

A Look at Change in Management Education

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The eighties was a decade of massive change and, in some cases, upheaval. During that decade, philosophies, technology, and the world changed. A quick review of newspaper headlines or feature articles in news and management periodicals provides evidence of the major shifts that took place and continue to take place today.

Politically, the Cold War came to an abrupt end. When the Berlin Wall came down, so did many political and economic barriers. Eastern Bloc countries began the struggle to change to democratic, free market systems. South Africa continues to undergo political and social stress while trying to give civil rights to its citizens. South American countries continue to struggle with inflation, financial problems, literacy, and insurgency. All these changes require management and leadership skills of the greatest magnitude.

Economically, the rise of Asia as an economic force is creating strains throughout the world. Japan has become a major economic power. Korea is rapidly becoming competitive, and the emergence of China as a source of inexpensive labor has to be recognized. The status of Pacific Rim nations as international economic players is creating a need for Western nations to reevaluate their ways of doing business and their views of management and productivity, particularly in light of the European Economic Community's expanding role in the world economy.

The ethics of the eighties were decried when Ivan Boskey, Michael Milken and his firm, Drexel, Burnham, and others were found guilty of illegal financial activity. American business became concerned about the apparent attitude that customer satisfaction and loyalty took a back seat to production or sales quotas, and an attitude of "if this person doesn't buy, someone else will" surfaced. Because of these attitudes, the quality of American products slipped. Executives and managers started to feel the need for total quality management (TQM). Edward Demming began to gain respect in the U.S. as well as Japan for his work in TQM, and others, such as Tom Peters and Roger Porter, became

gurus of changing management ideas.

Changes in technology seemed to be everyday occurrences during the 1980s. Fax machines became commonplace; computers, computer upgrades, and new software became and continue to be essential tools for management success.

Because major changes in all areas of business and government continue, teachers and administrators involved in management education have to plan carefully for the paradigm shifts that are taking place in the educational arena. Each must recognize the implications of change for the various segments of society and for managers, executives, and teachers at all levels.

Challenge for Management Education

The challenge for management education is to help students learn to manage change ethically, effectively, and efficiently, whether the changes involve international boundaries, human resources, financial considerations, political constraints, asset allocations, work ethics, process and productivity, total quality management, or a combination.

For over a decade, administrators, faculty, and external support groups of the Marriott School of Management (MSM), a part of Brigham Young University, have been strategizing by carefully monitoring trends and looking to the future needs of corporate America, as well as to the needs of entrepreneurs and international companies. The MSM has taken the educational challenge seriously and for sometime has been developing classes and learning opportunities to help graduates respond to the call for management leaders who can help companies and government agencies meet these challenges. Specifically, the MSM has moved forward in an effective and positive manner, as described in the sections that follow.

Statement of Strategic Objectives

The MSM's first step was to develop a mission statement, based on work and study by faculty,

alumni, and external support groups. The Marriott School of Management is committed:

- to educate students with the ethical values, management skills, and leadership abilities needed in organizations worldwide;
- to conduct and publish research on management topics that is useful in academic and management environments; and
- to foster an attitude of responsibility and service to society.

This statement of strategic objectives gives a clear signal that the MSM is prepared to meet the challenge of management needs today and tomorrow.

These objectives also provided the framework for faculty study and the development of a new curriculum that took the good from the past and allowed for the injection of new ideas for the future. Previously accepted paradigms of management education were no longer held sacred. These entrepreneurs of management education are assessing the needs, as reported by students, alumni, employees, and external supporters, and focusing classroom presentations and research to meet those needs.

The Undergraduate Program

The undergraduate program was the first to be reviewed in light of paradigm shifts and to respond to the new strategic objectives. One of the first steps was to interview the customer — the “consumer” of management education. For over three years, students and alumni were interviewed about what is good and bad in the curriculum. These interviews revealed a need for more emphasis on entrepreneurship, international environments, ethics, and human resources. Faculty members were challenged to respond to these needs more effectively. The University administration supported the School’s efforts to make management programs more streamlined, more geared to today’s needs. A faculty committee, composed of senior as well as new faculty members, was appointed to work directly with the undergraduate curriculum. The results of their work came as a surprise to some and represented to others an opportunity to move forward.

A limited enrollment policy was instituted, wherein only students meeting established academic standards in general education and pre-business core classes are admitted to pursue a major. In an effort to work with the University to assist students who did not meet these standards or who merely wanted an exposure to the

basics of management, a “minor in management” was introduced. This 22-hour program provided an opportunity for students from other disciplines, (engineering, languages, math sciences, social sciences, etc.) to gain basic management principles and skills for career purposes or to be prepared, if they so chose, to continue for an MBA degree.

The curriculum committee’s recommendation to streamline the undergraduate major options to two, business management and accounting, was accepted. Under this streamlined program a common core was established along with a prerequisite for computer proficiency. In addition, the School introduced four core classes, one of which, Business Management 100–104 responded to the University’s concern for a broader, more generalized education. It is a reading course and is taken for one-hour credit in each of four semesters. This class has selected text books such as *Les Miserables*, *American Caesar*, *Crime and Punishment*, *From Beirut to Jerusalem*, *The Killer Angels*, *Breadgivers*, *The Chosen*, *Pride and Prejudice*, and *The Discoverers*. Students register for a specific teacher and book, and each book is discussed in groups of 25 or less. The group meets on campus or in the professor’s home. The experience is an exciting one for students and faculty and a change from the more formal classroom presentations. Students gain insights into literature, people, the author’s view, and individual interpretation.

The second new class, Public Management 385, is a modular course with three parts: ethics, international business, and government and society. The class is taught by a team of professors who rotate to different sections of students. In this class, students are given insights in three major areas of real-world concern. This class has provided an integrated understanding to the students that would not have been possible if concepts were taught in isolated situations. A new vitality in teaching has occurred because of the synergy of the topics.

Management Communications 321 is an oral communications class in which students are challenged to learn the skills necessary in making oral presentations to various persons or groups, e.g., employees, customers, boards, or supervisors. This class is enhanced by the use of video equipment and other technologies.

The final core class is Information Systems 301. This is a sophisticated systems class that opens new doors for students, who learn to use computers, software, and numbers as tools for

better management techniques. In technology-enhanced learning environments (TELE), teachers use computers, video, and projection equipment to illustrate materials visually. Graphs and charts can be produced immediately on a large screen by faculty members or students at the computer station/lecturn. This shift to technological expertise by faculty and students is becoming a reality not only in classrooms but in businesses. This class builds upon the required computer literacy for admission to the business school. In addition, a special module of four sessions on total quality management (TQM) has been introduced into the management core as part of the whole, not as an isolated unit that could appear to be an afterthought.

With the core classes completed, students then move into one of two programs: a bachelor of management degree, program with a focus on general business, finance, marketing, operations, human resources, or international business; or the bachelor of accountancy degree program with a focus on tax, audit, financial, information systems, or managerial.

The MAcc Program

The five-year, bachelor's and master's degree in accountancy program has undergone major changes. Three years ago, the accounting program at Brigham Young University received a grant from the Accounting Education Change Commission. With this three-year grant came the challenge to look at what was happening in the world of professional accountancy and to make changes in the curriculum that would enhance accounting graduates' move from student to professional. For three years, a dedicated team of 10 to 15 faculty members observed, studied, questioned, challenged concepts, and tried new teaching techniques.

The result was an integrated program that gives accounting students a better feel for management issues, not just for numbers and number crunching. The MSM undergraduate common core helps bring the accounting students on line with other business students. Junior students move into an integrated schedule with four six-hour courses, a schedule that allows more "management" learning to take place.

In the fourth year of the five-year program, those students opting for the master's degree move into an integrated program within the MSM Graduate Core. Functional area classes are taken with MBS and Master of Organizational Behavior (MOB) students. These integrated core

classes also include the TQM modules. Classes are limited to 60 students per section, with an emphasis on study teams. This allows students and teachers to become better acquainted, to feel free to ask questions, and to help each other in a team effort to cover important concepts and processes.

Integrated Graduate Core

Concurrent with the accounting study, another faculty committee was assigned to look at the needs of the other professional graduate programs in the Marriott School of Management. As a result, an MSM Graduate Core was developed for students enrolled in the MBA, MAcc, and MOB programs. Twelve hours of the first year are invested in six classes: Business Finance I, Operations Management I, Organizational Behavior, Marketing Management I, Written and Oral Communications I, and a Management Seminar. By taking these core classes together, the MBAs, the accountants, and the OB students gain an appreciation for different points of view, of the value of cooperative skills, and of individual student goals.

The major concept of the core program is integration. Teachers team-teach each class together, each bringing a different expertise. Accounting teachers use their expertise to bring out the need to use accounting principles in decision making and how an understanding of accounting can help managers be more productive. During the same class, organizational behavior professors can offer their understanding of human resources to explain the conflicts that can arise when numbers outweigh people or if people do not work effectively as team members. Economics and finance professors can point to the necessity of studying economic and financial trends. The integration of several emphases into one case study can rapidly give students an understanding of alternative viewpoints and solutions to management problems and of real-world problems that are cross-functional, interdisciplinary, and do not lead themselves to cut-and-dry solutions.

Special Graduate Activity

An unusual graduate activity has been developed to help students build teamwork. The "ropes retreat" takes the students into a physically challenging program of activities that force each one to rely on the members of his or her team. Students find that what one individual cannot accomplish, a team can. An added benefit, that

**Marriott School of Management
Bachelor of Science Degree**

CHARACTERISTIC	OLD	NEW
Number of majors	4 1. Accounting 2. Human Resources 3. Information Management 4. Business Management with Concentration Areas	2 1. Accounting 2. Management, with Emphasis Areas
Prerequisite Courses	7	4
Repeat Policy on Prerequisites	None	One Time Only
Minimum Pre-major and Overall GPA	2.85	2.85
Ceiling on Acceptances	None	700 Per Year
Required Program Credit Hours Exclusive of General Education Accounting Other (Now included under management)	73 56 to 68	64 55 to 58

KEY CHANGES AND REASONING

1. Reduction in pre-major requirements to provide students a go/no go decision earlier.
2. Limit on repeats of prerequisites.
3. Limit on acceptances to a number assuring a quality education.
4. Complete review of course requirements — revision of some courses.

NEW COURSES

- a. Public Mgt 385 — three module course: ethics, international business, government and society.
- b. Information Systems 301. Use of computers in business - systems analysis and design.
- c. Management Communication 321. Oral Communications. Course presentations are videotaped for review and analysis.
- d. Business Management 101-104. Readings. Four half-credit courses in which students read books outside the management arena, e.g., *Les Miserables*, *American Caesar*, *Man's Search for Meaning*. Reading includes classics, biographies, history. Discussion group with management faculty members.

surprised many, is that international students find this to be their first successful attempt at forming a team with their English-speaking counterparts. Participants do not have to speak English to help a group of blindfolded peers make it through a maze, nor does English help when scaling a rope wall or riding a pulley seat down a rope into the arms of waiting team members. This activity welds classes together with an attitude of "we can all make it if we work together."

Management Field Studies

Management Field Studies is a new "hands-on" class developed to give students an opportunity to work in a realistic environment to solve an existing management problem. Faculty and students work with the management of real companies to develop solutions. Experiences are taken to the classroom for further learning opportunities.

Globalization

The graduate curriculum committee accepted the challenge of looking at globalization and its implications for students and courses. Several aspects of the educational process became apparent: 1) MBA students have excellent language capability, with an average of over 85% speaking at least two languages; 2) the number of international students enrolled in the various graduate programs increases each year (over 25% in the MBA Program); 3) more and more graduates enter careers that carry them across international borders; and 4) many alumni and friends who support the School through recruitment and financial means are finding it necessary to expand their businesses into international markets. It also became apparent to committee members that the curriculum was not keeping pace with the students' capabilities and needs.

The committee began by intergrating international cases and classes into the curriculum. An exciting result was that many of the international students responded with first-hand reports on the cultural and economic effects of the expansion of international business, particularly American companies, into *less developed countries* with large labor forces and markets.

In addition to developing curriculum, the MBA Program committee undertook the challenge of forming student study groups along language lines, and such groups in Japanese, Chinese, German, French, Italian, Portuguese,

Korean, Russian, and Swedish are now commonplace. Because of their large number, Spanish-speaking students are divided equally into the groups. These study groups proved effective in helping the international students learn business and management terms in English while they share their natal language terms with English-speaking students.

In addition to the language-based study groups, the international students receive specialized instruction during a two-week, pre-school seminar. During this time, students have the opportunity to learn about the culture of American university life and to become acquainted with the local living environment. Academically, they receive intensive computer and vocabulary instruction. The faculty members who work with the students also arrange a support system for student families. For example, the MBA Spouses Association sponsors seminars for the children and spouses of the international students. These seminars present information on shopping, travel, entertainment, schools, medical options, and other normal support activities that are new to these families. A high percentage of international students are already seasoned, middle management professionals who bring management knowledge to the classroom. They regard this personal preparation period as essential to their academic integration as a student.

Center for International Business Education and Research

As a result of strategic planning, Dr. Lee H. Radebaugh began working on a proposal to the U.S. Department of Education for a grant to establish a Center for International Business Education and Research. This proposal, in conjunction with the University of Utah, was accepted in 1990, and the School became the joint recipient of a major grant to promote educational activities that allow significant cross pollination of ideas in the area of international business and to provide a network of cooperative international education programs. The Center now provides the framework for curriculum and program development, faculty enrichment, research programs, linkages with alumni, and seminars and workshops for the extended business community. Funds provide for numerous activities: faculty travel and teaching opportunities outside the United States, including presentations at international conferences; support for research on global business and

**Marriott School of Management
MBA Changes**

CHARACTERISTIC	OLD	NEW
Concept Change	<ul style="list-style-type: none"> • STANDARD MBA Curriculum, in preparation for corporate America • Two semester functional classes 	<ul style="list-style-type: none"> • First semester functional integrated classes across core courses.* Second semester integrated classes, on Global Issues, Strategy, and Managerial Economics. • Integrative case teaching – faculty from two or more functional areas. • Field study requirement in the second year.
Emphasis	Marketing Finance General Business	Emphasis on Strengths Entrepreneurship Ethics International (Globalization)
Courses and Curriculum	No group specialization No Language Course	New Courses* Strategic Management* Business, Government, & International Economy* Data Exploration* Management & Technology* Management Lecture Series* Study groups assigned by language Intensive Business Language Classes German Japanese (85% of class bilingual) Korean Spanish French
Number of Students		
Day	101	121
EMBA	47	68
Average GPA	3.51	3.54
GMAT	588	592
TOFEL	500	570
Acceptance Rate	1 of 2	1 of 3

*Accounting and Organizational Behavior students participate

KEY CHANGES AND REASONING

1. Change in emphasis due to today's marketplace needs and opportunities.
2. Complete review of courses with deletions, additions, and revisions. Integration of material and students from earlier graduate programs to allow sharing of perceptions and academic emphasis.

cultural practices; the development of foreign business languages classes; and support for visiting scholars from other countries, for example, Andrei Markov, an economics professor from Moscow University, who has visited the Marriott School during the past three semesters.

The Center funds and supports the foreign language track in the MBA Program. Under this track, the students are required to take an international business course entitled, "Business, Government, and the International Economy." With macro and international economics as a foundation, this course emphasizes the global environment in which many corporations operate.

Centers of Excellence

The increasing demand for cutting-edge education requires that business and management schools stay at the forefront of the educational process. In the Marriott School of Management, it is felt that the continuing development of strong programs, students, and faculty rests in the infrastructure of the school. Hence, after much thought and planning, the concept of centers of excellence was introduced. These centers are built on the expertise of the faculty and the market niche concept.

Centers of excellence bring students, faculty, and external supporters together for the enrichment of the educational process and for the infusion of current research and study into academics, businesses, and organizations. The Marriott School has selected five areas around which to establish centers of excellence.

The first center is entrepreneurship. In recent years, the vitality and creativity of entrepreneurs have been recognized as essential to the well-being of the American economy. The fact that a very high percentage of job creation takes place within entrepreneurial ventures and small business has led business schools to rethink their dedication to educating managers only for Fortune 500 companies.

At Brigham Young University, the entrepreneurial spirit is alive and well. With the assistance of the Entrepreneur Founders, an external support group, a curriculum has been developed that includes the Entrepreneurship Lecture Series, the Management Field Studies class, small business courses, and research/study projects. With the commitment of external supporters, "in-company" research and study opportunities are provided to faculty and stu-

dents to give them current information and, especially, a first-hand view inside a business.

The second center of excellence is international management. This center is represented by the Center for International Business Education and Research (CIBER). The synergism created among students, faculty, universities (both in and out of America), and international corporations is creating an invigorating academic synergy. CIBER provides the structure though which many challenging projects and programs are encouraged, coordinated, and funded.

Third is the center for ethics and values. This area of excellence began to develop a decade ago when a member of the School's National Advisory Council gave a major gift of time and money to the school to respond to what he perceived as a major lack in the business community — a basic foundation of ethical values and behavior. As a result of this support, a faculty committee was organized to work on curriculum development and support programs. Classes at the undergraduate and graduate levels now have specific ethics modules, as well as integrated ethics lessons in most classes. The MSM has also funded six ethics conferences ranging from the first on the ethics of administration to the Kemper Foundation Ethics conference on the teaching of ethics to the most recent conference on the ethics of finance. The conferences have brought students, academicians, and managers together to make ethics a real part of the management community. Because of the continuing emphasis in and support of this area, faculty members have published several books and numerous articles, including *The Ethics of Administration*, *Ethical Issues in the Practice of Accounting*, and *Exemplary Public Administrators*.

The fourth center of excellence is the area of free enterprise, housed in the Smith Center for Free Enterprise Studies. The research and teaching of concepts relevant to the free enterprise system are an important element of courses and publications. The Center has as part of its infrastructure the J. Fish Smith Professorship in Free Enterprise Studies. This professorship allows one of the School's outstanding professors, David K. Hart, to expand his research on the works of Adam Smith, the philosophers of the Scottish Enlightenment, and contemporary thinkers in the area of free enterprise, ethics, and values.

The Skaggs Institute of Retail Management represents the final center of excellence. The

Institute has developed a national reputation for the excellence of its graduates and faculty research. Through the Institute's coordination, faculty members from various academic specialties join together in conducting research. Through the support of major retailers, the Institute places students in work/study internships throughout the country, and some internationally. These students have the opportunity to learn and work in a cooperative program that prepares them to enter the workforce as well prepared, entry-level retail managers.

In summary, the centers of excellence concept allows faculty and students from various academic disciplines to cross disciplinary lines to work with others who can provide added dimensions to classroom presentations, research conference papers mentoring programs, and support groups. Centers of excellence breakdown invisible barriers between academic specialties and create an academic atmosphere replete with excitement and cooperative effort.

MSM Social Responsibility

The strategic objectives conclude with a statement on social responsibility. Work toward this objective is handled in the classroom through modules on ethics and values and in the area of business and government interface. But the MSM does not stop there. Programs that take students into the community are encouraged. One example of community service is the Beta Alpha Psi's commitment to the Volunteer Income Tax Assistance (VITA) program, in which students in the accounting program volunteer to assist students, as well as members of the community, with their state and federal income taxes. Brigham Young Chapter of Beta Alpha Psi has received national recognition for the commitment, work, and follow-through of the students involved in this program. The MBA Association, with the encouragement of the program director and faculty, has instituted a community service program in which MBA students join with the United Way to record books for the blind, assist Oakridge School in its swimming program for disabled children, and provide volunteer services to fledgling companies to help them develop business plans. Coupled with this activity by students is the community service to the Festival of the Trees (raising money for Primary Children's Hospital) and sponsoring programs for the wives and children of international students. Organizational Behavior and Public Management faculty

members invite community leaders and members into the classroom to present social issues that are discussed in light of community values and economic demands. Undergraduates are introduced to community involvement through the Student Chapter of the Management Society.

Conclusion

In meeting the demands of the ever-expanding business world and, in turn, the demands placed upon management graduates, both administrators and faculty members must be aware of current trends such as globalization and entrepreneurship, and respond accordingly by implementing needed changes and even retooling if necessary. A program or college cannot remain static or live in an academic bubble. The academic product—the graduates—must be able to move into the professional world with the least amount of discomfort and disruption. This means that all colleges of business management must have a strategic plan developed by administrators, faculty, students, alumni, and external supporters, and administrators that must “work” the plan. Change must be viewed as beneficial, not something to be feared and avoided. Continuous review and curriculum development are essential to academic excellence. Management programs must provide the skills and tools to meet today's technological and human resource challenges.

The Marriott School's statement of strategic objectives has guided its endeavors during the recent past. As a result, faculty committees and external supporters have caught the vision of an energetic, interactive curriculum based on centers of excellence where needs can be accessed and responses formulated. With the added emphases on faculty research to add freshness to courses and on student preparation, the MSM continues to make progress in improving its products. Its graduates face the world of management with a global perspective, with well-founded ethics and values, and with technical skills that will assist them as they move into the twenty-first century. Change is good, and challenges help create excellence.

Dr. Skousen, Dean of the Marriott School of Management, is author or co-author of over 40 articles and books, including Principles of Accounting; Ms. Bertelson is Assistant to the Dean and is currently the mayor of Springville, Utah.