

Book Review

Innovative Management Education Pedagogies for Preparing Next-Generation Leaders

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Innovative Management Education Pedagogies for Preparing Next-Generation Leaders

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Pedagogy nowadays should reflect both educational issues and the prospects of applying new technologies (Gros, Suárez-Guerrero & Anderson, 2016), and needs to keep evolving in response to the rapidly changing environment. Decades ago, Drucker (1992) in *“The Age of Discontinuity: Guidelines to Our Changing Society”* mentioned the growth of interdisciplinary work and called on universities to organize toward areas of effectiveness, instead of being subject focused. With the advances in technologies and radical changes in industries, the search for innovative management education pedagogies is imperative. The book *“Innovative Management Education Pedagogies for Preparing Next-Generation Leaders”* offers different perspectives from the East and the West, with some highlights on authentic case studies to reflect theories in this context.

The first chapter introduces Gardner’s framework of ‘five minds’ (disciplined, synthesizing, creating, respectful and ethical minds), and employs this concept among two groups of accounting and management students, in order to explore how they respond to the five minds and how the conduct of these tertiary students relates to the real world. Among the five minds mentioned, the ethical mindset is the only one which shows positive results after compiling data from student interviews. The author notes that there could be other variables that might affect the results, as people act differently when factors change.

The author in chapter 2 introduces an innovative student-centered ‘Storyboard’ approach adapted by South Australian Institute of Business and Technology (SAIBT) in a tertiary-level management course. The course participants consisted of Net Generation students from diverse cultures; therefore,

besides finding out what students learned about management in class, augmenting their English-language proficiency is also important. The findings of the Storyboard method show that students could achieve both academic success and better student-teacher connections. In addition, the method helps develop students' critical thinking skills as well as communication skills in English language.

The role of the instructor in virtual environments is discussed in chapter 3. Through the author's elaborate literature review, readers can follow the changes in online learning, as well as the functionality, responsibility and accountability of an instructor in higher education. The author provides insights on ways to enhance action learning, critical enquiry, learner engagement and offers various suggestions to help student development and assessment, handle conflict, give feedback and promote participation.

In chapter 4, the author introduces the history, concept, and influence of crowd learning, as well as the corresponding change in instructor role. In general, crowd learning inspires participants (agents) to be active in managing their learning goals and process. The answers to their immediate needs will generally be reasonably accurate, due to the collective effort of many people. The author goes on to assess crowd learning, and examines the link between formal education and innovative crowd-created knowledge. The authors in the following chapter explore the growth and evolution of teaching. By tracing the historical evolution of teaching over the centuries, and examining the differences in teaching between the East and West, the authors aim to prepare instructors to face the challenges of globalization, technology, migration, competition, changing markets and transnational environment and political changes in the digital age.

The authors in chapter 6 elaborate on the theoretical framework of management and leadership of change, and focus on the construct of power. Managers and leaders may not necessarily be the same person, and this could impact differently on organizational procedures depending on the form of power they practice. With a vivid example of a Greek school that underwent changes in power, the authors successfully link the theories and models to real life experiences. They indicate that to achieve a long-term and successful organizational change, managers and leaders should seek support of employees by communicating with them, and understanding their needs instead of imposing direct orders or ideas on them.

Chapter 7 explores the relationship of student attendance, employability and the use of virtual learning environment (VLE) related technology. The author conducted a survey among final-year bachelor students, of which the results weakly support that some students perceive using VLE technology means there is no need to physically attend lectures, leading to low attendance rates. In addition, there may be negative impact on student's employability if their institution only embraces online materials over required lectures and seminars. As the trend of using more VLE tools remains strong, the author calls for more research to help instructors to select suitable technologies for courses.

The authors in chapter 8 start with explaining the significance of education embedded in Indian philosophy, Vedas and other literary texts, then move on to the development of higher education in modern centuries. They introduce trans-disciplinary learning (TDL), which was adopted by a private university in the form of a project, and compile the results from questionnaires to capture both instructors and students' involvements in TDL. They suggest that TDL has to be created before designing learning sites, delivery formats and communication channels, and should be adjusted according to the learners' learning styles and preferences, as well as participatory collaboration.

In chapter 9, the authors demonstrate a great example of how a system originating from Eastern traditions could also establish its importance in the disciplines of Western science. It is called Consciousness-Based Education (CBE), which incorporates the Transcendental Meditation program adapted by Maharishi University of Management. The CBE approach integrates experiential, intellectual, pedagogical, and environmental features which could help individuals' moral development

and motivation for the common good. According to research, students under this program show positive changes in psychology, physiology and behavior, which is essential for responsible business leadership.

The author in chapter 10 explores the concept of knowing and learning being two different aspects that cannot be used interchangeably. Two theoretical modules were selected in the case study, teacher-centric approach and student-centric approach, to illustrate the difference between students who continue to stay in the knowing domain, and students who tend to seek answers as to how they learn and construct knowledge.

Chapter 11 aims to explain paradigm shifts in pedagogical approaches. Useful and distinct graphics as well as tables are presented to demonstrate theoretical models and pedagogical process, as well as to illustrate the differences between pedagogy, andragogy, heutagogy, mesagogy and synergogy. The author also points out that the paradigm shifts in higher education are affected by the job market, and these approaches should not be viewed separately; educators should look into the connectivity between all pedagogies.

Readers benefit from a remarkable example in Chapter 12 of how leadership and management education of California Cadet Corps (CACC) is implemented and its influence on the youth in grades 4-12. Extensive interviews with current cadets, observations in classes and collection of student academic, fitness, attendance and discipline data were gathered for analysis. In addition, interviews with adult alumni of the program were also conducted to better understand the long-term impact. The results show CACC's success in promoting leadership development by involving students in practical application of leadership principles, experiencing authentic stress associated with leadership roles and having responsibility and authority for planning and implementing real life scenarios. Besides leadership, skills and attitudes of citizenship, patriotism, basic military knowledge, personal wellness, and academic resiliency of the cadets were also elevated.

Chapter 13 discusses the andragogies favored by B-school faculty in India, with emphasis on teachers' usage of art and literature as a management teaching tool. A survey was conducted in order to reveal the teaching methods, the types of constructive, co-operative and art and literature methods employed. Detailed graphics and charts are presented after compiling the data from survey; this research could be helpful in understanding current management andragogies in India. In the following chapter, the author lists a series of current management andragogies with thoughtful elaboration, ranging from traditional lectures, to co-operative and constructive methods. Since management concepts are always changing and evolving, so should educators' mindsets. By adapting innovative methods, such as using art and literature materials in class, future academicians could nurture new leaders and more competent students for the new world era.

The last chapter of this book emphasizes the importance of change to an organization, and offers understandable sets of processes, theories and models for readers to follow. The author emphasizes that it is vital to identify drivers and inhibitors of change, set up parameters to assess change, designate change agents and change leaders for planning and delivery of change strategy, and select appropriate approaches for strategic execution and evaluation of a change process. Besides presenting models or theories in clear-cut graphics, factors contributing to failure are also listed in tables, with descriptions and suggestions. The author states that organizations could take advantage of information technology, and business processes should be reconsidered in response to changes in IT.

In an age of great change, educators are always in search of improvements in management education, as students are expected by industry to possess analytical, conceptual and employability skills in order to thrive. Traditional case studies or group projects may not be sufficient for today's students; more evolved methods such as simulations, international virtual assignments and materials from art & literature should be taken into consideration. Overall, the book does provide tangible materials and technology innovations regarding the subject; moreover, it probes into the spiritual realm by including concepts such as Consciousness-Based Education and military style of leadership development. Case studies illustrate that a person with proper training and education can achieve the competence to be a next generation leader. One interesting point is that almost half of the chapters

are by authors from India. Since India is a great nation with multicultural influences and valuable technology potential, it would be even better if some chapters could contain more lively examples or statistics from local industries or education institutions in India to better reflect the models or theories mentioned.

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