Chapter 12
Paradigm Shift in Management Education:
Need for a Cross Functional Perspective

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ABSTRACT

Scholars, in the field of management education, have questioned the efficacy of current focus of business education in creating effective managers. Gulf between theory and practice, undue emphasis on conceptual knowledge, and lamentable attention to knowledge assimilation are cited as the prominent reasons for significantly low level of managerial effectiveness. In this regard, this chapter analyses the current paradigms of management education in its attempt to make a case for the need for a paradigm shift in education. Review of prior research clearly articulates the need for a cross functional approach to management education to bridge the gap between theory and its application. Further, this chapter discusses the dimensions of the process-orientation paradigm that it articulates. Potential contributions of process orientation paradigm and challenges before the cross-functional perspective of management education are also presented.

INTRODUCTION

Business environment is a set of complex interdependent dimensions. Therefore, corporates have to be proactive in identifying the factors that exercise their influence on the dynamic interaction of driving and restraining forces of business. Further, over the years, business environment has evolved into a basket of uncertainties. As a result, business organizations strive to counter this dynamic nature of business environment by resorting to constant evaluation of the primary and supportive activities of their respective value chains. Accordingly, companies are redesigning their business models so as to reinvent business processes and operating procedures. Business issues and problems have become so complex that they

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cannot be addressed and resolved merely within any specific framework of functional areas of management. Their dynamic nature has indeed broken down the functional interpretation of any challenge that organizations confront. Cross-functional understanding of business issues, going beyond the constraints of organizational hierarchy, and an assessment of cross-functional view of the impact of business decisions on components of value chain - these are highly essential to build and sustain competitive advantage. Therefore, this chapter enquires into the issue of conceptualizing management education going beyond the dominant functional perspective in order to adopt the business process perspective

BACKGROUND

Given the complexity of decision making of the dynamic business environment, B-schools have to address two important issues. First, whether their curricula and pedagogy are oriented toward the learning outcomes that are relevant in the multi-faceted business environment. Second, are they producing management graduates who are able to view challenges from the standpoint of cross-functional perspectives that are imbued with customer and process orientations? This requires management graduates to go beyond their understanding of business management merely in terms of organizational hierarchy and managerial functions. Therefore, these questions need to be answered by those who facilitate management education.

The model of business education was conceptualized in the beginning of the twentieth century. Management education was then structured around the functional disciplines of marketing, distribution, personnel management and accounting. This was quite akin to the functional orientation that the bureaucratic organizations had adopted. However, the concept of business education has evolved over a period of time. Novel management principles like just in sequence, business process reengineering, and total quality management have forced managers to come out of their bureaucratic approach to managerial functioning. This has led to increasing adaptation process orientation in understanding business issues. This necessitates managers to view business situations from a cross - functional and customer - focused outlook as against confining themselves to specific domains of functional specializations (Welke, 2005).

Management education continues to revolve around functional approach to management in spite of the necessity to adopt a cross – functional business perspective. A study undertaken by Boston Consultancy Group, in 2001, concluded that even though business schools continue to nurture management professionals with grounded understanding of compartmentalized technical areas like logistics and supply chain, human resources, finance and information systems, the products of these business schools demonstrate their inability to apply a holistic view of business. This view is further reinforced by international accreditation bodies, such as Association to Advance Collegiate Schools of Business (AACSB), in their evaluation of management curricula of business schools.

Business schools have addressed the need to bridge the gap between theory and practice by realigning their curricula so as to reflect business needs. This has facilitated management schools to introspect and reevaluate their course structures to respond adequately to this growing need. In spite of these efforts by business schools, it is further observed that the curricula of business schools lack the cross - functional focus (Ethie, 2003) and business process orientation (Trites,2004). Furthermore, it was highlighted by AACSB (2002), in its report entitled ‘Management Education at Risk’, that there is a dearth content on soft skills and business ethics in the curricula of management schools across the world. Moreover, this has spurred employer associations as well as accreditation bodies to lay an emphasis on the need to

cultivate 'employability skills' among management graduates. This has also brought to the center stage the relevance of the holistic perceptive (JAB, 2008) to address the problems of business.

The results of Wheebox Employability Skills Test (WEST), conducted in 2014, are indeed alarming. The test has revealed that only about 34 per cent of graduates, among those who enter the corporate world in India, are 'employable'. Though most of the business schools have repeatedly revisited their curricula, AACSB (2008) observes the presence of a narrow outlook in this regard. This highlights the need for management schools to redesign their teaching inputs with a strong flavor of process orientation rather than functional orientation. Even though business process orientation is accepted as critical in creating corporate assets, this viewpoint is still to be absorbed by business schools across the world. The business process outlook, expected to be present in the budding managers of today, has to be captured in curricula and program design of management schools. This will facilitate the task of fostering a cross - functional perspective among the managers of tomorrow. This chapter attempts to analyze the shortfalls in business education in general and, accordingly, proposes strategies to improve the academic process so as to facilitate organic thinking among budding managers.

The chapter is organized as follows. First, we discuss the need for a paradigm shift in management education before proceeding to analyze the existing paradigms that have been directing the focus of B-School curriculum. In this context, we discuss the dominant functionalist paradigm along with interpretive paradigm so as to present the post-colonial critique of these paradigms. Then, we proceed to discuss our own critique of the current paradigms as well as the post-colonial critique of these paradigms. Against this background, we show why there is a need for a cross-functional perspective in management education. We would then propose process orientation paradigm as the future direction of management education. Thereafter, we proceed to discuss the dimensions of process orientation paradigm. Accordingly, we discuss problem-based learning, applied management knowledge, and whole person learning approach to skill development. Lastly, we discuss the potential contributions of and challenges before process orientation paradigm.

NEED FOR A PARADIGM SHIFT

Management academicians, the world over, have observed the presence of critical gaps in business education. In this regard, there exists a perceptible as well as evidence - based gap between the curricula of management education and skills required for a professional manager (Ungaretti, Thompson, Miller, & Peterson, 2015). Prior research on management education has emphasized on the need for development of skills in the curricula (Thompson & Koys, 2010). However, there is lamentable emphasis on skills in the business curricula (Mintzberg, 2004). The research on managerial jobs and the skills needed for the same has shown that management programs need to go a long way in bridging the existing gap (Rubin & Dierdorff, 2009).

Literature on the challenges before management education questions explicitly the more than due emphasis on theory (Bennis & O'Toole, 2005). As a result, there is an alarming gap between theory and practice. This gap in curriculum is also accompanied by the self-evident gap in academic research that doesn't seem to solve managerial and operational problems of the industry (Banerjee & Morley, 2013).

We argue, in this paper, that this gap between theory and practice exists because of the functionalist perspective that the management education has adopted. The functionalist paradigm has its origin in functionalism (Schultz & Hatch, 1996). This paradigm views truth as objective. Therefore, it makes

use of positivism for deciding upon its methods of inquiry (Deetz, 1996). Accordingly, the findings are theorized to be universal. Further, the aim of knowledge is essentially utilitarian (Joy & Poonamallee, 2013). Moreover, the positivist worldview is also reductionist. As a result, it studies knowledge in a compartmentalized manner. Accordingly, curriculum of management education is also compartmentalized in accordance with managerial functions such as finance, marketing, operations, human resources management etc. However, the key issue is: are business decisions so compartmentalized as these academically articulated managerial functions? Isn't it true that a given business decision involves the necessity to draw inputs from more than one managerial function at the same time?

CURRENT PARADIGMS OF MANAGEMENT EDUCATION

As a matter of fact, real world business practice is multi-functional. Therefore, a business manager has to know how to integrate the concepts and applications of diverse managerial functions. Accordingly, this requires process orientation in management education. Process orientation requires ability to solve business and managerial problems by integrating as many managerial functions as are relevant for the purpose. Therefore, problem-based learning becomes an essential pedagogical tool of process orientation of business education (Uneratti et al, 2015).

Problem-based learning, the pedagogical form of process orientation of business education, begins with the discussion of the problem and proceeds thereafter to explore the relevant knowledge required to solve the problem. Exploration of the relevant knowledge leads to critical assessment of the probable solutions and the decision on a hierarchy of solutions. Further, the comparative assessment of solutions leads to the resolution of the problem. However, the nature of any business problem that a business manager faces is generally such that there cannot be a generalized solution to the same. This is because the social reality is multidimensional and subjective. Therefore, the ontological assumptions regarding the nature of reality compel business education to build its philosophical foundations on interpretive paradigm (Joy & Poonamallee, 2013). Reality is assumed to be construed and constructed by 'subjects', in accordance with the interpretive mode of inquiry. In other words, reality cannot be viewed as containing itself in 'objects' (Deetz, 1996). Accordingly, interpretive methodologies are used to evolve the idea of reality so as to evolve a dialogical perspective of reality. If we explore the degree of application of interpretive paradigm in management education, we find that there are efforts in this regard, but not so much as the dominant functionalist paradigm (Joy and Poonamallee, 2013).

Functionalist Paradigm

Scholars have also observed that both functionalist and interpretive paradigms of management education have emanated from the West. The post-colonial theory views the process of dissemination of the western idea of management education as a kind of cultural conquest (Schultz & Hatch, 1996). The functionalist perspective of management education has emerged in the wake of industrialization. It originated specially against the backdrop of the emerging need for the western nations to expand their economic empires in the wake of decolonization (Westwood & Jack, 2007). Accordingly, western powers unleashed an era of expansion of multinational corporations before and after Globalization. This was accompanied by the spread of management education too, which sought to situate it to be objective and value neutral. Moreover, cultural traits were considered to be universal. However, it may be noted that business deci-

sions cannot be value neutral, though they can be objective. Further, there exist varying cultural traits. Therefore, some aspects of management education have to be culture-specific and, therefore, contextual.

Post-Colonial Critique

Post-colonial theorists provide a critique of the functionalist paradigm of management education by arguing that the object of knowledge creation in functionalist paradigm is essentially utilitarian. In this regard, the need for cultural studies is also viewed as a necessary tool for increasing effectiveness and maximizing profits. Maximizing the wealth of shareholders would thus become the primary goal and all other values of life would become subservient to this utilitarian objective. However, it is quite likely that the goals articulated in a society may harmonize several aspects of societal functioning as, for example, the goals such as job creation and environmental sustenance along with profit-making. Despite these societal needs, the functionalist perspective of management education has looked only at wealth-maximization, disregarding other possible goals in distinct and diverse cultural environments (Westwood & Jack, 2008).

The functionalist paradigm of management education suffers from several attitudinal lacunae with regard to management education (Nkomo, 2011). It looks at classification of management education in accordance with functional specializations in particular, and the body of management education developed in the West in general, as superior to the existing body of knowledge on management in varied cultural contexts. In fact, the very existence of body of knowledge on management in emerging as well as underdeveloped economies isn't accepted. As a result, one can discerningly observe that even the issues that are projected in management education as matters of universal concern are essentially the issues that bother the West (Hartel, 2010). Moreover, the functionalist perspective of management education is articulated mainly in English language. Language is a powerful means of expression of experiences. It is also an equally powerful medium of learning. However, it is quite probable that certain concepts of management have their origin in certain specific cultural contexts. If they are taken out of their original contexts, they may not inspire the same meaning. Further, it is also likely that the vocabulary used in management education may not become amenable to different, culturally 'alien' contexts. Therefore, the functionalist perspective's body of knowledge of management education may not translate the same experiences and the corresponding meanings in culturally different contexts (Joy & Poonamalle, 2013).

The post-colonial critique of the functionalist orientation of management education argues further that two tendencies become apparent among non-western students of management education. First, they believe that the knowledge of 'management' is universal and it need not necessarily be culture-specific, especially in the area of human resources management. Second, non-western students think that their countries do not have their own style of management nor do they think that there exists their own body of managerial knowledge in their respective countries and cultures. Further, they wouldn't have an idea that management could be culture-specific too. Furthermore, they wouldn't make an effort to find any answers to the pathetic condition of western economies in the way 'management' is learnt and practiced.

Post-colonial critique of functionalist orientation of management education has, no doubt, leftist moorings. However, there is much substance in the assertion of the post-colonial critique that there is an underlying expectation that countries that do not belong to the 'first world' are considered to be 'peripheral' and, therefore, they are expected to move towards the American 'center' so as to mold their knowledge of 'management' in accordance with the dominant worldview. Further, it is also agreeable that this worldview is also trying to assert its own value system and thus attempting to impose its own

values as the universal values. However, it is also undeniable that the theories of management, as we understand them, have undergone a rigorous process of qualitative and quantitative research. Therefore, their ontological assumptions and epistemological views are robust. Moreover, the western academic world is more or less open to criticism. This scope for self-correcting mechanism that exists in the western academic world in general and management education in particular, has created a scope for sincere introspection and course correction.

Case of Functionalist Paradigm

Functionalist viewpoint of management education and post-colonial critique of the same haven't looked at the essential nature of human beings, in their worldviews. Both worldviews have materialistic underpinnings. While the functionalist paradigm of management education views human being essentially as a rational optimizing being, the interpretive paradigm looks upon human being as a socially constructed, cultural entity. However, the post-colonial view looks at the entire sphere of management education in particular, and human beings in general, with a 'power-center' perspective. It views the way management education is conceptualized as an effect of 'power center' to impose its worldview on the 'peripheral'. In its attempt to situate management education and its influence as an off-shoot of the power struggle of the developed countries so as to impose their hegemony upon the developing countries, the post-colonial view absolves itself of a probable healthy critique that recognizes the aspects of the current management education that may indeed have a universal application. This doesn't mean that there are no universalizing tendencies in the functionalist viewpoint of management education. It is worth considering that borrowing significantly from the academic disciplines such as psychology, sociology, and political science has softened the rigid notions of functionalist paradigm of management education. Therefore, academicians have started arguing that there are alternative worldviews that accept legitimacy of multiple viewpoints to understand and explain a given managerial problem. Accordingly, the possibility of exploration of multiple viewpoints instead of a single viewpoint is increasingly accepted. Moreover, academicians are increasingly demonstrating mental readiness to transcend 'causal' frameworks to explain a phenomenon. As a result, there is an increasing degree of acceptance of 'diagnostic' perspective so as to understand managerial issues.

Towards a Holistic Paradigm: The Way Forward

It may be noted that all the above-discussed paradigms of management education i.e. functionalist paradigm, interpretive paradigm and post-colonial paradigm do not address the issue of the gap between management theory and practice (Wren, Halbesleben & Burkley, 2007). Further, the process of challenging the 'wisdom' of theories taught in B-schools is still to take place in a big way although this process has already begun (Baden & Higgs, 2015). Furthermore, mathematizing social sciences in general and management education in particular is questioned (Schoemaker,2008). Moreover, the issue that is widely debated among researchers in management education is whether MBA education would truly lead to managerial effectiveness (Baldwin, Pierce, Joines, & Fraouk, 2011).

Research on the balance between theory and application in management education has found that the balance is tilting towards theory, though there exists pronounced awareness on the need to incorporate the emphasis on application (Wren et al, 2007). The undue emphasis on conceptual knowledge is cited as the reason for this state of affairs (Schoemaker, 2008). Further, it is also observed that corporates rely

on 'business writings' of non-academic sources rather than the research output of academic researchers (Banerjee & Morley, 2013). Furthermore, prior research has also pointed out the scarcity of executive skills among management graduates though they may have conceptual knowledge and cognitive skills (Hoover, Giambatista, Sorenson, & Bommer, 2010). Moreover, prior research has distinguished applied management knowledge from conceptual and procedural knowledge (Baldwin et al, 2011). It is argued, in this context, that the presence of applied management knowledge decides the managerial effectiveness of management graduates. Therefore, it is neither the conceptual knowledge nor the procedural knowledge that contributes significantly to managerial effectiveness of management graduates. This implies that the applied management knowledge, and behavioral and emotional skills determine the managerial effectiveness as also the gap between theory and application.

In the light of the above discussion, we argue that management education should go beyond its obsession with conceptual knowledge. Therefore, it should incorporate the 'relevant' functionalist universal theories along with enough scope for application of interpretive paradigm. This is a case of delicate balance that requires judicious use of discretion across the courses that are taught in MBA programs. Further, the curriculum of MBA program should also provide applied management knowledge through a process of experiential learning so that not only the cognitive skills but also the emotional and behavioral skills are cultivated among management graduates. This approach is called as 'whole-person learning approach' to education in general, and management education in particular (Barbera, Bernhard, Nacht, & Mccann, 2015; Hoover et al, 2010). Therefore, we define process-orientation of management education as a paradigm that 'synthesizes the concepts and applications of functional areas of management education so as to practice problem-based learning with an emphasis on applied management knowledge that integrates conceptual and procedural knowledge with cognitive, emotional and behavioral skill sets that are essential for managerial effectiveness'. Accordingly, the dimensions of process orientation of management education are as follows: problem-based learning (Ungaretti et al, 2015), applied management knowledge (Baldwin et al, 2011), and whole-person learning approach (Barbera et al, 2015; Hoover et al, 2010) that tries to increase the degree of managerial effectiveness by incorporating cognitive, emotional and behavioral skill sets that are required for managerial effectiveness.

Problem-Based Learning

Problem-based learning, the first dimension of process-orientation of management education, has two variants. First, the problem-based learning per se and the case based learning. Problem-based learning per se provides problems to students, the problems that they are likely to encounter in real life business scenario. A real world business problem is likely to require the application of concepts of more than one functional area of management education. For example, it is quite probable that the concept of net present value, market segmentation, Michael Porter's five forces' model, and demand forecasting may have to be applied to solve a given business problem. Cross-cultural communication may also be an additional requirement to solve the same business problem. Therefore this requires the interaction and involvement of concepts, applications and faculty members across several functional areas of business education. At present, curriculum of B-Schools is structured in such a manner that students are required to study the conceptual and procedural knowledge in tightly compartmentalized courses of separate functional areas. Real efforts of integration of relevant concepts and applications taught in separate course are scarce. Therefore, the synthesizing ability of students doesn't get developed. Accordingly the ability of management graduates to apply in real time business world, what they have learnt in their

MBA programs, will remain unconvincing. As a result, the gap between theory and practice would naturally increase. However, the case based learning brings to classrooms business problem and solutions unlike problem-based learning in which students have to evolve solutions. The key difference between problem-based learning and case based learning lies in the nature of environment in which the process of learning takes place. While the problem-based learning takes place in natural sittings, the case based learning takes place in controlled environment. It is because of the near absence of opportunity to incorporate problem-based learning that the B-Schools have largely adopted can based learning. There is, of course, evidence to argue that the case based learning leads to skill development as well as the relevant conceptual knowledge (Ungaretti et al, 2015).

Applied Management Knowledge

The second dimension of process-orientation of management education is applied management knowledge. The concept of applied management knowledge is defined as 'the awareness and understanding of principles that enable an individual to analyze a management situation, identity the important issues involved and choose appropriate managerial actions' (Baldwin et al, 2011). There are several issues to be debated, in the context of applied management knowledge. First, is it possible to teach applied management knowledge? The underlying assumption here is that applied management knowledge is explicitly distinguished from both conceptual and procedural knowledge. Applied management knowledge presupposes that effective managers will always have to face some common managerial situations and, therefore, they need to demonstrate certain well-established managerial behaviors to be effective. Involving others in the decision-making process, evaluation and appropriate management of subordinates' ideas, handling an employee whose performance is otherwise poor, delegation of responsibility and putting in place a mechanism of accountability, conducting effective meetings of team members, providing coaching to team members, effectiveness of external communication, and conflict management are the essential managerial situations that all managers need to encounter (Baldwin et al, 2011). Prior research has shown that the process of handling those situations can be taught (Goldenberg, Mazursky, & Solomon, 1999). Therefore, teaching management graduates the knowledge about and skills of handling those situations through several pedagogical techniques such as experiential exercises and case based learning constitute the essence of the concept of applied management knowledge.

The second issue, in the context of applied management knowledge, is whether B-Schools should strive to provide mastery of the respective academic disciplines or the knowledge of those concepts, applications and skills that the management graduates must know. Prior research on this issue is overwhelmingly in support of knowledge of basics, the 'must know' fundamentals (Baldwin et al, 2011). Moreover, the concept of applied management knowledge also encompasses the knowledge of what the managers should never do.

Thirdly, the issue that has been widely debated in prior research on learning is whether the learning that happens 'randomly' is effective or the learning that happens sequentially (Donovan, Bransford, & Pellegrino, 1999). There is strong research support for the 'random practice' of learning as against structural 'Block practice' of learning (Shea & Morgan, 1979). Moreover, making students think of the managerial issues ahead of teaching the related concepts, applications, and skills is found to be better than teaching them even ahead of reflection of students on the related issues and skills (Kruger & Dunning, 1999). The concept of applied management knowledge fulfills all these needs.

Fourth, prior research has shown that the efficacy of applied management knowledge increases to the extent prospective managers cultivate the skills of incorporating diverse perspectives of others in their own decision making process (Wolff, Pescosolido, & Druskat, 2002). The idea of applied management knowledge aims at cultivation of the related abilities of students to lead people and thereby attain managerial effectiveness.

Lastly, the prior research on applied management knowledge suggests that effective managers should cultivate the ability to access the knowledge that they require to perform certain managerial actions. Therefore, increasing knowledge accessibility is an important ingredient of applied management knowledge (Thompson, Genetner, & Loewenstein, 2000). Accordingly, what a manager knows is as much important as what he or she can know.

Applied management knowledge is crucial to improve the organizational performance as the need for good managers is overwhelmingly great (Mintzberg, 1975). Applied management knowledge leads to better value-additions than the conceptual knowledge can provide. This is amply demonstrated in the performance of effective teachers in enabling greater performance of their students (Rivkin Hanushek & Kain, 2005).

Whole-Person Learning

The third dimension of the process-orientation of management education is the 'whole-person approach' to skill development (Barbera et al, 2015). This approach tries to overcome the unduly high degree of emphasis placed by functionalist and interpretive paradigms on conceptual and procedural knowledge. It facilitates transfer of applied management knowledge even as it goes beyond conceptual and procedural knowledge of students so as to map the key skills and competencies required for management graduates to become effective managers. Prior research has attempted to profile the skills required for managers to become effective. For example, it is argued that the skills relating to teamwork and team effectiveness, leadership and leadership initiation, communication, and decision making are the four skills that determine the managerial effectiveness (Hoover et al, 2010). Further, prior research on skills required for management graduates has categorized skills into two categories i.e. managerial skills and functional skills (Camuffo & Gerli, 2004). Accordingly, a managerial skill profile consists of skills such as sense-making, information gathering, information analysis, goal setting, initiative, leadership relationship etc. (Ibid, 2004). This is quite distinct from the skills related to the functional areas. Prior research has shown that the best performers among real world managers demonstrate the competencies such as efficiency orientation, planning, persuasiveness, self-confidence, quantitative analysis, organizational awareness, and directing (Ibid, 2004). This research evidence reveals that these skills address all the three types of skills i.e. cognitive skills, emotional skills, and behavioral skills. As human personality consists of cognition, emotions, and behavior, the education that cultivates skills relating to all these three components of personality is called as whole-person learning approach. Therefore, whole-personal learning approach is defined as follows: 'Whole person learning exists when a participant who demonstrates personal responsibility in actions and decisions is exposed to both direct and vicarious modes of participation, cognitively, emotionally, and behaviorally processes knowledge, skills, and / or attitudes in a high intensity learning situation characterized by a high level of active involvement' (Hoover et al, 2010).

There are several issues relating to whole-person learning approach. These are related to the issue of skills development that may or may not have resulted from management education. All these related issues revolve round the issue of bridging the gap between theory and practice. The first issue that the prior

research debates is whether students of management education indeed develop competencies related to cognitive and emotional intelligence as a result of MBA curriculum (Boyatizs, Stubbs, & Taylor, 2002). There is no research evidence, in this regard, in the affirmative. Further, prior research argues that MBA graduates are found, more likely, to lack executive skills than the cognitive knowledge sets (Hoover et al, 2010). Furthermore, prior research asserts that relevant executive skills can not only be identified but also be taught (Menkes, 2005). The second issue debated, in this context, is about the suitability of pedagogical interventions that can inculcate the required execution skills. Prior research, in this regard, holds the view that experiential learning exercises go a long way in furthering the executive skills (Hoover et al, 2010). Accordingly, prior research has identified high intensity learning, demonstration of personal responsibility for learning on the part of learners, presence of multiple learning dimensions in the process of learning, and the use of direct as well as vicarious learning methods are identified as the four dimensions of whole-person learning (Rogers, 1980). Moreover, it is argued by prior research that execution of an assessment center within a B-School is the key to the process of implementation of whole-person learning.

Potential Contributions of Process Orientation Paradigm

Process orientation of management education serves many purposes of B-Schools and thus helps them get out of the ailments in which they are trapped now. First, it helps them bridge the gap between theory and practice. This is aided by problem-based learning methodology, the emphasis on applied management knowledge, and the holistic skill development through whole-person learning. Second, these three components / dimensions of process orientation of management education serve the needs of big corporates as well as small businesses. Thirdly, this paradigm of business education helps in designing the B-School curricula around business problems and challenges rather than the academic disciplines. This is the key contribution of process orientation paradigm of management education. Fourth, the process orientation paradigm of management education calls for radical change in the approach to engagement in research. Current research in management education is, it is argued, not only leading to mere incremental advances in the respective disciplines but also driven by the requirements of reward system in general and tenure in particular. As process orientation paradigm requires B-School curriculum to address business problems, management research should also become multi-functional in its nature. If this has to happen, research effort cannot just be individualistic. Nor can it be done merely by a team of researchers for the purpose of producing research publications. Process-orientation paradigm requires identification of real world business problems that are systemic in nature as well as value-specific, instead of value neutral, in their content. Therefore, this requires invoking the intervention of researchers not only across several functional areas of management education but also those who are in other academic disciplines. Fifth, the process orientation paradigm calls for longitudinal multi-disciplinary research programs. This is because real world business problems may be so complex that it may not be possible for individual researchers to resolve them within the confined limits of either functionalist or interpretive paradigms exclusively. Nor can they be the subjects of Doctoral dissertations. Therefore, this inhibits the challenging task of addressing research problems and business challenges that are essentially multi-disciplinary in nature. Sixth, the process orientation paradigm can do to research what the business research and consulting firm can't do. Scholars have argued that these firms lack rigor of research as well as the evidence-based research insights that scholarly research can provide though they have filled the vacuum of corporate training space for the time being. Process orientation paradigm can bridge this gap between theory and

practice by instituting longitudinal, multi-disciplinary systemic research (Schoemaker, 2008). This can alone contribute to bridging the gap between theory and practice.

Challenges before Process Orientation Paradigm

These advantages of process orientation paradigm of management education will, however, face considerably challenges in the existing institutional mechanism of MBA education. First, the high degree of success that the B-Schools have gained may not allow them to experiment with the new paradigm of process orientation. The dominant paradigm of functionalism and interpretive paradigm continue to inform, guide and dominate teaching, research and pedagogy. Further, courses taught are also likely to remain compartmentalized within the separate domains of the functional areas of management education. Second, the reward system that focuses on higher performance grading accorded to research will drive faculty members towards making incremental advances in their respective research areas. Naturally, this will lead to individualistic, domain restricted, and discipline-centered research efforts. As a result, this will not lead to multidisciplinary research. Further, the existing reward system is least likely to inspire any innovative research attempt that tries to solve the significant business challenges. Third, it is argued by scholars (Schoemaker, 2008) that those academicians who get into tenured teaching jobs are likely to be risk-averse and, therefore, they aren't likely to take up challenging research issues.

The functionalist paradigm of management education is dominated by the deterministic models of knowledge. Deterministic worldview has, so far, dominated the field of natural sciences. Among humanities, the field of Economics has paid the highest attention towards deterministic models. This trend can be seen among researchers in B-Schools too. However, the world is not just deterministic. We can even argue that it is more probabilistic than deterministic especially in social, economic and cultural domains. The negative side of deterministic, linear, causal models of knowledge is that it explores nothing other than certainty. In other words, it is intolerant towards the possibility of facing uncertainties in real world. However, life has many uncertainties. Therefore, managers need to know how they should manage uncertainties and ambiguities. However, as management education is largely dictated by reductionist functionalism and its unrelenting adherence to the fundamental assumption regarding human rationality, the current approach to knowledge creation hardly recognizes the probabilistic models of knowledge creation.

FUTURE RESEARCH DIRECTIONS

The theoretical framework proposed in this chapter suggests adoption of a process oriented paradigm in management education. Value additions and challenges in implementing this paradigm have been elaborately discussed in the previous section. However, our research is purely qualitative in nature and researchers, further, could explore conceptualizing this into a quantitative research output. It would be useful to test the process orientation of business schools. It would be beneficial to employ a longitudinal study approach to help understand the benefits of implementing process-orientation in management education. It would also be worthwhile to explore the impact of adopting process orientation on the overall performance of a management institute. This necessitates the development of a structured study design and construction of hypotheses that could be validated, the authors consider this study to be a solid foundation for future research in this paradigm.

CONCLUSION

This chapter has investigated several issues that confront B-schools in the process of designing their curricula and pedagogy. First, it has examined the driving and restraining forces of curriculum design by discussing the influence that the existing paradigms of management education have exercised in this process. In this regard, this chapter has made a critical analysis of the current paradigms so as to indicate the future directions. Second, this chapter has explored the reasons for the absence of entrepreneurship focus in the curricula of B-schools due to the absence of process orientation of management education. Towards this end, it has analyzed how the focus on process orientation refurbishes functional perspective to move towards problem-based learning, applied management knowledge, and whole person learning approach to skill development. Third, this chapter has deliberated on prior academic research on adopting an integrated and holistic perspective to management education. For this purpose, it has drawn from the perspectives developed in the areas of problem-based learning in management education, applied management knowledge, and whole person learning approach to skill development. Accordingly, it has explained how these perspectives of will help develop a holistic business education curriculum. Fourth, the chapter has drawn attention to the need for contextualizing the focus of business education to the respective national contexts. This is important against the background that it is illogical to impose a given model of business education on diverse business environments, without considering their specific socio-political and cultural contexts. Lastly, the chapter has also thrown light on adopting a cross-functional perspective in understanding business processes.

The most important issue that acts as a stumbling block of the adoption of process orientation paradigm of management education, the issue of relative importance given in B-Schools to knowledge creation vis-à-vis knowledge dissemination and knowledge assimilation. The mandate of prominent of B-Schools is increasingly tilting towards research and, therefore, on knowledge creation. This emphasis on knowledge creation is, again, the result of uncritical adoption of functionalist paradigm. Creating effective managers is more a function of effectiveness of knowledge dissemination and knowledge assimilation than knowledge creation. The implicit assumption that prevails in B-Schools is that efficacy of knowledge creation also leads, as if by default, to efficacy of knowledge dissemination by faculty members and knowledge assimilation by students. However, this issue provides enough scope for future research. Undeniably, there is a need for research in the processes of knowledge dissemination and knowledge assimilation too. In this regard, prior research has questioned the efficacy of MBA education in creating effective managers (Mintzberg, 2004). From this point of view, process orientation paradigm of management education bridges this gap in research in management education. It lays more emphasis on creating managerial effectiveness among MBAs, going beyond the conceptual overload of the existing curricula so as to enable prospective managers to grapple with uncertainties of business world.

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KEY TERMS AND DEFINITIONS

Applied Management Knowledge: Cognizance of management concepts and principles that equip individuals to categorize issues of prime importance and enable them to select the appropriate course of action.

Problem-Based Learning: A student centered pedagogy where student engagement in real life problems results into leaning.

Whole-Person Learning: Pedagogical approach that nurtures emotional, cognitive and behavioral orientation among students.