

Part II

Introduction: Advances in Business Education & Training - Open Part

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Today's dynamic global business environment requires professionals that can adapt to rapidly to changing markets and technologies. These forces require educator to think seriously about innovative ways to revolutionize business education to best prepare students for challenges of such a world. Such innovation requires careful attention to how business decision making requires thinking that transcends disciplines, nations, industries, and technologies. This volume contains articles that detail successful approaches that business educators have developed and implemented to solve real problems facing our institutions today and to vest students with the ethical and analytical abilities they will need to both compete and contribute to the betterment of others.

Shelley Smith and the late Victoria Mikelonis, in "Designing Business Education For Ukraine: Lessons Learned," (Chapter 6) detail how the University of Minnesota (USA) aided a nation in designing and implementing business management programs over a 6-year venture. Developing business education in Ukraine, then, required a systemic approach that: (1) developed a shared vision of education in an emerging capitalist economy, (2) introduced faculty to new content and processes relevant to business education, and (3) developed training programs for faculty and administrators to deliver revised curricula.

Peter Berends, Ursula Glunk, and Julia Wüster, in "Personal Mastery in Management Education" (Chapter 7), show how "the social domain of organizations" require personal mastery and wisdom in dealing with complexities that mechanistic approaches to management education traditionally ignored. These authors describe a 1-year personal development trajectory that the University of Maastricht (Netherlands) introduced in its graduate program of management. This course of study offers unique opportunities to prepare students for the complexity of business life by developing their personal leadership capacities and an appreciation for their positive impact on others.

Larry Pate, William Lindsey, Troy Nielson and Melanie Hawks in "Innovations in Graduate Business Education: The challenge of Developing Principle-Centered Leaders" (Chapter 8) also argues for personal development in

business education. Principle-Centered Leaders “believe in and are committed to a set of moral principles, and then remain true to those principles in their actions and decisions”. The widespread corruption scandals and criticism of Business Schools and business education are related to traditional approaches to business education which are poorly designed to teach leadership in general and Principle-Centered Leadership in particular. The chapter argues for new and alternative approaches which develop leaders who focus more on principles than pretended profit.

Roulla S. Hagen argues in “The Misalignment of Management Education and Globalization: Conceptual, Contextual and Praxeological Issues” (Chapter 9) for curriculum design which interweaves two parallel pedagogies of conceptual and contextual learning with personal and professional development. The chapter presents a range of the critiques leveled against management education curriculum and makes an important distinction between “too much theory badly taught” and “conceptual learning which enables the creation of new knowledge to solve problems as yet unknown”.

Herman van den Bosch in “Master of Science in Business Administration or MBA. Does it matter?” (Chapter 10) investigates the consequences of management education in an empirical study of two different programs: a MBA program and a Master of Science program in Business Administration. The chapter tests the hypothesis presented by Mintzberg (2004) that management education creates a “MBA mindset” which differs from a “desired mindset of managers”. Interestingly, the findings do not confirm the hypothesis.

Dirk Tempelaar in “The Role of Critical Thinking Skills in Student’ Attitudes toward Business Subjects” (Chapter 11) reports on the relationships between critical thinking skills, attitudes towards subjects and course performances. The study shows that student’ motivations for behavioral oriented subjects, such as organizational theory and marketing, are hardly relevant. This is in itself new to most educational theories. But even more surprising, the study also shows that student’ motivations for mathematics are important for learning the soft subjects of organization theory and marketing.

Herman van den Bosch in “A strategy for business education in a changing world” (Chapter 12) investigates the level of strategic choices made within 25 business schools. The chapter addresses the often implicit strategic decisions regarding the identity of business education. Six strategic choices are identified and representatives of 25 business schools have quantified the actual level of implementation in their organization. The study shows that business schools in general still have a long way to go regarding the implementation of strategic choices.