

## **A Paradigm Shift: The Novel Orientation in Management Education**

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### **ABSTRACT**

*A Realignment of Global Markets, Advances in technology, emerging socio-political landscape, Environmental/Climate Changes and depletion of Natural resources form the bedrock of the pertinent issues that would be of utmost concern by the year 2025 for Education and especially, Higher education. A study by IBM Global Education (IBM Global Education, 2019) identifies five interrelated "signposts" for the future of education, namely: Technological Immersion; Personalized Learning Paths; Knowledge Skills for Service-Based Economies; Global Integration of Systems, Resources, And Cultures; and Aligning E&T with Economic Needs and Demands. Although fast-changing technology in the areas of Cloud Computing, Data Analytics, Mobile Communication and Social Media will bring huge benefits to the higher education sector who have the wherewithal to take advantage of extant technological innovations. MOOCs (Massive Open Online Courses) will be another cause of rapid expansion in higher education imparting a system leading to the disruption of the existing tertiary education market (post graduate management studies). Enterprise training and continuing education, along with distance education is foretold. The present paper is to identify and understand how learning strategies and trajectories are expected to change the current trends and the changes required in higher institutions to shape the vision of management education circa 2025.*

**Keywords:** *Management & higher education; Technology advancement; Learning paths; Educational trends.*

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### **1.0 Introduction**

Business education is directly connected to business and society as the entities have a strong influence on higher education institutions' (thereafter – HEIs) perspectives in their curricula development; hence,.

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hence, the interconnection and mutual impacts of these bodies generate new directions for the development of business education. The aim of the research is to reveal the latest trends and factors in the global external environment influencing the development and management of education.

Governmental Fiscal imbalances, the Demographic shift to an increasing older population in certain parts of the world and Vice Versa in some other parts of the world and an ever-increasing economic complexity are the issues that would cause major disruptions in the world. The major focus will be on Technological and Scientific innovation, Energy security and Higher Education. Halverson (2010) argues that, with the advent and increasing impact of technologies, a new era of education – the "lifelong learning era" – is beginning, which differs substantially from the current "schooling era" and to a certain extent, reflects a return to the pre-industrial "apprenticeship era". In the "lifelong learning era", learning takes place across a number of different "venues" and involves mixed-age groups in different constellations.

Internet will support Sextuple play: Voice, Data, Wireless, Video, Gaming and sensory capabilities. On the other hand, we're cruising towards a rather dismal future in which productivity would keep rising but employment wouldn't, creating a new class of have-nots. Despite the for profit and not for profit tertiary education market being larger, at about \$450 billion per year, the niche corporate skills development market is by no means a minnow, standing at about \$140 billion annually as per reports in 2018. Technologies in general and Information and Communication Technologies (ICT) constitute one of the main drivers for changing job structures and requirements, and thus determine which skills people need to acquire.

A study commissioned by the MacArthur Foundation envisages that, in the future, learning in Education and Training (E&T) institutions will be based on the principles of self-learning, networked learning, connectivity and interactivity and collective credibility.

## **2.0 Review of Literature**

In report 2018, The Future of Education and Skills 2030 OECD project published a position paper in which it proposed an initial framework designed to help countries address two key questions: What knowledge, skills, attitudes and values will today's students need to thrive and shape their world. The urgency of engaging businesses in curriculum development and delivery, so collaboration of business schools, business people, alumni networking, focus on developing or improving the

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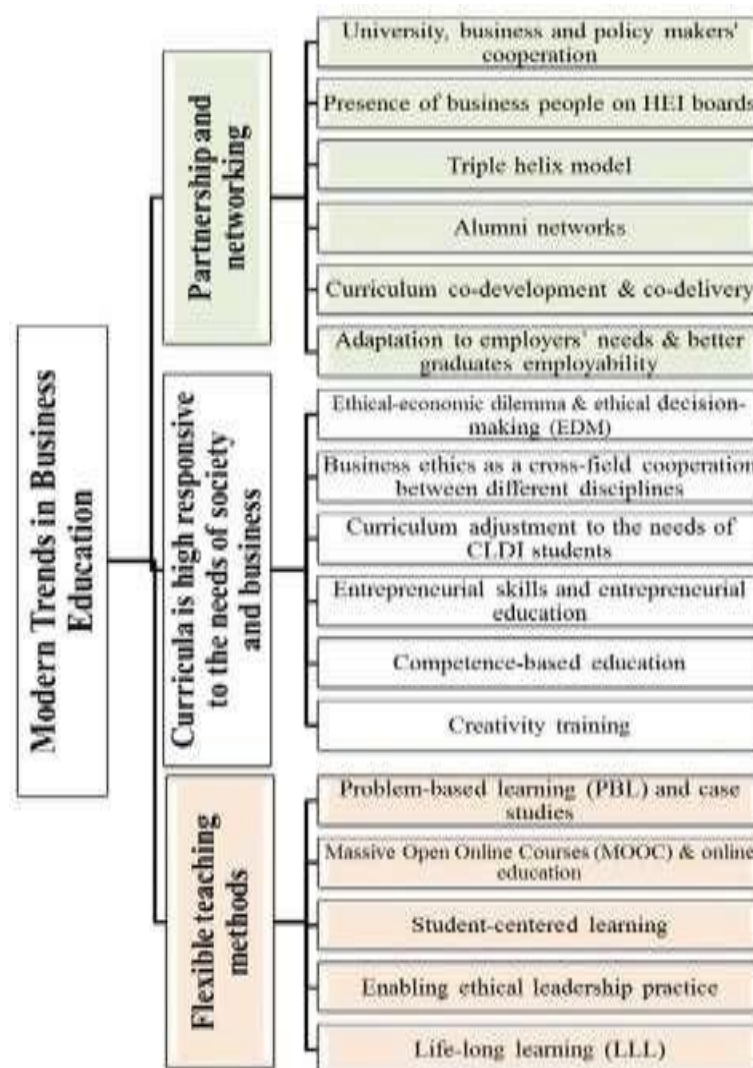
senior management relationships, as well as the presence of business people on HEI boards or participation of academics on boards of business organizations in addition to internships, practical and mentoring relationships help to build a strategic platform for cooperation and serves for external promotion of cooperation between universities, business, policy makers and the society.

An expert roundtable summarized by Fadel (2014), the consensus was that the active citizens of the future need to be versatile as we cannot predict how and what technologies will dominate our future learning and work environments. Research in educational use of digital environments delivers convincing evidence of the potentials of the emerging digital platforms to assist more effective learning. One of the main advantages of digital education identified is that digital teaching platforms offer students data-rich, online, synthetic environments, enabled with media, information, and communication tools. In order to enhance their learning capacity, students should be given opportunities for exploration and manipulation within the environment as well as opportunities for discourse between students Dickey (2017). Gül *et al.*, (2018) Enhance students' learning: (1) focusing on active learning; (2) focusing on the learner through the relevance of the content; (3) developing clear objectives to provide direction to student learning; (4) articulating knowledge and learning experiences; (5) ensuring the application of effective feedback mechanisms; (6) employing effective "scaffolding" in the organization of the learning experiences; and (7) encouraging collaborative learning.

As per Hanover (2019), to address financial instability, institutions are pursuing various paths in an attempt to survive: merging institutions, acquiring smaller institutions, and providing support for non- traditional learners. Other institutions have chosen to explore new revenue streams such as alternative education models, which aim to attract and retain students who demand flexibility with online-only education, weekend workshops, and to help close the skills gap and improve the employment outcomes for graduates, many higher education institutions are providing more offerings to improve their graduates' marketability, like job-critical certifications, core academic offerings embedded with hard skills like computer programming and mathematics, and opportunities to develop soft skills, like problem solving and organization.

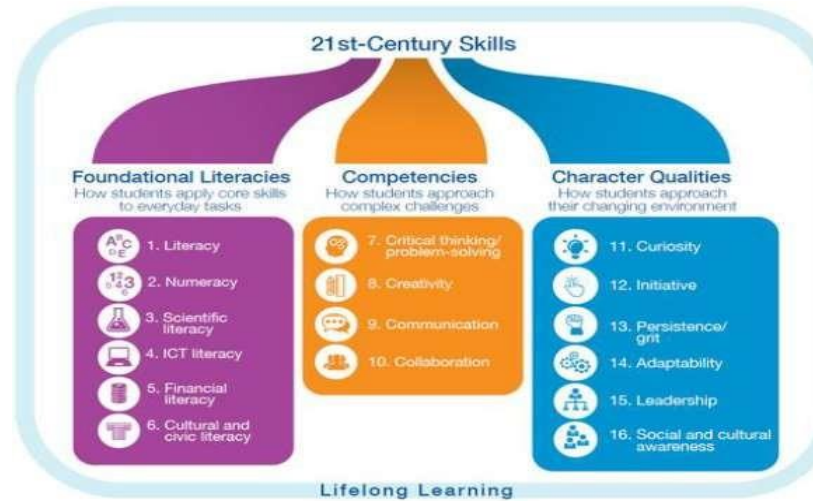
Researchers Plewa *et al.*, (2015) agree that collaboration between businesses, HEIs, and students improves the design of university programs and has a positive effect on human capital development as it assists in shaping entrepreneurial behaviour and students' perception of educational experience.

Some researchers Schlee & Harich (2016) also mention that modern business schools integrate into their curricula, subjects that are not related to business administration directly but indirectly, for example, ethics. The importance of developing not only academic or practical knowledge, but also skills such as the ability for creative problem solving, are crucial for business students as for potential enablers of innovations.



**Source:** Nikitina, T., Lapina, I. (2017). In: *Proceedings of the 21st World Multi- Conference on Systemics, Cybernetics and Informatics (WMSCI 2017)*, Vol.2, United States of America, Orlando, 8-11 July, 2017.

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Source: Trilling and Fadel (2009)

## 2.1 Objectives

The objectives of this paper are as follows:

- To identify & understand how learning strategies and trajectories are expected to change the current trends, thus creating a descriptive vision of the future.
- To identify the changes required in management and training institutions to improve education dynamics.

## 3.0 Research Methodology

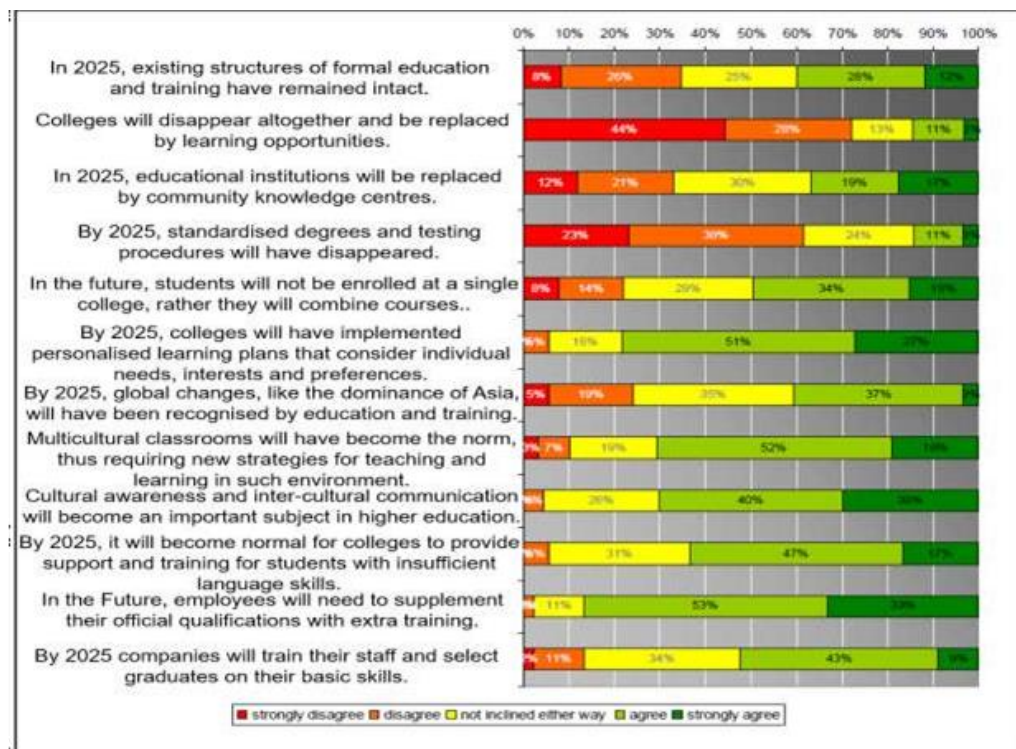
**Fig 1: The Methodology Applied in the Present Study in Tabular Form**

Research Design	Descriptive Design
Method of Sampling	Convenience Sampling Method
Sample Size	126 respondents: 150 questionnaires were circulated out of which 126 Respondents Submitted their responses.
Sample Unit	Academics, Researchers, Practitioners, Educational Policymakers and Advisors of South Gujarat & Rajasthan. Most of them had expertise in education and training, pedagogy, technology, foresight and/or innovation.
5.Data Collection method: a) Primary Data b) Secondary Data	a)-Questionnaire – Online Mode (Structured Questionnaire includes a number of statements to be rated on a 1 to 5 Likert scale, ranging from “strongly disagree” to “strongly agree.”) b)- Handbooks on Education & Training Program, reports on higher education, Websites, Journals and publications.
6. Data Analysis Tools & Techniques	Frequency and Valid percentage

### 3.0 Data Analysis and Interpretation

Future Trends: Towards more personalized learning in multicultural environments and towards stronger integration and use of external learning opportunities.

**Figure 1: Personalized Learning Paths**



#### 4.1 Interpretation

The respondents who participated in the online survey think that the existing, physical and formal structures of college education will remain more or less intact. Only 14% believe that, by 2025, colleges will have disappeared altogether to be replaced by learning opportunities. 72% oppose this statement, and almost half even strongly disagree. Further, only few (14%) think that standardized degrees and testing procedures will disappear; the large majority of 62% consider this unlikely.

49% assert that in the future, students will not enroll as a single college student,

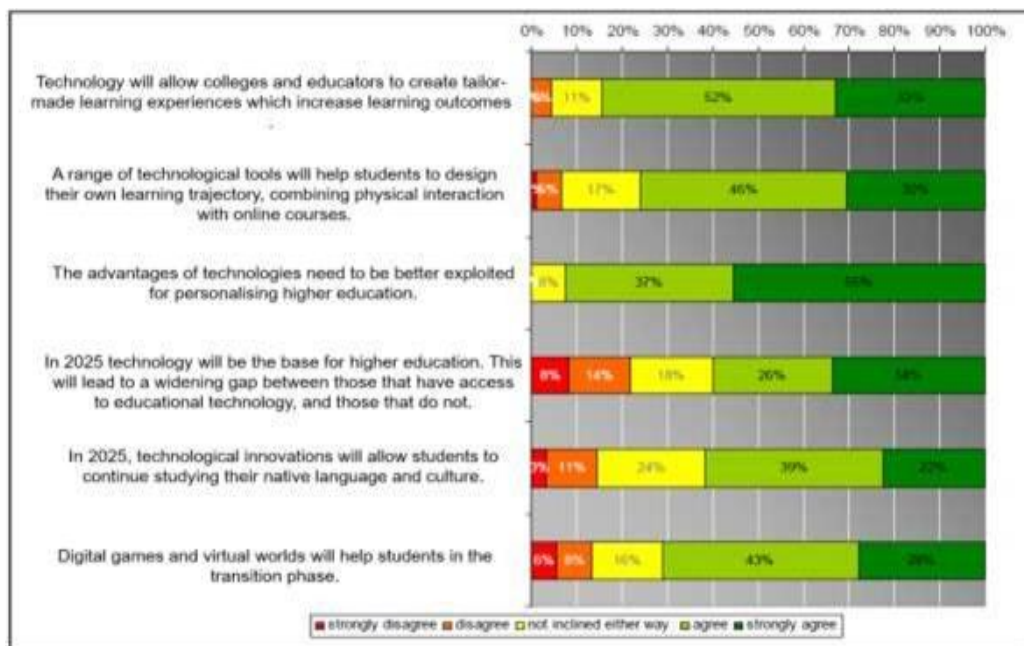
but combine courses and resources from different educational institutions to join (22% are doubtful). 37% believed that educational institutions would be replaced by community knowledge centers, while almost as many (33%) rejected this assumption.

Multicultural classroom will become more flexible in implementing teaching & learning process also in their internal processes and pedagogical strategies.

Furthermore, cultural awareness and inter-cultural communication will become an important subject in college education, as emphasized by 70% of respondents (with only 4% disagreeing), and students will substantially improve their efforts for language skills.

The vast majority of experts (87%) believe that it will become normal for university graduates to supplement their official qualifications in order to qualify for a job. More than half the respondents expect that employers will develop their own selection and training strategies in response to the skills mismatch (52%, with 13% disagreeing).

**Figure 2: Tailor-Made Learning Experiences Fostering Quality and Equity is the Main Role of ICT as depicted in**



85% of the respondents believe that technology can make possible the implementation of personalized learning strategies to create tailor-made learning



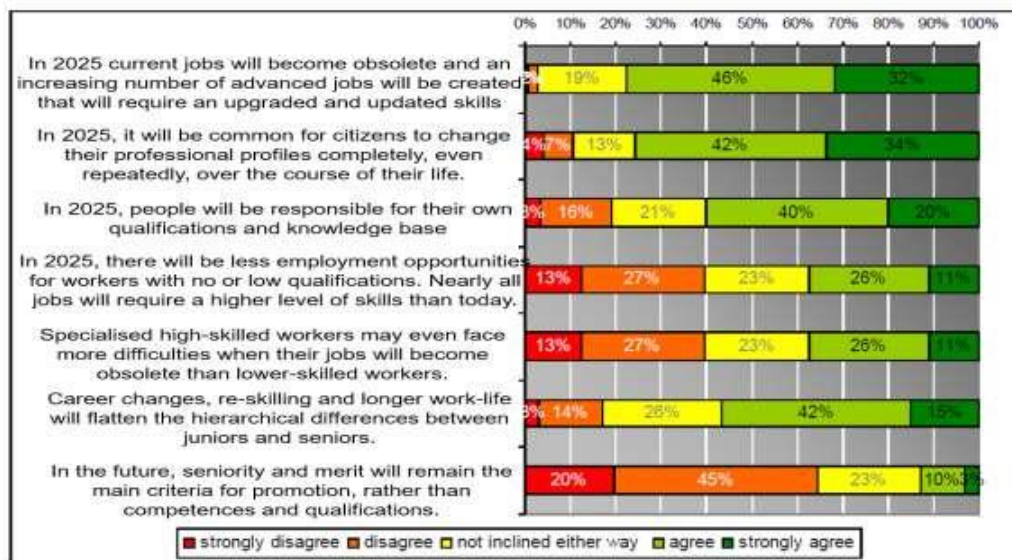
experiences, which increase learning outcomes. 76% envisage that by 2025, a range of technological tools will be available that help students to design their own learning trajectory, combining face-to-face tuition with online university courses and online learning communities.

However, there is unanimous agreement that, in the future, the advantages of technologies should be better exploited for personalizing school education.

It is impossible to separate out knowledge from skills and it is important to recognize their interdependence for social integration through technology. The majority of respondents agreed that by 2025, technological innovations will allow students to study their native language and culture in virtual classrooms and that digital games and virtual worlds will be used to train language, cultural and communication strategies.

However, the data reveals that there is a need to proceed diligently and prudently into a new educational environment where technology is used to support learners & the upgradation of technology may also exacerbate existing inequalities by widening the gap between those that have access to educational technology, and those that do not.

**Figure 3: Trends in Professional Careers**



Jobs prevalent in the current scenario will become obsolete and start to get replaced by advanced jobs that will require new upgraded skills. A huge quantity (nearly 75%) of respondents agree to this fact.



A high number of them (76%) believe that by 2025, it will be common to entirely change their professional profiles over the course of their lives.

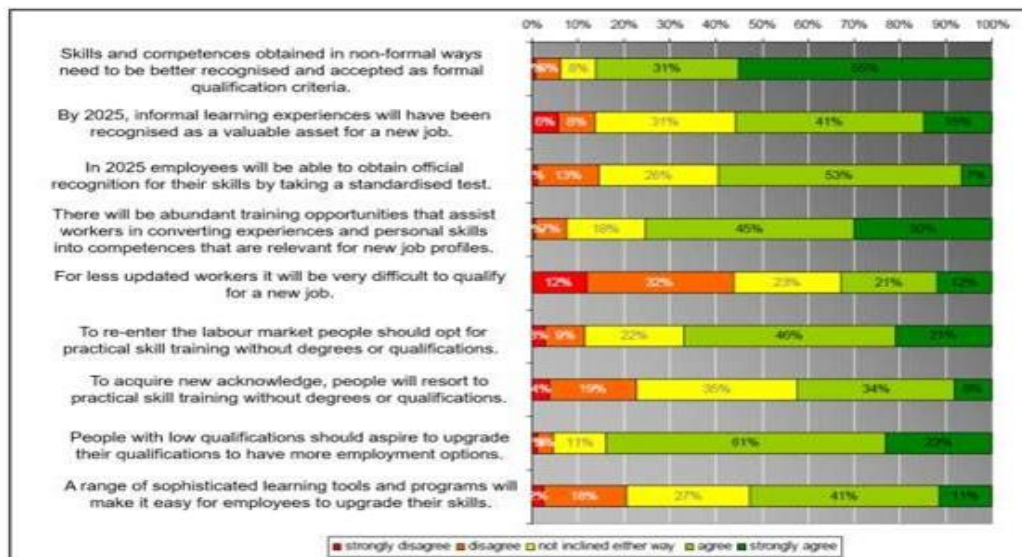
Almost 60% of the respondents admit that they themselves will be responsible for enhancement of their qualifications and knowledge base. By 2025, there will be less employment opportunities for workers with no or low qualifications. Nearly all jobs will require a higher level of skills than today. 60% of the respondents shared this opinion.

Also, 60% of the people who responded agreed to the fact that specialized high-skilled workers may face even more difficulties as compared to lower-skilled workers resulting in their jobs becoming obsolete.

A cluster of respondents amounting to over 80% agreed to the fact that Career changes, re-skilling and longer work-life will flatten the hierarchical differences between juniors and seniors.

However, when asked about whether or not in the future, seniority and merit will remain the main criteria for promotion, rather than competences and qualifications, a lot of respondents (nearly 65%) disagreed.

**Figure 4: Trends in Education and Training Strategies**



People with low qualifications should aspire to upgrade their qualifications in order to achieve more employment options. Skills and competences acquired in non-formal ways need to be given better recognition and accepted as formal qualification criteria.

A large number of respondents over 80% agreed to this fact. Even 56% of them opined that by 2025, informal learning experiences will have been recognized as a valuable asset for a new job.

60% assert that by the year 2025 employees will be able to obtain official recognition for their skills by taking a standardized test.

Majority amounting to 75% believed that there will be abundant training opportunities that assist workers in converting experiences and personal skills into competences that are relevant for new job profiles.

While 54% disagreed to the fact that for less updated workers it will be very difficult to qualify for a new job.

67% believed that for workers who are less updated with advanced technologies, it will be very difficult to qualify for a new job.

People were quite indifferent (35%) when it came to ascertain the fact whether to acquire new knowledge, people will resort to practical skill training without degrees or qualifications or not.

People with lower and outdated qualifications should strive for upgrading themselves if they want to get new and better employment options. Huge mass of over 84% respondents agreed to it.

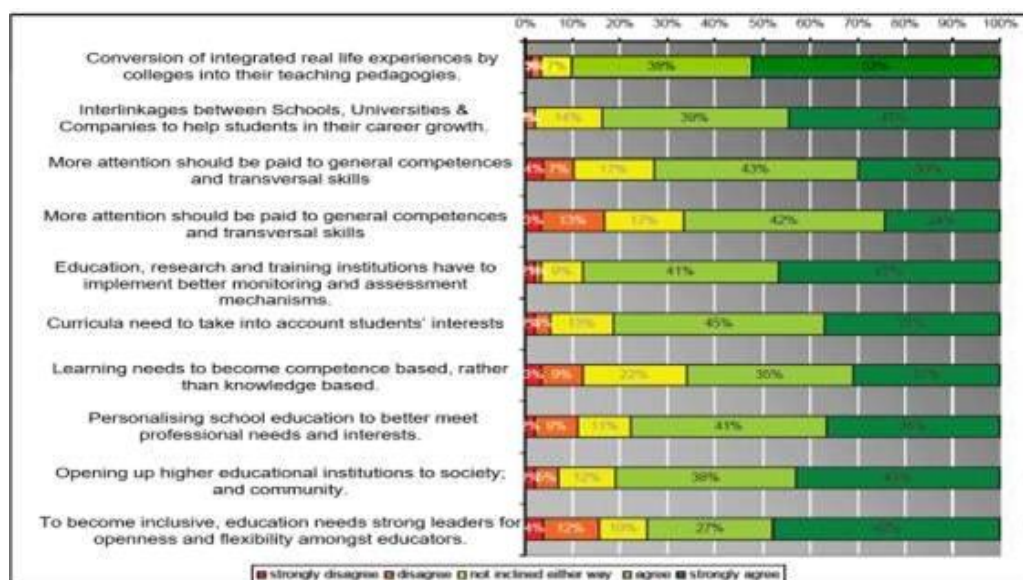
A range of sophisticated learning tools and programs will make it easy for employees to upgrade their skills. People were quite indifferent with this statement as only 50% of them agreed to it.

90% of respondents assert that management education should increase their efforts to open up to industry and integrate real life experiences into their teaching practices. 73% think that many different societal stakeholders need to be involved to achieve the necessary transformation in formal E&T.

84% argue that inter-linkages between Schools, universities & companies need to help students in their career choices.

As a general strategy for future competences development, two thirds assert that general competences and transversal skills deserve more attention to enable students to become lifelong learners.

At the same time, the respondents insist that formal education, research and training must support professional needs and preferences. 82% of respondents said that curricula needs to take into account students' interests; 88% think that education and training institutions have to implement better monitoring and assessment mechanisms which detect individual learning needs; and 66% maintain that learning must become competence based, rather than knowledge based.

**Figure 5: Required Changes in Higher Education**

The respondents are optimistic regarding respond to societal changes, they underline that greater openness and flexibility amongst educators is needed to embrace multiculturalism and accommodate the needs of students.

#### 4.2 General trends and findings

By 2020, in Higher Education Universities, at least 50% of university age learners will receive higher education. Each university will have some special programmes suited to the genius of that locality. University Education Departments will undertake more programmes relating to extension and research in higher education. University teachers often keep only the prescribed content in focus and are unmindful of the learner's abilities to assimilate.

The results of the online stakeholders (respondents) confirm that major changes to learning and training are expected over the course of the next 10 to 20 years. On the one hand, these changes relate to the increasing the ability of higher education and training institutions to integrate personalized learning strategies and to respond more flexibly and dynamically to changing societal & industry needs. On the other hand, increased market dynamics will force all citizens to assume responsibility for their qualifications and pro-actively develop their careers.

The existing physical and formal education structures and training are expected to remain intact. However, colleges and universities will change significantly with

respect to pedagogical strategies, by implementing personalized learning and by integrating practical learning opportunities. Greater institutional openness and collaboration with employers and tertiary/vocational education and training are strategies that can contribute to increasing the relevance and quality of higher education and training. Technological tools will be available that help students to design their own learning trajectory, combining face-to-face tuition with online university courses and online learning communities.

Moreover, students & job seekers need to continuously update their skills and to actively and flexibly develop their professional profiles over the course of their lifetimes. In reaction to increased market dynamics, there will be a variety of opportunities for re-skilling and changing professional profile.

It is clear that ICT is a key enabler in realizing the expected changes to education and training. Research on technologies for learning plays an important role in providing evidence, applications and tools that effectively support flexible, targeted and tailor-made learning opportunities.

Researchers, educators and policy-makers should collaborate on realizing the benefits of technology-enhanced learning for society.

### **4.3 Conclusion & probable suggestions & solutions**

To achieve the goals of personalized, collaborative and informalized learning, holistic changes must be made (including- curricula, pedagogies, assessment, teacher training, leadership) and mechanisms need to be put in place to make flexible and targeted lifelong learning a reality and support the recognition of informally acquired skills.

1. Provide counselling, open forums, and campus meetings to allow students to voice their concerns.
2. Utilize informational emails to provide up-to-date information on any changes to Indian/Foreign education policy.
3. Provide networking opportunities with alumni who can help connect management students with prospective employers.
4. Merging together to help improve financial stability by becoming part of a larger organization. Shown to be a way to save at-risk colleges from a shutdown and preserve academic or recreational programs that might have otherwise been cut.
5. Study follower sentiment & Track alumni social Engagement to identify the issues driving positive interest that are likely to garner student support &

personalize outgoing communication with frequency and interest area selections.

6. To update their alumni databases and identify opportunities for personalized messaging, many institutions are leveraging their alumni surveys to better understand potential donors.
7. Business affiliations for matching gift programs
8. Previous involvement in university fundraising initiatives
9. Incorporate Virtual Experiences on Websites, Institutions that implement AI/AR technology in their recruiting provide interactive content to prospective student that engages them longer and inspires excitement.
10. Institutions are also innovating with ways to connect prospective students directly with current students, such as live online chats with student ambassadors.

#### **4.4 Academic solutions**

**Enrollment management:** Target the optimal pool of students and maximize application and acceptance rates.

**Academic development:** Strengthen your academic portfolio through market analysis of existing and potential new programs.

**Student experience:** Spot at-risk students early, identify the drivers of attrition and pinpoint factors driving poor post-graduate outcomes.

#### **4.5 Administrative solutions**

**Finance:** Increase revenue and dynamically evaluate costs to run an efficient, financially viable, and growth-oriented institution.

**Advancement:** Highlight your institution impact with donors and alumni.

**Marketing:** Reach the right audience at the right time with the right message.

Grants solutions

**Grant seeking capacity:** Develop your organizational capacity to pursue grant funding.

**Funding research:** Spot grant opportunities aligned to your funding needs.

**Pre-proposal support:** Facilitate the development of competitive project concepts prior to submission.

**Proposal review & support:** Provide review and revision to ensure robust proposal submissions.

**Proposal development:** Engage full proposal development support.

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