

# Innovation in Business Education in Emerging Markets

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# Innovation in Business Education in Emerging Markets

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*To Noa, Maya and Kareen*

*I. A.*

*For my mother*

*V. J.*

*For JJN, who never let education be an  
impediment to creativity*

*J. Mc.*

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# Foreword

New, less expensive internet-related technologies are enabling business education around the world to include more international materials and collaborations. In emerging nations, mobile platforms enable access to learning more reliably and securely than older computing infrastructure that was prone to disruption by power outages and surges. Social networking sites such as LinkedIn enable instructors and learners to connect with peers and business people around the world. M-learning skills make learners readier for doing international business in agile and world-class ways (Jurse, 2011). Cloud computing fosters both online accessing and sharing of team project data and other materials by learners whose email accounts might not support such endeavors. Many developing nations are on the threshold of economic growth. A driver of this growth is management education, and the engine of management education is new technological developments.

As internet use spreads, more African business students and instructors find themselves with access to business school materials from the developed world. Certainly the business news is packed with case studies to analyze and discuss. Many nations currently find themselves in dire financial straits and their universities are experiencing cutbacks in learning materials. In Kenya and South Africa, for example, public universities have attempted to mitigate such resource depletion problems through the establishment of multiple exchange relationships (Wangenge-Ouma, 2011). The improvement of African management education can result in improvements in organizational effectiveness in business and other sectors (Kebede et al., 2012; Glewwe and Maiga, 2011). Some hope that as African business schools absorb cutting-edge business teaching models, they will then move to transcend those by developing uniquely African ones (Ibeh and Debrah, 2011). African business schools should be heartened by the example of many Asian countries to transition from underperforming to stellar economies. Since corruption is pervasive in many emerging nations, they particularly can use management education aimed at mitigating it (Wankel and Stachowicz-Stanusch, 2011a,b; Wankel and Stachowicz-Stanusch, 2012).

As is noted in the text, the 2008 global financial crisis was rooted in ethical failures, which should serve as a reminder of the necessity

of developing effective strategies for promoting ethical activity in our evolving business climate. One of the most exciting contributions of the present volume is its communication of the importance of instructor enthusiasm to foster the development of students into productive and ethical managers. This is how true advances in managerial ethicality are achieved, and administrators and faculty interested in internationalization need to read this volume to better understand the immediate groundwork for establishing securer global business relationships. Business ethics has a world-recognized core that students in our globalized world must be aware of, yet ethical training can very well be integrated with indigenous philosophies and religions. As is clarified in John Kuada's chapter "Management Education in Africa," some cultural factors are extremely valuable, while others may detract from gains in managerial success.

In many nations, the adoption of English for management instruction enables the utilization of valuable resources from leading business schools (Marginson, Kaur, and Sawir, 2011). Another important trend, manifest in some parts of Latin America, is the increasing academic autonomy from tight political control (Beigel, 2011). This spurs realism in curricula and confidence in future business leaders. As nations become more democratic, stakeholder analysis becomes more complex though (Tanikawa, 2012). In Latin America, an important goal is to foster the professionalization and rationalization of public administration through higher education. The intent is to make government units more oriented to providing quality service to citizens, to become more evidence-based in their decision making and to inculcate the duty of standing up for the rights of minorities (Espinoza O; Gonzalez LE; Loyola J, 2011). Unfortunately, in some Asian countries the government has funding for the implementation of innovative curricula, but find university faculty unready to agree to curriculum revision (Ali and Baig, 2012).

A hopeful initiative in universities in the Asian Pacific region is their participation in and operation of a consortium called the Promotion of Sustainability in Postgraduate Education and Research Net to foster educational endeavors supporting sustainable development. The aim is to provide future leaders with an understanding of the importance of incorporating sustainability considerations in their organizations and lives. The project includes the development of a model for joint curriculum development to accelerate the implementation of education supporting sustainable development (Naeem and Peach, 2011).

This book provides an overview of business education and practice that will be useful in conceiving in-house training and education

programs in business and government organizations, as well as guiding the development of university business programs that align with the real needs of managers in an epoch where values need to be more widely applicable to changing contexts and stakeholder requirements. Flexibility in the worldwide sharing of management education technologies and practices is increasing globally, which augurs well for a new epoch of business learning.

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