, 2016). Therefore, in the contemporary set up, the onus to create responsible global leaders for inclusive sustainability would rest on the shoulders of management education.

No doubt, management education has a strategic role to play if the world has to have sustainable organizations. The crucial role played by the three-way relationship in creation of management knowl-
edge - education, research, and innovation for regional economic and social development is undisputed (Baporikar, 2008a). Universities and research centres are an essential pillar of the knowledge society. According to OECD (2008), tertiary education policy is increasingly important on national agendas as it is a major driver of economic competitiveness in an increasingly knowledge-driven global economy. Countries must raise higher-level employment skills to sustain a globally competitive research base and to improve knowledge dissemination in societies. Education contributes both to social and economic development through: human capital formation, building knowledge bases, dissemination and use of knowledge, and maintenance of knowledge. So also is management education.

OBJECTIVE OF THE BOOK

The scholarly value of the proposed publication is self-evident because of the increased volume of management education and the need for understanding comprehensively the complexity in the process of management education especially in knowledge based global environment today. Providing a qualified reference book to its intended target market / constituents will expand the fields of management, management education, management development and training. The proposed topic publication will not only facilitate the institutions of higher education to focus properly but also the policy makers in designing and implementing more effective policies. The book will reveal real experiences of management education institutions and academics. It will provide comprehensive coverage and understanding of the efforts and role played in improvising the learning processes, management education complexities and challenges in the context of globalization and the role of information technologies for mobile and distance learning. Readers of the book will find a rich collection of chapters that bring together academicians, researchers and practitioners that reflect both theoretical and practical contributions, which will help to understand the significance and role of management education in crafting global leaders.

TARGET AUDIENCE

The primary intended audience is scholar-practitioners who have the need for qualified reference material regarding the subject matter of the proposed publication as outlined above. The secondary intended audience is educationalist, policy makers and undergraduate/graduate business students who require the same reference material. In short, the following stand to benefit - professors in academia, deans, heads of departments, director of masters, students (undergraduate and postgraduate level), politicians, policy makers, corporate heads of firms, senior general managers, managing directors, information technology directors and managers, libraries, etc. At the same time, while having academic rigour, the book will be written in a way such that it can be understood by non-academics and non-specialists; it will be appealing to the general public.

TOPICS DISCUSSED IN THE BOOK

Among other topics, the chapters of the book address key topics related to management education and in particular re the global leadership requirements, such as:
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- Best Practices and Case Studies,
- Challenges in Management Education,
- Creativity in Teaching and Learning,
- Culture in Teaching Learning,
- E-Learning and Digital Learning,
- Excellence in Management Education,
- Future Faculty and Faculty Motivation,
- Holistic Management Education,
- Multicultural Orientation,
- New Era in Management Education,
- Pedagogy in Management Education,
- Quality in Management Education,
- Value and Ethics in Management Education.

ORGANIZATION OF THE BOOK

The book is organized into thirteen chapters. A brief description of each of the chapters follows:

Chapter 1, “Best Practices in Management Institutions for Global Leadership: Policy Aspects,” discusses globalization being the ensuing source of multiple opportunities and concerns for management institutions as they cross through twenty first century in which they face diverse challenges in their operations, students’ liking, or behaviour and the business environment. The author deals with how to make MBA programmes more relevant to pass-on useful skills that are capable to prepare leaders and able to inculcate norms of ethical conduct and lead graduates to good corporate jobs. Interesting insights and discussion is provided on use of a ‘Bi-lateral’ instrument that has superior utilitarian and balancing character, coupled with ‘Tri-dimensional’ features of framing policies to deliver highly effective results for best practices, for managing management institutions.

Chapter 2, “Multicultural Orientations for 21st Century Global Leadership,” deals with multicultural orientation as an important focus area in developing managers for international assignments. This chapter extends the frontier of knowledge on the benefits of developing multicultural orientations in line with business and stakeholders’ needs in the global economy. The managerial relevance of this chapter centres on further research and development of global psychological capital, vertical development of bigger minds and multiple intelligences to navigate in the midst of volatilities, uncertainties, complexities and ambiguities in the 21st century.

Chapter 3, “Revamping Pedagogies in Indian B-Schools to Create Global Leaders”, reflects on the recent study depicting that only 10% MBA graduates in India are employable due to lack of employability skills and excess supply. It discusses how Indian B-Schools to match up with the industry standards for placements, have ignored to incorporate a few crucial aspects as a part of their curriculum namely: pedagogies imparting practical knowledge and employability skills and instead focused on theoretical knowledge in classrooms. The chapter deals with the seriousness required to re-think by the academic leaders of the B-schools, allied universities and the regulatory bodies to revamp the currently prescribed curriculum and pedagogy, so as to yield graduates will be skilled and capable to take the challenge of global leadership.
Chapter 4, “Professional Integrity in Business Management Education,” aims to analyse professional integrity as an improvement concept to the actual values and virtues and meaning managerial capabilities and attitudes to assume any professional task. This chapter analyses a case of management education for professional integrity at the University Centre for Economic and Managerial Sciences, University of Guadalajara. The research method employed is the ethnographic, document al and life’s histories, complemented with field work supported by in-depth interviews and analysed using a comparative method. The outcomes of the research on the application in management education demonstrate that the drama of economic efficiency is centred on a dysfunctional professional integrity. This chapter provides a sound professional philosophy that empowers professionals to act with integrity, increases the probability for long-term success and professional fulfilment.

Chapter 5, “Relevance of Teaching Ethics and Values in Management Education,” provides a discussion of implications of the questions of relevance, predicament and methods of ethical training. With emphasis on the rationale to focus on ethical education and the ethical connection with responsibility, the concepts of values, ethics and business ethics is done succinctly. Further the main focus is on relevance of ethics in management education and includes what and how ethics should be taught. Thus the chapter is about the responsibility of the leaders or top management in the various areas of organization which directly or indirectly affect ethical and moral side of behaviour and actions which boils down to the importance of teaching ethics and values in management. Additionally review of the ethics and value oriented courses as curriculum of top B Schools has been done before proposing solutions and strategies to tackle some of the current challenges in management education.

Chapter 6, “Holistic Management Education at Tanzanian Rural Development Planning Institute,” examines ‘Holistic Management Education’ (HME) at Tanzanian Rural Development Planning Institute. The chapter benchmarks and determine laggards in HRPM programme of the institute. Through documentary review, participant observation and in-depth interview the chapter finds HME benchmarks include: integrated curriculum consisting of stakeholders’ collaboration in curriculum formulation, holistic vision, mission, objectives, multidisciplinary modules, integrative assessment methods, active pedagogical learning methods inclusive of favourable learning space. Management mobilization of resources for supporting HME activities and lecturers’ commitment to their career duties are some of the recommendations for strengthening HME.

Chapter 7, “Job Satisfaction and Teachers Retention: Critical Review of Indian Management Education,” intends to provide a platform on how to formulate retention strategies for their respective teaching staff and institutes. Based on extensive literature review it depicts the impact of job satisfaction in teacher’s retention at management institutes. Identifying the factors affecting teacher’s retention it also explores the importance of job satisfaction for the same.

Chapter 8, “Excellence Perspective for Management Education from a Global Accountants’ Hub in Asia,” discusses how accounting education in Sri Lanka, an emerging South Asian country, has evolved over time to become a global hub of accountants through its excellent accounting education system. The chapter presents a detailed description of the history of accounting education, the role of professional accounting bodies and academic accounting education, a comparison of professional and academic education systems and finally the current status and future directions of accounting education of the country. The core of the chapter is excellence perspective for management education, form Sri Lanka’s global accountants’ hub, so that continuous strengthening like the accounting education system is possible for sustaining its stature in the ever dynamic and complex global business environment.
Chapter 9, “E-Learning and Management Education at African Universities,” deals with how new technologies are important as teaching tools that can be used to assist academics to enhance their teaching in the management classroom. Since management education attracts the most elite students who join the faculty for acquiring qualifications and skills to join business, entrepreneurship or corporate world, the author urges management educators to embrace technology in their curriculum and program offerings. Some of these technologies discussed include: computers and software including assistive software; interactive whiteboards; digital cameras; mobile and wireless tools, including mobile phones; electronic communication tools, including e-mail, discussion; virtual learning environments and learning activity management systems. The author’s discussion impinges on experience of e-learning in management education at African university.

Chapter 10, “Learner-Centred Approach for Global Leadership in Management Education,” deals with the why and what of management education institutions world over adopting learner centred approaches. Through exhaustive literature review and grounded theory approach this chapter investigates the learner centred approach - teaching nexus and reflects on the use of them to enhance student learning in this globalized knowledge society. The critical review of the learner centred approaches for better understanding to adopt appropriate strategies by management educators is also delved. This is with the hope to enhance the value of management education which is vital in this turbulent world and pressures from knowledge driven economies but also aid better in crafting global leaders.

Chapter 11, “EFQM in Management Education: A Tool for Excellence,” deals with adopting the EFQM in management education as a tool for excellence. As educated new generations acquire informational and labor-oriented competencies that positively affect firms in enhancing productivity and efficiency along with the development of the internet the focus is on a worldwide-oriented business market. Only the best and well prepared businesses survive in a hostile economic world by attracting the best human capital, investors, and clients. As a result, given the importance of higher education especially management education for firms, the authors discuss the necessity of noting only adopting but also enriching the EFQM Model which they propose as a tool for excellence.

Chapter 12, “Paradigm Shift in Management Education: Need for Cross-Functional Perspective,” is about the paradigm shift in management education and the need for cross-functional perspective. As scholars, in the field of management education, have been questioning the efficacy of current focus of business education in creating effective managers and global leaders, this chapter makes an agreeable contribution by not only analysing the current paradigms of management education but also by the attempt to make a case for the need for a paradigm shift in education. The discussion on the dimensions of the process-orientation paradigm and potential contributions of process orientation paradigm along with challenges before the cross-functional perspective of management education are offered.

Chapter 13, “Enhancing Sustainability through Experiential Learning in Management Education,” posits the importance of experiential learning in the context of management education and especially to enhance sustainability. Sustainability incorporates holistic view of issues; the curriculum therefore, has to make linkages to social issues and has to be contextual. The author discusses how the focus of business school curriculum has to be on sensitizing students towards responsible citizenship along with competency building in the area of sustainability. An ‘experiential’ or ‘action learning’ approach is proposed so as to sensitise the students on sustainability issues for ensuring that business schools and the corporates will see not see it only form compliance perspective. Success stories of modules on experiential learning crafted by two NGOs intended to sensitize the participants are also provided.
In sum, this collection of chapters will definitely help readers to better understand and face the challenges of management education in creating global leadership.

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REFERENCES


