

Management Education and Automation

Others have summarized the state of international management education (IME) and re-examined it with a critical approach, addressing the nature and relevance of different international management and business disciplines whilst attempting to arrive at consensus about what IME means in the light of globalization, touching on impact of innovations (Tsang, Kazeroony, & Ellis, 2013). This book will explore IME in light of exponential development of artificial intelligence, Big Data, demographic shifts, expansion of robotic utilization in many economic sectors, aging populations and negative population growth in developed economies, multipolar international political systems, migration patterns and fundamental shifts in individual and social interactions via digital media. Also, this proposal contextualizes cultural intelligence, positive energy, and social responsibility within the context of IME. Finally, this book will examine the ultimate meaning of global IME in the light of deglobalization and glocalization.

While the current employees have begun to panic about the loss of their jobs based on the introduction of AI, teachers have started dreading the shift from the traditional way of teaching to leveraging technology. A plethora of opportunities exist for the current and future employees to augment their competencies and become proficient knowledge workers, avoiding layoffs (Davenport & Kirby, 2015) while teachers by mastering principles can shift from traditional to integrating AI in preparing future students. In teaching, management educators must determine the nature of interactions between students and machines, creating learning outcomes through connecting students to curriculum design, resources such as library, social life, and instructions (Ozbey, Karakose, & Ucar, 2016). Several successful experiments have shown a large body of students interacting with a single instructor, utilizing artificial intelligence, and big data to reduce the need for instructors (Goes, 2016). Also, efforts by colleagues like Thrun's resignation from Stanford to teach free online courses, Khan's academy, and massive open online courses (MOOC) has added new layers of digital utilization to reduce costs, liberate monopoly on knowledge creation, and allow mass participation (DeMillo, 2015), as did the Protestant Reformation movement from 1517 to 1648, shifting the control from centralized authorities to the public.

The aim of this book is twofold: it refocuses the conversation about the required skillsets for those who manage global enterprises locally or globally; and it redefines the domain of international management in light of changes from traditional conversation about cross border cultural management to the continuous changes in processes resulting from organizational interactions with the open system requiring realignment of international manager's approaches to new realities.

This book will help management educators reorient themselves to adequately address (a) the nature of change in the workplace based on the introduction of artificial intelligence (AI) and big data and (b) grasp the effects of multi-polar international political system on deglobalization and glocalisation of economies in providing the correct insights and pathways to ensure their students' success after graduation.

Due to automation, nearly half of all the jobs will vanish over the next two decades in the USA (Selingo, 2017). However, the problem is not confined to any particular country. Therefore, management educators in higher education are faced with two fundamental questions (a) how we prepare our students for new required technology competencies when conducting international

business and (b) how we work with new technologies to prepare our students. While the next generation of employees requires skills in working with artificial intelligence relying on data analytics (New-Collar Jobs, 2018), the emergence of artificial intelligence and new technologies in augmenting teaching is changing the nature of higher education across the globe (Popenici & Kerr, 2017).

Section I lays the groundwork about how the current international management education has changed, what the changes are, and the key issues educators should consider in reorienting themselves.

Section II explores the shifts in the techno-economic framework within which managers and leaders operate.

Section III envisions the future of the economic ecosystem and will assess what international management educators must address to help their students be successful after graduation.

Section IV and VII provide a framework for planning, organizing, leading, and implementing systematic processes in reorienting the international teaching paradigm for the future.

Suggested Chapters will be organized as follow:

- I. New frontiers in international management education knowledge acquisition and transfer
 - a. The new focus of international managers: From ecology to blockchain and anything in between.
 - b. The North and the South dialogue and the East and the West conflict.
 - c. What does multipolar world political order mean for international management?
 - d. Resource limitations and competition in managing the future.
 - e. The erosion of cultural dimensions' distinctness and language barriers for effective international management.
 - f. Social Accounting
- II. Ecology, neurosciences, nanotechnology and ethical considerations for international managers' decision making
 - a. Ecology: why is it relevant?
 - b. Neurosciences, cognitions, and their impact on international management decision making process across boundaries.
 - c. Nanotechnology, molecular manipulation, and ethics.
 - d. Supervising robots and people across cultures and boundaries.
- III. Envisioning the future.
 - a. Effective use of AI and/or big data and data analytics in teaching international management
 - b. Connecting resources to curriculum requirements
 - c. Connecting AI and learning outcomes: formative and summative assessments
 - d. Connecting students
- IV. Work planning for International Managers
 - a. Organizational vision and mission based on AI and/or big data
 - b. Organizational strategies based on data analytics

- c. Meeting goals and objectives integrating AI and/or big data
- V. Organizing Globally and Locally
 - a. Role of AI and/or data analytics in organizational design
 - b. Culture in an integrated AI environment
 - c. Social networking
- VI. Leading Across Border
 - a. Redefining leadership in the age of AI
 - b. Decision-Making using AI and big data
 - c. Communication in the age of AI
 - d. Group/team interactions, dynamics, and productivity in the age of AI
 - e. The levers of motivation
- VII. Systems and Processes during Human-Machine Interface
 - a. The role of managers and employees in the AI integrated environment
 - b. Role of Human Resource management

References:

- Gose, B. (2016, October 28). When the Teaching Assistant Is a Robot. *Chronicle of Higher Education*. pp. B10-B11.
- Davenport, T. H., & Kirby, J. (2015). Beyond automation: strategies for remaining gainfully employed in an era of very smart machines. *Harvard Business Review*, (6), 58.
- DeMillo, R. A. (2015, September 18). Gatekeepers No More: Colleges Must Learn a New Role. *Chronicle of Higher Education*. p. 16.
- Tsang, D., Kazeroony, H. H., & Ellis, G. (2013). *The Routledge companion to international management education*. London: Routledge.
- New-Collar Jobs. (2018). *TD: Talent Development*, 72(2), 12.
- Ozbey, N., Karakose, M., & Ucar, A. (2016). The determination and analysis of factors affecting to student learning by artificial intelligence in higher education. *2016 15th International Conference on Information Technology Based Higher Education and Training (ITHET), Information Technology Based Higher Education and Training (ITHET), 2016 15th International Conference on*, 1. doi:10.1109/ITHET.2016.7760740
- Popenici, S. & Kerr, S. (2017). Exploring the impact of artificial intelligence on teaching and learning in higher education. *Research & Practice in Technology Enhanced Learning*, 12(1), 1-13. doi:10.1186/s41039-017-0062-8
- Selingo, J. J. (2017). Are colleges preparing students for the automated future of work? *The Washington Post*.