Book Series

*Research in Management Education and Development*

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- Management and Business Education in the Time of Artificial Intelligence
- Advancing African Knowledge Management and Education
- Anti-Corruption in Management Research and Business School Classrooms
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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:

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 in Qatar

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 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:

Advancing African Knowledge Management and Education

Hamid H. Kazeroony, Walden University; Agata Stachowicz-Stanusch, Silesian University of Technology, Poland; Wolfgang Amann, HEC Paris in Qatar


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

Anti-Corruption in Management Research and Business School Classrooms

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


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.


Phronesis in Business Schools
Reflections on Teaching and Learning

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


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
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

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.


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.

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


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.

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 being 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.


Effectively Integrating Ethical Dimensions into Business Education

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


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.


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

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.


**Being and Becoming a Management Education Scholar**

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


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.


**Management Education for Global Sustainability**

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


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:


University and Corporate Innovations in Lifelong Learning

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


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.


The Cutting Edge of International Management Education
Robert DeFillippi, Suffolk University; Charles Wankel, St. John's University, New York


New Visions of Graduate Management Education
Robert DeFillippi, Suffolk University; Charles Wankel, St. John's University, New York

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
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.


Educating Managers through Real World Projects
Robert DeFillippi, Suffolk University; Charles Wankel, St. John's University, New York

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.

Educating Managers with Tomorrow's Technologies

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

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.


Rethinking Management Education for the 21st Century

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