



Education 2020 Challenges for the Near Future



PONTIFICIA UNIVERSIDAD CATÓLICA DEL PERÚ

Trends of the New Educational Agenda Business Education 2020

1. Changes in Students Demand

2. New Contents in Management Education

3. Develop a New Generation of Faculty

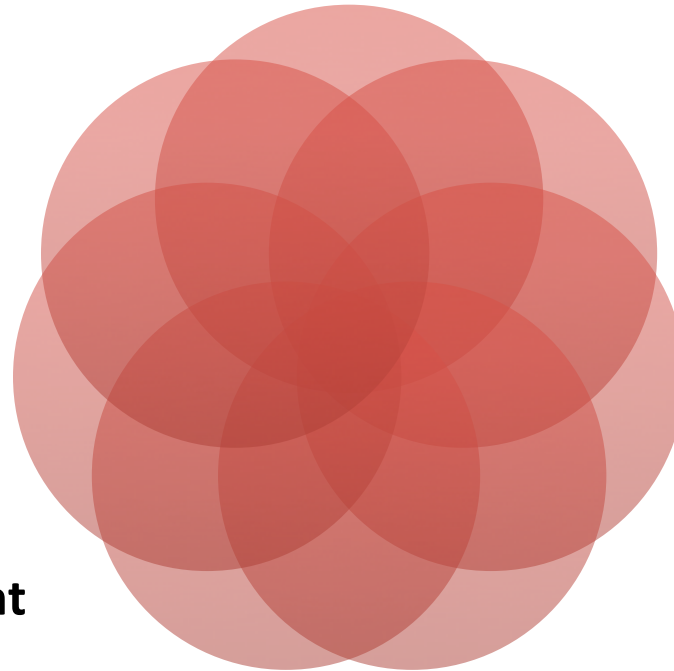
4. Technology

5. Globalization

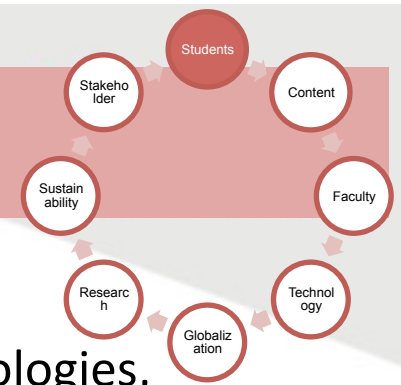
6. Academic Research Relevant to Management Practice

7. Sustainability and Social Responsibility

8. Greater Stakeholder Participation

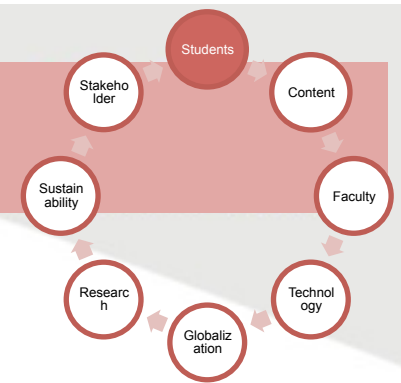


Changes in Student Demands



- We are living a major societal shift: development of technologies, changes in the profile of young generations, globalization, diversity are shaping a new model of society.
- Today's students profiles affect management education:
 - Difficulty balancing work, family and study schedules
 - Multiple learning styles
 - Different educational base
 - Different professional backgrounds and experience
 - Cultural diversity
- Young people expect more than traditional knowledge, they want new learning experiences, a more rounded education.

Changes in Student Demands



- **Demand for management education is increasing at an incredible rate**
- Students from a very wide variety of professional backgrounds, not just business executives.
- Students from all over the world; developed, developing and under-developed countries.
- Students from all economic levels.
- **Business education is seen as a clear way to improve quality of life**

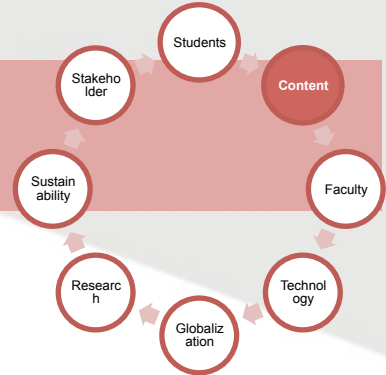
“...Business schools are home to 25 million degree-seeking students and countless more participate in university-based executive education and management development programs.

That means that what we teach them, and what we research to inform how we teach them, matters.”

Dan LeClair, AACSB

LeClair, D., Peters, J., Williams, V., & Wood, M. (2010). Foreword. In *From challenge to change: Business Schools in the wake of financial crisis* (pp. 2-3). Cambridge, MA: Emerald.

New Content in Management Education

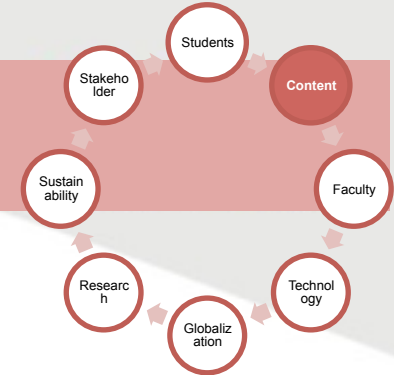


“...well educated sophisticated and open minded people with broad intellectual horizons and high moral standards will make better managers than narrow technocrats and “laptop laborers””

Kozminski, A; Dean Kozminski University. The New Revolution in Management Education

Kozminski, A. (2010). The new revolution in management education?. In *From challenge to change: Business Schools in the wake of financial crisis* (pp. 14-17). Cambridge, MA: Emerald.

New Content in Management Education



Unmet Needs Identified

Global Perspective

Global citizens who have the skills, attitudes, values to lead their companies in today's culturally diverse business world, prioritizing cross-cultural skills and understanding of diversity over traditional analytical capacities or technical knowledge.

Leadership Development

Self-awareness and improve emotional intelligence, motivate, delegate, and lead ethically.

Integration

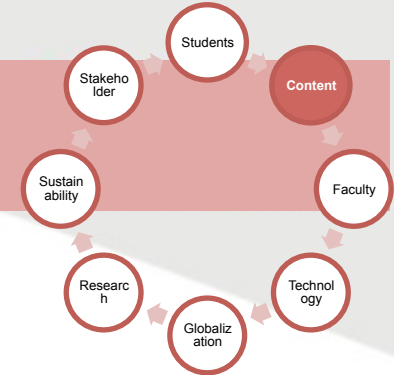
Multidisciplinary approach that allows students to use all the knowledge and skills learned to solve problems.

Power and Politics

Understand how organizational processes work, and develop a good sense of how business works.

Datar, S. M., Garvin, D. A., & Cullen, P. G. (2010). *Rethinking the MBA: Business education at a crossroad*. Boston, MA: Harvard Business School.

New Content in Management Education



Unmet Needs Identified

Creative, Innovative Thinking

Be able to frame problems; collect, synthesize, and distill large volumes of data; exercise creativity and imagination; and develop, test, and revise ideas.

Oral and Written Communication

Be able to form logical, coherent and persuasive ideas, and have the communications skills to transmit the idea clearly and convincingly

Risk, Regulation, and Restraint

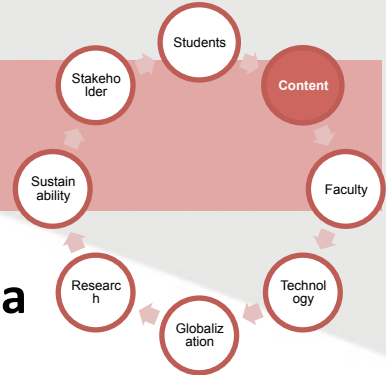
Understand risks and know that those risks affect more people than just themselves

Shift in Emphasis

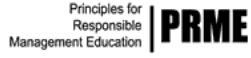
Need to balance practice, theory and experience

Datar, S. M., Garvin, D. A., & Cullen, P. G. (2010). *Rethinking the MBA: Business education at a crossroad*. Boston, MA: Harvard Business School.

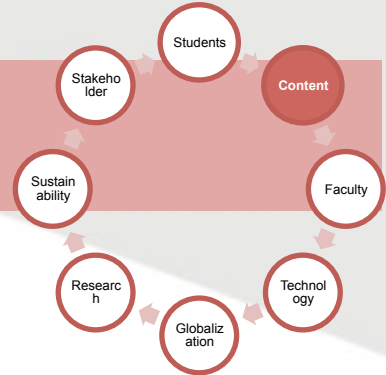
New Content in Management Education



Additional Unmet Needs Identified in Latin America



New Content in Management Education



Unmet Needs Identified in Latin America

Leadership Skills

Oral and written communication skills, critical thinking, negotiation skills, stress management, accountability, multicultural team leadership, emotional intelligence

Develop a Global Strategic Vision

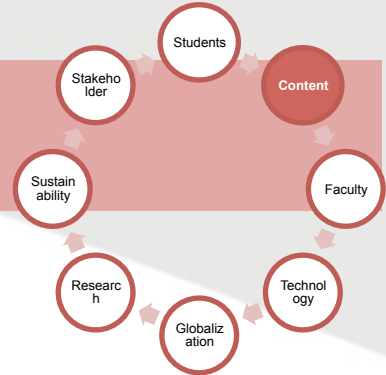
Managers who can create a long term strategic vision and have the capacity to execute that vision, by integrating all areas to work towards that shared goal and driving the future of the company to the desired outcome

Social Responsibility and Sustainability

Long term socially responsible managers with clearly defined ethical values who have an ample understanding of the economic, social, political, and environmental impacts of their actions.



New Content in Management Education



Unmet Needs Identified in Latin America

Entrepreneurial Skills

Innovative business leaders with a strong entrepreneurial spirit, willing to take the risks to succeed through creative outside the box thinking.

Continuous Improvement Culture

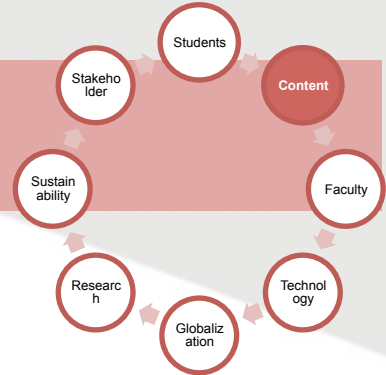
Managers armed with all the tools of quality management, determined to improve processes, and who can act as agents of change by promoting the culture of quality within their organizations

Technology Skills

Managers who take advantage of current technologies in order to maximize the resources and are able to adapt quickly to changing technologies to give their companies the competitive edge



New Content in Management Education



Five Minds for the Future (Gardner 2008)
challenges for students success and for the common good as well

Disciplined Mind

- Structured thinking, analytical skills, scientific thinking

Ethical Mind

- Sense of service, moral conviction, benefit all stakeholders

Synthesizing Mind

- Multidisciplinary work, critical thinking, integrating “soft” skills into “hard” skills

Respectful Mind

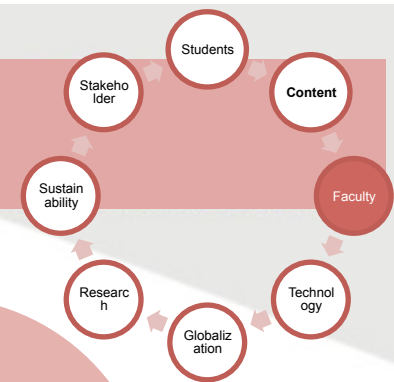
- Understand different social and working culture

Creative Mind

- Thinking outside the box, flexibility, open minded

Gardner, H. (2008). *Minds for the future*. Boston, MA: Harvard University Press.

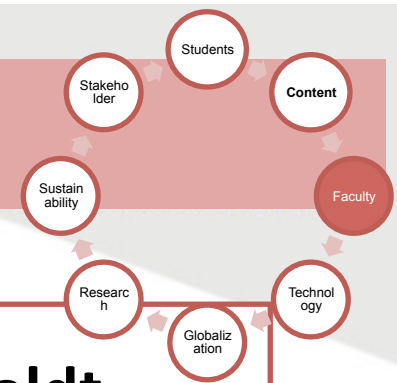
Develop a New Generation of Faculty



- **Develop a new generation of faculty**
- **Attraction, development and retention of faculty is a key challenge.**
- **Schools compete to attract scholars**



Develop a New Generation of Faculty



Traditional model: Wilhelm Von Humboldt

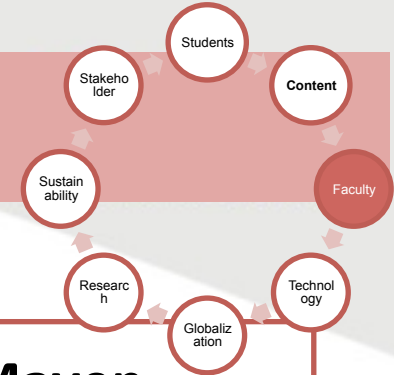
- Academic career should be highly specialized
- Experts on their field
- Teach only their subject
- Masters of the learning process, guardians of knowledge
- “Silos syndrome”, extreme specialization and lack of integration

- Mixed Backgrounds
- Gather new trends, ideas, and data
- Can teach, consult and do research
- Used to multidisciplinary team work
- Open to new ideas

Iñiguez, S. (2010). Management education: The best is yet to come. In *From challenge to change: Business Schools in the wake of financial crisis* (pp. 18-22). Cambridge, MA: Emerald.



Develop a New Generation of Faculty



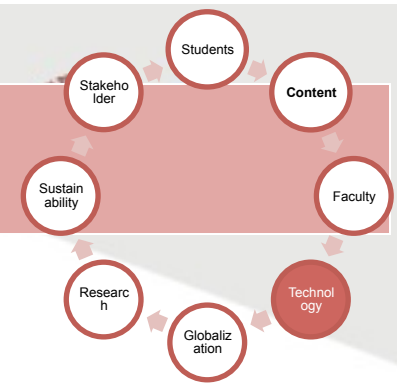
The New Role of and Profile of Scholars: Maven Model (Malcolm Gladwell)

- “Active gatherers of new trends, ideas, and data and can identify which of them may transform the world”
- “Orchestrators of the learning process, catalysts of knowledge distribution, rather than the source of truth”.
- Mixed backgrounds, can teach, consult and do research
- Used to multidisciplinary team work

• Mixed Backgrounds
• Gather new trends, ideas, and data
• Can teach, consult and do research
• Used to multidisciplinary team work
• Open to new ideas

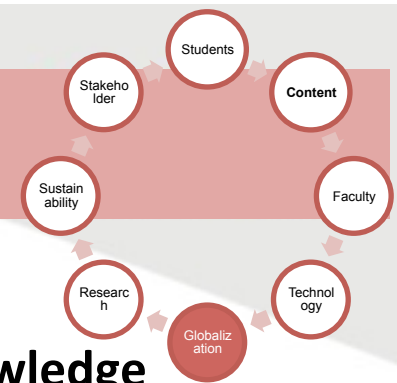
Iñiguez, S. (2010). Management education: The best is yet to come. In *From challenge to change: Business Schools in the wake of financial crisis* (pp. 18-22). Cambridge, MA: Emerald.

Technology



- No one can dispute the impact of Information and Communications Technology on the learning process.
- The impact of IT on the learning process is unquestionable and unstoppable.
- High quality online education can have a tremendous impact on participants; technology allows continuous education.
- Online resources are revolutionizing the way business schools teach.
- Demand for online business programme increases every year

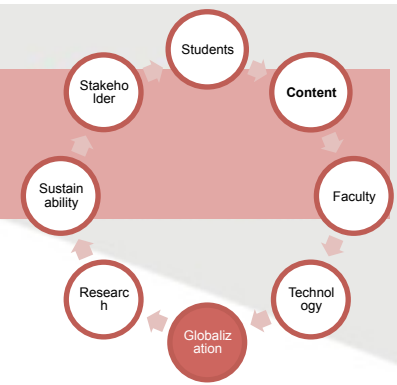
Globalization



Students are looking for a global experience. Knowledge for today's MBA student goes way beyond management models and theories. It includes the learning that comes from spending time in a truly multicultural environment and experiencing the latest technological learning tools.

- Benefits of a globalized education include: International degrees, real international experience, greater work opportunities, cultural exchange opportunities, multicultural environment and exposure
- More schools are creating strategic alliances, creating international programs, and creating campuses abroad: collaboration and cooperation, student and faculty Exchange, student group visits, joint Research, joint programmes, multiple school programmes

Globalization



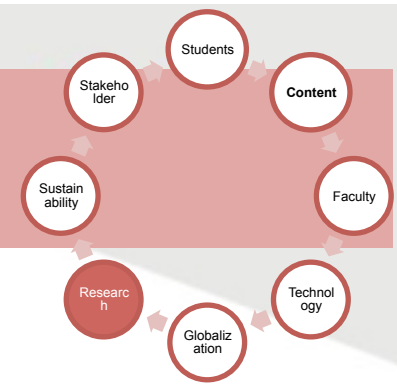
“.....Is the transformation of their students into “cosmopolitan managers”, persons who consider themselves citizens of the world and who are able to manage their companies effectively in multicultural contexts for the creation of wealth of their stakeholders and society.

The profile of a cosmopolitan manager prioritizes cross-cultural skills and understanding of diversity over traditional analytical capacities or technical knowledge.”

Iñiguez, S. (2011). *The learning curve: How Business Schools are re-inventing education*. New York, NY: Palgrave Macmillan



Academic Research Relevant to Management Practice



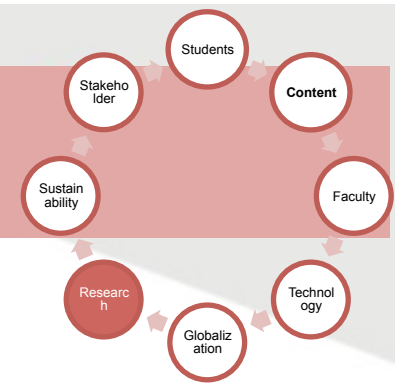
Academic research must be aligned to the needs of the stakeholders

- Ongoing debates suggest that there is a gap between management research and management teaching. In many times, academic research does not consider the practical relevance, real world application and its impact.
- ***“Business schools need a renewed focus and engagement with the needs of practioners”*** (Howard Thomas, Dean, Lee Kong Chian Schools of Business.

Thomas, H. (2010). Impactful management research: The importance of finding the voice of practice in management research. In *From challenge to change: Business Schools in the wake of financial crisis* (pp. 4-6). Cambridge, MA: Emerald).



Academic Research Relevant to Management Practice



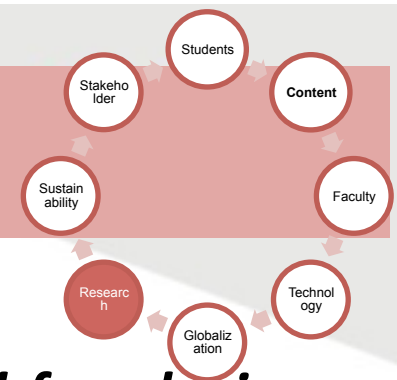
“Our effort was motivated by the belief that, in the future, business schools will have to be more strategic about their research investments and more explicit about assessing the return—not because AACSB will require it, but because stakeholders are starting to demand it. Every business school must prepare for this change”

– Jan Williams, AACSB

Williams, J. R. (2012). Foreword. In *Impact of research. A guide for business schools*. Tampa, FL: AACSB.



Academic Research Relevant to Management Practice



“...Business schools have recently been criticized for placing too much emphasis on research relative to teaching, and for producing research that is too narrow, irrelevant, and impractical” (AACSB, 2007)

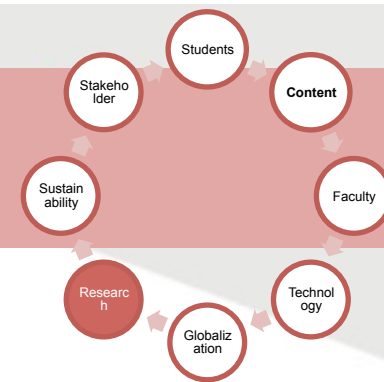
“Research reveals a very weak correlation linking the academic quality of research with practical relevance” (Baldrige et al, 2004)

AACSB, 2007. Final Report of the AACSB International: Impact of Management Research. Tampa, FL: Author.

Baldrige et al., (2004). Are managers from Mars and academicians from Venus? Toward an understanding of the relationship between academic quality and practical relevance. *Strategic Management Journal*, 25(11), 1063-1074.



Academic Research Relevant to Management Practice

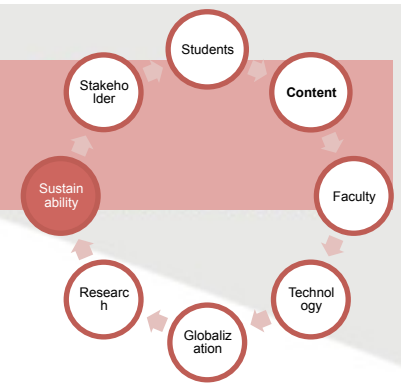


The Wheel of Impact - Emerald



- Supports teaching
- Helps companies to be better managed
- Influences public bodies and policymakers
- Contributes to economic development:
- Benefits society or the environment
- Contributes to the body of knowledge

Sustainability and Corporate Social Responsibility



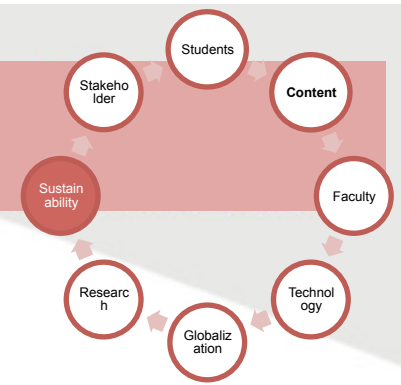
“Management, if performed with personal modesty and a sense of service to the community, can be one of the noblest professions. It creates growth, wealth and development in society, provides jobs, fosters innovation and improves living conditions. Good management is one of the best antidotes to most of the world’s illnesses as it promotes convergence and understanding among civilisations. We need true leaders, good managers; and good management is synonymous to ethical management, nothing more but nothing less.”

-- Santiago Iñiguez, Dean IE Business School

Iñiguez, S. (2010). Management education: The best is yet to come. In *From challenge to change: Business Schools in the wake of financial crisis* (pp. 18-22). Cambridge, MA: Emerald.



Sustainability and Social Responsibility



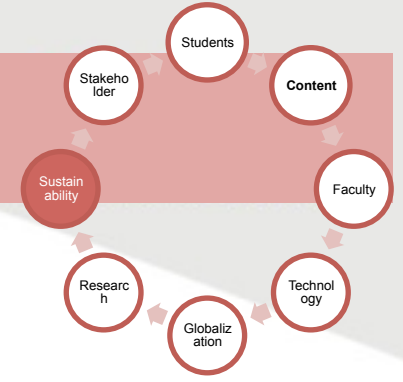
“The implications for management education are... to produce individuals with skills and preferences toward achieving sustained organizational performance and global societal well being.”

-- John J. Fernandes, AACSB

Fernandes, J. J. (2010). Education, not regulation: The key to global prosperity. In *From challenge to change: Business Schools in the wake of financial crisis* (pp. 33-35). Cambridge, MA: Emerald.



Sustainability and Social Responsibility

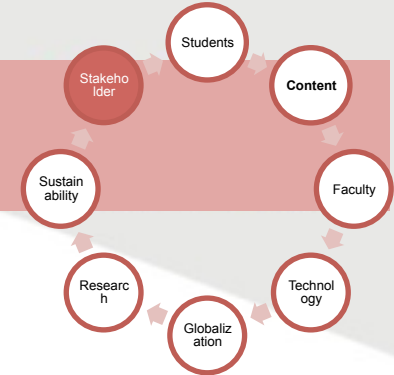


"There are more courses than ever before with content on social, ethical and environmental issues, more courses about the role of business as a positive agent for change, more exposure of students to this content, and more research published by faculty on relevant topics"

-Judith Samuelson, the Aspen Institute (cited in Buckley, 2011)

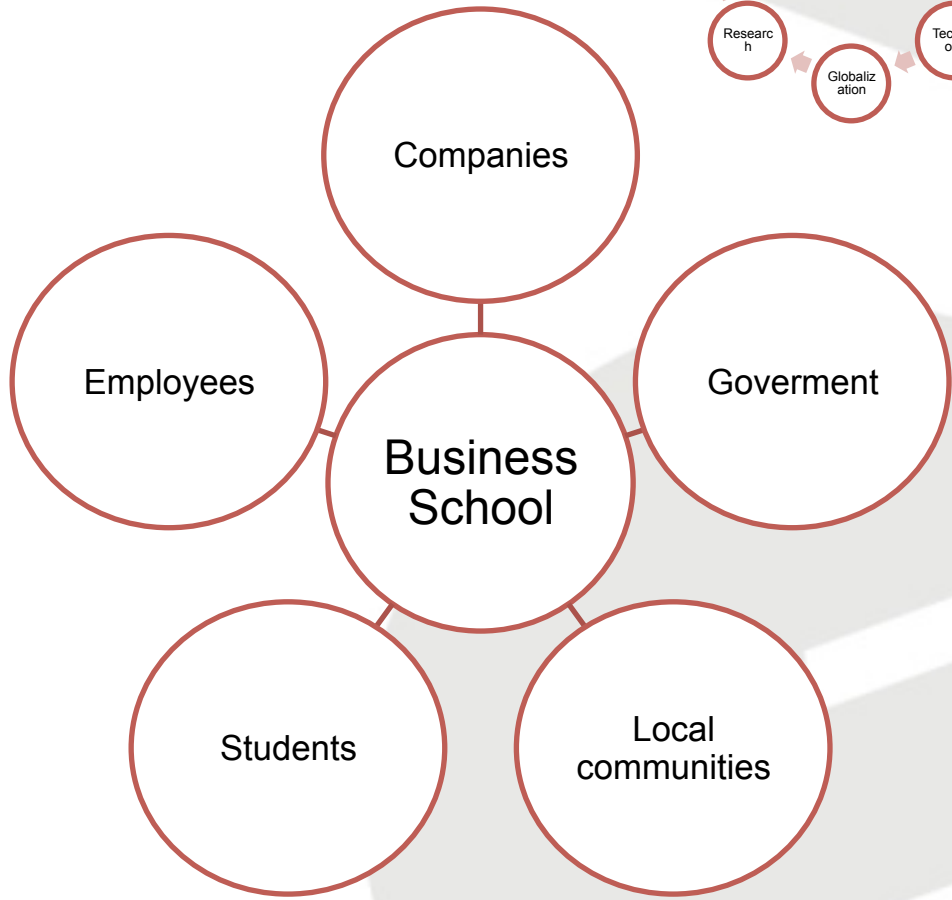
Buckley, N. (2011). *Business and society program*. Retrieved from <http://www.aspeninstitute.org/news/2011/09/21/aspen-institute-s-mba-ranking-reveals-greater-focus-teaching-business-society-issues>

Greater Stakeholder Participation



Business schools and management education need to work more closely with its stakeholders.

Business schools cannot be an isolated island of education



Business Education 2020 Business Schools' Response

Several types of business schools have emerged

Emphasis in “soft” skills and integrative courses.

The globalization of business combined with the increased demand for a differentiated business education leads to greater international partnerships

Differentiation of the programmes: integrative courses, joint degrees, technology, multicultural experience....

Business schools from emerging economies, mainly in Asia, has grown in recent years.

Market Segmentation and proliferation of market niches

Increased competition and commoditization



“... Business schools have a valuable role to play in shaping a better world. Those of us who care about business education and the impact of business research should seek to rise to the challenge”

-Dan LeClair, AACSB

LeClair, D., Peters, J., Williams, V., & Wood, M. (2010). Foreword. In *From challenge to change: Business Schools in the wake of financial crisis* (pp. 2-3). Cambridge, MA: Emerald.

Management Education and Business

Schools have to better serve their customers. Nowadays, customers refers to the society as a whole.