



Book Series

# *Research in Management Education and Development*

Series Editors

Agata Stachowicz-Stanusch, *Canadian University Dubai*; Wolfgang Amann, *HEC Paris*; Hamid H. Kazeroony, *North-West University Business School*

Notice:

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'Research in Management Education and Development' offers cutting-edge ideas and approaches to management education, from challenges and opportunities of using new technology like artificial intelligence in management education to developing academic integrity, forming sustainability and social responsibility issues to Sustainable Development Goals (SDGs) in business schools and much more. This series suggests directions that business educators should take to reorient higher education in the time of the fourth and fifth industrial revolutions. It shows opportunities, threats, and the way forward for Management Education and Development in the 21st century.

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- Principles of Responsible Management Education (PRME) in the Age of Artificial Intelligence (AI)
- The Ph.D. Mindset
- Humanistic Values from Academic Community Perspective
- Management and Business Education in the Time of Artificial Intelligence
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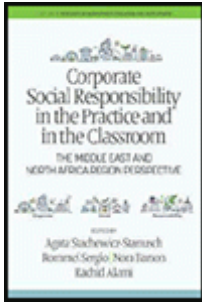
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# Corporate Social Responsibility in the Practice and in the Classroom

## The Middle East and North Africa Region Perspective

Agata Stachowicz-Stanusch, Canadian University Dubai; Rommel Sergio, Canadian University Dubai; Nora Barson, Canadian University Dubai; Rachid Alami, Canadian University Dubai

2024. Paperback 979-8-88730-688-9 \$52.99. Hardcover 979-8-88730-689-6 \$94.99. eBook 979-8-88730-690-2 \$85.

This book presenting several different cases from various parts of MENA region it showcases how companies cope with the changing economic and social challenges toward the longer-term sustainable development. Carefully selected a variety of case studies prepared by leading authors from the region offer actional insights into incorporating corporate social responsibility and sustainability practices into businesses in the MENA region. This book offers examples of how including social responsibility into everyday life can benefit organizations, society, and the environment. Further, the book provides a unique combination of academic, industrial, and local approaches. Perfect for students taking courses on strategic management, corporate social responsibility, business ethics, marketing, international business, or sustainability management during their undergraduate degrees and at the graduate level as part of an MBA program. This book is also an indispensable resource for consulting and training companies who work with other professionals.

**CONTENTS: PART I: INTRODUCTION.** Learning Globally While Building Local Solution: Is it the Best Way for The Corporate Social Responsibility Education? *Agata Stachowicz-Stanusch, Rommel Sergio, Nora Barson, and Rachid Alami.*

**PART II: TEACHING CORPORATE SOCIAL RESPONSIBILITY IN MENA REGION-ACROSS CURRICULUM AND BEYOND.** Promoting Corporate Social Responsibility Through Sport: The Case Study of Al Masaood in the United Arab Emirates, *Eduardo Russo and Leonardo José Mataruna-dos-Santos.* Corporate Social Responsibility, Stakeholder Orientation, and Organizational Moral Development in the Middle East: An ABC Organization Case, *Ettiene P. Hoffman, Rommel P. Sergio, and Francois Bester.* Case Study: Nassef Sawiris: Orascom's CSR Leadership in MENA (Egypt), *Zakariya Chabani and Soumaya Askri.* Corporate Social Responsibility and Organizational Performance: The Case of a Moroccan Bank, *Rachid Alami, Turki Al Masaeid, Marwan Mohammed Al Khalidi, and Saif Ur-Rehman.* The Impact of Internship on Corporate Social Responsibility: The Case Study of University-Industry Collaboration in Dubai, *Soumaya Askri and Samar Billi Noaman.* Greener Together, Giving Together: Etihad Airways' Corporate Social Responsibility Highlights, *Rommel Sergio, Ettiene Paul Hoffman, Rachid Alami, Francois Bester, Marites Rio, Niclie Titatira, and Leo Obra.* Advancing Corporate Social Responsibility in the MENA Region: A Comprehensive Examination of Practices, *Nour El Hallak and Davide Contu.* How the United Arab Emirates is Using Artificial Intelligence to Enhance Social Responsibility Practices, *Rand Alenaizi and Agata Stachowicz-Stanusch.* The Ethical Implications of Utilizing Generative Artificial Intelligence in Academic Research: A Focus on Corporate Social Responsibility, *Soumaya Askri and Zakariya Chabani.* The Role of Governance and Social Responsibility at Dubai Police, *Jorge J. Román, Abdul Quddos Al Obaidli, Abdelrahman Hassan Almuaini, and Rachid Alami.* Forging Sustainable Futures: Dynamics in Corporate Sector and Education as Dual Perspective on Turnover Intentions and Research Integration, *Francois Bester, Rommel Sergio, Nasr AlSuwaidi, Mohammed AlMarri, and Amal Sabri Omar.*

**PART III: REALITY AND CHALLENGES OF SUSTAINABILITY— MENA REGION PERSPECTIVE.** Corporate Social Responsibility and Sustainability in Luxury Food Restaurants in the UAE Market: A Case Study, *Soumaya Askri, Samar Billi Noaman, and Kiran Tangri.* Mohammed Bin Rashid Al Maktoum Solar Park: A Pillar in Dubai's Clean Energy Strategy and Sustainability, *Insaf Mamoghli Lahouel and Lilian Gheyathaldin.* LEGO's Tools for Sustainability: Innovating Strategic Management Processes in Corporate Social Responsibility, *Rommel Sergio, Charisse Reyes, Zakariya Chabani, Nancy Pascual, Mark John Distor, Darwin Diola, and Archie Tradio Escala.* Can Luxury Hotel Pioneer the 'Third Wave' in Hospitality Sustainability: The Case Study of Jumeirah Group, *Samar Billi Noaman, Asad Syed, Amira Elshenawi, and Sabrina De Souza.* Green Marketing in Tourism Industry: Case Study of Hotels in North Africa, *Rachid Alami, Marwan Mohammed Al Khalidi, Sugandha Agarwal, and Jorge Roman.* An Exploration into Transformational Leadership and the Way it Affects Sustainable Performance: A Case Study of an Oil and Gas Company in the United Arab Emirates, *Yaser Al Ali and Chrisitna Koutra.* Estimating the Impact of the Sustainable Development Goals on Lebanese Society: A Micro-CSR Approach, *Samar Billi Noaman.* Promoting Sustainable Behavior, Among Children in the UAE Market, *Soumaya Askri.* About the Editors. About the Contributors.



## Principles of Responsible Management Education (PRME) in the Age of Artificial Intelligence (AI) Opportunities, Threats, and the Way Forward

Agata Stachowicz-Stanusch, Canadian University Dubai; Wolfgang Amann, HEC Paris; Radha R. Sharma, New Delhi Institute of Management, India; Fauzia Jabeen, Abu Dhabi University

2021. Paperback 978-1-64802-543-3 \$52.99. Hardcover 978-1-64802-544-0 \$94.99. eBook 978-1-64802-545-7 \$85.

Artificial intelligence (AI) technologies are one of the top investment priorities in these days. We expect that by 2030, some 800 million jobs will have disappeared and taken over by machines, and artificial intelligence will reach human levels by around 2029. Continuing this train of thought to 2045, we will have multiplied the intelligence, the human biological machine intelligence of our civilization a billion-fold. The time of machines requires new forms of work and new ways of business education.

This book is authored by a range of international experts with a diversity of backgrounds and perspectives hopefully bringing us closer to the responses for the questions like how may AI be used /or is a threat for PRME implementation, how will AI impact the business education world or what we should teach in business school in the time of AI (what the 'right' set of future skills is)?

In our book, we address the following questions:

1. How will AI impact the business education world?
2. How will AI be used in business schools and management learning?
3. Is AI a threat for the successful implementation of PRME?
4. What should new learning goals be?
5. How should we create next generation learning journeys?

**CONTENTS: PART I: INTRODUCTION.** Leadership in Artificial Intelligence Times, *Agata Stachowicz-Stanusch and Wolfgang Amann*. Imparting PRME Principles in Management Education Through CAMB Competency Model: The Role of Artificial Intelligence, *Radha R. Sharma and Kartik Sharma*. AI's Manifold Role in Ethics Education, *David L. Schwarzkopf and Throstur Olaf Sigurjonsson*. AI-Assisted Responsible Management Education, *Heather Ranson and Jie Zhang*. Artificial Intelligence Calls for Inner Alignment (AI for IA), *Kathrin Köster and Adrian U. Kreppel*. How Can Augmented Reality (AR) be Used in Management Education? *Almula Umay Karamanlioğlu and Ünsal Sığrı*. **PART II: PRINCIPLES OF RESPONSIBLE MANAGEMENT EDUCATION (PRME) IN THE AGE OF FORTHCOMING ARTIFICIAL INTELLIGENCE (AI) REVOLUTION.** Business Schools and Universities: Interdisciplinary Collaboration for Better AI, *Jaime Barrera, Rafael Bautista, and Gustavo González*. The Likely Impact of Artificial Intelligence on the Higher Education and Business Sectors in 2020 and Beyond: Global Perspectives, *Annette Insanally and Horace Williams*. Teaching Artificial Intelligence (AI) in Business in Business Schools, *Peter Yeoh*. Unifying SDGs With National Development Agendas: A Policy Framework to Facilitate and Accelerate the Implementation of SDGs Leveraging AI, *Ananda Samudhram, Eu-Genie Siew, and Jothee Sinnakkannu*. Biographies.



## The Ph.D. Mindset Decoupling Passion from Research

Hamid H. Kazeroony, North-West University Business School; Yvonne du Plessis, North-West University Business School

2021. Paperback 978-1-64802-632-4 \$52.99. Hardcover 978-1-64802-633-1 \$94.99. eBook 978-1-64802-634-8 \$85.

This book will explain the doctoral journey, the researcher's orientation, personal challenges, and process pathway for successful completion. This book will examine doctoral studies' motivation, build a compelling research argument, decide how to structure a thesis/dissertation, remain on task, and expedite the process while maintaining high-quality standards. This book will explain how a Ph.D. candidate should start the process, stay focused on the tasks, separate passion from the process, understand the challenges, and overcome them. We will explain how a Ph.D. mindset should adjust to the processes rather than entrenched in a passion that may not match the process's realities.

Globally, the need for completing doctoral studies is growing. However, prospective doctoral candidates do not always

have access to experienced academe who can aid and provide guidance. This book will include the necessary thought process and supportive guidelines along the doctoral journey enabling the delivery of a doctoral thesis/dissertation with more ease.

Ph.D. candidates will use the book for its theoretical and practical insights, explaining each challenge along the doctoral journey with relevant examples. The book will have a fourfold purpose, a thought initiator, a process guide, practical support, and a reference book on specific parts of the doctoral journey. It also includes essays of successful Ph.D. candidates and lessons learned.

**CONTENTS:** Preface. CHAPTER 1: The Doctoral Journey. CHAPTER 2: Building a Scientific Argument. CHAPTER 3: Structuring the Ph.D. Study. CHAPTER 4: Research Writing. CHAPTER 5: Fieldwork Research. CHAPTER 6: Working With the Research Committee, Mentor/Promoter/Supervisor. CHAPTER 7: Stages of Doctoral Project/Work. CHAPTER 8: Publishing & Beyond. CHAPTER 9: Lessons Learnt: Essays From Ph.D. Graduates on Their Ph.D. Mindset and Journey Success. Biographies.



## Humanistic Values from Academic Community Perspective

Agata Stachowicz-Stanusch, Canadian University Dubai; Alfred Lewis, Canadian University Dubai; Fauzia Jabeen, Abu Dhabi University; Radha R. Sharma, New Delhi Institute of Management, India; Natalia Stanusch, John Cabot University

2020. Paperback 978-1-64113-867-3 \$52.99. Hardcover 978-1-64113-868-0 \$94.99. eBook 978-1-64113-869-7 \$85.

Humanistic Values from Academic Community Perspective is authored by a range of international experts with a diversity of backgrounds and perspectives and provides a collection of ideas, examples and solutions on Humanistic Values in Academia, implementation and problems that occur in this area of consideration.

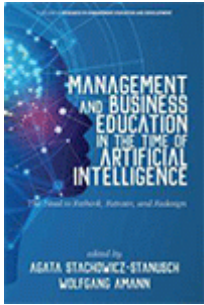
This volume is a result of numerous discussions within the academic members to incorporate humanistic values like dignity, integrity, care, human rights etc. into our conduct composed of all the academic levels, beginning with students through staff, faculty and administration.

Authors and contributors of this book assume the importance and crucial role of values in managing contemporary organizations emphasizing the fact that the oldest organizations managed by core values are not the globally known and acknowledged business corporation but the institutions like churches, armies and the universities. Numerous institutions of higher education are proud of their core values and present them to their employees, students, and stakeholders.

The book is divided into four parts: I Introduction, II Humanistic values from academic perspective, III Humanistic values from student / faculty perspective and part IV Humanistic values from educational administrative perspective. We sincerely hope that the chapters presented in this volume will open new horizons for the understanding of humanistic values in academia and simultaneously it will provide inspiration and encouragement for further research in this area of study.

**CONTENTS: PART I: INTRODUCTION.** Humanistic Values in Academia, *Alfred Lewis and Natalia Stanusch*. **PART II: HUMANISTIC VALUES FROM ACADEMIC PERSPECTIVE.** The University as a Public Space: The Right To The University, *Kenneth Mølberg Jørgensen*. Humanistic Values and the Diverse Cultures of the Academy, *Harry Costin*. Ethical Leadership: Overcoming the Cycle of Evil, *Michelle Browning*. Enacting Corporate Humanistic Management through Sustainable Development Innovation, *Claire A. Simmers, Adela McMurray, Anne M. Stoughton, and Denise Pereira Curi*. Historical Mindedness and the New Humanists, *Jaime Barrera-Parra and Gustavo A González-Couture*. **PART III: HUMANISTIC VALUES FROM STUDENT/FACULTY PERSPECTIVE.** Humanistic Values: Shaping the Future Leaders of Corporate America, *Corinne Jenni*. Teaching Human Rights as Part of a Business and Sustainability Course: The Case for Going Deep, *H. Ranson and M. Murphy*. Using Organizational Conflict to Promote, Ignore or Hinder Humanistic Values? The Case of Managers' Voices, *Helena Desivilya Syna, Orit Shamir-Balderman, and Michal Shamir*. Building Integrity by Understanding the Nuances of Corruption, *Vivek Khanna and Prabhjot Dutta Khanna*. **PART IV: HUMANISTIC VALUES FROM EDUCATIONAL ADMINISTRATIVE PERSPECTIVE.** Humanistic Values from Educational Administrative Perspective, *Li-Hwa Hung*. Humanistic Renaissance for Good: Leadership Lessons from Florence to Silicon Valley, *Marco Tavanti and Elizabeth A. Wilp*. From Fragmentation to Complexity and Humanism to Harmony, *Maurice Yolles*. Privacy Is the New Luxury Good: How Individuals Reclaim Their Sovereignty, *Mary Beth McCabe and Michael Becker*. Biographies.





## Management and Business Education in the Time of Artificial Intelligence

### The Need to Rethink, Retrain, and Redesign

Agata Stachowicz-Stanusch, Canadian University Dubai; Wolfgang Amann, HEC Paris

2020. Paperback 978-1-64113-809-3 \$52.99. Hardcover 978-1-64113-810-9 \$94.99. eBook 978-1-64113-811-6 \$85.

Artificial intelligence (AI) technologies are one of top investment priorities in these days. They are aimed at finding applications in fields of special value for humans, including education.

The fourth industrial revolution will replace not only human hands but also human brains, the time of machines requires new forms of work and new ways of business education, however we must be aware that if there is no control of human-AI interaction, there is a risk of losing sight of this interaction's goal. First, it is important to get people to truly understand AI systems, to intentionally participate in their use, as well as to build their trust, because "the measure of success for AI applications is the value they create for human lives" (Stanford University 2016, 33). Consequently, society needs to adapt to AI applications if it is to extend its benefits and mitigate the inevitable errors and failures. This is why it is highly recommended to create new AI-powered tools for education that are the result of cooperation between AI researchers and humanities' and social sciences' researchers, who can identify cognitive processes and human behaviors.

This book is authored by a range of international experts with a diversity of backgrounds and perspectives hopefully bringing us closer to the responses for the questions what we should teach (what the 'right' set of future skills is), how we should teach (the way in which schools should teach and assess them) and where we should teach (what implications does AI have for today's education infrastructure). We must remember as we have already noticed before "...education institutions would need to ensure that that they have an appropriate infrastructure, as well as the safety and credibility of AI-based systems. Ultimately, the law and policies need to adjust to the rapid pace of AI development, because the formal responsibility for appropriate learning outcomes will in future be divided between a teacher and a machine. Above all, we should ensure that AI respect human and civil rights (Stachowicz-Stanusch, Amann, 2018)".

**CONTENTS:** Acknowledgements. About the Editors & Authors. **PART I: INTRODUCTION.** The Time of Artificial Intelligence in Management Education: What We Should Teach, How We Should Teach and Where We Should Teach? *Wolfgang Amann, Agata Stachowicz-Stanusch.* **PART II: IMPACT OF MACHINES, ROBOTS AND ARTIFICIAL INTELLIGENCE ON BUSINESS AND MANAGEMENT EDUCATION.** Artificial Intelligence in Business Management Education and Research: Ünsal Sığrı, *Gamze Güner.* Artificial Intelligence: from Business Schools to Management Schools, *Jaime Barrera P., Rafael Bautista M., Gustavo Gonzalez C.* Artificial Intelligence and Frugal Innovation - a Formidable Alliance in Future Education, *Gerrit Anton de Waal, John Thangarajah, Adela J McMurray.* The Case for Inclusion of Artificial Intelligence Governance in Business Management Education, *Peter Yeoh.* Robots and AI As Ways to integrate Education and Work Life, *Antti Ainamo, Paula Lehto, Jaakko Porokuokka.* **PART III: TEACHING SKILLS THAT MACHINES AND ROBOTS CANNOT DO-THE CHALLENGE FOR BUSINESS AND MANAGEMENT EDUCATION.** How Can We Reinvent Business Education? Applying the Professional Service Life-Cycle Perspective to AI-Enabled Learning, *Jie J. Zhang, Benjamin Lawrence.* Deconstructed Education: The Usefulness of Smart Teaching, *Davide de Gennaro, Andrea Tomo, Lucio Todisco.* Educating Business Students for the Age of Intelligent Machines: A Framework for On-line AI-enabled Learning, *James F. Fairbank, William E. Spangler, Bonnie Morris.* Artificial Intelligence and Executive Development, *Danica Purg and Arnold Walravens.* When Artificial Intelligence Meets Augmented Reality - Implications for Management and Business Education, *Nakul Gupta and N P Singh.* Artificial Intelligence and the Learning Experience: The Impact of Augmented and Virtual Reality on Teaching and Learning, *Kathryn Woods.*



## Advancing African Knowledge Management and Education

Hamid H. Kazeroony, North-West University Business School; Agata Stachowicz-Stanusch, Silesian University of Technology, Poland; Wolfgang Amann, HEC Paris

2019. Paperback 978-1-64113-766-9 \$52.99. Hardcover 978-1-64113-767-6 \$94.99. eBook 978-1-64113-768-3 \$85.

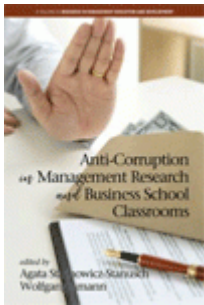
This book is designed to serve management scholars and educators in Africa, African Diaspora, and those interested in advancing African knowledge management and research or re-examining the management domain from African

perspectives.

Target markets for this book are:

- Postgraduates
- Specialist academic researchers
- Specialist industry researchers
- African management researchers
- African management diaspora teaching, researching, and re-examining African management using African approaches

**CONTENTS:** Preface. Continental Drift in Knowledge and Research Production, *Hamid H. Kazeroony*. **SECTION I: AFRICANIZING MANAGEMENT EDUCATION AND RESEARCH.** Knowledge Sharing in the Sub-Saharan African Higher Education, *James Baba Abugre*. The Equivalence of Southern African Heritage of Ubuntu, *Thembisile Molose*. The Use of Proverbs and Taboos in Managing Africa Trauma, *Emmanuel Mutungi*. Incorporating Africa's Indigenous Knowledge Into Management Roles, *Sam Sarpong*. Field Research and Grounded Theory: An Avenue for Future Research in Africa, *Françoise Chevalier and Emmanuel Kamdem*. **SECTION II: AFRICAN MANAGEMENT EDUCATION RESEARCH, DOMAINS, AND COUNTRIES.** Group Work: Pedagogical Considerations for South African Business Schools, *Linda Ronnie*. Addressing the Paucity of Management Knowledge in Africa, *Obi Berko O. Damoah*. Advancing Management Studies in South Africa, *Shaun Ruggunan*. Knowledge Management and Employee Performance, *Caroline Sitienei Koech*. Role of Women in African Management Educational Leadership, *Revocatus Kuluchumila*. About the Editors. About the Contributors.



## Anti-Corruption in Management Research and Business School Classrooms

Agata Stachowicz-Stanusch, Silesian University of Technology, Poland; Wolfgang Amann, HEC Paris

2019. Paperback 978-1-64113-444-6 \$52.99. Hardcover 978-1-64113-445-3 \$94.99. eBook 978-1-64113-446-0 \$85.

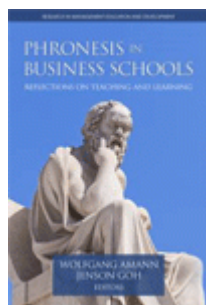
The book *Anti-Corruption in Management Research and Business School Classrooms* aims at presenting the topic of anti-corruption activities throughout management research as well as in the process of educating future business leaders and practitioners in business schools in different parts of the globe. Simultaneously the book deepens the topic of anti-corruption in selected cultures and societies.

The volume consists of four parts and includes three themes. The first part is the "Introduction" and subsequent parts are as follows: "Teaching business ethics and anti-corruption—across curriculum and beyond", "Fostering integrity in higher education", and "Anti-corruption as a topic of research."

This book is authored by a range of international scientists and experts in management research and management education, with a diversity of cultural and professional backgrounds. It is therefore believed that this broad experience and expertise will give the readers the new light for the significance of teaching and researching in the area of anti-corruption.

**CONTENTS: PART I: INTRODUCTION.** Can Anti-Corruption Be Taught at All? *Agata Stachowicz-Stanusch and Wolfgang Amann*. **PART II: TEACHING BUSINESS ETHICS AND ANTI-CORRUPTION - ACROSS CURRICULUM AND BEYOND.** Teaching Anti-corruption in Accounting at United States Colleges and Universities: The First Step in the Accounting Profession's Fight against Corruption, *Evelyn T. Money*. Anti-Corruption in Nonprofit Management Education: Promoting Ethical Capacity through Case Study Analyses, *Marco Tavanti and Elizabeth A. Wilp*. After the Compliance Comes the Practice: Teaching Business Ethics and Anti-Corruption Research in an AACSB Accredited Business School, *Marie dela Rama*. Can Universities Teach Anti-Corruption in Business Schools? *Unsal Sigri*. **PART III: FOSTERING INTEGRITY IN HIGHER EDUCATION.** Personal Responsibility and Public Accountability Approach to Anti-corruption Education in Sub-Saharan Africa, *Enyonam Canice Kudonoo*. Developing an Integrity Diagnostic Tool for the Kingdom of Bhutan, *Tay Keong Tan*. Corruption and Higher Education: Exploring the Effects of Contextual and Individual Characteristics on Students' Corruption Perception and Behaviors, *Andrea Tomo, Gianluigi Mangia, and Lucio Todisco*. **PART IV: ANTI-CORRUPTION AS A TOPIC OF RESEARCH.** Understanding Corruption? *Jaime Barrera Parra and Gustavo González Couture*. Tit for Tat - Horizontal Solidarity as a Buffer for Micro Level Corruption in the Framework of the Social Exchange Theory, *Yariv Itzkovich and Niva Dolev*. Anti-Corruption Initiatives for the Benefit in Research, Science and Technology, *Jessica Mendoza Moheno, Martín Aubert Hernández Calzada, and Carla Carolina Pérez Hernández*. Perceptual Apparatus and Corruption, *Vivek Khanna, and Prabhjot Dutta Khanna*. Phoenix Rising from the

Ashes of Corruption: Transforming Leadership Through Inner Work, *Avraham Cohen, Timothy Timur Tiryaki, and Heesoon Bai.*



## Phronesis in Business Schools Reflections on Teaching and Learning

Jenson Goh, National University of Singapore; Wolfgang Amann, HEC Paris

2017. Paperback 978-1-64113-140-7 \$52.99. Hardcover 978-1-64113-141-4 \$94.99. eBook 978-1-64113-142-1 \$85.

The United Nations Principles of Responsible Management Education (PRME) initiative calls upon business school leaders and professors to significantly up their game. There is a need to enhance phronesis, i.e. wisdom, on how to effectively improve teaching and learning over time. This book gathers insights on self-management, next generation teaching as well as learning, and a business school's enhanced impact on graduates and society. It collects the rich experiences from a variety of international experts in order to support the learning journey of business school leaders and key faculty members.

**CONTENTS:** Foreword and Acknowledgments. Introduction: The Need to Sharpen the Saw. **SECTION I: SELF-MANAGEMENT AS A PREREQUISITE FOR PEAK PERFORMANCE.** This Week Has 9 Hours, *Arshad Ahmad*. The Elusive Balance: Navigating the Paradoxes of an Academic Life, *J. B. M. Kassarian*. Teaching and Learning: Toward a Symbiotic Relationship, *Danica Purg*. Reflections on the IMTA Journey, *Jim Ellert*. Life as a New Investigator for a Research Educator, *Darren Bridgewater*. **SECTION II: OPTIMIZED TEACHING AND LEARNING EXPERIENCES.** Reflection as a Learning Tool for Managers, *Marko Maier*. The Role of Reflective Challenge-Based Learning in Management Education, *Dietmar Sternad*. Not All Teaching Is Done by the Teacher, and Not All Learning Is Done by the Student, *Irina Petrovskaya, Olga Grineva, and Aigerim Yelibayeva*. Engaging Students in Active Learning: My Reflection on the Adoption of the Flipped Classroom Method, *Jenson Goh*. Teaching Multicultural Groups, *Dominika Mirońska*. **SECTION III: UNDERSTANDING THE ROLE OF BUSINESS AND BUSINESS SCHOOLS IN SOCIETY.** Education as an Essential Element of Business Strengthening, *Elena Rudeshko*. Conceptualizing Business in Society: Incorporating the UNGC PRME Into the Curriculum, *Anthony Buono*. Business in Society: Why Is Teaching Sustainability in Business Schools Still Difficult? *Agata Dembek and Maria Roszkowska-Menkes*. Trends in Business School Environments and the Leadership Styles of Deans, *Wolfgang Amann*. Conclusions: Phronesis for Business Schools and Faculty Members, *Wolfgang Amann and Jenson Goh*.



## Emerging Web 3.0/Semantic Web Applications in Higher Education Growing Personalization and Wider Interconnections in Learning

Charles Wankel, St. John's University, New York; Agata Stachowicz-Stanusch, Silesian University of Technology, Poland

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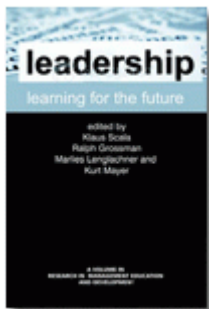
The Web is evolving from a place where a prodigious amount of text and images are stored to a place where educational and other needs are serviced. The Web is becoming increasingly automated with functions that previously required human action undertaken automatically moving learners and other users more quickly to useful support. More and more such services interoperate with each other through computer programs and agents. This is the territory of semantic Web services and Web 3.0. Just as shop bots and auction bots abound in handling a particular task on the Web currently, in higher education of the future such related bots and agents will interact with the heterogeneous information that is the stuff of higher education. The scale of such agent-based mediation and linked data will grow over time. Increasingly, intelligent agents and bots will undertake tasks on behalf of their faculty, administrator, and student owners. Collaborations among faculty and students around the world will be increasingly supported by semantic social networks capable of providing crucial functions. Students can be engaged in participating in the design and development of semantic Web applications in such areas as structuring and representing knowledge. The increasing availability of interactive educational tools and collaborative community-resources, such as wikis, can be the foundation for deploying semantically marked-up and social-connected educational spaces where students construct their own learning pathways in explorations



of knowledge and creating new content integration.

This volume will share visions and partial realizations of the impact of the semantic Web and associated Web 3.0 features on higher education. This volume will provide accounts of cutting-edge pedagogic applications of the semantic Web with its extremely extensive use of interconnecting information technologies.

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## Leadership Learning for the Future

Klaus Scala, University of Graz, Austria; Ralph Grossmann, University of Klagenfurt, Austria; Marlies Lenglachner, Corporate Development Lenglachner & Partner, Vienna; Kurt Mayer, REFLACT - Sustainable Organization Development

2013. Paperback 9781623964603 \$52.99. Hardcover 9781623964610 \$94.99. eBook 9781623964627 \$85.

Management makes the world go round. This is a strong belief of the authors of this volume. The current tumultuous economic and financial crisis and the intensifying threats caused by climate change are symptoms of a global system that is out of balance. It is increasingly assumed that managers share the responsibility for these developments. After all, management as a major force in the shaping of global economic conditions and social relations make the world go round. At present an alliance of business schools, publishers and certification agencies is rapidly organizing the learning of executives and leaders into a global industry developed by professional managers.

But under these circumstances do MBA courses and executive education programs in business schools offer the appropriate learning for current challenges? And can managers learn the lessons of the crisis in these learning environments? Or does the transformation of learning into a global business rather tend to discourage critical thinking and reflective patterns of learning?

"Management makes the world go round". This was also the title of an international conference on management learning, where the authors of this volume presented their ideas, shared their experiences, increased their knowledge and contributed to a fascinating debate in a context with a great professional and cultural diversity. This inspired the group to hold on to this debate and develop the ideas further on. So this book was created and brought into the IAP division of Management Education.

**CONTENTS:** Introduction, *Klaus Scala, Ralph Grossmann, Marlies Lenglachner, and Kurt Mayer*. **PART I: INNOVATIVE PERSPECTIVES ON LEARNING.** Organizational Development Perspectives On Learning in Management and Education, *Ralph Grossmann*. New Deep Learning for the Future in Leadership and Systemic Organizational Development (SOD), *Marlies Lenglachner and Gerald Hüther*. **PART II: NEW FORMS OF LEARNING IN BUSINESS SCHOOLS.** Management Education in an Epoch of Catastrophes, *Charles Wankel*. The Organization Laboratory, an Experimental Training Setting for Learning the Process of Organizing, *Barbara Lesjak and Hubert Lobnig*. Case Studies As Learning

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## Social Entrepreneurship as a Catalyst for Social Change

Charles Wankel, St. John's University, New York; Larry E. Pate, Decision Systems International and California State University, Long Beach

2013. Paperback 978-1-62396-445-0 \$72.99. Hardcover 978-1-62396-446-7 \$104.99. eBook 978-1-62396-447-4 \$85.

Social Entrepreneurship as a Catalyst for Social Change contains twenty chapters on the impact of social entrepreneurial ventures within a variety of cultural and national contexts. From Brazil to Croatia, from Thailand to Greenland, this book is rare in that it provides a rich landscape in which to imagine additional efforts to bring about positive social change. The case studies cover a broad range of topics with one common theme—how can we learn from what others are doing in the emerging field of social entrepreneurship? The various cases will inspire budding entrepreneurs to new heights of awareness to support the alleviation of poverty in many contexts.

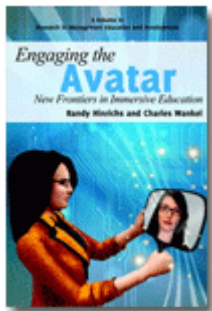
Part Two, Lessons from the Field: How Social Entrepreneurial Companies are Succeeding, discusses the similarities and differences that social entrepreneurial ventures and other businesses must face to be successful. Other topics covered include Entrepreneur Bootcamp for Veterans, microfinance, social entrepreneurship education, and development of a culture of social entrepreneurship.

Part Three, Going from Local to Global, explores the challenges of a social enterprise as it transitions from a national venture to an international one. The relationship between social entrepreneurship and local business development in places such as Sicily is discussed through case studies. A stage theory of social venture internationalization is put forth. Research connecting social media and social entrepreneurship is used to illustrate the importance of social networks in creating positive social change.

Part four, Challenges in Social Entrepreneurship, explores the challenges that social entrepreneurial ventures face. Ethics of intellectual property rights in social enterprises is a focal topic in this section. Social franchising as an approach to social entrepreneurship is illustrated.

**CONTENTS: Part I: Social Entrepreneurship: Definitions and Boundaries.** Dreaming, Deciding, Doing: Three Essential Ingredients for Creating Positive Social Change, *Larry E. Pate and Charles Wankel*. Do Good, Make Good: The Business Support Landscape of Social Entrepreneurship, *Mark A. Clark, Joann Keyton, and Alistair E. Dawson*. Rise, Fall, and Re-Emergence of Social Enterprise, *Gary Mulholland, Claire MacEachen, and Ilias Kapareliotis*. Social Entrepreneurship at the Nexus, *Cleveland Justis and Andrew Hargadon*. Cultural Perspective on Social Entrepreneurship:

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## Engaging the Avatar New Frontiers in Immersive Education

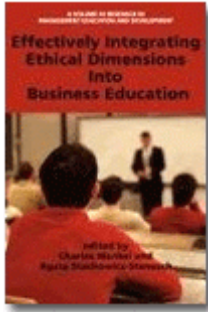
Randy Hinrichs, 2b3d; Charles Wankel, St. John's University, New York

2012. Paperback 978-1-61735-751-0 \$72.99. Hardcover 978-1-61735-752-7 \$104.99. eBook 978-1-61735-753-4 \$85.

This volume has a bold agenda, in which academics create immersive worlds where the avatar is the center of the universe. As the virtual world grows, avatars move away from quasi-human interactions within virtual domiciles, gardens, and businesses to being blood cells in the blood stream, or to be firing neurons in the human brain, or creatures competing on the ocean floor or the surface of Mars or just about anything that can be imagined using the magic of photographic and artistic images, programming, narrative and avatars. What are the frameworks and strategies for building these environments? What are the things the avatar adapts and learns from in its environment? This book will examine such frameworks, strategies, examples and feedback systems to explore what it takes to create a global education environment for learning.

This starts with engaging your avatar and is completed in a transformation in how you interact with the internet. Whether using the visual internet to learn or to interact with a customer about a product or service, this immersive interface can be a world that knows you and forms around your unique needs and interests.

**CONTENTS:** Acknowledgments. **PART I: INTRODUCTION.** Emerging Vistas of Immersive Education: Introduction to Engaging the Avatar, *Randy Hinrichs and Charles Wankel*. **PART II: FRAMEWORK FOR ENGAGING THE AVATAR.** A Framework for the Design of Avatar-Based Collaboration, *Andreas Schmeil, Martin J. Eppler, and Sara de Freitas*. Architectural Evolution of E-Learning Virtual Worlds: Proposed Design Measures to Enhance the E-Learning Experience Within 3D Learning Spaces, *Noha Saleeb and Georgios Dafoulas*. **PART III: STRATEGIES FOR ENGAGING AVATAR.** The Eye and How We See: Physical and Virtual Worlds, *Joseph N. Trachtman*. Strategies for Exploring Information Behavior in Second Life, *John Marino, Natascha Karlova, Peyina Lin, and Mike Eisenberg*. Virtual Worlds and Workforce Education: Real Strategies for Engagement and Learning, *Caroline Avey and Lyn Maize*. **PART IV: IMMERSING THE AVATAR.** Salt Marsh Dynamics ~ a Problem-Based Learning Scenario, *Heidi Trotta and Marian Glenn*. Stuttering Support and Nursing Education: Two Case Studies in Second Life, *Grant Meredith, Charlynn Miller, and Greg Simmons*. Training for Technological Democracy: A Civic Engagement Class Example, *Michelle K. Gardner and Thomas A. Bryer*. Genome Island: A Virtual Laboratory Environment in Second Life, *Mary Anne Clark*. **PART V: 360 DEGREE FEEDBACK.** Using Virtual Simulations in Second Life for Teaching and Learning in Nursing Education, *Michelle Aebersold and Dana Tschannen*. Using Second Life to Teach and Research Virtual Economy, *Teemu Surakka and Sami Ahma-aho*. The SimEscuela: An Innovative Virtual Environment for Teacher Training, *Antonio Santos*. About the Authors.



## Effectively Integrating Ethical Dimensions into Business Education

Charles Wankel, St. John's University, New York; Agata Stachowicz-Stanusch, Silesian University of Technology, Poland

2011. Paperback 978-1-61735-578-3 \$52.99. Hardcover 978-1-61735-579-0 \$94.99. eBook 9781617355806 \$85.

Over the last decade, we have been witnessing a dramatic contrast between the CEO as a superhero and CEO as an antihero. The new challenge in business education is to develop responsible global leaders. Relatively little is known, however, about how management educators can prepare future leaders to cope effectively with the challenge of leading with integrity in a multicultural space. This volume is authored by a spectrum of international experts with a diversity of backgrounds and perspectives. It suggests directions that business educators might take to reorient higher education to transcend merely equipping people and organizations to greedily proceed, with dire effects on the preponderance of people, nations, our planet and the future. The book is a collection of ideas and concrete solutions with regards to how morality should be taught in a global economy. In the first part, the editors present reasons why management education for integrity makes up an important challenge in an intercultural environment. This book is an overview of a spectrum of approaches to developing moral character in business students in this epoch of dynamic technologies and globalization. Experts share approaches to sensitizing learners to integrity and its opposite in a wide variety of international cases and examples. The impact of colliding cultural differences on management education will be also parsed. With in-depth discussions of the influence of such factors as gender, ethnicity and academic performance the book looks comparatively at the implications for instructors in various cultural contexts. A wide variety of teaching approaches are explained with lengthy examples including ones leveraging humanities and storytelling.

**CONTENTS:** Acknowledgments. **PART I: INTRODUCTION.** Management Education for Morality in the Era of Globalization, *Charles Wankel and Agata Stachowicz-Stanusch*. **PART II: NATIONAL CULTURE'S IMPORTANCE IN BUSINESS ETHICS EDUCATION.** Developing Morality in Business Students: Insights From Arab-Islamic Culture and Business Experience, *Abdullah Al-Beraidi*. A Proposal for the Structure of Moral and Ethical Education of University Students and Adult Businesspeople: What to Teach and Why, *Romie Littrell*. **PART III: MANAGEMENT EDUCATION FOR MORALITY IN BUSINESS IN EMERGING MARKETS.** Ethical Management Education in Emerging Economies: A View From Brazil, *Gazi Islam*. Action Learning in Participatory Practice: The Case of Social Enterprise in Korea, *Jae Eon Yu*. The Influences of Ethical Perception Among Malaysian University Students and its Implications on Curriculum Development, *Jo Ann Ho, Siew Imm Ng, and Keng Kok Tee*. **PART IV: ENSURING INTEGRITY AT WORK THROUGH BUSINESS ETHICS EDUCATION.** Teaching Business Students Aware to Be Passionate About Ethical Sustainable Development, *Ernestina Giudici, Luisa Varriale, Michela Floris, and Silvia Dessi*. Reflective Organizations and the Inner Work of Leaders, *Karen Fiorini and Avraham Cohen*. Using the Humanities to Teach Values-Based Leadership, *Mark Ahn and Larry Ettner*. If Plato Led a Fortune Global 500 Firm: Lessons From His Republic, *Martin Lecker*. The Disconnect Between Business Ethics Education and Putting it Into Practice: How Do We Fix It? *Leanna Lawter, Grace Guo, and Tuvana Rua*. Towards a Storytelling Ethics for Management Education, *Kenneth Mølbjerg Jørgensen and Anete M. Camille Strand*. About the Authors.



## Cutting-edge Social Media Approaches to Business Education

Teaching with LinkedIn, Facebook, Twitter, Second Life, and Blogs

Charles Wankel, St. John's University, New York

2010. Paperback 978-1-61735-116-7 \$52.99. Hardcover 978-1-61735-117-4 \$94.99. eBook 9781617351181 \$85.

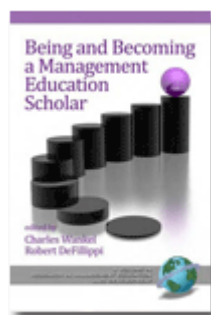
Our current students are digital natives, born into a world of widespread online sharing. Aligning the technologies we use in our courses with their skills and approaches to collaborative learning is an opportunity we should take. The new media share text, images, audio and video material rapidly and interactively. This volume will provide an overview of these new social media including Skype, YouTube, Flickr, blogging, LinkedIn, Facebook, and Twitter. Examples and cases of how instructors around the world are meaningfully incorporating them into their management, marketing, and other business courses are provided.



One of the more robust trends is the use of three-dimensional immersive virtual world interfaces for teaching and learning. The leading one is Second Life. Examples of the use of Second Life in business courses will be discussed. The use of wikis to foster collaborative development of course related material by learners will be presented with case examples.

Faculty members are co-creators of course content with their learners. Among the topics covered is how faculty members can be supported in their deployment of social media projects and course structures. How social media can enable the structuring of course activities involving students, prospective students, alumni, employers, businesspersons, and others in rich sharing and support with each other will be discussed. Indeed seeing courses as networking venues beyond learning forums will be parsed.

**CONTENTS:** Technologies That Bring Learners Collaboratively Together With the World, *Charles Wankel*. Defining Interactive Social Media in an Educational Context, *Aditi Grover and David W. Stewart*. Teaching and Learning With Skype, *Alanah Mitchell, Charlie Chen, and B. Dawn Medlin*. Social Media for the MBA Professor: A Strategy for Increasing Teacher-Student Communication and the Tactics for Implementation, *Allen H. Kupetz*. Applications of Social Networking in Students' Life Cycle, *Vladlena Benson, Fragkiskos Filippaios, and Stephanie Morgan*. User-Generated Content in Business Education, *Domen Bajde*. Facebook "Friendship" as Educational Practice, *Eva Ossiansson*. Using Second Life for Teaching Management of Creativity and Innovation, *Gary Coombs*. Social Media Engages Online Entrepreneurship Students, *Geoffrey R. Archer and Jo Axe*. Intersection of Regulations, Faculty Development, and Social Media: Limitations of Social Media in For-Profit Online Classes, *Hamid H. Kazeroony*. Real Lessons in Virtual Worlds: Using Virtual World Technology to Educate and Train Business Students, *Natalie T. Wood*. Uses, Challenges, and Potential of Social Media in Higher Education: Evidence From a Case Study, *Suling Zhang, Caroline Flammer, and Xiaolong Yang*. The Use of Social Media and Networks in Teaching Public Administration: Perceptions, Practices, and Concerns, *Thomas A. Bryer and Baiyun Chen*. Social Media Strategies for the Academic Department: A Three-Phase Framework, *Irvine Clarke III and Theresa B. Flaherty*. Social Media Overload: What Works Best? *Walkyria Goode and Guido Caicedo*. Curriculum Redesign: Engaging Net Generation Students Through Integration of Social Media in Business Education, *Jeanny Liu and Deborah Olson*. About the Contributors.



## Being and Becoming a Management Education Scholar

Charles Wankel, St. John's University, New York; Robert DeFillippi, Suffolk University

2010. Paperback 978-1-60752-346-8 \$52.99. Hardcover 978-1-60752-347-5 \$94.99. eBook 9781607523482 \$85.

Being and Becoming a Management Education Scholar is a volume that is comprised of reports by the scholars leading the main research publication venues in the discipline of management on what it takes to succeed in academic management education and development scholarship, presenting perspectives on the opportunities, constraints and requirements of contemporary research in management education. Issues that are discussed in this volume include: the changing career implications of coming to be a researcher on management education rather than on management topics, leveraging leadership roles in management education scholarship and its venues including journals, book series, handbooks, textbooks and scholarly societies. The chapter authors address these issues through research grounded in personal biography, institutional history, and critical reflection.

**CONTENTS:** Being and Becoming a Management Education Scholar: An Overview, *Charles Wankel and Robert DeFillippi*. Shifting Paradigms Through "Letting Go": On Allowing Oneself to Become a Management Education Scholar, *Robert Chia*. Design and Development: A Narrative of the Founding, Launch, and Early History of the Academy of Management Learning & Education, *James R. Bailey, William P. Ferris, Roy J. Lewicki and David A. Whetten*. I Get by With a Lot of Help from My Friends: Reflections of an Accidental Management Education Scholar, *J. B. Arbaugh*. When Legitimizing Teaching Methods Becomes an Opportunity to Develop Management Education Scholarship in Negotiation and Collective Decision Processes Pedagogy: Bringing it into Action: The Narrative of a French Business School Professor's Experience, *Laurence de Carlo*. From "Good Teaching" to "Scholarly Teaching": Legitimizing Management Education and Learning Scholarship, *Gordon E. Dehler, Joy E. Beatty and Jennifer Leigh*. The Scholarship of Management Education and Development: State of the Art, *Cynthia V. Fukami and Steven J. Armstrong*. Relevance with Rigor: Stories from the Journal of Management Education, *Jane Schmidt-Wilk and Cynthia Fukami*. The Challenge of Change in Business and Economics Education: Lessons Learned from the EDiNEB Network, *W. H. Gijsselaers and R. G. Milter*. The Diversity of Trajectories in Management Education Research, *Charles Wankel*. About the Contributors.





# Management Education for Global Sustainability

Charles Wankel, St. John's University, New York; James A.F. Stoner, Fordham University

2009. Paperback 978-1-60752-234-8 \$72.99. Hardcover 978-1-60752-235-5 \$104.99. eBook 9781607523345 \$85.

For more than a century management education has fostered the development of leaders of many of the world's industrial successes with their immense creation of output that we now see as unsustainable. If we wish to avoid a time of tumultuous environmental crises in the global ecosystem management education must move more to being part of the solution, rather than of the problem. The task of transforming management education to contribute to the challenge of moving to global sustainability is upon us.

Management Education for Global Sustainability provides a diverse and extensive set of perspectives on how management education can be transformed to be a significant part of the solution to the sustainability problem that business and other sectors of our world must grapple with. The spectrum of current integration of managing for sustainability into business school curricula is provided. A review of the current status sustainability oriented business degree options is completed. Approaches from around the world including China are offered. Management Education approaches through systems thinking, art, and stakeholder's theory are parsed.

Specific examples of notable programs are covered, sustainable entrepreneurship for instance. A series of reports on program and institutional level initiatives that have been very successful are described. A new MBA program with a major in sustainability, integrating ocean science courses, is considered. Programs with action learning projects and industry concentrations as core elements will be analyzed. The sense of deeper purpose vibrancy and developing authentic relationships in management education for global sustainability is robust throughout this volume.

**CONTENTS: PART I: MANAGEMENT EDUCATION FOR GLOBAL SUSTAINABILITY: PAST EVOLUTION AND SOME FUTURE POSSIBILITIES.** The Only Game Big Enough for Us to Play, *James A. F. Stoner & Charles Wankel*. The Short and Glorious History of Sustainability in North American Management Education, *Gordon Rands & Mark Starik*. Visions of Sustainability: An Integrative Metatheory for Management Education, *Mark G. Edwards*. Taoism and Innovation in China: Recovering the Legacy of Environmentally Sustainable Enterprise, *John Hollwitz*. **PART II: APPROACHES TO BRINGING GLOBAL SUSTAINABILITY INTO MANAGEMENT EDUCATION.** Developing a Sustainability Consciousness through Engagement with Art, *Ralph Bathurst & Margot Edwards*. Education in Sustainability Through Systems Thinking, *José-Rodrigo Córdoba & Terry Porter*. Educating for Sustainability: The Power of Learning Journeys to Raise Consciousness, *Philip H. Mirvis*. The Challenges of Businesses' Intervention in Areas with High Poverty and Environmental Deterioration: Promoting an Integrated Stakeholders' Approach in Management Education, *Diego A. Vázquez-Brust, José A. Plaza-Ubeda, Claudia E. Natenzon, & Jerónimo de Burgos-Jiménez*. **PART III: INSTITUTIONAL AND PROGRAM LEVEL INNOVATIONS IN MANAGEMENT EDUCATION FOR GLOBAL SUSTAINABILITY.** Building the Bainbridge Graduate Institute (BGI): Pioneering Management Education for Global Sustainability, *Jill Bamburg & Lorinda Rowledge*. Educating Future Business Leaders in the Strategic Management of Global Change Opportunities: The Blue MBA, *S. Bradley Moran, Mark M. Higgins, & Deborah E. Rosen*. The Contribution of French Business and Management Education to the Development of Key Skills in Sustainable Development, *Vera Ivanaj & John R. McIntyre*. Undergraduate Management Education for Sustainability: A Perspective from the Liberal Arts, *Kirk R. Karwan, Robert L. Underwood, & Thomas I. Smythe*. **PART IV: CREATING SUCCESSFUL MANAGEMENT COURSES IN GLOBAL SUSTAINABILITY.** Investing in a Sustainable Future, *Mark White & Edeltraud Günther*. The Sustainability Business Case: Educating MBAs in Sustainability, *Wendy Stubbs & Ed Lockhart*. Grounding Sustainability in Reality: Encouraging Students to Make Their Own Case for Action, *Kate Kearins & Eva Collins*. The Integration of Real-World Student Projects into a Sustainable MBA Program, *Robert Sroufe*. Teaching Green Business: How to Bring Sustainability into a Capstone Business, *Robert Girling*. Training Managers for Sustainable Development: The Lens of Three Practitioners, *Emmanuel Raufflet, Denis Dupré, & Odile Blanchard*. About the Authors.



## University and Corporate Innovations in Lifelong Learning

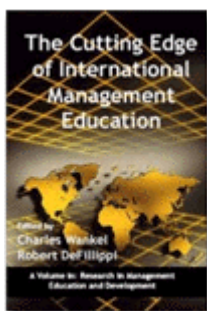
Charles Wankel, St. John's University, New York; Robert DeFillippi, Suffolk University

2008. Paperback 978-1-59311-809-9 \$52.99. Hardcover 978-1-59311-810-5 \$94.99. eBook 9781607527459 \$85.

This volume covers cutting edge theory and cases in lifelong learning in both corporate and higher educational contexts. It includes studies of both prestigious world-class executive education and programs of regional universities. Analysis of the experience of innovative efforts to provide management education transcending normal degree program structures in both advanced nations and developing ones is provided. Partnering of corporate universities with traditional ones is discussed as a means of helping 21st century firms to develop management know-how to fit changing needs and opportunities. Executive education programs are presented as laboratories in which curriculum innovations integrating adult learning theory with professional development can be nurtured. How executive education programs can be designed to create learning communities that foster learning mindsets is described.

One frame-breaking approach described is that of arts-based management learning as an expressive means to generate innovative and stimulating continuing management education experiences. Another chapter presents and explains best practices in leadership development are presented from a study of top firms. How the capacity for creative lifelong learning can be developed in undergraduates through embedded assessments is reported. A chapter reports on the efforts to support the European Council by constructing Europe-wide lifelong management learning and its provision to participants of a toolbox of ideas, concepts, models and methods that can be usefully used to promote lifelong learning.

**CONTENTS:** Editorial Review Board. A Range of University and Corporate Innovations in Lifetime Learning, *Robert DeFillippi and Charles Wankel*. Lifelong Learning Through Corporate Universities in Partnerships With Traditional Universities, *Lindsay Ryan*. Co-Presence and Group Process in Online Management Education, *Judith Stevens-Long and Charles McClintock*. Developing Learning Communities in Executive Education: Case Study of a Global Senior Executive Program, *Schon Beechler, Lyle Yorks, and Rachel Ciporen*. Reflexive Critique: An Innovation in Lifelong Management Learning, *Elena Antonacopoulou*. Challenges of Educating European Managers of Lifelong Learning, *Steven J. Armstrong, Denise Thursfield, Paolo Landri and Giuseppe Ponzini*. Innovative Assessment Pathway to a Lifetime of Management Learning, *Maria Avdjieva*. What Have We Learned About Strategic Leadership Development? *Robert M. Fulmer and Jared Bleak*. Framing Arts-Based Learning as an Intersectional Innovation in Continuing Management Education: The Intersection of Arts and Business and the Innovation of Arts-Based Learning, *Nick Nissley*. Lifelong Learning for Managers—the Business of Executive Education: A Case Study of a Small University Provider, *Steven Maranville and Wil Uecker*. Lifelong Learning as the Highway to Global Competitiveness for Lithuania: A Bumpy Road, *Arunas Augustinaitis, Egle Malinauskiene, and Charles Wankel*. About the Authors.



## The Cutting Edge of International Management Education

Robert DeFillippi, Suffolk University; Charles Wankel, St. John's University, New York

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## New Visions of Graduate Management Education

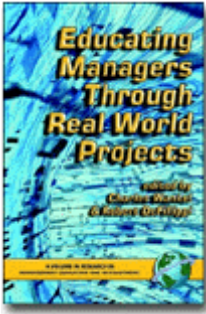
Robert DeFillippi, Suffolk University; Charles Wankel, St. John's University, New York

2006. Paperback 978-1-59311-553-1 \$72.99. Hardcover 978-1-59311-554-8 \$104.99. eBook 9781607527923 \$85.

This fifth volume in our book series on Research in Management Education and Development (Information Age Publishing) is devoted toward an empirical and conceptual examination of some long-standing criticisms of graduate management education. This volume also showcases a wide variety of innovative experiments in new visions of Master's level graduate management education. We draw upon a rich array of USA and non-USA scholars and empirical sources in this volume and we are most grateful to our volume's distinguished academic contributors for sustaining our book series aspiration to both reflect upon and shape innovative thinking and practice on important issues of management education and development.

The over-arching theme in each chapter is the need for each innovation to be integrated within the larger body of curriculum, program structures and pedagogic practices of the innovative Business School and its overall management education curriculum. Piecemeal and stand-alone versions of each innovation are seen more as pilots for early stage demonstration of the value of the innovation. Each chapter argues for a more holistic approach to embedding each innovation within the fabric of the entire business school and graduate management education enterprise. This call for holistic, integrative approaches to graduate management education is amply demonstrated in many chapters of this volume and we sincerely hope that you will find some inspiration in the forthcoming pages for furthering your own educational vision.

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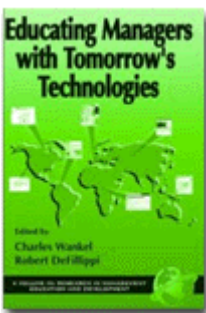
## Educating Managers through Real World Projects

Robert DeFillippi, Suffolk University; Charles Wankel, St. John's University, New York

2005. Paperback 1-59311-370-6 978-1-59311-370-4 \$72.99. Hardcover 1-59311-371-4 978-1-59311-371-1 \$104.99. eBook 9781607527688 \$85.

Innovative learning projects in management education and development are discussed in the frame of cutting-edge theory and salient practice. Learning projects are defined as educationally directed activities involving out-of-classroom action settings complemented by student and/or instructor directed reflection on the links between theory and practice. Chapters are grounded in relevant theory, empirical research and examples of best practice for a wide variety of real world management education projects. Contexts include both university and corporate-based management education and development. Topics span action learning, experiential learning, student consulting projects, service learning, reflective practice, internships as learning vehicles, and web-based learning through projects. Extensive opportunities are being recognized for more tightly and productively integrating the normal work of managers with their education.

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## Educating Managers with Tomorrow's Technologies

Robert DeFillippi, Suffolk University; Charles Wankel, St. John's University, New York

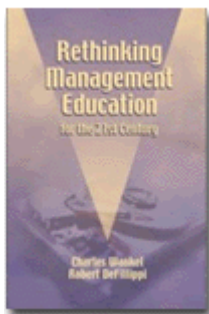
2003. Paperback 1-931576-68-8 978-1-931576-68-0 \$52.99. Hardcover 1-931576-69-6 978-1-931576-69-7 \$94.99. eBook 9781607526995 \$85.

This volume covers key applications of new technologies in management education and development. The new open model of e-education with new integrations of corporate and academic courses and new levels of customization to fit the learning needs of particular individuals and their organizations. A spectrum of web-based and cd-based approaches to business education is presented. Some of these platforms involve video, audio, PowerPoint, chat, and other software presented in integrated ways. New approaches to e-libraries and e-reserves in support of management education are described. Online and network mediated simulations and games is the topic of a chapter. Another focuses on web-format case studies. An e-portfolio is a compendium communicating the academic accomplishments and professional resumes of a student using videos and other media that paper-form ones cannot. The innovative Place and Space model of Duke University's Fuqua School of Business's Internet-mediated MBA programs is explained. Teaching soft skills using software-supported training is covered. The new possibilities of wireless communication are covered by leading experts. Integrating ERP into business education discusses the use of ERP vendor provided simulations and exercises and issues of reconciling incompatible ERP



systems in management education are discussed. A model of technology planning initiatives to improve the delivery of management education is presented. If properly harnessed, the technologies and management education applications described in this volume should provide superior tools for management education and management learning in the 21st Century.

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## Rethinking Management Education for the 21st Century

Robert DeFillippi, Suffolk University; Charles Wankel, St. John's University, New York

2002. Paperback 1-930608-20-9 978-1-930608-20-7 \$52.99. Hardcover 1-930608-21-7 978-1-930608-21-4 \$94.99. eBook 9781607525295 \$85.

We have assembled a distinguished international panel of leaders and scholars in management education whose contributions reflect diverse perspectives on management theory and practice. Gerald Ferris and his associates conceptualize political skill to include self and social astuteness, influence and control, networking and building social capital, and genuineness/sincerity. Their chapter describes methods for developing and shaping such skills. Nick Nissley examines how arts-based learning is informing the practice of management education. How artful ways of knowing are being practiced in organizations. Anne McCarthy and associates provide a cutting-edge balanced assessment of both service learning theory and its current practice. Godshalk and Foster-Curtis present four models of online MBA curricula focused on part-time students including curricular issues, technology requirements, and funding and institutional commitment requirements for each model. Sabine Seufert examines eLearning models of web-based education and web education support services. Her chapter offers a breathtaking, panoramic view of six landscapes for eLearning business models and best practices emerging from both the corporate and academic sectors. Eric Dent's chapter is a thought-provoking critique of doctoral education and innovative suggestions for developing doctoral programs more attuned to the learning requirements of executive managers seeking doctoral education. Tom Moore examines competition within the market for executive education and observes how three sets of rivals have enjoyed distinctive market place perceptions. Antonacopoulou penetratingly critiques the confusion of training with learning in management education. Reed examines the processes of globalization and how their effects should be incorporated into management education.

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