FIVE PILLARS FOR INNOVATIVE BUSINESS MANAGEMENT CURRICULUM.

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Abstract
Business management education was formally recognized at universities with the establishment of the first business school in France in 1819 (Hayes, 1993) and it has now grown and started being popular at universities in 1980s (Macfarlane, 1995). However, during last five decades the business management education has been subjected to severe and continuous criticisms that in brief Business Management education is not fit for the purpose. Even-though there are enough literature that discuss those issues separately, no single research that discusses multiple issues of Business Management education has been found by the author to-date. This research has synthesized the literature relating to those criticisms and identified five major underlying issues revolved around those criticisms. Hence, the discussion of all those important issues simultaneously under one stop shop is a timely need and especially useful for revisit of Business Management Curriculum belongs to business management educators for the purpose of upgrading or redesigning of Business Management Curriculum which is warranted in a dynamically changing environment. However, having considered the importance of the insights derived from the contents of each of the issues it is discussed two of them in this article as part one and the remaining three issues are discussed in the next article as part two.

Keywords – Business management curriculum, Integration, Interdisciplinarity, Sustainability, Employability, entrepreneurship, Technology.

Introduction

Business management education that has now been incorporated at various levels, doctoral, post graduate, undergraduate and even now at secondary school level has initiated in the nineteenth century. The very first business schools were established in France in 1819, in the USA in 1880, in Germany in 1898 and in Britain in 1899 (Hayes, 1993). It has now grown rapidly and started being popular at universities in 1980s (Macfarlane, 1995). However, Business Management education had to face several challenges during last five decades of dynamically changing environment. Business Management education at university level was first resisted by academics as an illegitimate discipline on the basis that the academic disciplines are to ascertain purely the truth and the objective knowledge which is remote from the affairs of the world and therefore they are required to detach from the practical concerns and the curricular of Business management at business schools which is a blend of disciplines taught in applied framework is concerned as a threat to the academy because of closeness with practical concerns (Minogue (1973), O' Hear, (1988) & Squires, (1990) cited in Macfarlane, 1995).

Macfarlane (1995) continued the debate of legitimacy issue and argues even-thought the business management education has been able to secure its place in academia since it is placed in the soft applied domain by the curricula which is a blend of constituent elements derived from other domains such as statistics and accountancy (hard applied) or mathematics (hard pure), marketing an amalgamation of sociology and psychology (soft pure) but he is skeptical that if the business management is able to be legitimate discipline at the universities unless it relates to human conditions. The issue that the business management education at university level is illegitimate discipline has now been resolved. Bowie (1990) argues that business ethics which is included in the curriculum makes the business management education legitimate in the liberal traditions of higher education. In support of this argument it is to be reminded that the business ethics which has been taught at the Harvard Business School since its inception in 1908, is a part and parcel of business management education and now business ethics have been extended to corporate social responsibility and finally sustainability latter which relate human conditions for the wellbeing of the present and future generation of people by the goal of sustainability, triple bottom line, people planet and profit.

Another aspect of the legitimacy of business management education is confirmed by Thomas and Wilson (2011) cited in Wilson and Thomas (2012) paying the attention on the work earlier done by Antunes and Thomas (2007), portraying the legitimacy of business management education dividing the time period into three that the business management during the period of nineteenth to twentieth century, the first generation, catered the managers to the state and further introduced institutionalized management practices such as accounting. The second generation which is academically rigorous specially the decade of 1970s, the governments around the world supported the business management education at Universities by department of business management and business schools. The third generation which is preceding up-to now from 1980s provided the legitimacy of business management by rankings of research, rankings of global performance, citations and international accreditation bodies.

Accordingly, it appears that now there is no societal importance of the criticism in relation to illegitimacy of the business management education that caters not only the needs of the market but also human condition for wellbeing of ecosystem by business ethics, corporate social responsibility and sustainability education within the soft applied domain of knowledge and the acceptance of literal legitimacy by the states all over the world.

Hence, the issue that the business management as an academic discipline at universities is illegitimate cannot be further questioned (Cornual, 2005 cited in Wilson and Thomas, 2012) and such questioning has no robust or accuracy today (Wilson and Thomas, 2012). However, there are many other unresolved issues derived from continuous criticisms against business Management education to be addressed rather simultaneously than in isolation.

Statement of Problem
The opposition against the Business Management education at universities as an illegitimate discipline has now been resolved and recognized as a legitimate discipline but the criticisms against the business Management education are continuous raising several other issues challenging the viability and sustainability of the Business Management education. These issues reflect that the address of one or more of them is inadequate but the simultaneous addresses of all those issues are imperative in upgrading or redesigning of Business Management curriculum.

Hence, the purpose of this research is to critically analyze the criticisms leveled at Business Management education and identify various issues interwoven with those criticisms so that the designers of an innovative curriculum enable to simultaneously address of those issues.
In this regard, this study explores the following research objectives
- i. What are the major criticisms against the business management education?
- ii. What are underlying issues of business management education behind those criticisms? and
- iii. What are the guidelines that could resolve those issues?

Methodology/Scope of the Study
Different academic databases such as Proquest, Emerald, Google Scholar, EBSCOhost were accessed to gather a great number of relevant research articles already published in journals. They were distilled on several criteria based on the research problem. One of the criteria was the relevance. In this regard, the research articles that critically analyze the issues of business management education were selected. These articles transpired insights for identifying various issues that undermine the viability and sustainability of the business management education. The next criteria was the importance of the issues raised. These articles paved the way to limit to identify five major issues of business management education. Another criteria used was recentness of research articles. These articles led to choose relevant and important research articles published during last five decades during which the business management education is subject to continuous criticism by scattered literature.

Finally, the authors who have got decades of experience of business management education at universities carried out this research as an exploratory research to bridge the knowledge gap because exploratory research is appropriate "to tackle new problems on which little or no previous research has been done" (Brown, 2006, p.43) and their experiences enable to identify significant five issues that prevail in current business management education. The validity and reliability of each of the issues was crossed checked with multiple research articles in order to give a detailed and balanced picture of each of the issue. Hence, this study sets a platform for empirical research to identify these gaps of the business management education simultaneously at their respective universities and recommend how to bridge them.

Literature Review
The fitness for the purpose of the undergraduate business program is dependent on the values assigned in the Business Management curriculum. In determining the value, it is required to address the needs of all the stakeholders, students, parents, government, employers, regulatory bodies and the (tax-paying) public who demand the value of education. Even-though the business management program comprises almost common set of modules around the world due to the constraints imposed by the controlling body of the higher education institute in that country, every individual higher education institute enjoys discretion to decide the nature and extent of the curriculum within which it is able to create an appealing business management curriculum for business management program. AACSB International (2012) provides a discretion by recommending that business students should complete fifty percent of their overall curriculum outside of the business program. The discretion so allowed by authorities could be used to innovate the curriculum. Alstete (2013) Points out that the innovation of the curriculum is certainly important because it is the primary offering that the business school offers to the students even-though there are other strategic factors such as price, enrolment, class size, number of majors, facilities, quality

and technology. In addition to improved curriculum, some business schools have developed delivery models too (Pharr et al., 1998) and assessment models too (Gomez and Berrocoso, 2012). Since the delivery model follows the curriculum and the assessment model follows the delivery, the curriculum which is treated as the blue print of the education is the priority. However, the continuous criticisms leveled at business management education reflects that the discretion extended by the regulatory agencies to the modification of the curriculum which is to be exercised by the business school is not properly exercised. There are many issues that have been neglected or ignored in designing a business curriculum. Pfeffer (2009) expresses the dissatisfaction for the failure of business school stating that "evidence is almost completely inconsistent with the idea that business schools are having positive effects on the development of students values and attitudes". Kasser & Ahuvia (2002) point out that most business students rely on extrinsic value such as money and image rather than their intrinsic value for ethical responsibility.

Another important aspect that is neglected or ignored in designing a business curriculum is the employability of the students beyond the traditional technical knowledge taught by the curriculum. Whetten and Clark, (1996) cited Porter and McKibbin (1988) that in their landmark study of management education identified and revealed that the employers gave low ratings to the leadership and interpersonal skills of business graduates and they demanded to improve soft skills of business management students as prospective managers. Since then researchers have identified employable skills which should be developed by higher education institutes. Pool & Sewell (2007) stipulate that the employability embraces technical and non-technical skills and knowledge, career management skills and life and work experience and it is required to include in the curriculum.

Discussion
Issue 01 out of 05: Ethical Gap
In an organization, society or economy, there are many human relationships that arise by the interactions amongst managers, employees, customers, suppliers, competitor and the public at large. These human relations are expected to play a moral role with moral responsibilities. Any deviation of expected moral behavior of business leaders creates an ethical gap. The economic crisis, large scale corporate scandals, large scale human and natural disasters have brought to the notice of the society that the values of the corporate leaders have diminished with a blame that Business schools have created an ethical gap by teaching amoral theories that free their students of their moral responsibility (Ghoshal, 2005).

Macfarlane (1995) gives several examples how business management education negate values of the business to the society. In economics, the standard of living of people is quantitatively measured by per capita ignoring the social factors that contribute the quality of life such as unequal distribution of income. In business law, the doctrine of privity of contract protects contractual rights only between contractual parties, doctrine of caveat emptor (let the buyer beware) protects only to the extent the buyer has expressly agreed with the seller who is excluded to voluntarily disclose material facts of the contract. As a general rule, the mere silence is not misrepresentation. The boastings or exaggerations of marketers do not amount to misrepresentations. Consideration of a contract need not be adequate with each other. Financial accounting is concerned only with private cost but not the social cost in creating wealth maximization. These types of amoral principles prevail with other modules too.

The business leaders who are aware of only the principles of capitalism in the absence of moral theories taught in their education cannot connect theories with the human lives. Coles, (1995) cited in Hill & Ian (1999) allege that the most of modern universities do not have an intention to connect theories with human lives. Macfarlane (1995) stressed that "With large scale human and natural disasters, such as Bhopal or the destruction of Brazilian rain forest, led to a sharper public focus on the activities of business corporations, city based financial scandals illustrated the darker side of free market philosophy" such as profit maximization, super profit, maximization of shareholders wealth, growth of the business by mergers and acquisitions for creating monopolies, oligopolies. The modules of business management frequently emphasize the basic principles of capitalism. These principles tend to deteriorate moral values of business leaders expected in the society.

Hence, the academic interest in business ethics is demanded in early 1980s (Towell et al., 2012). Many studies find that the business ethics education benefits the students, business organization and the society at large. Teixeira and Rocha (2010) argue that the business students who will be future leaders of business will be able to practice within the acceptable business ethics. Harris and Guffey, Jr., (1991) point out that business ethics education is able to create a difference in the behavior of individuals. Ethical business practices contribute positively to achieve the objectives of the business organization. "employees like to work for a company they can trust; customers like to deal with an ethically reliable business; suppliers like to sell to firms with which they can have a real partnership; and communities are more likely to cooperate with

organizations that deal honestly and fairly with them" (CMA, 1998). Fisher et al. (1999) Point out that the practices of business ethics could result in fewer legislative intervention of the government in the business. However, Hill and Stewart (1999) Pointed out that even-though many business schools have mentioned issues of character in their mission by way of 'integrity', service', citizenship', 'responsibility' and 'leadership', they give only lip service to the ethics. Hill and Stewart (1999) Pointed out that even-though many business schools have mentioned issues of character in their mission by way of 'integrity', service', citizenship', 'responsibility' and 'leadership', they give only lip service to the ethics.

The integration of business ethics in to the curriculum benefits all stakeholders. Baetz and Carson (1999) suggest to integrate contents of business ethics across the curricular of undergraduate and graduate programs. Some scholars have introduced conceptual models for integrating business ethics into the curricular of business programs (Bishop, 1992; Cant and Kulik, 2009 cited in Towell et al., 2012).

In teaching moral values of business in business and management education, business ethics was extended to Corporate Social Responsibility which has been now extended to sustainability which is a fairly recent phenomenon in management education (Rands and Starik, 2009). Christensen et al (2007) defines Business Ethics as "A form of applied ethics that examines ethical rules and principles within a commercial context; the various moral or ethical problems that can arise in a business setting; and any special duties or obligations that apply to persons who are engaged in commerce" and Christensen et al (2007) defines Corporate Social Responsibility as "The voluntary actions taken by a company to address economic, social, and environmental impacts of its business operations and the concerns of its principal stakeholders" and defines Sustainability as "Business that contributes to an equitable and ecologically sustainable economy. Sustainable businesses offer products and services that fulfill society's needs while contributing to the well-being of the earth's inhabitants".

The education for environment has now become education for sustainability with a desperate expectation of the society from the business graduates of higher education extending their role for the protection of ecology in the dynamically changing environment. Mader et al (2013) point out that the society needs not only graduates with research skills but also graduates who are able to meet the needs of present with a sustainable future for our grandchildren.

Issue 02: Employability Gap
The innovativeness, dynamism, the competitiveness and the internationalization in the dynamically changing business environment challenge the education system specially the higher educational institutes (HEIs) to equip their students with the skills required to the world of work. Such work environment indicates that the new graduates have to be transformed from education to the world of work by employability skills developed at their HEIs. Governments and employers across developed economies increasingly call for higher education providers to prepare graduates for the world of work (Confederation of British Industry (CBI), 2012) and a remarkable attention in this regard in European countries by DEHEMS (2012). It is stressed in DEHEMS (2012) that "the European actions such as TUNING Educational Structures in Europe, Careers after Higher Education (CHEERS), Flexible Professional in the Knowledge Society (REFLEX) or "Higher Education as a Generator of Strategic Competences" (HEGESCO) have sought answers to these questions by comparing graduates in their transition from education to the world of work in a country-comparative fashion".

Employability means simply that the graduates are capable of being employed at entry level labour market. The employers who seek graduates for their entry level labour market require from them not only the knowledge and skills related to the subject discipline called technical knowledge but also knowledge and skills related to the non-technical skills which is generally called as employability skills.

However, the notion of employability is much more complex than the relative restrictive key skills agenda (The Dearing, 1997). Little (2001) cited in Lowden (2011) argues that employability is a multi-dimensional concept and factors relevant to obtaining a job and factors relevant to the preparation of work are required to be distinguished. Lees (2002) distinguished two aspects of employability citing Yorke (2001) and Knight & Yorke (2001) that there are two main concepts of employability,

1. The ability of being employed, rather than job acquisition (Harvey, 2001; Van Der Heijden, 2001).
2. The ability of the graduate to get a job – any job.

The authorities use the second concept for Employability Performance Indicators (EPIs) but it is the first concept that most scholars in HEIs are primarily concerned with. Consequently, the notion of employability is agreed in this article as "a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be

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successful in their chosen occupations, which benefit themselves, the workforce, the community and the economy" (Yorke, 2004). These employability skills are sometimes referred to as professional, core, generic, key, and non-technical skills and are inherent to enhancing graduate work-readiness (Yorke & Knight, 2004 cited in Yorke, 2004).

Hence, the role of HIEs is to make graduates' professional work either by way of generating new knowledge, namely, the Push principle which is no more adequate. When looking at the jobs held by higher education graduates the key question is not always if they get jobs but why (Brennan & Little, 2009: 101) : "it is less about the characteristics of the jobs (wages, status, employment sector) and more about what it is that graduates bring to them – their knowledge, competences and dispositions". Hence, the role of HEIs is required to be adjusted by providing skills necessary, namely, Pull principle for making undergraduates suitable for the world of work.

Many scholars found that the business management students are not able to meet the expectations of the employers in the absence of employable skills learnt and they are subject to continuous criticisms by the employers that there is a persistent gap between the skills learnt at the higher education institute and skills needed at the place of work (Jackson, 2013). This expectation gap arises because the employers place more importance on different competencies than the business schools offer. Maellaro (2012) argues that said skill gap has arisen because business graduates lack human side of the organization, interpersonal skills. In order to understand what competencies that the employers expect it is required to have frequent conversations with the employers. Such interaction contributes to develop students with both knowledge required for academic rigor and the soft skills valued by the employers (Abraham & Karns, 2009).

Employability skills typically considered important in developed economies are team working, communication, self-management, and analysis and critical thinking (Business, Industry and Higher Education Collaboration Council (BIHECC), 2007; Lowden et al., 2011). DEHEMS report (2009) summarizes the desired skills mentioned with a high level of frequency in all the countries subjected to its survey as social and communication skills, job self-efficacy, adaptability, flexibility, teamwork, leadership skills, intercultural competence and sensitivity (preferably acquired via international experiences), foreign language skills, ability to engage in conflict resolution, ability to proactively use results of an external evaluation, lifelong learning skills, entrepreneurship, a positive work attitude etc. Yorke (2001) cited in Lees (2002) points out analysis, judgment, decision making, problem solving, critical thinking, presentation, teamwork, numeracy, inter personal relations, communication and the ability to cope with technological innovations, social problems, economic barriers and rapidly changing political and international situations. These employable skills are certainly important in business because they are directly connected to achieving objectives with and through people. Business students should be capable of dealing with the human side of organizations with these employable skills.

The business schools have been aware of this expectation gap for a quite period of time but they have been unable to deviate from their traditional teaching method from transferring managerial knowledge to managerial skill development together with managerial knowledge at a satisfactory level (Whetten et al., 1991 cited in Whetten and Clark, 1996) and the business schools are notorious for failing to develop the interpersonal skills necessary to effectively manage people (Butler et al., 2008; Mintzberg, 2005; Schmidt & Ralph, 2005 cited in Maellaro and Whittington, 2012).

These soft skills are more difficult to teach than technical knowledge and skills because the non-technical skills relate to the behavioural changes than the technical knowledge and skills. Jackson (2013). Another major barrier of of teaching soft skills is that there is an inadequate curriculum and pedagogy (Porter and McKibbin, 1988 and McEvoy and Cragun, 1987 cited by Whetten and Clark, 1996, Knight & Yorke (2000) cited in Yorke (2004); Maellaro, (2012); Baharun et al., 2012).

It is now undisputed and widely accepted that it is required to develop employable skills of graduates of Business schools and undoubted that it is a shared responsibility of many stakeholders such as higher education institute, government, employers, students and parents. Hancock et al. (2009) states that employers predominantly believe successfully acquiring employable skills remains the responsibility of business school. This indicates that the primary responsibility for employability of graduates is on the business school itself. Hence it is required to articulate its stand in relation to the employability of graduates through the provision of policy statements, the strategy, the structure and the culture of the Business school and finally reflected by the curriculum and pedagogies.

Hence, there is no debating that a major responsibility for the smooth integration of graduates into professional life, and hence into society, lies with higher education institutions (Pukelis et al, 2007 cited in Gunn et al, 2010). The assertion that the HEIs should explicitly take account of their learners' future employment needs (including the generic skills and abilities

needed in the workplace) in developing the curriculum and in the teaching and learning methods used' has an educational impact on programme and course design (Scottish Funding Council, 2009 cited in Gunn et al. 2010).

Conclusion

In the circumstances of criticisms leveled at business management education, it is necessary to address the underlying issues behind those criticisms such as ethical gap and the employability gap discussed above among five gaps identified in order to make business graduates more effective, more competitive and more innovative at the work place, in the society and in their lives. The bridging of these gaps by the transfer knowledge and skills is necessarily required to set relevant goals and objectives in this regard and alignment of contents, material and learning activities across all the modules of the curricular (Patrizi et al, 2013).

The frequent three complaints/challenges that the behavioural changes that requires to transfer skills is difficult in the classroom, the regulatory authority does not permit such modifications and such modifications compromise the knowledge contents to be delivered are rather illusionary than visionary business management education.

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