The Role of Business School Education in the Preparation for Management 2.0

A multiple-case study.
Acknowledgements

Now that this thesis has come to an end, we would like to thank some people for supporting and helping us during the course of this master thesis. First of all, we would like to thank our supervisor Jean-Charles Languilaire, who has invested an incredible amount of time and effort to help us in developing this thesis. He provided us with helpful feedback and support, and has been engaged more than we expected a supervisor to be. Second, we would like to show appreciation to our peers in the seminar group, who have been sitting with us through those endless seminar sessions and provided us with constructive feedback. Third, we would like to thank our friends, who sometimes helped us out when we did not know what to do anymore and provided some valuable ideas without knowing the specifics of our thesis. Last, we would like to show appreciation to our families for their support while writing this thesis.

We would like to show our gratitude to Anna Blombäck, Kajsa Haag and Marcela Ramirez-Pasillas for making time for us and participating in our interviews and enabling us to capture the viewpoint of the faculty. Furthermore, we would like to thank all the students that participated in our focus groups for their insight into the student perspective. We know how busy you have been in that period and we appreciate it highly that you made some time in your schedule to help us out.

Finally, I, Karen Vossen, would like to thank my thesis partner Kristina Hengstenberg for all the hard work and the great teamwork. It was a pleasure to work with you on this. And I, Kristina Hengstenberg, would like to thank you, Karen Vossen, for your commitment and hours of work to get our thesis done together. I really enjoyed working with you.


____________________  __________________
Kristina Hengstenberg  Karen Vossen
Master Thesis in Business Administration

Title: The Role of Business School Education in the Preparation for Management 2.0.
Authors: K. Hengstenberg and K. Vossen
Tutor: Jean-Charles Languilaire
Date: 2018-05-21

Key terms: Management 2.0, business schools, skills, forces

Abstract

Background: New challenges arise in today’s business environment, and certain skills are needed by employees to be able to manage these. Business schools can support future managers by providing preparation to the students for Management 2.0, however, right now the education is perceived as insufficient.

Purpose: Our master thesis has as purpose to explore to which extent the education in business schools provide skills relevant to future managers in Management 2.0.

Method: In order to get answers for our purpose, we conducted an exploratory multiple-case study by having the programmes International Management and Global Management as cases, in the context of Jönköping International Business School. We conducted interviews and a document research to capture the faculty perspective, and focus groups to capture the students’ perspective.

Conclusion: Our research shows that education in business schools is preparing students to a certain extent for Management 2.0, however, we cannot specifically define to what extent the education in business schools is preparing them. Some of the skills, which can be linked to the identified forces of Management 2.0, are more present at business schools than others.
# Table of Contents

1. **Introduction** ......................................................................................................................... 1
   1.1. From Management 1.0 to 2.0 .................................................................................................. 1
   1.2. Management 2.0 Requires New Skills .................................................................................. 2
   1.3. Role of Business Schools for Reaching the New Skills? ....................................................... 2
   1.4. Problem Discussion and Purpose .......................................................................................... 3

2. **Skills for Management 2.0: A Theoretical Background** ......................................................... 4
   2.1. Management 2.0 Forces Reviewed ....................................................................................... 4
       2.1.1. Virtualisation .................................................................................................................. 4
       2.1.2. Open Work Source Practices .......................................................................................... 5
       2.1.3. Decline of Organisational Hierarchy ............................................................................. 6
       2.1.4. Generation Y Values ...................................................................................................... 7
       2.1.5. Tumult of Global Markets ............................................................................................. 8
       2.1.6. Imperative of Business Sustainability .......................................................................... 9
       2.1.7. Summary of the Forces .................................................................................................. 11
   2.2. Content and Approach of Education in Business Schools ................................................... 12
       2.2.1. Content ........................................................................................................................ 13
       2.2.2. Pedagogical Approach ................................................................................................ 14
   2.3. Skills Identified ..................................................................................................................... 15

3. **Research Philosophy, Methodology and Methods** .................................................................. 18
   3.1. Research Philosophy: A Relativistic Approach .................................................................. 18
   3.2. Approach and Strategy: Exploratory Multiple-Case Study and Case Selection ............... 19
       3.2.1. Exploratory Multiple-Case Study ............................................................................... 19
       3.2.2. Case Selection: BSc International Management and MSc Global Management ....... 19
       3.2.3. Context of the Study: Jönköping International Business School ............................... 20
   3.3. Literature Review ................................................................................................................. 21
       3.3.1. Literature Review Problem Identification: A Traditional Approach ......................... 21
       3.3.2. Literature Review Theoretical Background: A Traditional Approach ...................... 22
   3.4. Data Collection ..................................................................................................................... 22
       3.4.1. In-Depth Interviews Faculty Viewpoint ....................................................................... 22
       3.4.2. Document Research Faculty Viewpoint ....................................................................... 24
       3.4.3. Focus Groups Student Viewpoint ................................................................................. 24
   3.5. Research Ethics and Quality ................................................................................................ 27
       3.6.1. Research Ethics .............................................................................................................. 28
       3.6.2. Quality .......................................................................................................................... 29

4. **Empirical Analysis: BSc International Management** ............................................................... 31
   4.1. Problem Solving .................................................................................................................... 31
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2. Critical Thinking</td>
<td>32</td>
</tr>
<tr>
<td>4.3. Creativity</td>
<td>33</td>
</tr>
<tr>
<td>4.4. People Management</td>
<td>35</td>
</tr>
<tr>
<td>4.5. Communication and Collaboration</td>
<td>36</td>
</tr>
<tr>
<td>4.6. Multicultural Understanding</td>
<td>38</td>
</tr>
<tr>
<td>4.7. Responsibility</td>
<td>40</td>
</tr>
<tr>
<td>4.8. Continuous Learning</td>
<td>41</td>
</tr>
<tr>
<td>4.9. Technological Knowledge</td>
<td>43</td>
</tr>
<tr>
<td>4.10. Flexibility</td>
<td>43</td>
</tr>
<tr>
<td>4.11. Other Skills</td>
<td>45</td>
</tr>
<tr>
<td>4.12. Learnings for International Management</td>
<td>46</td>
</tr>
<tr>
<td>4.12.1. Content</td>
<td>47</td>
</tr>
<tr>
<td>4.12.2. Pedagogical Approach</td>
<td>48</td>
</tr>
<tr>
<td>4.12.3. Key Learnings</td>
<td>50</td>
</tr>
<tr>
<td>5. Empirical Analysis: MSc Global Management</td>
<td>51</td>
</tr>
<tr>
<td>5.1. Problem Solving</td>
<td>51</td>
</tr>
<tr>
<td>5.2. Critical Thinking</td>
<td>52</td>
</tr>
<tr>
<td>5.3. Creativity</td>
<td>53</td>
</tr>
<tr>
<td>5.4. People Management</td>
<td>54</td>
</tr>
<tr>
<td>5.5. Communication and Collaboration</td>
<td>55</td>
</tr>
<tr>
<td>5.6. Multicultural Understanding</td>
<td>57</td>
</tr>
<tr>
<td>5.7. Responsibility</td>
<td>58</td>
</tr>
<tr>
<td>5.8. Continuous Learning</td>
<td>59</td>
</tr>
<tr>
<td>5.9. Technological Knowledge</td>
<td>60</td>
</tr>
<tr>
<td>5.10. Flexibility</td>
<td>61</td>
</tr>
<tr>
<td>5.11. Other Skills</td>
<td>62</td>
</tr>
<tr>
<td>5.12. Learnings for Global Management</td>
<td>63</td>
</tr>
<tr>
<td>5.12.1. Content</td>
<td>63</td>
</tr>
<tr>
<td>5.12.2. Pedagogical Approach</td>
<td>64</td>
</tr>
<tr>
<td>5.12.3. Key Learnings</td>
<td>65</td>
</tr>
<tr>
<td>6. Cross-Case Analysis</td>
<td>66</td>
</tr>
<tr>
<td>6.1. Content</td>
<td>66</td>
</tr>
<tr>
<td>6.2. Pedagogical Approach</td>
<td>67</td>
</tr>
<tr>
<td>6.3. Key Learnings</td>
<td>69</td>
</tr>
<tr>
<td>7. Conclusion and Discussion</td>
<td>71</td>
</tr>
<tr>
<td>7.1. Conclusion</td>
<td>71</td>
</tr>
<tr>
<td>7.2. Discussion and Theoretical Contributions</td>
<td>71</td>
</tr>
<tr>
<td>7.3. Practical Contributions</td>
<td>72</td>
</tr>
</tbody>
</table>
7.4. Limitations .................................................................................................................. 73
7.5. Future Research ........................................................................................................... 73
References ............................................................................................................................
Appendices .............................................................................................................................
Appendix 1: Topic Guide Interviews Programme Directors ................................................
Appendix 2: Topic Guide Interview Associate Dean for Education ....................................
Appendix 3: Topic Guide Focus Groups .............................................................................
Appendix 4: Learnings Content for International Management and Global Management ....
Appendix 5: Learnings Pedagogical Approach for International Management and Global Management ..........................................................

Table of Tables

Table 1: Summary of the Management 2.0 Forces ................................................................. 11
Table 2: Skills Identified ........................................................................................................ 15
Table 3: Information Interviews .......................................................................................... 23
Table 4: Information Focus Groups ..................................................................................... 25

Table of Figures

Figure 1: Relationship Between Programme Objectives and Management 2.0 Forces ........... 70
1. Introduction

This chapter is an introduction to the topic of our thesis. First, it introduces the shift from Management 1.0 to Management 2.0 and the role of education in business schools. The problem identified is that from our perspective both universities and employers should ensure that future employers are prepared for Management 2.0 by having the relevant skills. This leads to the purpose to explore to which extent the education in business schools provides skills relevant to future managers in Management 2.0.

1.1. From Management 1.0 to 2.0

The “old idea of what management is and how it works has reached the end of the road” (Handy, 2015, p.123). Management 1.0 can be introduced as “the industrial age paradigm built atop the principles of standardization, specialization, hierarchy, control, and primacy of shareholder interests” (Hamel, 2009, p.92). McGrath (2014) indicates that the old management was needed as organisations got bigger and needed to be coordinated. It was originally focused on the problems of efficiency and scale, and the past management solved these problems with “its hierarchical structure, cascading goals, precise role definitions, and elaborate rules and procedures” (Hamel, 2009, p.92). Too much focus on stability, short-term orientation and exploiting existing advantages are also described as characteristics of early management. After this start, knowledge got into the picture and management theories were developed, with an emphasis on managing knowledge workers. The motivation and engagement of workers became more important, and managers focused a bit less on authority and control (McGrath, 2014). Management based on bureaucracy is perceived to no longer work in today’s business environment, thus, Management 1.0 is too limited and Management 2.0 should be introduced (Hamel, 2009).

In today's business environment, companies are facing various threats, inconsistencies and uncertainties, that challenge them in their efforts for competitiveness and growth (PricewaterhouseCoopers, 2017). Thus, businesses might want to adapt to factors like e.g. technological and demographic changes, growing economies and environmental issues and are pressured to, beyond others, innovate, reshape operations, strategies, and regulations and to take more risks (PricewaterhouseCoopers, 2017). Bhalla, Dyrchs and Strack (2017) write that today’s world is changing faster than ever, and that business models, workplace attitudes, technologies and demographics evolve rapidly. McGrath (2014) mentions that nowadays organisations are there to create experiences; it is the era of empathy. Instead of sticking to their old systems and structures that used to provide them with competitive advantage, organisations are advised to do things differently, if they want to compete in nowadays’ fluctuating and uncertain environment (McGrath, 2013). Changing business environment requires managers to apply new ways of thinking and acting; this flexible mindset is recommended to be adopted at all levels (Forbes, 2017). Hamel (2009) wrote down 25 moon shots that should help to change Management 1.0 into Management 2.0, with a bigger focus on undoing bureaucracy and capabilities of employees. Management 2.0 should try to concentrate on new ways to manage the organisation, without losing the benefits of Management 1.0. Combined the 25 moon shots indicate that the new management should become “a lot more adaptable, innovative, and inspiring without getting any less focused, disciplined, or performance oriented” (Hamel, 2009, p.97). Networks, emotions, and communities created by individual managers are seen as other characteristics of the new management (McGrath, 2014). Handy (2015)
adds open information and self-responsibility to this. Open information should lead to a more transparent organisation, which can be seen as “a way of building confidence and trust” (Handy, 2015, p.116). As part of The Boston Consulting Group, Bhalla, Dyrchs and Strack (2017) identified four megatrends that they describe as key to the new management. Two of these refer to “changes in the demand for talent: technological and digital productivity, and shifts in ways of generating business value. The second two address changes in the supply for talent: shifts in resource distribution and changing workforce cultures and value” (Bhalla, Dyrchs and Strack, 2017, para.2). As technology is rapidly developing, management and people skills are needed to manage organisations (Handy, 2015).

1.2. Management 2.0 Requires New Skills

In the increasing competition for talent, companies strive for attracting employees with the necessary skills (PricewaterhouseCoopers, 2017). Most notable changes in employees’ skills needed between 2015 and 2020 are forecasted to be creativity to benefit from new ways of working and technologies, emotional intelligence, and technological knowledge. Further important skills needed in 2020 are forecasted to be complex problem solving, critical thinking, people management, coordinating with others, judgement and decision making, service orientation, negotiation, and cognitive flexibility (Gray, 2016). The need for the workforce to learn these skills is increasing (Redmond, 2017). Employees’ ability to learn and to acquire new skills – not existing skills – increasingly comes to the fore. To retain talent, organisations might want to emphasise leadership development to prepare their leaders before a need occurs and to strengthen important values (McGrath, 2013).

These changes mean, among others, that rather than reinforcing existing ideas, leaders should encourage questioning the status quo, discovering instead of predicting and involve different parties in strategy processes to gather a variety of inputs (McGrath, 2013). Organisations are recommended to develop an ability to hear, understand and pay attention to early warnings to shift to new spaces. This includes the willingness to accept, deal with and respond to bad news (McGrath, 2013). Although, ongoing training and development for existing employees seems to be crucial for an organisation’s success, universities should share this responsibility with future employers by creating an understanding of the important skills to prepare future employees for working in the business environment as efficiently as possible (Docherty, 2014).

1.3. Role of Business Schools for Reaching the New Skills?

In 2015/2016, 25,849 students were enrolled at business schools – member organisations of the Association to Advance Collegiate Schools of Business – worldwide (Statista, 2018). Business schools are recommended to teach their students relevant management skills, like critical thinking, creativity, the ability of continuous learning and problem solving (Ungaretti et al., 2015). However, it seems to be a common argument that business schools do not sufficiently provide their students with these skills to prepare them for working life (e.g. Schoemaker, 2008; Minocha, Reynolds & Hristov, 2017; Ungaretti et al., 2015). Schoemaker (2008) criticises the insufficient preparation of business schools for an uncertain environment where an entrepreneurial mindset is required. Mitroff, Alpaslan and O’Connor (2015) see a necessity for business schools to change regarding intellectual content, philosophy and mindset. Having reviewed business education, we could see
three categories of aspects that seem to play an important role in preparing students and providing them with the relevant skills, organisational issues – e.g. related to background and experience of specific staff, including tenure; content – what is taught, and the pedagogical approach – how it is taught. We decided to not take organisational issues into account, as we do not see this dimension as part of our thesis.

Based on our review of more recent literature regarding the (in-)appropriateness of business education, we assume that Schoemaker’s concerns are still valid and can be applied to the contemporary context. This is what makes us believe that it is interesting to explore the role of business school education in the preparation for Management 2.0.

1.4. Problem Discussion and Purpose

The literature shows that the world is changing, and Management 1.0 shifted to Management 2.0, because of this, different skills seem to be required by future managers. Consequently, education in business schools should help develop these relevant skills. However, literature criticises the content and approach of business schools, deeming that it is not appropriate for helping students develop these skills. Therefore, we believe that it is interesting as a purpose of this study to explore to which extent the education in business schools provides skills relevant to future managers in Management 2.0.

This purpose reaches to the research question of this master thesis:

To which extent does the education in business schools provide skills relevant to future managers in Management 2.0?
2. Skills for Management 2.0: A Theoretical Background

This chapter presents and discusses relevant findings from other literature related to our topic. First, there is a section about six Management 2.0 forces, which is supported with more recent literature on the topic. Second, there is a section about the content and approach of education in business schools. In both sections and using the introduction as well, skills that we perceived relevant are identified and presented at the end in a table. These skills are the starting point for further analysis.

2.1. Management 2.0 Forces Reviewed

McDonald (2011) uses the article of Hamel (2009) as a starting point and identifies six forces that influence Management 2.0, namely virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets, and imperative of business sustainability. These forces are explained and reviewed in this sub-chapter, and are developed based on relevant and more recent research.

2.1.1. Virtualisation

The first force presented by McDonald (2011) is virtualisation of work, which describes that the workforce no longer has to be physically present in order to do their work. There are several forms of virtualisation, including being part of a virtual team, telecommuting or working under a flexible work scheme. Work also seems to get less visible as it changes from physical work to more knowledge related work, where value is still created by the employee, but now in its head rather than on the work floor. According to McDonald (2011), trust becomes a major component of the new management.

The trend of virtualisation has been growing rapidly the last few decades with the rise of globalisation, and the need for quicker development and innovation (Dulebohn & Hoch, 2017). Virtual work teams seemingly have become the new standard, as 85% of the respondents of a 2016 survey indicated that virtual work was a part of the job (RW3 CultureWizard, 2016). Jimenez et al. (2017) also mention that it is expected that companies work across boundaries; companies that do not have virtual teams somehow are rather an exception nowadays. Kurtzberg (2014) points out that it becomes more common to be part of several virtual teams at the same time, having a different team for every project. Advantages are related to creating a highly knowledgeable team chosen from a pool of talented people, geographically dispersed, reducing both travel and labour costs, and continuous productivity (Dulebohn & Hoch, 2017; Kurtzberg, 2014). Furthermore, Kurtzberg (2014) also mentions that virtual teams provide employees the opportunity to work from home or have a flexible hours scheme, as they no longer have to be physically present at a certain location to be able to do their work. Handy (2015) writes that the physical workplace is changing and that it is not necessary to work at the office.

Challenges of virtualisation can be related to conflicts during teamwork, and issues connected to coordination and integration, especially coordinating the content, relationships and schedules (Kurtzberg, 2014). Language seems to be a challenge when considering communication, mainly related to coordinating the content, as members of a virtual team are likely to have different proficiency levels of the language that they are using to be able to understand each other (Jimenez et al., 2017). Furthermore, trust and team engagement could be two important issues to consider.
It may be difficult for a manager to fully trust and be able to encourage a team that one never met, and it may be difficult for an employee to feel part of a company, or a team, when never meeting co-workers or having to be physically present somewhere. Jimenez et al. (2017) confirm that it is more difficult to create a relationship with co-workers, and employees may not feel committed to a team and obligated to do their best. Zakaria (2017) argues that companies hire employees without considering whether these people are able to work in the more complex multicultural teams. Handy (2015) discusses the concept of over-communication as people do not see each other, and reflecting and deep thinking may get lost in this.

Poulsen and Ipsen (2017) state that employees of virtual teams are very independent and specialist skills are often needed, however, these employees also need to cope with isolation and loneliness. Kurtzberg (2014) concludes that planning ahead, more process orientation and a tighter controlled leadership style helps virtual teams to perform better. Han et al. (2017) find that the leadership of virtual teams has to be flexible, thus, there should not be one leader, but rather more based on the expertise one can bring to the team. They perceive effective cross-cultural training as an important aspect that companies should provide to virtual multicultural teams, after which the employees will work as effective as they would in non-virtual teams (Zakaria, 2017). Managers should also focus on promoting a social climate; the employees have to feel safe enough to share their opinions, and agree or disagree with other employees’ opinions (Han et al., 2017). Furthermore, the same research indicates that virtual teams get more creative when using several communication tools, rather than just communicating through Skype or email.

For the force virtualisation, there seem to be a few aspects that are relevant. These are related to trust (McDonald, 2011; Dulebohn & Hoch, 2017), team engagement (Dulebohn & Hoch, 2017), the ability to work in multicultural teams (Zakaria, 2017), being independent (Poulsen & Ipsen, 2017), being flexible (Han et al., 2017), and creativity (Han et al., 2017).

### 2.1.2. Open Work Source Practices

The second force McDonald (2011) presents is open work source practices, a trend that has been influenced by the fast development of information and communications technology (ICT). It describes the sharing of processes and information, where precision, customisation and flexibility are seen as key. For management, this means that much responsibility is handled by ICT and that decision-making is done by employees rather than managers. The complexity of open work source practices should be handled with fluidity and flexibility.

Handy (2015) refers to open information as a key characteristic, and this could lead to networks instead of hierarchies, redistribution of power, employees becoming free agents, more connection, disappearing boundaries, the encouragement of initiative and exploration. When information is open, it can maybe no longer be used as a source of power and organisational structures may have to adapt to this new feature. Open work source practices can already be found in many governance institutions, which use the concept of open data, for instance, the EU Open Data Portal provides access to data published by EU organisations that is free to use (European Union, 2018). These governmental organisations, and also several non-governmental organisations, could have an influence on other organisations by showing best practices for e-government and open data projects (Kassen, 2017). This research further concludes that the concept of open data relies on
transparency and participation, and it fosters communication and collaboration. Research in the world of science mentions innovation, transparency and equality as strength of the concept of open science (Levin & Leonelli, 2016). The concept of openness in general is increasingly used in politics, social norms and economic structure, however, it remains an ambiguous concept in science as researchers have different ideas about what to share and what not (Levin & Leonelli, 2016).

The rise of ICT is also visible in education, namely the concept of open teaching, where using ICT for teaching and learning becomes more popular, however, higher education organisations do still not know how to fully incorporate ICT in their learning strategy (Bates & Sangrà, 2011). The same research concludes that senior employees in higher education are not always capable of handling the new technology and using it to its full potential. Peter and Deimann (2013) even argue that higher education organisations are switching from e-learning to o-learning, where the o refers to open. Open work source practices should be taught during the higher education, as the students need to be prepared for the workplace (Bates & Sangrà, 2011). Open teaching can help preparing for the workplace, as it provides flexibility and autonomy (Chiappe, Andres, & Lee, 2017).

For the force open work source practices, we identified the following aspects to be relevant: handing down responsibility (McDonald, 2011), redistribution of power, encouragement of initiative (Handy, 2015), transparency, participation, collaboration, and communication (Kassen, 2017), and flexibility and autonomy (Chiappe, Andres, & Lee, 2017).

2.1.3. Decline of Organisational Hierarchy

McDonald’s (2011) third force explains the decline of organisational hierarchy, where hierarchy is replaced with networks, and self-organisation becomes more important. New roles are emerging for managers, namely cultivators and coaches, which see management as one of the many organisational competencies. Management 2.0 will be concerned with collaboration, synthesis, tacit knowledge and multi-dimensional management thinking. Managers should look beyond the traditional courses and have to find topics that can teach them something new, such as biology and philosophy.

Advantages of eliminating organisational hierarchy can be linked to innovation and everyone being heard, the decline can also eliminate restraints in the learning process and outcomes itself (Sanner & Bunderson, 2018). Challenges for teams with a flatter hierarchy could be losing focus and becoming inefficient, as problem resolving and acting as a leader to foster group learning are argued to become less important (Sanner & Bunderson, 2018). Furthermore, the same research mentions that hierarchies are essential for the functioning of a team, whether it emerged naturally or was chosen in a formal setting, as it ensures that teams are working towards the same goal. Creativity is not necessarily less present in a team with hierarchy, as leaders can set boundaries, and Hennessey and Amabile (2010) discovered that there is more innovation when there are clear boundaries. However, Kastelle (2013) does not agree on this and writes that if everyone in the organisation has the same purpose, a flat structure will work better, and that a firm with a flat structure is also more innovative. Sanner and Bunderson (2018) provide some solutions to cope with these challenges, where they still keep a hierarchy, but try to eliminate the negative effects of organisational hierarchy. A performance-based culture should be created, where the employees can show their expertise and what they know in general. Furthermore, team feedback should be used, to ensure that the groups’
goal is aligned. When these solutions are implemented, hierarchy is believed to actually foster collaboration. Kastelle (2013) mentions that it might be hard for organisations to change their organisational structure into a flatter one, especially if the current organisational structure is already there for a long time.

Foss and Klein (2014) agree with McDonald (2011) that networks will replace the traditional hierarchy structure and that the role of managers needs to change. Furthermore, managers should not tell their employees what to do, but merely set the boundaries and goals, while the employees still manage the task themselves. The employees should also be able to collaborate by sharing their specialist knowledge, multitask and get new know-how. Foss and Klein (2014) do indicate that decision-making is done differently in organisations, whether it is done by executive teams or decentralised as far as possible, however, when it is urgent, decisions are made best by one or more senior managers. They conclude that managerial authority is not dead, but it needs to change.

For the force decline of organisational hierarchy, several aspects are considered relevant. These are diverse knowledge (McDonald, 2011), feedback, group focus (Sanner & Bunderson, 2018), self-management, collaboration, and knowledge sharing (Foss & Klein, 2014).

2.1.4. Generation Y Values

The fourth force McDonald (2011) presents is rise of generation Y (also referred to as Millennials) values. Born between 1982 and 1999, this group of employees will be dominating the workforce. The author further states that their different working attitude and values like work-life balance, freedom, career development and traveling, have to be considered by Management 2.0. To attract and retain generation Y talent, management should encourage autonomy, cooperative and active behaviours and provide their employees with an environment of trust that continuously offers new challenges and entertainment.

In more recent literature, authors agree with McDonald (2011) regarding the implication of the rise of generation Y values for management (e.g. Kultalahti & Viitala, 2015; Festing & Schäfer, 2014; Stewart et al., 2017). Generations differ in attitudes, beliefs, behaviour, and values, based on changes in society (Kultalahti & Viitala, 2015). Millennials are described as driven by support and appreciation for good work. They seem to value team environments with open communication (Stewart et al., 2017), where their supervisor’s behaviour plays an important role, and they are offered opportunities for contentious learning and job development, high variety of interesting and challenging tasks, flexible working hours and work-life balance (Kultalahti & Viitala, 2015). Their technological knowledge is perceived as empowering them to be informed and to compete. They are described as diverse, multitasking and autonomous (Rodriguez & Rodriguez, 2015). Undesirable generation Y characteristics Rodriguez and Rodriguez (2015) state are high expectations for reward, impatience, inability to organise the own duties and inconsistency in terms of time committed to one job. They might not possess profound knowledge, and highly depend on parents. Furthermore, the authors claim that Millennials are fragile to recover from failures.

A major challenge of this force seems to be of Human Resource Management (HRM) nature (Kultalahti & Viitala, 2015). Changing demographics have led to a shortage of high performing employees, which makes it increasingly critical for companies to retain talent (Festing & Schäfer,
In this case, organisations should set a specific focus on talent management (Festing & Schäfer, 2014). As organisations might aim for their employees’ commitment and their psychological contract – their belief shaped by the organisation – they might want to align their practices with employee preferences and beliefs. (Kultalahti & Viitala, 2015). Festing and Schäfer (2014) argue alike; to achieve desired attitudinal (e.g. commitment) and behavioural (e.g. intention to stay) outcomes, organisations should consider generational effects when designing their talent management strategy to achieve the desired psychological contract of their employees. These should stand in line with the organisational context. Kultalahti and Viitala (2015) believe that the appropriate response to this challenge is the recruitment and development of supervisors that invest time in coaching Millennial workers. To adapt talent management practices to changing perceptions and attitudes, performance evaluation should be considered as important part. In terms of duty, performance appraisals should reflect employees’ contributions and focus more on specific objective outcomes in the larger organisational context and positive contributions. Performance evaluation can be adopted by “more frequent and closer interaction with supervisors” (Stewart et al., 2017, p.108), communication and access to higher-level information. More frequent reward, recognition and feedback might be desired by Millennials. Onboarding programmes and early development can be effective ways to overcome possible threats of insufficient preparation for the work environment (Stewart et al., 2017). Rodríguez and Rodríguez (2015) propose a different approach to manage generation Y: Cloud Leadership. This concept is described as a collective process that reflects knowledge, shared through networks of people. It should consider the individual more and develop a thinking of overtaking responsibility by encouraging self-awareness and self-knowledge. Cloud Leaders allow for direct communication and provide updated information. They focus on positive leadership to motivate Millennials.

For the force of generation Y values, we identified that the aspects of encouraging autonomy, cooperative and active behaviours, environments of trust that continuously offers new challenges and entertainment (McDonald, 2011), team environments and open communication (Stewart et al., 2017), autonomy (Rodríguez & Rodríguez, 2015), multitasking (Rodríguez & Rodríguez, 2015), technological knowledge (Rodríguez & Rodríguez, 2015) and coaching (Kultalahti & Viitala, 2015).

2.1.5. Tumult of Global Markets

The fifth force that McDonald (2011) discusses is the tumult of global markets. According to the author, national borders do not exist for talent anymore. High performing employees can decide to work for those with the most convenient offers on a global scale. McDonald (2011) sees the management challenge in developing and educating employees for self-management and creativity. Management 2.0 needs to be capable of managing diversity and understanding cross-cultural differences. A managerial mindset of “geocentricity” should be developed and fostered by education and development. He sees a managerial challenge in finding an appropriate balance between synergistic fusion across language and geography and time and understanding and valuing diversity.

Also in more recent literature, global markets are seen as a challenging factor for managers (e.g. Lücke, Kostova & Roth, 2014; Vaiman, Haslberger & Vance, 2015; Stone & Deadrick, 2015). Within the scope of this, not only language, cultural, political, legal, and social differences (Stone & Deadrick, 2015) seem to be an issue; also the global competition for talent and the necessity of
multinational organisations to balance local practices with the coordination and integration of their business processes and talent management practices on a global scale are seen as critical (Vaiman, Haslberger & Vance, 2015). Based on this, Lücke, Kostova and Roth (2014) emphasise the importance for managers to understand multiple cultures to be able to interpret contexts and behaviours of diverse workforces. Thereby, they do not have to identify themselves with the foreign culture. Vaiman, Haslberger and Vance (2015) elaborate on this view and present self-initiated expatriates as important source of global talent. To manage global talent throughout the organisation, an integration of HRM and knowledge management is suggested. Thus, knowledge and information that are important for the achievement of company goals and objectives can be managed more effectively.

Furthermore, companies should make efforts in organisational branding and offering benefits and support to attract self-initiated expatriates with high global competence (Vaiman, Haslberger & Vance, 2015). One of the challenges that are mentioned regarding this concept is that this group of employees might not feel as committed to the company. Visiting different locations, including the headquarters, should allow for professional interactions and networking. Likewise, Stone and Deadrick (2015) discuss the implications of globalisation for HRM. International organisations have to decide on organisational wide human resource management practices, organisational culture and prepare their managers to deal with multicultural environments. Global organisations should be aware of cultural differences in values and consider these in Human Resources (HR) activities to be able to attract and manage global talent. Different from the authors discussed before, Khilji, Tarique and Schuler (2015) argue that global talent management should be seen from a contextualised macro perspective – including government and diasporas – instead of from a solely HRM perspective. In many countries, governments integrate policies to support and attract global talent to strengthen their local capabilities. The authors state that knowledge transfer, learning and talent flow have influenced global talent management. Khilji, Tarique and Schuler (2015) present a conceptual framework that integrates environment, processes and outcomes that they believe is important to be considered for the development of organisational strategies. As there is reason to believe that scarcity of talent will continue being a critical matter, managers should find means to attain, grow and retain global talent. They see an increasing trend of mobility and its consequence of more independency of global workers. Managers should develop strategies to work with these talents most effectively. Individual and organisational learning is seen as one of the crucial tasks. Universities should make sure that diverse students and faculty members actively engage in learning about each other.

The tumults of global markets requires managers of Management 2.0 the aspects of self-management, creativity, manage diversity, understand cross-cultural differences (McDonald, 2011), and multicultural contexts and environments (Lücke, Kostova & Roth, 2014; Stone & Deadrick, 2015), people management (Vaiman, Haslberger & Vance, 2015).

2.1.6. Imperative of Business Sustainability

As last force that seems to play an important role in defining Management 2.0, McDonald (2011) mentions the imperative of business sustainability. As in the classical economic model of profit maximisation for shareholders, sustainability has been used more for marketing means, Management 2.0 should take this subject more seriously and focus on actual change. McDonald
(2011) proposes an integration of sustainability and Corporate Social Responsibility into core contents of management education and mainstream business practices. In the future, managers might have to consider variety and complexity of their external environment more.

Siltaoja (2013), Baumgartner (2013), and Jamali, El Dirani and Harwood (2014) express similar concerns regarding business sustainability as McDonald (2011); many businesses are perceived to focus on Corporate Social Responsibility (CSR) outcomes in terms of reputation or performance, rather than on the impact on environment and society. CSR targets society, stakeholders, voluntariness, economic, and environment. It should focus on how organisations can contribute to the well-being of society (Siltaoja, 2013). The different authors share the opinion that integrating CSR into business practices is favourable for innovation and can be profitable for society as well as for the company itself (Siltaoja, 2013; Baumgartner, 2013; Jamali, El Dirani & Harwood, 2014). Siltaoja (2013) believes that CSR can be especially important for a company’s business strategy. In his paper, he revises the Corporate Social Performance Study Model of Wood from 1991, a model focusing on responsibility principles, responsiveness processes, outcome and impact. It describes the impact that organisations’ actions have on stakeholders, society and themselves. As one of his main conclusions, Siltaoja (2013) argues that by integrating Knowledge Creation Strategies in the model, sustainable development challenges can be approached. Knowledge creation is perceived as crucial for the development of innovations. Innovations are probably desirable for companies to stay competitive, while CSR is an issue that organisations could be expected to perform. Seeing CSR as part of the business strategy could motivate organisations to plan their Corporate Social Performance appropriately to focus on the outcome of knowledge that should help them to cope with challenges of sustainable development. Siltaoja (2013) suggests that applying a combination strategy for knowledge creation by collaborations between profit and non-profit organisations can increase the social impact of CSR activities; For-profits might have more resources, while non-profits might often be more committed to social change.

Baumgartner (2013), and Jamali, El Dirani and Harwood (2014) focus on the importance of management’s support for the creation of valuable CSR outcome. Baumgartner (2013) presents a conceptual framework that focuses on the integration of sustainability on the management levels of normative, strategic and operational management. Regarding his view, managers of each of these levels have to contribute in their specific fields of responsibility for the development, implementation and control of sustainable strategies. On normative level, it should be ensured that mission, vision and organisational culture stand in line with the organisation’s view on sustainability. Operational managers should feel responsible for the implementation of the sustainability strategy – defined by strategic management – in their planning and realisation of processes. The challenge for companies is conceived to be sustainable and economically successful at the same time. Organisations are recommended to define their sustainability strategies individually, based on their internal and external environmental factors.

Jamali, El Dirani and Harwood (2014) see a major challenge of CSR in the implementation of the strategy for management practices that create outcome values. They argue for planning CSR strategically that stands in line with mission and core competencies of the organisation. Different from Baumgartner (2013), they do not focus on different management level; they believe that especially Human Resource Management can play an important supporting role for creating
managerial actions and outcomes regarding CSR. Co-creation of these two issues can create value for both sites and the company as a whole. HR should play a crucial supporting role in the stages of CSR Inspiration and Strategy Setting – ensuring that strategy, mission, and objectives of CSR meet the competencies of the business and support overall objectives – and CSR Implementation; this includes the integration of CSR into the mission of HRM, supporting cultural changes and encouraging employees’ commitment to CSR. Planning and implementing CSR practices well, by integrating HRM might consequently lead to continuous innovation and improved CSR.

For the imperative of business sustainability, sustainability (Baumgartner, 2013; McDonald, 2011), Corporate Social Responsibility, and variety and complexity (McDonald, 2011) appear to be important aspects.

### 2.1.7. Summary of the Forces

<table>
<thead>
<tr>
<th>Force</th>
<th>McDonald's (2011) idea of the force</th>
<th>Additions/adjustments by other authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtualisation</td>
<td>The workforce does not have to be physically present to be able to do their work. Work switches to</td>
<td>Furthermore, companies that do not have virtual teams are rather an exception (Jimenez et al., 2017). Advantages are related to the creation of a highly knowledge team, travel and labour costs reduction, continuous productivity and flexibility (Dulebohn &amp; Hoch, 2017; Kurtzberg, 2014). Challenges are related to conflicts during teamwork, coordination and integration issues and language (Kurtzberg, 2014; Jimenez et al., 2017). Employees are expected to be independent and specialists (Poulsen &amp; Ipsen, 2017), and managers should be flexible, provide cross-cultural training, and promote a social climate (Han et al., 2017; Zakaria, 2017).</td>
</tr>
<tr>
<td>Open work source practices</td>
<td>The sharing of processes and information, which is influenced by the fast development of ICT.</td>
<td>Open information leads to networks, redistribution of power, disappearing boundaries, and the encouragement of initiative (Handy, 2015). Open data relies on transparency and participation, and fosters communication and collaboration (Kassen, 2017). Innovation, transparency and equality are further strengths (Levin &amp; Leonelli, 2016). The concept of open teaching becomes more apparent, which can help students to prepare for the workplace, as it provides flexibility and autonomy (Chiapee, Andrés, &amp; Lee, 2017).</td>
</tr>
<tr>
<td>Decline of organisational hierarchy</td>
<td>Hierarchy is replaced with networks, and self-organisation becomes more important. Important aspects of Management 2.0 will be collaboration, synthesis, tacit knowledge and multidimensional management thinking. Multidisciplinarity is becoming more important.</td>
<td>Networks, self-management and collaboration are also mentioned by Foss and Klein (2014). Advantages can be linked to innovation, everyone being heard and eliminating restraints in the learnings process and outcomes, while challenges are losing focus and become inefficient (Sanner &amp; Bunderson, 2018). A performance-based culture and team feedback should be used to keep the employees focused on a common goal (Sanner &amp; Bunderson, 2018). Changing an organisational structure may be very difficult (Kastelle, 2013).</td>
</tr>
<tr>
<td>Generation Y values</td>
<td>Employees of generation Y have a different working attitude and value freedom, career development, traveling and work-life balance. Companies can attract them by offering them autonomy, continuous challenges and entertainment and a trustful, cooperative and active environment.</td>
<td>Additionally, employees of generation Y seem to value support, appreciation for good work, and open communication within a team environment (Stewart et al., 2017). They are empowered to be informed and compete by their technological knowledge (Rodríguez &amp; Rodríguez, 2015). Furthermore, Millennials seem to have undesirable traits based on high expectations, fragility and missing commitment and profound knowledge (Rodríguez &amp; Rodríguez, 2015). To deal with this force the, companies are recommended to focus on talent management (Festing &amp; Schäfer, 2014) and to introduce Cloud Leadership to share knowledge through networks of people (Rodríguez &amp; Rodríguez, 2015).</td>
</tr>
</tbody>
</table>
### Force McDonald’s (2011) idea of the force

<table>
<thead>
<tr>
<th>Tumult of global markets</th>
<th>Talent has job opportunities worldwide which means for companies that they have to manage diversity and understand cross-cultural differences. Employees should be encouraged for creativity and self-management while managers have to cope with challenges of language, geography and time.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Apart from language and culture, also political, legal, and social differences (Stone &amp; Deadrick, 2015) as well as global competition for talent and balancing local practices with global ones (Vaiman, Haslberger &amp; Vance, 2015) seem to be issues. Thus, managers should be able to understand multiple cultures (Lücke, Kostova &amp; Roth, 2014). HRM, knowledge management (Vaiman, Haslberger &amp; Vance, 2015) and the macro context (Khilji, Tarique &amp; Schuler, 2015) are seen as important considerations for managing this force.</td>
</tr>
<tr>
<td>Imperative of business sustainability</td>
<td>Business sustainability should be taken more serious. Managers should focus on having an impact while considering the variety and complexity of the external environment. To achieve this, McDonald (2011) proposes integrating sustainability and CSR into core contents of business practices and management education.</td>
</tr>
<tr>
<td></td>
<td>Alike, further authors perceive CSR rather as a way of companies to improve their reputation than to have an impact on society and environment (Siltaoja, 2013; Baumgartner, 2013; Jamali, El Dirani &amp; Harwood, 2014). Apart from the value CSR can have for society, its integration into business practices can further have positive implications for innovation and thus profitability of a company (Siltaoja, 2013; Baumgartner, 2013; Jamali, El Dirani &amp; Harwood, 2014). Managers of all levels should feel responsible for performing sustainably (Baumgartner, 2013) while HRM could play an important supporting role for the integration of managerial actions and CSR outcomes (Jamali, El Dirani &amp; Harwood, 2014). A challenge is seen in ensuring sustainable and economic success at the same time (Baumgartner, 2013).</td>
</tr>
</tbody>
</table>

### 2.2. Content and Approach of Education in Business Schools

A number of more recent articles refer to the work of Mintzberg of 2004, where he criticises business education due to lacking in focusing practical management skills (e.g. Carillo, 2017; Ungaretti et al., 2015; Minocha, Reynolds & Hristov, 2017). However, Minocha, Reynolds and Hristov (2017) state that Mintzberg’s critique is limited to the educational model of Master of Business Administration (MBA), but does not consider the business school management education model in a broader sense. Thus, we use the article of Schoemaker (2008) as main reference, which does not only refer to MBA education, but also to business education in general. Schoemaker (2008) identifies a number of challenges for business schools in the fields of teaching, research, and institutional issues. Considering the fact that Schoemaker’s article was published in 2008, we might have reason to believe that business schools have adapted their teaching model to the new management challenges. However, Ungaretti et al. (2015) state that “even though the call for greater emphasis on skill building in business education has echoed throughout academia for decades (e.g., the Porter and McKibbn report of 1988), there has only been incremental movement in the recommended direction” (p.173). During our research on more recent articles discussing this subject, we came across different authors that agree with Schoemaker; business school education does not seem to be designed appropriately for preparing students for the “real world working life” (e.g. Ungaretti et al., 2015; Carillo, 2017; Mitroff, Alpaslan & O'Connor, 2015). Having reviewed articles on education that, from our perspective, we can divide into content and pedagogical approach, we now take a closer look at business education matters related to these two divisions.
2.2.1. Content

Regarding the content, Schoemaker (2008) argues in line with Mintzberg that MBA programmes prepare students for rational thinking in stable environments, but do not support them in developing an entrepreneurial mindset that is necessary in times of uncertainties. Schoemaker (2008) believes that the current model of business schools does not prepare students for working in nowadays’ business environment formed by high dynamic, uncertainty, and multiculturalism. In his paper, Schoemaker (2008) mentions five challenges for managers of large, established organisations that for him imply the need for a new business education model: Managers have to think of different options for innovation, while being committed to a specific direction. To innovate, organisations have to be willing to take risk; but in a thoughtful manner, balancing commitment and flexibility. Companies have to find ways to separate the organisation by expertise to focus more on specific competencies, while ensuring an appropriate amount of involvement. Further, they have to find a balance between collaboration and competition with other organisations in the same branch and develop a sense for detecting early signals that predict need for change.

Mitroff, Alpaslan and O’Connor (2015) state that business schools have to change in terms of intellectual content, mindset and philosophy. Universities should focus on creating a global, multicultural, and inter-generational context of business (Schoemaker, 2008). In terms of research, Schoemaker (2008) suggests more intense field studies in cooperation with organisations to develop meaningful results of relevant problems for theory and practice. While most business schools currently do not seem to sufficiently provide their students with relevant management skills, they are recommended to put a stronger emphasis on the development of these (Ungaretti et al., 2015). Some important skills seem to be critical and creative thinking, oral and written communication skills, the ability to learn continuously, and to lead and solve (ethical) problems (Ungaretti et al., 2015), interpersonal and team skills, passion, patience and skills in big data analytics for decision making (Carillo, 2017). Another important aspect that is mentioned by Minocha, Reynolds and Hristov (2017) is to set a greater emphasis on personal development and career management to teach important mindset capabilities like flexible thinking. Carillo (2017) sees the greatest challenge for current business students in the successful management of data-driven businesses. As businesses are becoming increasingly data-driven, not only data scientists but also managers may have to acquire analytics competencies as crucial part for decision making. Thus, analytical and data management skills should be integrated into business education. Mitroff, Alpaslan and O’Connor (2015) believe that subjects like Ethics and Sustainability or Crisis and Risk Management have gained increasing importance over the years and should be seriously considered by business schools as well.

Considering the different perspectives of authors discussed above, we understand that instability of nowadays’ business environment requires managers to be innovative while committed, risk-taking while thoughtful and collaborating while competing. These new challenges should be considered by business schools that should change in mindset, philosophy and intellectual content. Thus, we believe that they should support the development of skills like critical thinking, creativity, communication, intercultural skills, continuous learning, problem solving, collaboration, big-data management and sustainability.
2.2.2. Pedagogical Approach

Regarding the pedagogical approach, one teaching challenge Schoemaker (2008) raises, is that many business students would rather establish their own company than working in a large organisation. The author states that teamwork and leadership behaviour of students should be encouraged. Schoemaker (2008) sees an increasing importance for universities to create networks, intellectual property, and relationships with key stakeholders. Among others, the author proposes a teaching approach that is guided by current business challenges that aims the establishment of networks. Students and lecturers may have a life-long, supporting relationship. Also, cooperating with competing educational institutions, as well as corporations and other stakeholders is seen as important for the success of business schools.

Traditional teaching approaches of many universities might not provide the necessary knowledge required to build up and run an own business. Newer entrants like corporate universities, consultancies offering action learning or independent entities have detected the need for incorporating important practices into teaching. To stay competitive, Schoemaker (2008) suggests universities to “blend theory and practice better in teaching, form more strategic alliances with the aforementioned competitors and design the curriculum around business challenges rather than academic disciplines” (p.130). This idea is also supported by Minocha, Reynolds and Hristov (2017), who argue that management education has to emphasise rather Practical Intelligence than academic theory. This approach should help students to develop flexible thinking which should help them coping with rapidly changing contexts managers are challenged with. They believe that Imaginators, that are capable to deal with disruptions and to reshape the organisation, are needed to construct the organisational context of the future. To “flip” the business school model to a strong focus on Practice Intelligence, business schools have to offer opportunities for students to learn in the real world context (e.g. placements) and focus more on problem based learning. Likewise, Ungaretti et al. (2015) suggest problem-based learning (PBL), a teaching approach that has been demonstrated its effectiveness in medical education, to integrate important skills into knowledge imparting. It implies

“learning structured around an ambiguous and complex problem in which the professor becomes a facilitator supporting and guiding students in their attempts to solve a real-world problem. The PBL process develops critical thinking and problem-solving skills, problem synthesis skills, imagination and creativity, information search and evaluation skills, ability to deal with ambiguity and uncertainty, oral and written communication skills, and collaboration skills” (Ungaretti et al., 2015, p.174).

Mitroff, Alpaslan and O'Connor (2015) suggest that business schools should not only focus important issues and problems independently on each other, but teach to manage the interconnections of different problems. Carillo’s (2017) recommendation for business schools is to shift their “functional silo design” – with strict distinctions of disciplines in different departments – to a multidisciplinary and experimental one, where long-term collaboration with practitioners shall introduce students to the business world. Also Mitroff, Alpaslan and O'Connor (2015) agree that traditional topics like Finance or Marketing have been taught rather independently of one another, instead of coherently as Management.
We understand that different authors suggest a variety of different pedagogical approaches that can help business schools to develop important Management 2.0 skills. An important aspect for the development of flexible thinking seems to be a stronger focus on practice, rather than on academic theory. To achieve this, it can be helpful for business schools to form alliances with business schools that have already implemented these practices, to offer real world experiences and to consider the new challenges in the programme design. To develop teamwork and leadership skills, several authors see an opportunity in creating long-term networks with different stakeholders like corporations or among students and teachers. A valuable approach to encourage skills in critical thinking, problem-solving, creativity, flexibility, communication and information search and evaluation, seems to be problem-based learning. Furthermore, we perceive that different subjects should be integrated and taught in a multidisciplinary approach.

2.3. Skills Identified

Analysing the six forces, we identified several aspects that we believe are relevant for Management 2.0. While writing the introduction and reviewing the role of education of business schools, we noticed some other aspects, which we regard as relevant for our research. We combined the aspects into ten key skills. Thus, we have incorporated all the skills in table 2, where the skill is shown, followed by the important aspects, the force(s) it can be related to, if any, and the definition that is used throughout this research.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Important aspects</th>
<th>Forces</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving</td>
<td>Complex problem solving (Gray, 2016), problem solving, problem synthesis (Ungaretti et al., 2015), practical intelligence (Minocha, Reynolds &amp; Hristov, 2017), develop meaningful results of relevant problems (Schoemaker, 2008)</td>
<td>-</td>
<td>To identify and solve problems, and to take into account the feasibility of the solution</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>Critical thinking (Gray, 2016; Ungaretti et al., 2015), take risk; but in a thoughtful manner (Schoemaker, 2008)</td>
<td>-</td>
<td>To take different perspectives into account when reflecting on information</td>
</tr>
<tr>
<td>Creativity</td>
<td>Creativity (Gray, 2016; Han et al., 2017; McDonald, 2011; Ungaretti et al., 2015), imagination (Ungaretti et al., 2015), entrepreneurial mindset (Schoemaker, 2008)</td>
<td>Virtualisation, tumult of global markets</td>
<td>To think outside the box and find less common and obvious solutions</td>
</tr>
<tr>
<td>People management</td>
<td>People management, emotional intelligence, service orientation (Gray, 2016), leading (Ungaretti et al., 2015), trust (Dukehohn &amp; Hoch, 2017), encouragement of initiative (Handy, 2015), coaching, trust environment, encourage people, manage diversity (McDonald, 2011), feedback (Sanner &amp; Bunderson, 2018), coaching (Kultalahti &amp; Viitala, 2015), people management (Vaiman, Haslberger &amp; Vance, 2015), leadership behaviour (Schoemaker, 2008)</td>
<td>Virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets</td>
<td>To encourage, lead and manage people, while exploring their potential and understanding the need of each individual</td>
</tr>
<tr>
<td>Skill</td>
<td>Important aspects</td>
<td>Forces</td>
<td>Definition</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>People management</td>
<td>People management, emotional intelligence, service orientation (Gray, 2016), leading (Ungaretti et al., 2015), trust (Dulebohn &amp; Hoch, 2017), encouragement of initiative (Handy, 2015), coaching, trust environment, encourage people, manage diversity (McDonald, 2011), feedback (Sanner &amp; Bunderson, 2018), coaching (Kultalahti &amp; Viitala, 2015), people management (Vaiman, Haslberger &amp; Vance, 2015), leadership behaviour (Schoemaker, 2008)</td>
<td>Virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets</td>
<td>‘To encourage, lead and manage people, while exploring their potential and understanding the need of each individual’</td>
</tr>
<tr>
<td>Communication and collaboration</td>
<td>Coordinating with others, negotiation (Gray, 2016), communication skills (Ungaretti et al., 2015), team engagement (Dulebohn &amp; Hoch, 2017), transparency, collaboration, communication (Kassen, 2017), transparency, knowledge sharing (Bates &amp; Sangra, 2011), team focus (Sanner &amp; Bunderson, 2018), collaboration, knowledge sharing (Foss &amp; Klein, 2014), team environment, open communication (Stewart et al., 2017), interpersonal and team skills (Carillo, 2017), cooperation, teamwork (Schoemaker, 2008)</td>
<td>virtualisation, open work source practices, decline of organisational hierarchy, generation Y values,</td>
<td>‘To work with diverse people towards common goals, while taking into account different backgrounds and preferences’</td>
</tr>
<tr>
<td>Multicultural understanding</td>
<td>Ability to work in multicultural teams (Zakaria, 2017), understanding cross-cultural differences (McDonald, 2011), multicultural context (Lücke, Kostova &amp; Roth, 2014), multicultural environment (Stone &amp; Deadrick, 2015), multiculturalism (Schoemaker, 2008)</td>
<td>Virtualisation, generation Y values</td>
<td>‘To understand and cope with cultural differences, while working towards common goals’</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Judgment and decision making (Gray, 2016), handing down responsibilities, self-organisation, autonomy, self-management, feeling responsible (McDonald, 2011), redistribution of power (Handy, 2015), participation (Kassen, 2017), autonomy (Chiappe, Andres &amp; Lee, 2017), independence (Poulsen &amp; Ipsen, 2017), self-management (Foss &amp; Klein, 2014), autonomous (Rodriguez &amp; Rodriguez, 2015), sustainability (Baumgartner, 2013; McDonald, 2011), commitment (Schoemaker, 2008)</td>
<td>Virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets, imperative of business sustainability</td>
<td>‘To be responsible for yourself and your actions, and the consequences of these actions’</td>
</tr>
<tr>
<td>Continuous learning</td>
<td>Cognitive flexibility (Gray, 2016), ability to learn and to acquire new skills (McGrath, 2013), the ability of continuous learning (Ungaretti et al., 2015), diverse knowledge (McDonald, 2011), continuous learning (Foss &amp; Klein, 2014), multitasking (Rodriguez &amp; Rodriguez, 2015), manage the interconnections of different problems (O’Connor, 2015)</td>
<td>Decline of organisational hierarchy, generation Y values</td>
<td>‘To continuously absorb and apply new knowledge, and to be open towards different fields of interest’</td>
</tr>
<tr>
<td>Skill</td>
<td>Important aspects</td>
<td>Forces</td>
<td>Definition</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Technological knowledge</td>
<td>Technological knowledge (Gray, 2016; Rodriguez &amp; Rodriguez, 2015), analytical and data management skills (Carillo, 2017)</td>
<td>Generation Y values</td>
<td>'To make sense of today’s digital world, and to analyse data'</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Flexible (Chiappe, Andres &amp; Lee, 2017; Forbes, 2017; Han et al., 2017; Minocha, Reynolds &amp; Hristov, 2017), entrepreneurial mindset that is necessary in times of uncertainties, high dynamic, uncertainty, flexibility, detect need for change (Schoemaker, 2008); deal with ambiguity and uncertainty (Ungaretti et al., 2015)</td>
<td>Virtualisation</td>
<td>'To adapt to change'</td>
</tr>
</tbody>
</table>
3. Research Philosophy, Methodology and Methods

This chapter elaborates on the methodology and methods. For research philosophy, relativism and social constructionism are chosen. A qualitative study is done, namely an exploratory multiple-case study design, where two programmes in the context of Jönköping International Business School (JIBS) are analysed. Document research, in-depth interviews and focus groups are used to capture the relevant data. In the end, the ethics and quality are discussed.

3.1. Research Philosophy: A Relativistic Approach

We adopted a relativistic viewpoint throughout this thesis, as we wanted to explore whether education in business schools provides the relevant skills needed for Management 2.0. We have chosen for this view as, starting with the literature review, we believed it was relevant to discuss various literature and compare and contrast them. Furthermore, we believed both the institutional and the student perspectives should be taken into account, as students may have had different opinions than the institution had on whether certain skills are taught or helped to develop. For instance, faculty members, as actors of the institutional perspective, may have thought they teach certain skills, while the students might not have agreed with this at all. A conclusion is derived after discussing these various perspectives. However, this does not have to imply that there is going to be one final answer or conclusion, the final thoughts may consist of various ‘truths’ as it depends on the viewpoint of the observer (Easterby-Smith, Thorpe & Jackson, 2015). Furthermore, all opinions were taken into account and not one view was deemed more important than others.

Social constructionism is adopted throughout our thesis, as we wanted to capture the perspectives of the participants. This implied that there was a focus on people’s opinions and experiences, rather than basing research on facts and measurements. We were interested in ‘whole’ situations and not in a yes or no, people should be able to discuss and express their opinion and feelings (Easterby-Smith, Thorpe & Jackson, 2015). Adopting social constructionism meant that we could not determine whether the opinions and experiences of the students and faculty members are actually true, however, as the students and faculty members all have knowledge about the content of the education they receive and provide, we perceive the data gained as being of quality (Flick, 2014). Subjectivism is also taken into account in our research, as “knowledge is co-created” (Easterby-Smith, Thorpe & Jackson, 2015, p.187) and derived from the conversations, “social interchange” we had with the students and faculty members (Flick, 2014, p.78). Furthermore, knowledge on this research could have been created when we, the researchers, interacted with our research participants (Easterby-Smith, Thorpe & Jackson, 2015).

Taken into account both the ontology and the epistemology, we decided to conduct a qualitative analysis. Relativism and social constructivism point to opinions and experiences, and these cannot easily be derived from a numerical analysis (Easterby-Smith, Thorpe & Jackson, 2015). We gained insight into numerous perspectives, namely the faculty’s and the students’ (Flick, 2014), which provided us with rich data and from this we can induce our final ideas (Easterby-Smith, Thorpe & Jackson, 2015).
3.2. Approach and Strategy: Exploratory Multiple-Case Study and Case Selection

3.2.1. Exploratory Multiple-Case Study

To explore whether education in business schools provides the relevant skills, we chose to do a multiple-case study, where the cases we selected are programmes in a business school. “Case study is an approach capable of examining simple or complex phenomenon, with units of analysis varying from single individuals to large corporations and businesses” (Berg, 2009, p.317). The information gathered in a case study is rich and detailed as we went in-depth into the topic of skills. Furthermore, the “case is viewed as providing important evidence for the argument” (Gerring, 2017). We used a multiple-case study as we wanted to have a higher understanding of the role of business schools, and believed that more programmes lead to a broader insight into business schools. We realised that we might have been less in-depth than if we had chosen only one case study, but we thought that a broader overview and more generalisation was more applicable for our thesis. At the same time, we did not want to research more than two cases, as we still wanted to get this in-depth knowledge and more case studies would have made it more difficult to get this knowledge. Furthermore, more than two cases did not fit in with the time span for this thesis, as data collection and analysis took quite some time, and we wanted to make sure we gained as much knowledge as possible during data collection and analysis. Thus, the goal of our multiple-case study was to both explore the cases chosen and the role of business schools in general. To be able to reach both these goals, we first did an in-case analysis, where we looked at each programme separately and then compared the skills and the forces in an cross-case analysis. The goal of a cross-case analysis was “broad thematic presentation linking the theoretical and empirical findings across cases to wider bodies of literature” (Pettigrew, 1990, p.281), which meant in our case to lift our research from a consultancy report for JIBS to a more generalised report about education in business schools, where we used the cases to provide an insight into this education.

The case studies were exploratory, which is “when a study is undertaken with the objective either to explore an area where little is known or to investigate the possibilities of undertaking a particular research study” (Kumar, 2011). We first identified several skills from the introduction and theoretical background before we collected the data. We believed that we needed a sort of guide of what skills are relevant for Management 2.0, so we could structure the focus groups and interviews a bit and knew what to look for in the document research. After the theoretical background, we did not have a framework or hypothesis that said whether the case studies either provided these skills or not.

3.2.2. Case Selection: BSc International Management and MSc Global Management

The specific cases chosen were (1) the Bachelor of Science programme International Management and (2) the Master of Science programme Global Management at JIBS. As we study at JIBS, we have chosen these programmes as it increases “the probabilities of negotiated access” (Pettigrew, 1990, p.276), meaning that there is a bigger chance that we have access to students within the programmes. And that the programmes have “high experience levels of the phenomenon under study” (Pettigrew, 1990, p.276), indicating that the cases studied are connected to the topic of the research. Both programmes indicated the importance of the changing business life and the importance of managers in the introduction on the JIBS website. International Management
presents itself as preparing students “for the dynamic nature of today’s business life” (Jönköping International Business School, 2018a). Furthermore, it is mentioned that “in a world with increasing international competition there is a great need for managers who can develop existing businesses by seizing new business opportunities” (Jönköping International Business School, 2018a). Global Management present itself as “a programme specially designed to equip you with the knowledge and skills required to become an effective leader in diverse business contexts and varied intercultural settings” (Jönköping International Business School, 2018b).

Furthermore, the cases could be found in the context of JIBS, which is “the first business school in Sweden to receive both EQUIS and AACSB accreditations” (Jönköping International Business School, 2018c), which only about one percent of business schools in the entire world has. It would have been interesting to compare several business schools with this double accreditation, but as we wanted to have face-to-face interviews and focus groups to create more knowledge and gain a more in-depth overview of a business school, we chose for just one business school as context. Furthermore, accessibility would have been more difficult as we would not study at any other business school and it would have been necessary to take institutional, and perhaps cultural differences, into account as this can play a big role in the education.

3.2.3. Context of the Study: Jönköping International Business School

We decided to choose JIBS as context for our study, as this business school presented itself as “young, dynamic institution” (Jönköping International Business School, 2018d). Furthermore, the faculty is accredited by the European Foundation for Management Development (EFMD) for The European Quality Improvement System (EQUIS).

“EFMD evaluates business schools based on criteria that reflect quality in education, research and organisation. To receive the EQUIS accreditation three themes must permeate all activities at the business school; internationalisation, cooperation with business, as well as ethics, responsibility and sustainability” (Jönköping International Business School, 2018e).

Additionally, JIBS has the accreditation of AACSB (Jönköping International Business School, 2018d).

“AACSB Accreditation represents the highest standard of achievement for business schools worldwide. Less than 5 percent of the more than 16,000 schools worldwide granting business degrees have earned AACSB Accreditation. AACSB-accredited schools produce graduates who are highly skilled and more desirable to employers than other non-accredited schools” (AACSB, n.d.).

Considering this, the double accreditation of JIBS created an interesting context for us with regards to the development of skills needed for working life by the business school. Furthermore, we believed that JIBS’s mission “to advance the theory and practice of business, with specific focus on entrepreneurship, ownership and renewal” (Jönköping International Business School, 2017a), as well as it’s guiding principles international at heart – considering global, national, regional and local perspectives, entrepreneurial in mind – implicating curiosity, passion, action-orientation and imagination, and responsible in action – acting as a role model and offering relevant education
(Jönköping International Business School, 2017a), were important aspects for the subject of our master thesis. To understand the context of JIBS even more, we had an interview with Anna Blombäck, the Associate Dean for Education.

3.3. Literature Review

Two literature reviews were conducted for this thesis. First, we did a literature review to identify the problem that we wanted to investigate, before creating a purpose for our research. Another literature review was done to review and update the articles of McDonald (2011) and Schoemaker (2008), which have been used as starting points for our theoretical background.

3.3.1. Literature Review Problem Identification: A Traditional Approach

When starting this thesis, we were both interested in the phenomenon of Management 2.0, as one of us had classes on this while being on exchange and shared it with the other. Vice versa, talent management was another topic that we believed was interesting. For our thesis, we wanted to combine these topics and see whether talents were prepared for Management 2.0. During discussions, we realised that both topics were broad and time was a constraint, and thus, we decided to focus on the role of business school education regarding talent management, leaving out the companies and their view on what skills talents should have. The combination of the topics was also interesting for us as we both hope to graduate this year and start working soon, and we wanted to know whether we were possibly provided with the relevant skills to be able to manage Management 2.0.

For the literature review, we used a traditional approach as the review summarises literature and conclusions are drawn from this. We used articles that we perceive as important, relevant and interesting for the research. We did have some predefined criteria, but just to find more information on the problem statement. Web of Science was used to find literature as we performed a search based on certain keywords, and identified the right literature for our topic. We searched, for instance, for literature of Management 2.0, and the topic combination of business students, prepared and management challenges, to see whether the students are prepared for Management 2.0 by business schools. While searching for Management 2.0, we found an article by McDonald (2011) about forces in Management 2.0, which we used as a starting point for our theoretical background on this topic. Similar, while searching for business school education, we found an article by Schoemaker (2008) stating that the role of business schools is insufficient. Sometimes we used the so-called snowballing approach, where relevant articles were found through other articles. For instance, in the article of McDonald (2011), he referred to the article Moon Shots for Management by Hamel (2009), which we used for our introduction. Furthermore, we probably did not have all literature on the topic provided and we used also different resources than peer-reviewed academic articles only, such as books.
3.3.2. Literature Review Theoretical Background: A Traditional Approach

The other literature review that we conducted was also a traditional one to summarise articles and draw a conclusion, where we used the articles of McDonald (2011) and Schoemaker (2008) as starting points. Even though, just using these articles as a starting point limited the theoretical background, we believed that these articles were highly relevant and mentioned important aspects of both topics that we wanted to investigate. Furthermore, limiting ourselves to just the Management 2.0 forces described by McDonald (2011) gave us the opportunity to go more in-depth in a few aspects of Management 2.0, rather than having a broad overview, but no specific trends or aspects of this management. It also made it easier to find other relevant articles and to limit the relevant skills a bit, even though we used the introduction and other sub-chapter in the theoretical background as well.

We mainly used the keyword search on Web of Science, for instance, we searched for virtualisation or virtual team and management or managers for the first force. We sometimes used snowballing to gain more relevant articles. Another approach we used was finding relevant articles with similar references. For instance, on Web of Science, we used the advanced search and filled in TS=((management 2.0 OR new management) AND impact AND employee*). One of the articles we found was Let’s stop trying to be “sexy” - preparing managers for the (big) data-driven business era (Carillo, 2017). This article referred to Mintzberg’s book written in 2004, thus, we searched for more articles or books using Mintzberg’s work as reference for more recent discussions on the topic. Furthermore, we thought grey literature, e.g. reports, was important for our topic, as our topic was also workplace based and not just theoretical.

3.4. Data Collection

In order to capture the viewpoints of both faculty members and students, we decided to use three different methods. The first method we used is two in-depth interviews with faculty members to capture their view on the skills that can be identified in the programmes. A third in-depth interview was held to capture the JIBS spirit. Second, we had document research, where we analysed the syllabi of the programmes. The document research and in-depth interviews were both on the faculty viewpoint, thus, complementing each other. Third, we had several focus groups with students to get their perspective on the topic.

3.4.1. In-Depth Interviews Faculty Viewpoint

We chose to have in-depth interviews to reach the implicit knowledge of the faculty members, and specifically members related to either the studied programmes or who are able to capture the spirit of JIBS. The faculty members interviewed were experts in their field and had knowledge that cannot be discovered in any other way (Flick, 2014).

Before the in-depth interviews, we had to decide which individuals to interview, who also fitted the requirements of the study, which in our case was having relevant knowledge about either the International Management or Global Management programme, or about the JIBS spirit in general, and being a faculty member, as we wanted to capture the faculty’s viewpoint. For the programmes, we wanted to ask the programme directors of both programmes for the faculty’s viewpoint, as they
had in-depth knowledge about the programmes. Marcela Ramirez-Pasillas, programme director International Management, and Kajsa Haag, programme director Global Management, were contacted for an in-depth interview. For the JIBS spirit in general, the Associate Dean for Education, Anna Blombäck, was asked, as she knows about the aims of the faculty. All three faculty members were sent an email, and provided us with a date and time that worked for them, and their offices were offered for taking the interviews. The interviews that we conducted were face-to-face, as we wanted to make sure that there was no hindering factor such as technology, but also to be able to capture the attitude of the interviewee, thus, making it easier for us to know when to probe or lead the interview in another direction. Information about the interviews can be found in table 3.

Table 3: Information Interviews

<table>
<thead>
<tr>
<th>Interview</th>
<th>Name</th>
<th>Position</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview 1</td>
<td>Marcela Ramirez-Pasillas</td>
<td>Programme Director International Management</td>
<td>70</td>
</tr>
<tr>
<td>Interview 2</td>
<td>Kajsa Haag</td>
<td>Programme Director Global Management</td>
<td>60</td>
</tr>
<tr>
<td>Interview 3</td>
<td>Anna Blombäck</td>
<td>Associate Dean for Education</td>
<td>40</td>
</tr>
</tbody>
</table>

The in-depth interviews were semi-structured, which means that they were based on an interview guide with open-ended questions, see appendix 1 and 2. The interview guide was created by using the ten skills identified in the introduction and theoretical background, combined with some introducing questions, to get the interviewees into the topic, and ending questions, to give them the opportunity to add more skills. For instance, we asked what skills the programme directors wanted the students to acquire and develop, to have them thinking about the topic of skills. At the same time, we were flexible and left “room for the interviewee’s perspective and topics in addition to the questions” (Flick, 2014, p.197). Furthermore, this left room for probing, where we asked additional unprepared questions to get more details or depth. For instance, during the interview with Anna Blombäck, she started to talk about what JIBS wants to achieve with pointing out the skills to the students. When talking, she already answered the question of why the university wants to have skills assigned to specific courses, and how they want to implement it in the programmes and JIBS in general. Another example is the interview with Kajsa Haag, which we had after the focus groups with the students. During the interview, we sometimes referred back to the focus groups, when deemed necessary. Some things that were said during the focus groups, for instance, that analytical skills were not present at the programme, were brought up in the interview when Kajsa Haag mentioned analytical skills. As out interviewees were busy faculty members, we decided to bring a small gift with us to thank them at the end of our interview.

During the interviews, we first asked the interviewees whether we were allowed to record the interview or not. After this, we explained the topic of our research and pointed out that part of the research is based on their answers. We mentioned to the interviewees that we were interested in their opinion, that participation was voluntary and that they could withdraw from the interview whenever they wanted. Furthermore, we brought up that the data itself is not accessible by anyone else than us. We also let them know that they were free to ask us about anything during and after the interview. We pointed out that the interview was not anonymous and that the data could be traced back to them. One of us conducted the interview, while the other made notes of the answers given. When the second person felt it was necessary to ask an additional question, she interfered the conversation to gain the information needed. In case only one person attended the interview,
this person had to make sure that all relevant information was provided. The topic guide was followed during the interview, with probing questions in between. For instance, when talking about the skill continuous learning with Kajsa Haag, she talked about the skill regarding course literature within courses of the programme. After this, we, as researchers, talked about the Entrepreneurship Challenge and multidisciplinarity as part of continuous learning, and we asked “would you like to see that kind of diversity more in the programme?” as probing question. At the end, we thanked the interviewee for her time and effort and we presented her our gift.

After the interview, we discussed our first impressions with each other and figured out what we could use for the focus groups, if they were after the interview, or what was interesting for our study in general. When only one of us attended the interview, the other person listened to the audio soon after the interview, and impressions and findings were discussed afterwards. The audio files were transcribed fully and without judgment.

3.4.2. Document Research Faculty Viewpoint

Document research is part of archival research, where documents are collected and analysed. This is useful to gain a more objective view of the faculty, without the subjectivity of opinions and meaning making (Flick, 2014). Before we started the document research, we had to identify which documents were useful for analysis. The documents we decided to analyse were the syllabi of the International Management and Global Management programmes, which could be found on the website of JIBS and were accessible to everyone. The syllabi provided us with objectives of the programmes, while also naming skills that the programme was aiming to develop. The syllabi could provide a broader viewpoint on the programmes and were the main documents we used. Furthermore, a document with objectives of the Global Management programme was provided by Kajsa Haag, which we looked at, but did not use for further analysis as the syllabus indicated similar objectives.

Other documents can also be found on the website of JIBS, namely the homepage where we looked general information about the business school. This page mentioned the double accreditation that JIBS has, namely AACSB and EQUIS. To read more about the AACSB accreditation, we used the website that the homepage of JIBS referred to. For case selection, we used the homepage of the programmes, which are part of the Jönköping University website. Both Anna Blombäck and Marcela Ramirez-Pasillas mentioned certain websites during the interviews, which we looked at as well, but did not use as reference as both interviewees explained the content already.

3.4.3. Focus Groups Student Viewpoint

Focus groups were used to interview the students as we believed that when the students were discussing, more data was generated than single interviews could (Flick, 2014). We were not looking for individual experiences or what students liked or disliked about the programme, but the discussion was needed to find elements in the programme that other students might have forgotten or not thought about.

Before the focus group, we needed to find individuals who could participate in our study and fitted the requirements. We applied substantial criteria as the study of an individual, either International
Management or Global Management at JIBS, was relevant for deciding whether to include someone in our study or not (Flick, 2014). As we studied Global Management ourselves, the students could be found relatively easy by asking our classmates whether they wanted to participate or not. When we did not have enough participants, we asked first year Global Management students that we knew. For International Management, it was more difficult to find enough students as we did not study it ourselves. We knew several people within this programme and were asking them to participate in our study. Furthermore, we asked these students if they knew fellow students that could participate too, which is called snowballing (Flick, 2014). We also asked friends if they knew students within the International Management programme that would maybe be willing to help us out. We did not believe that having friends in the focus groups was a problem as it was about certain skills being in the programme, regardless of whether someone liked it or not.

We approached all the students by sending them a text message, on WhatsApp, Facebook or email, providing some information about our topic and asking if they perhaps had some time to join. We contacted about twenty students from each programme. From the Global Management programme, all students responded and sixteen of them said they could join at the proposed dates. Two of these sixteen dropped out just before the focus group or did not show up. From the International Management programme, many students did not respond to our messages and nine could join our focus groups, of which one student dropped out a day before. One of us was part of several focus groups last year as an interviewee, which were usually between six and ten people, and noticed that not everyone was talking in the focus groups when there were so many people. We realised that we wanted all the students to participate actively in our focus groups and decided to have smaller focus groups for each programme. Our aim was to have four students per focus group, which did not turn out to be feasible, however, we noticed that all focus groups were fruitful even when having less interviewees in it. The students were put together in focus groups, based on their availability. The focus groups that we conducted were face-to-face, again for similar reasons as the interviews. We conducted the focus groups in rooms of JIBS as these were accessible for everyone and had a more formal environment. Information about the focus groups can be found in table 4.

<table>
<thead>
<tr>
<th>Programme</th>
<th>Focus Group</th>
<th>No. of students</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Management</td>
<td>1</td>
<td>2</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>65</td>
</tr>
<tr>
<td>Global Management</td>
<td>1</td>
<td>4</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>90</td>
</tr>
</tbody>
</table>

The focus groups were also semi-structured, for the same reasons as the in-depth interviews. We created an interview guide based on the ten skills identified in the introduction and theoretical background, and some introduction and ending questions, see appendix 3. The questions were similar to the questions asked to the programme directors, as we wanted to be able to combine the answers in the analysis. Sometimes some of the ten skills that we identified were already mentioned when we asked “what skills do you think you have acquired or developed so far because of the programme?”. We
did come back to the skill mentioned, but we used both answers for the analysis part. We tried to stick to the structure of the skills as it would make it easier for analysis. We did allow room for probing in between to get more knowledge about certain aspects. For instance, when discussing the skill of problem solving, one of the students in the first focus group mentioned that our programme is more about problem identification than the actual solving. As a result, we brought this up in the other focus groups, after we had them discuss the problem solving skill. We asked, for example, “one of the groups said it's actually more problem identification that we do here instead of problem solving, would you agree with that?”

Similar as for the interviewees, we first asked the students during the focus groups whether we were allowed to record the interview or not. After this, we explained the topic of our research and pointed out that part of the research was based on their answers. We told the students that we were interested in their opinion, that participation was voluntary and that they could withdraw from the interview whenever they wanted. Furthermore, we brought up that the data itself was not accessible by anyone else than us and that data was anonymised to the extent that readers could only know what students were studying. We also let them know that they were free to ask us about anything during and after the interview. We provided some fika during the focus groups, so that the students could eat and drink something while discussing the topics. One of us was in charge of the focus group, while the other made notes of the answers given. When the second person felt it was necessary to ask an additional question, she interfered the conversation to gain the information needed. In case only one person attended the focus group, this person had to make sure that all relevant information was provided. The topic guide was followed during the interview, with probing questions in between. During the focus group, we tried to create a climate where students felt that they could share their opinions without being judged. At the same time, we wanted to foster the discussion and make sure that the focus group did not deviate too much from the topic. At the end, we thanked the students for their time and effort.

After the focus groups, we discussed our impressions with each other and saw if there was any relevant information provided that we wanted to use in our other focus groups and that we could refer back to when having the interview with the programme director, if it was later. When only one of us attended the focus group, the other person listened to the audio shortly after and impressions were discussed afterwards. The audio files were transcribed fully and without judgment.

3.4. Data Analysis

The in-case analysis was done based on the syllabi of the programmes, document research, and on transcriptions of the interviews and focus groups. During the document research, we looked for relevant objectives and sentences with regards to our ten skills. For some skills, it was easy to find matching objectives and other sentences in the syllabi and for others, it was more difficult to find relevant ones. Sometimes not the skill in itself, but the description and important aspects of it were taken into account when analysing the document. After the analysis, the relevant objectives and sentences were written down in a file that could only be accessed by us.

Regarding transcriptions, the important aspects for each skill were marked in the transcriptions of the programme directors and students. After the marking of each transcription, the important
aspects were put in a file per focus group, taken into account that students within the same focus group may have had different opinions. Also, the focus groups were numbered, but the students within a focus group did not have a specific label or number that could be traced back to them. We used an Excel-file to order the answers, each row contained either the answers of the programme director or of the focus groups, for instance, the answers of focus group 1 were all in one row. Each column contained one of the ten skills and we had additional columns for answers to the questions “what skills do you think you have acquired or developed so far because of the programme”, “what skills do you think you need for working life that have not been mentioned before?” and any answer related to the elective semester. Each programme had its own Excel-file to make sure we did not immediately compare and contrast answers of the different programmes. We used these files to have a clear and structured overview of the answers given, while still having the answers together.

During the analysis, all different methods were taken into account, and compared and contrasted. The programme director and the document research represented the faculty viewpoint, while the students represented their own viewpoint. When reporting the data, the viewpoints of the faculty and the students were combined. After reporting the data itself, some theory was taken into account and then learnings were drawn, indicating whether the specific skill was taught or helped developed at JIBS or not. As we wanted to explore to which extent these skills are provided, a yes or no answer was not needed and the skill could also be provided to some extent. At the end of each in-case analysis, learnings per programme were written down, which related all the content and pedagogical approaches to skills. For instance, the approach group work helps the development of these skills, while other skills can still be improved. To be able to do this, we created a table where we wrote the different content and approaches in the first column and wrote the corresponding skills in the second column. If a certain content or approach limited a skill or was only teaching or helping to develop a skill a bit, we wrote this in between brackets, so we could take this into account when writing down the learnings. After this, we related the skills back to the forces using table 1.

For example, the skill of creativity can still be improved in this approach, which could help the students to manage the forces of virtualisation and tumult of global markets. After writing down all the learnings for each programme, we created a small section which pointed out some general learnings and which force could be managed best and least according to the skills.

The cross-case analysis was done based on the in-case analyses and the transcription of Anna Blombäck. We used tables that we created for the learnings per programme to compare and contrast the two programmes, based on content and pedagogical approach, which were again related to the skills and corresponding forces, see appendix 4 and 5. We did this cross-case analysis to draw more general learnings from both programmes and we used the interview with Anna Blombäck to relate certain outcomes to JIBS.

3.5. Research Ethics and Quality

There are some ethical issues that can arise when doing research, especially related to the in-depth interviews and focus groups, where we wanted to make sure that the interviewees are protected and the “integrity of research community” as well (Easterby-Smith, Thorpe & Jackson, 2015, p.122). We are also concerned about the quality of our research, which we explain by using Guba’s (1981) framework, assessing the credibility, transferability, dependability and confirmability of the research.
3.6.1. Research Ethics

Research ethics are discussed by using the ten ethical principles of Bell and Bryman (2007; in: Easterby-Smith, Thorpe & Jackson, 2015). The first six are related to the protection for the interviewees and the last four are related to the research community. The first one is related to the participants not being harmed while being part of the research. We made sure that the interviewees were not harmed in any way during the interviews or focus groups, and we told them that they could withdraw whenever they wanted and that they should let us know if they felt offended, so we could revise the question. The second one refers to the dignity of the interviewees. We made the focus groups small and tried to create an environment, where the students would feel more comfortable and heard. As mentioned with the first principle, we told the interviewees to let us know if they were offended. The third one is related to fully informed consent of the interviewees, where we told a bit about the research when asking students to join. We also mentioned the students that participation is voluntary and that they can withdraw whenever they want. At the beginning of each interview and focus group, we asked the interviewees if it would be okay to record the interviews and focus groups, so we would not miss out on any answer and we could focus more on the given answers during the interviews and focus groups.

The fourth one refers to privacy of the participants, where we made sure that a third party could not listen to our focus groups or interviews. As both the interviews and focus groups took place at JIBS, other students and faculty members may have seen us conducting these. Only the students in the focus groups itself and us may be able to identify specific citations and relate it back to a specific student, but only if they participated in that particular focus group. As the faculty members are mentioned by name in this research, this does not apply to them. The fifth principle relates to the confidentiality of the research, where we made sure that the data provided is not accessible by anyone else than us, the researchers, which was also mentioned in the interviews and focus groups. The audio files were stored on our phones and sent to each other via WeTransfer, a Dutch cloud-based service that allows the user to send bigger files. The audio files and also the transcriptions will be deleted from our computers and phones after the defense of this thesis. The sixth principle related to the protection of participants is anonymity. We did not want to mention concrete information that could be traced back to certain people when it came to the focus groups. After transcribing, the names were changed to a single random letter and thus, the answers could not be traced back to one person. Names mentioned by the students within the audio were also anonymised. When we discussed statements made by students during other focus groups, we did not mention a name, but simply stated that ‘one of the other students mentioned that’. Similar, during the interviews with the faculty members, no students’ names were mentioned. The interviews were not anonymised as we believed that the programme directors and Associate Dean for Education were experts in their field and also that it was too difficult to ensure they are experts without giving too much information about who they were. Their position could not be mentioned without tracing it back to them. Thus, we mentioned that they would not be anonymous in the research.

The last four principles are related to protection of the research community. The seventh principle refers to avoiding deception. The purpose of this thesis is mentioned in the introduction chapter and we had this in mind while conducting further research. We tried to be as transparent as possible
during the research and explaining why we did certain things or left other parts out. The eighth principle is related to **conflicts of interest**, which might have been part of our research as we study one of the researched programmes ourselves. However, we did not let our opinions influence the focus groups and did not say any time what we believed to be the answer. The empirical analysis is based on the answers given by the participants and the documents, where our opinions did not matter. Furthermore, all the participants have been aware that we study the Global Management programme, and thus, we believe that there was no conflict of interest. The ninth principle refers to **honesty and transparency** about the research. We have been transparent and honest about every step we took in the research, also by telling the participants that we study one of the programmes ourselves. We also mentioned that our interviewees could contact us anytime if they had a question about the research. The tenth principle is related to the **avoidance of misleading findings**. We tried to avoid any misinterpretation during the interviews and focus groups, sometimes clarified certain things when asked and did not change anything when transcribing. Thus, we believe that the findings presented are a representation of what has been said during the interviews and focus groups. Our personal interpretation was limited as we based our analyses on the findings.

### 3.6.2. Quality

It was important to assess the quality of the research to make sure that the study ensured that we could find out what we wanted to find out and that the research provided similar findings when duplicated (Kumar, 2011). The quality of the research was assessed on Guba’s (1981) four criteria, namely credibility, transferability, dependability and confirmability.

**Credibility** referred to the extent to which the research design was able to provide the relevant findings for our purpose. As our qualitative study included experiences, perceptions and opinions and was subjective, the credibility also referred to the extent that participants agreed that the findings reflected what they mentioned in the focus groups and interviews (Kumar, 2011). Guba (1981) mentions a similar thing, by saying that researchers should be “most concerned with testing the credibility of their findings and interpretations with the various sources (audiences or groups) from which data were drawn” (p.80). We combined the faculty, including the document research, and student viewpoint to create more credible analyses, as all participants can be influenced by their own opinions and their preferences may have had an impact on the research.

**Transferability** referred to the extent that the research could be transferred to another setting and that the results could be generalised. Even though transferability might be difficult to aim for when having case studies, when having a detailed description of our process and explain every step we took in the process, it might be possible to transfer our research (Kumar, 2011). Another consideration should be that “phenomena are intimately tied to the times and the contexts in which they are found” (Guba, 1981, p.80) and that thus, it might be very difficult to transfer our research, as the concept of management and the role of business schools may change in the future. Also, the answers of the participants may be different when the programme is changing or by having other participants with different backgrounds. However, transferability may be probable when there are certain similarities between the contexts (Guba, 1981).
Dependability referred to the extent that the same findings are found when the study is replicated. Again, this was difficult when having qualitative research as aspects of it were flexibility and freedom. We were describing every step in our process and this may ensure the quality of our research (Kumar, 2011). Furthermore, Guba (1981) mentioned that differences in results can be ascribed to relying on participants for answers and thus, on multiple truths, and that certain answers can be traced back to “variance that can ascribed to sources” (p.81). In our research, this meant that our research can be dependable when taking the participants’ background and state into account. For instance, two persons can have different views on whether a skill is taught or helped to develop at a certain institution, based on their previous education.

Confirmability referred to the extent that other researchers can confirm our results when doing the same research. Here it was important to explain the process that has been taken in our thesis and make sure that there was no room for questions or ambiguity (Kumar, 2011). Guba (1981) referred to the multiple truths that can be encountered in qualitative research and that the researchers’ own opinions and background can influence the research. We tried to take the multiple truths into account when analysing the findings, and tried to limit our bias towards the research by only basing the analyses on the findings and by not having our opinion influence the focus groups and interviews.
4. Empirical Analysis: BSc International Management

This chapter presents one in-case analysis of our research, the bachelor programme International Management is discussed. Each skill is analysed individually, where the faculty and the student viewpoint is combined, to get an in-depth understanding of whether the skills are developed or taught at the programme. The content is analysed first and the pedagogical approach afterwards, based on the division that was made in the introduction and theoretical part. After this, some theory is pointed out and a conclusion is drawn for every skill. At the end, the skills are linked to the forces in the learnings sub-chapter, linking it to the concept of Management 2.0 and providing us with a more general learning of the programme.

4.1. Problem Solving

Regarding the content of the programme, we see an indication for the development of objectives of the programme throughout the course in the syllabus. As one of the programme objectives it is stated the “ability to independently perceive, formulate and solve task” (Jönköping International Business School, 2017b, p.1). According to Marcela Ramirez-Pasillas (personal communication, 22-03-2018), one of the mission-driven goals of the programme is to “demonstrate the ability to search, evaluate, critically interpret for a formulated international management problem and also discuss issues and situations critically”. She sees it as an important component of the courses. Initially, the opinions of some students vary. While some students think that problem solving is a big part of the group work as part of all the courses, other students do not see this skill in the programme at all. One of the students states that “the sources you use are old and then obviously you’re not solving a current problem, I think that’s what sometimes is missing, they could be more specific problems in our current time” (focus group 1, personal communication, 16-04-2018). Throughout the interview, the programme director comes to the recognition that students rather assess problems than solving them. When confronting the students with this idea, they mostly agree. They see a limitation due to the short periods of each course. One student states “we only ever get to the problem recognition, but we never get to implement the solution” (focus group 2, personal communication, 19-04-2018). This is mainly seen in the course Marketing Management and generally in group work of other courses. Furthermore, Marcela Ramirez-Pasillas (personal communication, 22-03-2018) mentions the courses Organisational Leadership and Strategy and Technology. However, she would like to have a specific course dedicated to this issue as she sees an increasing importance in the logic of skills and competences. The opinions of the students within the focus groups vary regarding this subject.

Regarding the pedagogical approach, Marcela Ramirez-Pasillas (personal communication, 22-03-2018) believes that there is a shift from traditional lectures to an interaction based way of teaching, where problem solving is a component of. One approach that is mentioned by her as well as by the students is the one of allocating students to a company for two different courses. Thus, students are supposed to suggest solutions for a specific challenge the company is facing. Matching with the perception that students rather identify problems than solve them, Marcela Ramirez-Pasillas argues that “students provide suggestions, but that doesn’t mean they go hands on and help the company to solve the problem” (personal communication, 22-03-2018). One of the limitations she sees here is the question of how much the students are actually authorised to do within a company. According to the students (focus group 2-3, personal communication, 19-04-2018), the degree of learning experience depends a lot on the company the students are allocated to. In one of the focus groups, students state that their
partner company made some use of their work and implemented parts of their suggestions (focus
group 1, personal communication, 16-04-2018), while for other groups this is not the case. A
student of focus group 2 (personal communication, 19-04-2018) believes that the strong focus on
group work is one of JIBS approaches to develop skills in problem solving, as students have to
deal with conflicts and discussions about different ways of working and preferences in approaching
tasks. Apart from that, teachers have been experienced to be supportive when it comes to solving
conflicts with a project group. In contrast to that, students in focus group 3 (personal
communication, 19-04-2018) claim that the teaching approach does not support the development
of problem solving skills:

"there's not many case studies, like the way the courses work here is you go to the lectures, you listen to what the
teacher has to say, you do your group projects, which usually has nothing to do with problem solving and then you
do an exam".

Regarding Gray (2016), Ungaretti et al. (2015), Minocha, Reynolds and Hristov (2017), and
Schoemaker (2008), a relevant skill for Management 2.0 is the one of problem solving. Considering
the data of the syllabus, the interview and the focus groups as well as the theory, we come to the
conclusion that the International Management programme of JIBS rather helps to develop the skill
of problem identification than the one of actual problem solving itself.

4.2. Critical Thinking

Considering the content, one of the programme objectives stated in the syllabus is the “ability to
make independent and critical assessments” (Jönköping International Business School, 2017b, p.1),
which seems to correspond to the skills of critical thinking. Also, the statement that students should
“develop ability to seek and evaluate knowledge” (Jönköping International Business School, 2017b,
p.1) might indicate an encouragement to think critically. Furthermore, the syllabus gives us reason
to see the integration of critical thinking as a skill due to the statements should develop the “ability
to search for, gather, evaluate and critically interpret the relevant information for a formulated
international management problem and also discuss phenomena, issues and situations critically”,
the “ability to make assessments in business administration” (Jönköping International Business
School, 2017b, p.2), and should be able to “assess changes in international environments and how
they affect business renewal” (Jönköping International Business School, 2017b, p.3). Marcela
Ramirez-Pasillas (personal communication, 22-03-2018) believes, that “one of the fundamental aspects
of the education of the university level is critical thinking”. Thus, she sees the development of this skill as
part of all the courses, while it is especially focused in the courses Business Ethics and Strategy and
Technology. In contrast to that, most students do not see is integrated enough in the programme.
One student of focus group 2 (personal communication, 19-04-2018) states:

“I think there is a demand for critical thinking and you have to be able to do that in order to succeed here, but I
would not say it is an essential part of lectures and general interaction with information”.

Furthermore, he/she thinks that the knowledge they are taught is rather fundamental and does not
allow much room for bringing its validity into question. Although, teachers do not encourage
students to challenge what they say, he/she believes that they would be open for discussions.
Although students of focus group 3 (personal communication, 19-04-2018) see the importance of
speaking up and expressing the own opinion critically for business, they do not believe that this skill is sufficiently developed in the programme.

Looking at the pedagogical approach, in the course of Business Ethics, students are supposed to “assess different ethical misconducts and make an analysis of this ethical misconduct, make an analysis of the solution and relate to that in an ethical manner” (Marcela Ramirez-Pasillas, personal communication, 22-03-2018). The programme director furthermore sees the group work in all courses as an important pedagogical approach for the development of critical thinking, where, for instance, models have to be created based on pre-reviewed literature. Students of focus group 1 (personal communication, 16-04-2018) believe that the approach of how assignments are supposed to be resolved, does not give them enough freedom to think critically, apart from critically selecting the sources used for writing an assignment: “you get the topic, you have the grading template and then you just try to match that up”. Students of focus group 2 (personal communication, 19-04-2018) believe that especially the economic courses are too big – taken by several programmes – to discuss current topics. However, they wish theory learned throughout the course was applied to current problems of the news. Rather than during the courses and seminars, critical thinking is required for writing assignments, where certain issues have to be analysed and considered from different perspectives. This perceptions are corresponding to the ones of students in focus group 3 (personal communication, 19-04-2018) that experience the teaching approach as little interactive. They do not feel challenged actively and learn a lot by heart, while students do not participate a lot during lessons. Also these students wish to be encouraged more to think critically and to ask more questions they can learn from. One aspect that this group mentions is that raising one’s voice in a critical way might not be part of the Swedish culture. One student of focus group 2 (personal communication, 19-04-2018), however, feels encouraged to think critically by some course books related to the real business that question specific issues and go more into depth, beyond basic knowledge.

Based on our findings in the papers of Gray (2016), Ungaretti et al. (2015), and Schoemaker (2008), we understand that critical thinking is an important skill for managers. Considering the data of the syllabus, the interview and the focus groups as well as the theory, we come to the conclusion that JIBS seems to understand the importance of developing skills in critical thinking, however it is not encouraged enough during the International Management programme.

4.3. Creativity

Content wise, in the syllabus of International Management, creativity is not specifically mentioned in the skills that shall be attained by graduates of the programme. However, we believe that creativity might be encouraged in the course of Entrepreneurship and Business Planning. Marcela Ramirez-Pasillas (personal communication, 22-03-2018), as well as all the focus groups (personal communication, 16-04-2018/19-04-2018) relate this course to creativity, as this is the first course students take at JIBS, where they have to create their own business without having any knowledge about this theme yet. Apart from that, focus group 1 (personal communication, 16-04-2018) refers to the course Marketing Management at this point, where students are directly involved into company projects, as well as in International Marketing, according focus group 3 (personal communication, 19-04-2018). Also the course Business and Academic Communication has creative elements, when students have to create business ideas (focus group 3, personal communication, 19-04-2018). Regarding Marcela Ramirez-Pasillas (personal communication, 22-03-2018), also the
courses Organisational Leadership and Strategy and Technology have creative aspects, where concepts of responsible management of companies and business models have to be assessed regarding their innovativeness and creativity. In the elective semester, the programme offers a course in entrepreneurial creativity. The programme director also refers to one of JIBS guiding principles, which is *entrepreneurial in mind*. However, she admits that creativity is currently no fundamental part of the grade. Also, the students see that creativity is not necessarily required in order to be successful in the study programme (e.g. focus group 2-3, personal communication, 19-04-2018), especially when it comes to holding presentations: “you can do a black on white PowerPoint and they’re not going to say anything” (focus group 3, personal communication, 19-04-2018). Especially students in focus group 3 believe that creativity is hard to teach. They state that business schools are not famous for being creative and that especially courses like economics do not provide much opportunity for creativity (focus group 3, personal communication, 19-04-2018).

The approach of the Entrepreneurship and Business Planning course for the development of creativity is mentioned by all the focus groups (personal communication, 16-04-2018/19-04-2018) as well as by Marcela Ramirez-Pasillas (personal communication, 22-03-2018), who explains the concept:

> “in a period of ten weeks they launch a venture, either make a profit or lose money. So then they have to work in international teams, so then obviously the thought behind that is that when you have to work in an international team […] you have a more creative environment”.

One student in focus group 2 (personal communication, 19-04-2018) brings up the concern that only few students actually created innovative companies due to many limitations of the task itself. Regarding the aspect of creativity in approaching written assignments in a creative manner, student views vary. While focus group 1 (personal communication, 16-04-2018) is convinced that creativity in this case would lead to a reduction of grading points due to the strict structural requirements, written assignments are seen as an opportunity by one of the students of focus group 2 (personal communication, 19-04-2018) to become creative: “I think the assignments also give you some room for creativity, because you always have kind of an open way to write your assignment, so you can spin it the way you want”.

The collaboration with partner companies is seen as a further useful approach, where students have to become creative in finding solutions for real-business-life problems (e.g. focus groups 1+3, personal communication, 16-04-2018/19-04-2018). In focus group 2 (personal communication, 19-04-2018), it is addressed that although the programme itself does not reward creativity, the structures of the university, including associations outside the course, give students the opportunity to become creative and to be rewarded for it. The student names Science Park as an example.

According to Gray (2016), Han et al. (2017), McDonald (2011), Ungaretti et al. (2015), and Schoemaker (2008), creativity is a further relevant skill when it comes to Management 2.0. With regard to the data of the syllabus, the interview and the focus groups and the findings in literature of the authors mentioned before, we come to the conclusion that the programme International Management of JIBS does provide students some opportunities for becoming creative, however creativity is not encouraged or actively developed within the scope of the courses, regarding our perception.
4.4. People Management

Looking at the content, in the syllabus of the programme International Management we could not find any specific mention of the development of people management skills. However, we believe that the course in Organisation and Leadership might aim to develop skills in people management. Right in the beginning when we mention this skill, Marcela Ramirez-Pasillas (personal communication, 22-03-2018) admits that “this one is a skill that we are weak, currently. Because we don’t have courses that focus specifically on Human Resource Management”. Simultaneously, she sees the importance of people management skills for the management programme; in her opinion, the programme International Management should have a stronger focus on this skill: “I think definitely, we need to do better. Especially, because it is management”. However, she mentions that there is an elective course related to leadership and strategic change, where people management is a topic as well in the mandatory course Organisational Leadership, “here we have leading people, lectures and related seminars. But it is just part of a course”. Regarding this course, she also informs us that the course design, book and examiners were changed lately, as the course did not meet the expectations. Also the students mention Organisational Leadership as a course they relate to the development of people management. However, the different focus groups have different opinions regarding the usefulness of the course content. While focus group 1 (personal communication, 16-04-2018) sees that this course teaches related issues such as work environment and structures, focus group 2 (personal communication, 19-04-2018) perceived this course rather as a sustainability course, where the theme of leadership was approached in only one lecture related to ethical leadership. Focus group 3 (personal communication, 19-04-2018) does not have the feeling that people management skills were developed within this course either. Apart from this course, focus group 1 (personal communication, 16-04-2018) also mentions International Management, “it was about people management, kind of, maybe not on our level, like student to student, but in big corporations and I mean, you could take some of those things and use them on your own”. Although they would not relate people management as a skill to any specific course, focus group 2 (personal communication, 19-04-2018), as well as focus group 3 (personal communication, 19-04-2018) believe that it is developed when working in groups, which is part of all the courses.

As mentioned before, group work is seen as a useful approach for the development of skills in people management (focus group 2-3, personal communication, 19-04-2018). One student in focus group 2 believes that especially diversity of team members supports the development of this skill: “I think I got a lot better in managing people, especially because the diversity here is so high, concerning different countries, different cultures, so you have to be very aware of what you do, of what you say” (personal communication, 19-04-2018). Also in focus group 1 this aspect is raised (personal communication, 16-04-2018). Focus group 3 believes that in the beginning, students can learn about people management due to group work with people they do not know yet, however, they see clear limitations as students are free to choose their own groups: “most of the times, you get to know your people, so you end up in the same group over and over again […] then you don’t learn more” (personal communication, 19-04-2018). Focus group 2 and focus group 3 (personal communication, 19-04-2018) state that the teaching approach is too theoretical in order to really develop the skill: “the big problem is they tell us a lot about this is how it is supposed to be, but they don’t tell you how can you display this kind of attitude towards people who are following you”. In focus group 2 (personal communication, 19-04-2018), one student expresses the thought that the weak focus on this skill might have cultural
reasons: “You could see the Swedish type of leadership, which is very this, I would say non-leadership, where everything is about motivation and it starts from the employee and it is very this soft leadership”. Furthermore, students argue that the development of this skill is up to the individual students themselves (focus group 3, personal communication, 19-04-2018). JIBS offers many opportunities for engaging in extracurricular work, which encourages the development of people management skills: “if you do any kind of work here besides just studying, you’re necessarily confronted with being a leader. And I think that is the way to learn” (focus group 2, personal communication, 19-04-2018).

Gray (2016), Ungaretti et al., (2015), Dulebohn and Hoch (2017), Handy (2015), McDonald (2011), Sanner and Bunderson (2018), Kultalahti and Viitala (2015), Vaiman, Hasberger and Vance (2015), and Schoemaker (2008) discuss the importance of people management for successful Management 2.0. With considerations to the data of the syllabus, the interview and the focus groups and the theoretical findings, we understand that the programme International Management of JIBS does not actively encourage the development of people management skills during the courses. However, the strong emphasis of group work fosters students to improve this skill.

4.5. Communication and Collaboration

Content wise, the syllabus of the programme International Management states that students should exchange their developed knowledge with others (Jönköping International Business School, 2017b, p.1), which we interpret as being part of communication and collaboration. Furthermore, it is claimed that graduates of International Management will have attained skills in communication; students should “demonstrate the ability to present and discuss information, problems and solutions within business administration in speech and writing and in dialogue with different audiences and intercultural settings” (Jönköping International Business School, 2017b, p.2). We also see potential in the course Business and Academic Communication to develop communication and collaboration skills. Also, Marcela Ramirez-Pasillas (personal communication, 22-03-2018), as well as all three focus groups, refers to this course when it comes to communication and collaboration (personal communication, 16-04-2018/19-04-2018). The programme director (personal communication, 22-03-2018) states that the course focuses on skills in communication such as speech and writing, however she and her colleagues have perceived that this is not enough. Regarding this, it has been decided to add a further course that should focus on cross-cultural communication. This stands in line with the perception of students in focus group 1 (personal communication, 16-04-2018), who think it would be useful to have a second communication related course. While students in focus group 3 (personal communication, 19-04-2018) remark that they have learned some presentation skills in this course, one student of focus group 2 (personal communication, 19-04-2018) does not think that this course was helpful for the development of their communication and collaboration skills. However, another student of the same focus group talks about a situation where he/she and another member left a project group. He/she states that at the beginning of the course the students had gotten guidelines for handling related issues, which had helped him/her a lot in coping with the conflict. Students of focus groups 1 and 3 (personal communication, 16-04-2018/19-04-2018), as well as Marcel Ramirez-Pasillas (personal communication, 22-03-2018) miss a stronger emphasis on negotiation. Besides presentation skills, Marcel Ramirez-Pasillas (personal communication, 22-03-2018) further sees the importance of focusing more on speech as a concrete skill,
“so to have the ability to talk to different audiences and to have the ability to integrate different messages for different audiences and to have the ability to create a message that communicates one main idea that is remembered by these audiences”.

According to her, the courses International Marketing, Entrepreneurial Business Planning, Organisational Leadership, Strategy and Technology, and International Management currently have some elements for the development of this skill. Generally, most students think that JIBS helps to develop this skill, not necessarily within the courses, but by requiring a high degree of group work (focus group 1-2, personal communication, 16-04-2018/19-04-2018). In focus group 3 (personal communication, 19-04-2018) it is expressed the concern that this skill is not developed, due to the way of approaching group work. This is discussed in the following part.

While group work is seen as the main approach of all participants, views differ on the actual learning experience as students are mainly allowed to choose their groups themselves – e.g. focus group 3 (personal communication, 19-04-2018), “it’s very common that you can choose your own groups, then you’re used to working with the people you’ve been working on previous projects, so it’s kind of like you don’t develop that skill in a deeper way”. Some of the students believe that they have learned more in group works with people they did not know. In focus group 1 (personal communication, 16-04-2018), it is discussed that students benefited more if they could not choose the groups themselves; one student of this focus groups says that he/she has made the experience that people that do not know each other well put more effort into the work. Apart from that, students that are considered lazy by fellow students could be given another chance to prove them wrong. Although all students believe that the learning outcome of randomly groups could be higher, they all agree that on the positive aspects of choosing their own groups, as stated by one student in focus group 2 (personal communication, 19-04-2018): “what I’ve seen with my friends […] it is easier to just forget all those bombs in the road in the beginning and just go straight forward with the project”. A further student of group 2 expresses the thought that communication and collaboration, including negotiation are always a big part of group projects, independently of if you work with your friends or with people you do not know, as within the groups discussion has to take place regarding content or methodology for instance. Marcela Ramirez-Pasillas (personal communication, 22-03-2018) states that group work is currently part of ten courses. As she is aware of the fact that students rather avoid diverse teams and miss an important learning experience when they can choose their group themselves, it is currently being discussed on course level to add diversity within team as a compulsory requirement for the groups. There is a number of different techniques that can help to build diverse groups with some empathy. However, she admits that an important aspect that had not been taken into consideration so far is that besides the positive aspects, such as increased creativity, of intercultural collaboration, the situation as such increases the level of stress due to different perspectives. Marcela Ramirez-Pasillas believes that this is an important issue that needs to be discussed during class (personal communication, 22-03-2018).

Breaking the course Business and Academic Communication down into two courses should also allow the programme to focus more specifically on presentation techniques, the cultural aspect of team work and more concrete skills. This stands in line with the statement of one of the students in focus group 2 (personal communication, 19-04-2018). Although communication and collaboration is seen as one of the most positive aspects of the programme, due to many
presentations and projects, the student would like to see a greater emphasis on communication as part of the grade. Students in focus group 1 (personal communication, 16-04-2018) believe that communication of the individual students should be encouraged more, as shy students often times hide behind their groups. Good communication skills should be demonstrated by professors as well, according to focus group 3 (personal communication, 19-04-2018). This should not only include the dialogue with the professors but also their style of holding presentations as this can help students to learn from them and apply it to their own case.

Gray (2016), Ungaretti et al. (2015), Dulebohn and Hoch (2017), Kassen (2017), Bates and Sangra (2011), Sanner and Bunderson (2018), Foss and Klein (2014), Stewart et al. (2017), Carillo (2017), and Schoemaker (2008) discuss communication and collaboration as important skill for Management 2.0. Considering the data of the syllabus, the interview and the focus groups and the theoretical findings, we conclude that the programme International Management of JIBS, from our perspective, puts emphasis on the aspects of presentations and team work as part of communication and collaboration skills. However, we perceive the approach of doing so as not necessarily the appropriate one. As faculty members are aware of this fact themselves, they have been taking steps for the improvement and a stronger focus of further aspects of this skill that will be implemented for the programme. Thus, we conclude that the programme International Management is seemingly helping the development of communication and collaboration skills at this moment, however, this may not take place to the appropriate extent. The engagement of faculty members in this subject seems auspicious for the improvement in this regard.

4.6. Multicultural Understanding

Content wise, in the programme overview, it is stated that the International Management Programme corresponds to international management challenges by emphasising “business renewal in an international context” (Jönköping International Business School, 2017b, p.1). Business aspects should be approached locally and globally. Here, we see potential for the development of multicultural understanding. Furthermore, we read a focus on this skill in the following statements, where students of the programme should “demonstrate the ability to present and discuss information, problems and solutions within business administration in speech and writing and in [...] intercultural settings”, ”graduates of the programme will be equipped to contribute to the advancement of business practice in international environments” (Jönköping International Business School, 2017b, p.2), and “demonstrate knowledge of different internationalization processes” (Jönköping International Business School, 2017b, p.3). In international courses such as International Management and International Marketing, we see the opportunity to support the creation of multicultural understanding. Also Marcela Ramirez-Pasillas (personal communication, 22-03-2018), as well as students in focus group 1 (personal communication, 16-04-2018) mention the course International Management at this point. This course includes a lecture as well as a seminar connected to a subject. However, Marcela Ramirez-Pasillas (personal communication, 22-03-2018) would like to have it more incorporated into the programme and sees it as essential part of the new course on cross-cultural communication. In focus groups 1 and 2 (personal communication, 16-04-2018/19-04-2018) it is stated that multicultural understanding is emphasised in all courses with regards to cultural differences and the influence culture has. In focus group 2 (personal communication, 19-04-2018), it is stated that
students of International Management have to find a way to deal with multicultural work and that therefore it is helpful to clear up with prejudice and stereotypes. Another student of the same focus group believes, that the cultural aspect should not be emphasised too much as the differentiation should be made between hard working people and less hard working people, independently of their cultural background.

Regarding the pedagogical approach, during our interview with Marcela Ramirez-Pasillas (personal communication, 22-03-2018) she explains us Bafa Bafa, a game for intercultural understanding that is played in the course International Management: the class is divided into two different groups. Each group should represent the citizens of a different country, with its own fantasy language and culture. Students of each group are supposed to learn the language and cultural traits. Afterwards they come together for a negotiation,

“they are put together to understand this multiculturalism and why people want or not to negotiate with you and how do you within this fake language succeed in creating a business. And then after that they have a reflection on cultural practices and how it is important to be aware of those cultural practices and be respectful to this cultural practice, but at the same time you need to create new practices that create bridges between those two practices.”

(Marcela Ramirez-Pasillas, personal communication, 22-03-2018).

Furthermore, she states that besides the discussions about this theme taking place in class, this game is an important approach, as students are directly confronted with a new culture and have to react to the foreign traits. Students in focus groups 2 and 3 (personal communication, 19-04-2018) believe that the game is fun, but not taken serious enough to adapt the intended learning outcome to real life. In focus group 2 (personal communication, 19-04-2018), it is expressed that the best way to learn multicultural understanding would be by working in multicultural teams; also students in focus group 3 (personal communication, 19-04-2018) have had learning experience with cultural diverse groups. However, in focus group 1 (personal communication, 16-04-2018), the issue is raised that the majority of students in their programme are Swedish, which would make the diversity of groups difficult. In their opinion, whether or not multicultural understanding is developed depends more on the individual and how much he or she interacts with people from different cultures. In focus group 3 (personal communication, 19-04-2018), it is referred to multicultural accommodations – rather than on-campus approaches – as an important source of learning from different cultures. Furthermore, students of the same group claim that this issue is approached more theoretically than that it is put into practice. Simultaneously, they talk about a project in the International Marketing course, where a product has to be implemented in a foreign market under considerations of the foreign culture. In focus group 2 (personal communication, 19-04-2018), a student says

“I think still a workshop would be interesting, because I wasn’t in this dimension of multicultural environment and it’s not that I feel like I need to learn more, but I feel like it would be nice to make experience with different cultures”.

Zakaria (2017), McDonald (2011), Lücke, Kostova and Roth (2014), Stone and Deadrick (2015), and Schoemaker (2008) argue for the importance of multicultural understanding in their papers. Considering this, as well as the data from the syllabus, the interview and the focus group, we conclude that multicultural understanding is developed in the programme International
Management at JIBS. This seems rather to be the case due to the high diversity of students and theoretical approaches during class. We perceive that a workshop and a higher integration of practical approaches within the programme would be helpful for a higher encouragement for the development of this skill.

4.7. Responsibility

When looking at the content, in the programme objectives, stated in the syllabus, we could identify indications for the development of responsibility as a skill. Students should acquire the “ability to independently perceive, formulate and solve task” (Jönköping International Business School, 2017b, p.1). The focus on independence here gives us reason to believe that taking responsibility is part of this objective. Additionally, we understand an emphasis on the development of responsibility in the following statements regarding skills that are aimed to be acquired by graduates of International Management: “ability to identify, formulate and solve problems independently and to complete tasks within predetermined time frames”, “demonstrate the skills required to work independently in business administration”, “demonstrate insight into the role of knowledge in society and the responsibility of the individual for how it is used”, “graduates of the programme will be equipped to contribute to the advancement of business practice in international environments” (Jönköping International Business School, 2017b, p.2). This stands in line with the impressions that students of focus group 3 (personal communication, 19-04-2018) have. In their opinion, they are taught to develop responsibility, as they are expected to be autonomous, “taking your own projects, sign up for seminars and like make sure that you’re on track. [...] Since it’s so tightly scheduled that you have so many things happening in one”. According to focus group 1 (personal communication, 16-04-2018), responsibility is a feature that develops naturally on university level. Furthermore, we believe that responsibility can be increased in the course of Responsible Enterprise, listed in the course list of the syllabus (Jönköping International Business School, 2017b, p. 6).

Marcela Ramirez-Pasillas (personal communication, 22-03-2018) states that responsibility in terms of ethics and sustainability is officially subject of two courses, Organisational Leadership – where sustainability is planned to become a stronger component and the name will be changed to include the word sustainability – and Business Ethics – where the name has been changed to Responsible Enterprise. Even though, the subject is also addressed in the courses Entrepreneurial Business Planning, Basic Financial Accounting, Management Accounting, Marketing Management and International Management, Marcela Ramirez-Pasillas (personal communication, 22-03-2018) would like to integrate responsibility as a more important component. A topic that plays an important role in business in her opinion but that is currently not covered is the one of corruption and how to deal with it. In general, she is satisfied with the advancement the programme of International Management has made in incorporating ethics and responsibility in a systematic way: “For instance this was a very big decision, to review the whole course of Organisational Leadership and then to add on the sustainability” (personal communication, 22-03-2018). Also, the students of the focus groups 2 and 3 (personal communication, 19-04-2018) have the impression that subjects like CSR, ethics and responsibility are present throughout the whole programme, although not focused specifically. In focus group 2 (personal communication, 19-04-2018), it is raised the critique that the consequences of e.g. the international trade theory on environment is not necessarily pointed out enough in class. Talking about personal responsibility, students of focus group 2 (personal
communication, 19-04-2018) believe that the emphasis on group based evaluations does not directly take into consideration the personal responsibility of the individual.

Regarding the approach, Marcela Ramirez-Pasillas (personal communication, 22-03-2018) explains us that the programme logic has been changed. Before, responsibility was taught as part of the ethics course. As the logic has been in the process of being changed – which has not been completed yet – every subject should be connected to relevant topics of responsibility. For Organisational Leadership for instance that means that students will be taught the theory and perspective of responsible enterprises, that should afterwards be applied to a real life company case. In focus group 3 (personal communication, 19-04-2018), one of the student says that the subject is not presented interesting enough for students to develop a positive attitude towards sustainability. Besides the course level, students of all three focus groups think that responsibility is developed due to the independent way of learning and teaching:

“You don’t even need to go to classes, but then all the examinations, assignments, group projects, you need to find all the sources, you need to find articles, you need to find the books and everything and they don’t give it you, so you also have to like by yourself find other things, other skills, other knowledge that they don’t provide you” (focus group 3, personal communication, 19-04-2018).

Students have to explore by themselves which is the best way to study (focus group 1, personal communication, 16-04-2018). Connected to that, a student in focus group 3 (personal communication, 19-04-2018) states “they don’t teach it per se, they just leave you out in the open, you just have to do it”. Also, working in groups is seen as a way to develop skills in responsibility. In focus group 3 (personal communication, 19-04-2018), one of the students believes that “you develop it inevitably, when you work in decent groups, because you have to have some form of responsibility to be able to work in a good group”.

Gray (2016), McDonald (2011), Handy (2015), Kassen (2017), Chiappe, Andres and Lee (2017), Poulsen and Ipsen (2017), Foss and Klein (2014), Rodriguez and Rodriguez (2015), Baumgartner (2013), McDonald (2011), and Schoemaker (2008) see responsibility as an important skill for dealing with Management 2.0. Regarding the findings of these authors, and the data of the syllabus, the interview and the focus groups, we come to the conclusion that responsibility is developed in the International Management programme of JIBS.

4.8. Continuous Learning

Considering the content, as according to the programme syllabus students should “develop ability to seek and evaluate knowledge” (Jönköping International Business School, 2017b, p.1), we understand that they are encouraged for continuous learning. Furthermore, “graduates of the programme understand the […] role, use, and development of knowledge”. They should “demonstrate the ability to identify their need for further knowledge and ongoing learning” (Jönköping International Business School, 2017b, p.2). Regarding the students of focus group 2 and 3 (personal communication, 16-04-2018/19-04-2018), the development of this skill is not actively taught in their programme. In both groups, it is stated that when it comes to exploring different ways to acquire knowledge, every student has to learn and experiment on his or her own to find the best way. In focus group 3 (personal communication, 19-04-2018), it is stated that “here
it’s more like I go to the lecture, if I go, and I just do what has to be done and that’s it. So there’s no really incentive to like develop your skills”. A further comment in the same focus group is that when it comes to scheduling, students are not flexible to choose or add courses they are interested in. When it comes to diverse knowledge, students in focus group 3 (personal communication, 19-04-2018) state that the diversity in subjects gives them a broad overview in different fields. This allows them to detect their own interests and to work in different areas. One of the students states that although, they might lack skills to actually work, these may be acquired on the workplace (focus group 3, personal communication, 19-04-2018). Marcela Ramirez-Pasillas (personal communication, 22-03-2018) states that continuous learning currently forms part of the courses Organisational Leadership, Strategic Change, Basic Financial Accounting and Corporate Finance.

Regarding the pedagogical approach, Marcela Ramirez-Pasillas (personal communication, 22-03-2018) has many ideas for improvement. She states that throughout the last years, a change – she refers to as flipping the class room - has been taking place. “Basically it means that we need to do away with lectures and we need to think in terms of activities” (Marcela Ramirez-Pasillas, personal communication, 22-03-2018). According to her, different teaching tools, such as physical games – like Lego, and online simulation games - will be integrated as teaching methods. To give us an idea of how this should work, she explains us one of the games that she might want to use in class:

“I found this great game that is called super puzzle. And it’s basically such a gigantic puzzle that can be played with as much as 25 students at the time, which represent, a large organisation. So you organise the students in teams which represent the departments of an organisation and then each department has the responsibility of assembling a part in the puzzle. The fun part of it is that you cannot see what is the image of the puzzle that you are putting together. […] And in order for you to find out how these pieces are put together, you have to communicate with the other teams. So you have the communication between the departments to make sense of the organisational goal, which is represented in this super puzzle” (Marcela Ramirez-Pasillas, personal communication, 22-03-2018).

In the future, the programme director wants to use more of such tools, to actually practice important skills like problem solving (Marcela Ramirez-Pasillas, personal communication, 22-03-2018). All focus groups (personal communication, 16-04-2018/19-04-2018) state that they take some courses with Marketing Management students, although they do not interact with each other. When we confront them with the idea of having classes or projects with students from other faculties, all focus groups agree that this would be a very interesting learning experience – e.g. “it would be actually almost be more beneficial to not just work with different cultures or programmes here” (focus group 3, personal communication, 19-04-2018). One of the students in focus group 2 (personal communication, 19-04-2018), however, believes that due to the tight schedule they already have, essential contents of the programme could be missed out. Thus, the student refers to the opportunity of participating in additional projects like the Entrepreneurship Challenge or innovation days, where students from different faculties can work together.

Gray (2016), McGrath (2013), Ungaretti et al., (2015), McDonald (2011), Foss and Klein (2014), Rodriguez and Rodriguez (2015), and O’Connor (2015) address the issue of contentious learning and the importance of this skill for Management 2.0. Considering the works of these authors, the data from the syllabus, the interview and the focus groups, we believe that continuous learning is currently not actively encouraged by the programme International Management of JIBS. Rather
than that, students are given the opportunity and are expected to develop this skill on their own. Considering the insights that Marcela Ramirez-Pasillas gave us during the interview regarding the plans she has for the programme, we assume that the development of continuous learning as a skill will be emphasised more in the near future.

4.9. Technological Knowledge

Content wise, when taking a look at the course table in the programme syllabus (Jönköping International Business School, 2017b, p.6), we think that technological knowledge might be conveyed in the courses about Accounting, Business Statistics, Strategy and Technology, Corporate Finance, and Research Methods, Design, Implementation and Analysis. Jönköping International Business School (2017b, p.2) claims that graduates of International Management will have attained analytical skills, which is part of technological skills. According to Marcela Ramirez-Pasillas (personal communication, 22-03-2018) and the three focus groups (personal communication, 16-04-2018/19-04-2018), the development of technological knowledge is no significant part of the programme International Management. Although Marcela Ramirez-Pasillas (personal communication, 22-03-2018) refers to the course Strategy and Technology, she admits that it does not include the dealing with big data – however there is an elective course, Business Digitalisation, where it is part of the content. While students believe that digitalisation and subjects like social media marketing and online marketing are an integral part of nowadays business life (focus group 1+3, personal communication, 16-04-2018/19-04-2018), Marcela Ramirez-Pasillas (personal communication, 22-03-2018) does not see any opportunity to find space for this subject in the programme currently, as the degree in Business Administration and Economics requires a specific amount of economic courses. However, the students see some part of technological knowledge in the research course, as well as in academic writing and statistics (focus group 2-3, personal communication, 19-04-2018). Students in focus groups 2 (personal communication, 19-04-2018) and 3 (personal communication, 19-04-2018) also mention that they were offered free access to a voluntary Excel-course.

Regarding the pedagogical approach, in focus group 3 (personal communication, 19-04-2018), one of the student says “they're trying to talk about new communication, new media, how to develop new marketing strategy with digital media and everything, but they just say it exists […]. But they don’t tell you how”.

Articles of Gray (2016), Rodriguez and Rodriguez (2015), and Carillo (2017) cover the significance of technological knowledge for successful Management 2.0. The data discussed above have shown that although some courses seem to talk about the importance of technological knowledge, students are seemingly not shown how to apply this knowledge practically. Consequently and under the considerations of the theory, we conclude that, in our perception, technological knowledge is not taught to be developed in the International Management programme of JIBS.

4.10. Flexibility

Regarding the content, in the programme overview of the syllabus it is stated that “today all business life actors have to be prepared for complex and fast changes” (Jönköping International Business School, 2017b, p.1). This gives us reason to believe, that the faculty sees the importance of having skills in flexibility. In the objectives of the programme, it is stated that students should
take “preparedness to deal with change in working life” (Jönköping International Business School, 2017b, p.1) from the programme – which indicates flexibility for us. Students should be able to “assess changes in international environments and how they affect business renewal”. (Jönköping International Business School, 2017b, p.3). All parties agree that flexibility is an integral part of the programme, although it is not taught actively. In focus group 2 (personal communication, 19-04-2018) a student says:

“I think the general message also from the school on that is that you just don’t have a choice in today’s business world […] I think we don’t necessarily learn about opportunities that we could exploit or ways to exploit these, but we learn to be open-minded and to be conscious about these and we recognise that things are changing”.

Also in focus group 1 (personal communication, 16-04-2018), it is expressed that the programme requires students to be flexible. Students in focus group 3 (personal communication, 19-04-2018) believe that the tight schedule does not give much room for flexibility – while one student of the focus group argues that the tight schedule requires them to adapt to it – and the fact that most project groups are built among friends does not encourage flexibility that a more diverse team required. Marcela Ramirez-Pasillas (personal communication, 22-03-2018) states that flexibility is addressed in the course International Marketing and in the elective course Strategic Change. One student of focus group 2 (personal communication, 19-04-2018) says that change and the consideration of external factors is part of the Management course of the second semester; simultaneously students have the opportunity to visit, for instance, guest lectures about innovation and change outside of the programme.

Concerning the pedagogical approach, Marcela Ramirez-Pasillas (personal communication, 22-03-2018) and focus group 2 and 3 (personal communication, 19-04-2018) believe that flexibility is practiced in working in international teams – e.g. focus group 1 (personal communication, 16-04-2018) mentions “you got to have somewhat adapt to all the group members’ needs, otherwise your group is going to be really bad”. To develop flexibility as a skill, one of the students in focus group 3 (personal communication, 19-04-2018) believes that randomising groups would be the best way to do so. One aspect that Marcela Ramirez-Pasillas (personal communication, 22-03-2018) mentions during the interview that one outcome of the portfolio review – where the programme is reviewed from professors from other universities – is, that the double degrees the programme offers to the students together with EBS in Germany and KEDGE Business School in France, do not allow for a lot of flexibility as the structures are too fixed.

Chiappe, Andres and Lee (2017), Forbes (2017), Han et al., (2017), Minocha, Reynolds and Hristov (2017), Schoemaker (2008), and Ungaretti et al. (2015) approach the importance of flexibility as a skill for Management 2.0. Regarding this, as well as the data from the syllabus, the interview and the focus groups, we come to the conclusion that even though flexibility does not seem to be actively taught in the majority of courses, the circumstances of the programme and the strong emphasis on group work seem to require students to develop skills in flexibility.
4.11. Other Skills

During the interview with Marcela Ramirez-Pasillas and the focus groups with students of the programme International Management, the participants mention other skills that they see as important for Management 2.0 – that either are or should be part of the programme – that we do not want to miss to mention at this point.

Content wise, according to students in focus group 2 (personal communication, 19-04-2018), further skills that they have developed due to the programme are organisational skills – which they refer to as having their information together and being prepared – and time management, in order to adhere to deadlines and complete projects by still balancing personal life. Due to the short period of courses and the quick change of different subjects, they furthermore state to have improved their adaptability – which we connect to flexibility. Their English skills have improved too because of the programme. Components that students in focus group 3 (personal communication, 19-04-2018) miss are those of knowing how to practically apply their knowledge. Here, they refer to the skill of problem solving to handle unknown situations with the help of acquired theoretical knowledge. Furthermore, they believe that it would be helpful to get familiar with software that companies use, during the programme. During our interview with Marcela Ramirez-Pasillas (personal communication, 22-03-2018), she comes up with a number of skills that she perceives as important but that are currently not part of the programme. However, the faculty has laid a stronger focus on the integration of skills and competences:

“One of the strategic priorities is to identify skills and competences in each programme and because of that we have to initiate a discussion with the faculty to define which will be the most suitable skills and competences for the particular programme of International Management” (Marcela Ramirez-Pasillas, personal communication, 22-03-2018).

As she is very interested in the subject and the shift from traditional skills to critical thinking, she has been researching and taken a look at the Institute for the Future. Some of the important skills she mentions are distance based collaboration, managing overloads of information and making decisions based on them, foresight competence to predict the future, sense making and to be able to work in multidisciplinary teams. Furthermore she states that social intelligence is becoming increasingly important as employers are shifting their focus towards hiring people with the right attitude, with the mindset that knowledge can be taught in workshops or by a mentor. Regarding this she states that “part of the success of JIBS has been its culture. We work in international teams. And it never has been like talked about. Now, there is because of the accreditations, we started to discuss all these kind of things” (Marcela Ramirez-Pasillas, personal communication, 22-03-2018).

One approach to develop further skills that is addressed in all personal communications is the integration of an internship. Currently the internship is part of the elective semester, where students can choose to study one semester abroad of one of JIBS’s partner universities, to stay at JIBS and take elective courses or to do an internship (Marcela Ramirez-Pasillas, personal communication, 22-03-2018). Students of focus group 1 (personal communication, 16-04-2018) express the concern that, as the internships are scheduled for a period of ten weeks, it is hard to find a company that accepts interns for this short term. Thus, they believe, the internship should be offered for a whole semester. All focus groups (personal communication, 16-04-2018/19-04-2018) agree that gathering
some working experience during the studies is an important component. In contrast to focus group 1, focus group 2 (personal communication, 19-04-2018) states that the eligible option as it exists now is a good one, especially as students already get into contact with companies during some of the course projects and thus gain experience in working with them. They are afraid that if the internship was mandatory, the length of the programme could be extended. They believe that JIBS offers students many opportunities to do internships during summer break for instance – according to focus group 3, this option is not incentivised enough by university. In both focus groups (focus group 2-3, personal communication) students express the idea of combining the internship with the exchange and have an additionally internship component abroad while taking courses at a foreign partner university. For the development of skills in general, Marcela Ramirez-Pasillas (personal communication, 22-03-2018) sees a challenge in changing course activities and assignments to ensure that all students train and test the skills. However, she agrees on the students opinions that an internship should be an integral part of the programme and important to practice skills. Thus, she tells us that integrating a mandatory internship by 2024 is one of the strategic priorities for all programmes of the business school. One problem that this raises for the case of International Management is that this programme is concluded with a degree in Business Administration and Economics. To ensure this title, Swedish regulations require the programme to include four economics courses, which makes it hard to create space for the internship. Apart from this, Marcela Ramirez-Pasillas (personal communication, 22-03-2018) refers to the option of attaining a double degree by conducting part of the bachelor programme at the business schools EBS in Germany or the KEDGE in France. Both of the schools have an internship as compulsory part of the studies.

In conclusion, it can be said that further skills that are developed by the programme International Management at JIBS are those of organising and time management, as well as social intelligence. Important skills that are currently not part of the programme, or not emphasised strongly, are practical skills, big data management, prediction skills, and sense making. However, considering the strategic goals regarding skills and competences of JIBS, we assume that more of the aspects mentioned above will be implemented within the next years. Regarding the approach, it can be concluded that adding an internship as mandatory part of the programme might be valuable for the development and practicing of important Management 2.0 skills.

4.12. Learnings for International Management

Having presented the analysis of our research and categorised it into content and pedagogical approach, we can now relate the specific contents and approaches and the relevant Management 2.0 skills to the six forces presented in the beginning of this thesis. Content can be grouped into the syllabus, components of courses, aspects of university, aspects of the programme and JIBS guiding principles. Pedagogical approaches can be categorised into group work, assignments and cases, literature, teacher encouragement and seminars and lectures. Furthermore, presentations, workshops, elective semester, interactive games and working with partner companies are other approaches applied.
4.12.1. Content

Some content that seems to be important part of the courses is mentioned in the syllabus – such as continuous learning, communication and collaboration and multicultural understanding; specifically in the objectives – critical thinking, responsibility, flexibility and problem solving, as well as in the mission-driven goal, that we, regarding the statement of Marcella Ramirez-Pasillas (personal communication, 22-03-2018), understand as focusing on problem solving/identification, critical thinking and continuous learning. Integrating the objective of developing these skills as important part of the programme, leads us to the conclusion that the programme seems to support students to manage the forces of virtualisation, tumult of global markets, open work source practices, decline of organisational hierarchy, generation Y values, and imperative of business sustainability.

Even though one of JIBS’s guiding principles is to be entrepreneurial in mind, this does not seem to influence the development of creativity as a skill positively. Although not actively taught, we perceive that JIBS expects students of International Management to think critically, to take responsibility and to be autonomous, as well as to be flexible. Thus, we understand that demanding a high degree of self-responsibility prepares the students for coping with the forces of open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets and imperative of business sustainability. Virtualisation could be helped to cope with by expecting both, being responsible and flexible.

Contents being part of the course, but that seem to be not strongly emphasised are those related to problem solving, communication and collaboration, with regards to presentations, but not regarding negotiation or speech, multicultural understanding in terms of cultural differences and influences, and responsibility, should be incorporated as a more important component in all courses. Further components of courses that are covered only slightly are critical thinking, people management, creativity, and technological knowledge, only considered concerning academic research and statistics. Continuous learning is not seen as part of the courses. Thus, as we understand the data, we believe that the incorporation of these subjects into the courses might have some impact on supporting the management of the following forces: virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets and imperative of business sustainability. For the development of communication and collaboration, a course for cross-cultural communication is planned to be added to the programme; ethics and sustainability, being part of responsibility, are officially part of two courses, while they are planned to be integrated strategically throughout the programme, which we see as helpful for preparing students in being able to manage the Management 2.0 forces of virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets and imperative of business sustainability. The high diversity in subjects seems to help students to learn continuously and thus to develop an important skill to deal with the decline of organisational hierarchy and generation Y values.

Furthermore, our research gave us reason to believe that some of the content taught in the programme International Management may have a rather adverse effect on the development of the skills for coping with relevant Management 2.0 forces. The use of old sources seems to restrict the development of skills in problem solving, as it does not allow current issues to be discussed. The
same seems to apply to the short periods of courses in connection with tight schedules that do not allow for discussing problems to the extent of solving them. On the one hand, this factor might allow no room for much flexibility, on the other hand, it requires students to adapt and thus, become flexible and acquire further skills in organising and time management. Connecting this to the forces, dealing with virtualisation can either be hampered or supported by this aspect of content. Also, the nature of knowledge taught can be seen as limiting the development of critical thinking and creativity as skills and thus might not support students in learning important skills for managing virtualisation and the tumult of global markets.

4.12.2. Pedagogical Approach

When it comes to the pedagogical approaches applied in the programme International Management, it seems that working with partner companies for student projects is helpful for training skills in problem solving – which can mainly be referred to problem identification, while the learning experience depends on the company the students are allocated to, as the degree of influence the students are allowed to have defers among the partner firms.

Furthermore, group work can be seen as one of the most appropriate pedagogical approaches for the development of skills in problem solving, critical thinking, people management, communication and collaboration and responsibility. Thus, we understand this approach as supporting preparation for coping with the relevant Management 2.0 forces of virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets and imperative of business sustainability. However, taking into consideration the outcomes of our data collection, we believe that randomising cross-cultural groups – that is currently no requirement for most of the group works – could stronger encourage skills in creativity, people management, communication and collaboration and responsibility, which consequently might prepare students to a higher degree for coping with virtualisation, tumult of global markets, open work source practices, decline of organisational hierarchy and generation Y values.

Requiring students to hold many presentations, as well as lecturers acting as a role model in the way of teaching, seems to help students to develop communication and collaboration skills and prepare them for virtualisation, open work source practices, decline of organisational hierarchy and generation Y values. However, students state that communication of the individual student should be encouraged more. A further pedagogical approach that might contribute to the development of the Management 2.0 skills of problem solving and critical thinking – but that is currently not strongly made use of in the programme – is the one of case studies, that have to be solved by students. Written assignments that include elements of analysis and considerations from different perspectives seem to train students in critical thinking as well as creativity to the extent that they can mostly choose the focus and sources their assignments should be based on. Regarding these aspects, we believe that the way of approaching written assignments can help students in the preparation for virtualisation and the tumult of global markets. Especially projects that are practically relevant seem to help students to strengthen skills in multicultural understanding and creativity, which we see as important for dealing with virtualisation, generation Y values and the tumult of global markets. Most students agree that having a workshop for multicultural understanding, would be a useful approach for strengthening this skill and thus prepare them better for working in an environment characterised by virtualisation and generation Y values.
The expectations from JIBS towards their students to learn independently, seems to require students of International Management to develop skills in responsibility and also to prepare them for virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets and imperative of business sustainability. A further approach that we perceive as useful for developing skills like multicultural understanding and continuous learning is the one of interactive games (e.g. Bafa Bafa), which is currently only applied in few courses. However, the way of presenting the games, in a way that students understand their purpose and take them seriously, might have an influence on the actual learning from them. According to Marcela Ramirez-Pasillas (personal communication, 22-03-2018) this approach should be use more intensely in the future. We believe, that it can familiarise students with important skills for coping with decline of organisational hierarchy, generation Y values and virtualisation.

An interesting approach that Marcela Ramirez-Pasillas (personal communication, 22-03-2018) mentioned as an idea to develop skills in continuous learning with regards to diverse knowledge, was to give some courses across campus, where students of different faculties work on projects together and, thus, can share expert knowledge they have acquired. We believe that this would help students to prepare for managing the decline of organisational hierarchy and generation Y values. Some of the students believe that the opportunities JIBS offers to their students next to the programmes themselves – like becoming engaged in associations and extracurricular work – give students many opportunities to actively improve their skills in people management, creativity and practical skills. This gives us reason to believe that students can acquire important abilities for Management 2.0 in virtualisation, open work source practices, decline of organisational hierarchy, generation Y values and the tumult of global markets. An approach that is currently not applied in International Management, but that is seen as useful for the development of practical skills, is the one of integrating an internship as compulsory part with the exchange semester. Marcela Ramirez-Pasillas (personal communication, 22-03-2018) believes that a further important skill is social intelligence, which JIBS helps students to develop due to its open, international and social culture.

Aside from pedagogical approaches that seem appropriate for preparing students for working in Management 2.0, some students believe that other pedagogical approaches applied in International Management do not help them to prepare for Management 2.0 forces. Especially, teacher-centred teaching, where little interaction takes place and little practical knowledge is imparted, seems to inhibit the development of skills like problem solving, critical thinking, people management, multicultural understanding, and technological knowledge. Thus, we understand this as insufficient preparation of students to deal with the challenges of virtualisation, open work source practices, decline of organisational hierarchy, generation Y values and the tumult of global markets. Strict grading templates for assignments are experienced as limiting for creativity by students. Regarding this, we think it does not help students in their preparation for managing the forces of virtualisation and tumult of global markets. Furthermore, the same approach, as well as large courses taken by a high number of students, do not allow them for much critical thinking, due to clear boundaries and the difficulty of having deep discussions with a large number of people. The strong focus on group based evaluations can in some cases hamper the development of self-responsibility and might complicate the dealing with virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets and the imperative of business sustainability.
4.12.3. Key Learnings

Based on the skills taught or developed through content and pedagogical approach, we can now conclude that, from our perspective, the programme International Management focuses on educating future managers that are able to cope especially with imperative of business sustainability, which is linked to the skill of responsibility. This force is followed by, from strongest to weakest, decline of organisational hierarchy, virtualisation, open work source practices, generation Y values and tumult of global markets.

A further learning that we can draw from the case of International Management is that some pedagogical approaches might have a positive impact on the development of one skill, while having an adverse impact on another one. For instance, the short period of courses is seen as helpful for the development of continuous learning by students as it allows for imparting a higher variety of knowledge due to the large number of courses. Simultaneously, the same pedagogical approach is mentioned by students to hamper the development of critical thinking as the limited time frame of courses would not allow for reaching that far. In this case, we believe that the skills taught or developed should align with the programme objectives.
5. Empirical Analysis: MSc Global Management

This chapter presents one in-case analysis of our research, the master programme Global Management is discussed. Each skill is analysed individually, where the faculty and the student viewpoint is combined, to get an in-depth understanding of whether the skills are developed or taught at the programme. The content is analysed first and the pedagogical approach afterwards, based on the division that was made in the introduction and theoretical part. After this, some theory is pointed out and a conclusion is drawn for every skill. At the end, the skills are linked to the forces in the learnings sub-chapter, linking it to the concept of Management 2.0 and providing us with a more general learning of the programme.

5.1. Problem Solving

When looking at the content of the Global Management programme, we can identify several aspects regarding problem solving. The syllabus states that an objective of the programme is to “develop the students’ ability to deal with complex phenomena, issues and situations” (Jönköping International Business School, 2018f, p.1). One of the students mentions that the programme provides students with tools to solve problems, to be able to be a global leader (focus group 1, personal communication, 23-03-2018). Other students agree that problem solving is taught and developed during the programme (focus group 2-4, personal communication, 23-03-2018/26-03-2018). However, during one focus group, a student points out that problem identification is a huge part of the programme, while problem solving itself is not really taught and that “it never reaches the point beyond suggesting stuff” (focus group 1, personal communication, 23-03-2018). Similar, Kajsa Haag (personal communication, 27-03-2018) mentions that “there’s too little focus on the actual implementation” and “how to actually make it work in practice, that bit is speeded through sort of”. Another student specifies that the problem solving part is sometimes more in one’s mindset and that elaboration on this feasibility is often not necessary in the programme (focus group 3, personal communication, 26-03-2018). Some students discuss that the programme cannot always reach the problem solving phase as it is more about considering alternatives and that, for instance, the Contemporary Issues in a Globalised World teaches that there is no right or wrong (focus group 2, personal communication, 23-03-2018).

Aspects of problem solving can also be found in the pedagogical approach of the programme. According to the syllabus, another objective is to “solve problems and exercise leadership skills in a global environment and diverse intercultural settings” (Jönköping International Business School, 2018f, p.3). Kajsa Haag (personal communication, 27-03-2018) mentions problem solving is also related to the teamwork, how to communicate in a group and how to solve problems together. Several students state that when looking at group work, problem solving is not necessarily taught, but one will practice it, especially when being forced into groups (focus group 2+4, personal communication, 23-03-2018/26-03-2018). Most students mention assignments and cases when referring to the skill of problem solving, especially related to the courses Family Business Development, Corporate Social Responsibility, and Corporate Entrepreneurship and Strategic Renewal. The Hallpressen project – where students act as consultants for the same-named company – in Corporate Entrepreneurship and Strategic Renewal is both praised and criticised in all focus groups (personal communication, 23-03-2018/26-03-2018). Praised for being a real life case and the initial idea was that this is an actual problem to solve for the students, which turned
out to be more problem identification (focus group 4, personal communication, 26-03-2018). But criticised for lacking recognition of the feasibility of the project, as students did not the experience that the feasibility was encouraged or questioned by the teachers and the professionals (focus group 1, personal communication, 23-03-2018). Another issue that a student mentions regarding problem solving is that “now we’re really restricted in our thinking, because we have to think along the rubrics” (focus group 3, personal communication, 26-03-2018). Another aspect of problem solving that Kajsa Haag (personal communication, 27-03-2018) mentions, is the thesis work, where the purpose can be seen as a problem and the rest of the thesis is about how you solve this problem. She says that this is problem solving on a higher academic level.

When looking at the theory regarding problem solving, Gray (2016), Ungaretti et al. (2015), Minocha, Reynolds and Hristov (2017), and Schoemaker (2008) all say that this is a necessary skill to have in Management 2.0. Taking into consideration the syllabus, the interview with Kajsa Haag and the focus groups with the students, we perceive that the skill of problem solving itself is not necessarily in the programme, and that there is more focus on problem identification.

5.2. Critical Thinking

When looking at the content of the programme, we can see some features of the skill critical thinking. First of all, the syllabus states that one of the objectives is to “further develop the student’s ability to independently integrate and use knowledge” (Jönköping International Business School, 2018f, p.1) and that “graduates of the programme will have acquired the skills to integrate knowledge critically and systematically and to analyse complex issues” (Jönköping International Business School, 2018f, p.2). The students agree on this, where one student even mentions that critical thinking is a “strength of doing a master in general” (focus group 1, personal communication, 23-03-2018). The objectives also match with Kajsa Haag’s (personal communication, 27-03-2018) statement that the master programme is designed to develop critical thinkers that can form an opinion based on their knowledge and the situation at hand. Similar, the students mention that making different choices and understanding the consequences of these choices is a big part of this programme, and especially the course Contemporary Issues in a Globalised World is good at this (focus group 1, personal communication, 23-03-2018). Another student recollects that black and white thinking is not encouraged during the programme and that they are shown that there is no single solution to a problem, but the context and environment should be taken into account (focus group 2, personal communication, 23-03-2018). These latter comments can also be seen in the objectives of the programme, namely that students are required to “demonstrate an ability to make assessments in business administration, taking into account relevant scientific, societal and ethical issues and also demonstrate awareness of ethical aspects in research and development work”, “demonstrate insight into possibilities and limitations of science/research, its role in society and people’s responsibility for how it is used” and “demonstrate understanding of issues of global management and how they can be interpreted with different theoretical approaches” (Jönköping International Business School, 2018f, p.2).

Regarding the pedagogical approach, some other elements of critical thinking are detected. Kajsa Haag (personal communication, 27-03-2018) mentions that a “critical thinking approach” is a task of the master programme, where the students are asked to “demonstrate an ability to integrate knowledge critically and systematically” and “demonstrate the ability to identify and formulate
issues critically” (Jönköping International Business School, 2018f, p.2). One of the students points out that peer evaluation is a part of critical thinking, in presentations, assignments and now with the thesis (focus group 1, personal communication, 23-03-2018). Another student mentions that the articles and other readings are related to this skill as well (focus group 4, personal communication, 26-03-2018). Furthermore, “the teachers encourage us always to challenge what they say” (focus group 1, personal communication, 23-03-2018), similar statements can be seen in the other focus groups (personal communication, 23-03-2018/26-03-2018). Examples that can be provided are related to the courses Advanced Leadership and Organising and Leading Change, where the teacher pushes the students towards critical thinking (focus group 2, personal communication, 23-03-2018). Discussions within the class or during group work are also part of this skill, according to the students (personal communication, 23-03-2018/26-03-2018). The seminars are interactive and the teachers encourage the students to state their opinions and dig deeper. One student states that some individual written assignments are not judged critically enough (focus group 2, personal communication, 23-03-2018). Focus group 3 (personal communication, 26-03-2018) comes back to the grading rubrics again, where critical thinking would be fostered more if there was more freedom in these rubrics.

In the theory, Gray (2016), Ungaretti et al. (2015), and Schoemaker (2008) refer to critical thinking as an important skill. After taking all the different viewpoints into account, we believe that critical thinking can be found in the master programme Global Management, with the only critical notes being the grading rubrics and the individual assignments.

5.3. Creativity

The content of the programme is analysed in this paragraph to see whether the skill creativity is taught or developed. The syllabus only refers to creativity once, where students are required to “demonstrate the ability to identify and formulate issues […] creatively” (Jönköping International Business School, 2018f, p.2). The programme director mentions that creativity can be found in one of the guiding principles, namely “to be entrepreneurial in mind”, and that it is implicitly in all the courses (Kajsa Haag, personal communication, 27-03-2018). Focus group 1 (personal communication, 23-03-2018) says a similar thing when they mention “it’s appreciated in different ways” and focus group 2 (personal communication, 23-03-2018) thinks that creativity is adapted to the programme, even though it is sometimes hard to enforce creativity within the field of business (focus group 3, personal communication, 26-03-2018). Focus group 4 (personal communication, 26-03-2018) states students are creative within their boundaries and that the programme “attempts to be creative”. Creativity is seen in Corporate Entrepreneurship and Strategic Renewal, where the importance of constant renewal is emphasised (Kajsa Haag, personal communication, 27-03-2018). However, she states that creativity is “not a programme goal in itself”, although she believes it can be in there more, which is also pointed out by most students (personal communication, 23-03-2018/26-03-2018).

Regarding the pedagogical approach, Kajsa Haag (personal communication, 27-03-2018) mentions that “there’s quite a big room for students to explore and set up the project in the way that they like it, so there’s room for creativity in how you solve the tasks”. The students in focus group 1 (personal communication, 23-03-2018) agree with this to some extent, although they say that one usually goes back to the same approach as it worked out before. The course Corporate Entrepreneurship and Strategic
Renewal is mentioned in all focus groups, where some students say that it would have been nice if creativity had been rewarded (focus group 1, personal communication, 23-03-2018), others say that creativity was encouraged and rewarded (focus group 2, personal communication, 23-03-2018). Focus group 4 (personal communication, 26-03-2018) states that creativity was in there, however, the rubrics limited it again. Another course that is mentioned by a few is Corporate Social Responsibility. Kajsa Haag (personal communication, 27-03-2018) says that it usually has some creative projects and the frameworks that one creates during this course are also seen as creative (focus group 4, personal communication, 26-03-2018). Other pedagogical approaches that are referred to in the focus groups are presentations and group work in general, where creativity is sometimes encouraged, but usually not rewarded (personal communication, 23-03-2018/26-03-2018). Most students say that they would be more creative if it had been rewarded. The programme director mentions that group work “spurs creativity” as one has to make the most out of it, while having limited resources and time (Kajsa Haag, personal communication, 27-03-2018). Holding a leadership speech in Advanced Leadership is one assignment where creativity is rewarded (focus group 2, personal communication, 23-03-2018). Both focus group 3 and 4 (personal communication, 26-03-2018) bring up that often teachers do not grasp the concept of creativity, and that this makes it hard for the students to be creative in the programme.

In the theory, Gray (2016), Han et al. (2017), McDonald (2011), Ungaretti et al. (2015), and Schoemaker (2008) emphasise the importance of creativity. After analysing the data from the focus groups, interviews and syllabus, we see that creativity is somewhat in the Global Management programme, but very limited and that there is definitely room for improvement. However, all the interviewees do acknowledge that creativity might sometimes be difficult to teach and develop in a business programme.

5.4. People Management

When looking at the content of the programme, we can identify several aspects regarding people management. According to the syllabus, one of the objectives is to “solve problems and exercise leadership skills in a global environment and diverse cultural settings” (Jönköping International Business School, 2018f, p.3). Focus group 1 (personal communication, 23-03-2018) describes people management in the programme as “not a matter of managing people, it’s more a matter of learning how to deal with people” and how to manage yourself with other people. Theoretically, one can learn people management in Advanced Leadership, Organising and Leading Change, Corporate Entrepreneurship, Family Business Development (Kajsa Haag, personal communication, 27-03-2018). A critical note is made on the Advanced Leadership course, where students expected to learn, for instance, about motivation theory or how to deal with working in groups (focus group 1, personal communication, 23-03-2018). One students says that the programme “has in some sense like improved my skills and how I connect with other people”, but that it can be better (focus group 2, personal communication, 23-03-2018). People management is also perceived to be about interacting with other people and getting to know different perspectives (focus group 1, personal communication, 23-03-2018), and “we’re struggling every day with this” (focus group 3, personal communication, 26-03-2018). These different perspectives can be found in the programme as “we have a very global programme”, but at the same time this can be seen as a challenge as “we also have people with very difficult cultural backgrounds and very different educational systems” (Kajsa Haag, personal communication, 27-03-2018). The students also mention that “dealing with people that you don’t know […] is not really emphasised
in the studies” (focus group 2, personal communication, 23-03-2018) and another student says that “it's a lot about interpersonal communication, to be honest. We don't really have that at all, and I think that’s a shame, because it’s really helpful” (focus group 4, personal communication, 26-03-2018). In general, students think that people management can be improved in the programme and some theoretical part on behavioural science would have been appreciated (focus group 1, personal communication, 23-03-2018).

Aspects of people management can also be found in the pedagogical approach of the programme. All students refer to the group work as an approach for people management (personal communication, 23-03-2018/26-03-2018). One student says about the group work that “I feel like I learn more about […] being patient with other people, instead of […] knowing how to manage them” (focus group 2, personal communication, 23-03-2018). However, another student points out that regarding people management, “it’s better to have someone really challenging in a team” (focus group 3, personal communication, 26-03-2018). Another approach that was mentioned by all was providing feedback (personal communication, 23-03-2018/26-03-2018), which was done in the course Information Management and in the thesis again (focus group 1, personal communication, 23-03-2018). However, the students (personal communication, 23-03-2018/26-03-2018) believe that this can be done more often in the programme, as peer evaluation is deemed highly relevant and helpful. Not only about the content of the group work, but also peer evaluation about people themselves is perceived as necessary, because “if nobody tells you that you should work on that or you should more focus on this particular problem you have in teamwork, then there's no way to improve it without knowing” (focus group 3, personal communication, 26-03-2018). In focus group 2 (personal communication, 23-03-2018), one student mentions a similar thing that “peer evaluation is a good way to at least, I mean, be aware of how you interact with people”.

According to Gray (2016), Ungaretti et al. (2015), Dulebohn and Hoch (2017), Handy (2015), McDonald (2011), Sanner and Bunderson (2018), Kuttalahti and Viitala (2015), Vaiman, Haslberger and Vance (2015), and Schoemaker (2008), we have the impression that people management is an important skill to have. Taking into account all perspectives that are discussed, it can be said that people management is in the programme a bit, but is mostly lacking in both theory and practice.

5.5. Communication and Collaboration

When looking at the content of the programme Global Management, we can see some features of communication and collaboration. The objectives in the syllabus state that students have to “be effective communicators of activities associated with these skills in a global context” and “demonstrate an ability in speech and writing to report clearly on management issues and discuss their conclusions and the knowledge and arguments on which they are based, in dialogue with different national and international audiences” (Jönköping International Business School, 2018f, p.2). Similar, Kajsa Haag (personal communication, 27-03-2018) mentions that learning to communicate with different audiences is an important objective. In focus group 1 (personal communication, 23-03-2018), students mention that both communication and collaboration are in the programme to some extent. In the same focus group, one student argues that communication is a strength of the programme, while the others believe this is only due to the personalities of the people who are currently in the programme, and that people often avoid conflicts as they do not know how to communicate. Focus group 2 (personal communication, 23-03-2018) agrees with the
one student, saying that communication is in the programme a lot and that the course Advanced Leadership has some theory on this. Focus group 4 (personal communication, 26-03-2018) agrees with the other students in focus group 1, saying that it is up to an individual whether communication skills are developed or not. An important aspect that is missing from the programme, according to Kajsa Haag (personal communication, 27-03-2018), is cross-cultural communication, which will be implemented more next year, when the semester will start with a sort of bootcamp to get to know the other students and how everyone communicates in one’s culture. Other aspects of communication and collaboration will be taught and developed throughout the year in workshops, which will be in parallel to the courses, starting from next year onwards (Kajsa Haag, personal communication, 27-03-2018).

When referring to pedagogical approach, some other aspects of communication and collaboration arise. Communication wise, Kajsa Haag (personal communication, 27-03-2018) points out that students present for different type of audiences throughout the programme. All students (personal communication, 23-03-2018/26-03-2018) agree with this part of communication, although some students say that sometimes even the basic skills of presenting are lacking (focus group 3, personal communication, 26-03-2018). Furthermore, one student refers to these presentations as one-way communication and says that interactive communication is often missing (focus group 1, personal communication, 23-03-2018). Another focus group mentions that a more interactive communication is in the Organising and Leading Change course since the academic year 2017-2018 (focus group 2, personal communication, 23-03-2018). In all focus groups (personal communication, 23-03-2018/26-03-2018), it is brought up that communication with the professors is very easy and that they are an example for the students, both in personal communication as in lectures and seminars, but that they should be encouraging communication between the students itself (focus group 1, personal communication, 23-03-2018). Collaboration wise, Kajsa Haag (personal communication, 27-03-2018) acknowledges that groups can be chosen by the students too often and that a mix “between choosing your own team and being assigned to a team” has her preference. Most students (personal communication, 23-03-2018/26-03-2018) say that working with different people in teams is beneficial for them and that in choosing your own group, one “might also limit yourself a little bit in a sense that you might not really learn to work together with people that you don’t know” (focus group 2, personal communication, 23-03-2018). An seemingly important aspect that is pointed out, is that one will never be able to choose who to work with, so working in assigned groups will prepare the students for real life (focus group 3, personal communication, 26-03-2018). Focus group 2 (personal communication, 26-03-2018) mentions that students are assigned to groups more often since the academic year 2017-2018. A downside of working with different people in teams, which is mentioned by all focus groups (personal communication, 23-03-2018/26-03-2018), is that students feel that not everyone has the same level in the programme and that there is too much emphasis on the grades to be working in assigned groups. One student acknowledges that

“it’s also nice to sometimes have a bit of a challenge”, however, continuing with “in ninety percent of the time, you want to work with people that you know they’re delivering results, you’re on the same line with them and you can also rely on them” (focus group 4, personal communication, 26-03-2018).
Communication and collaboration skills are regarded important by Gray (2016), Ungaretti et al. (2015, Dulebohn and Hoch (2017), Kassen (2017), Bates and Sangra (2011), Sanner and Bunderson (2018), Foss and Klein (2014), Stewart et al. (2017), Carillo (2017), and Schoemaker (2008). The analysis provides mixed results about this skill, where some students say that communication and collaboration are strengths of the Global Management programme, others say that many aspects of this skill are definitely missing. A development can be seen in both communication and collaboration skills since the academic year 2017-2018, as more aspects of communication are discussed and students are assigned to groups more often. However, most students and the programme director acknowledge that this skill should be taught and developed more in the future.

5.6. Multicultural Understanding

The content of the programme is analysed in this paragraph to see whether the skill multicultural understanding is taught or developed. In the objectives, we find several references with a focus on global context, namely that the students should be able to communicate in this global context and be able to have a dialogue with different audiences (Jönköping International Business School, 2018f, p.2). Furthermore, on the same page the syllabus refers to students being able to “analyse, assess and deal with complex phenomena, issues and situations associated with global management, even with limited information”. Another thing that is pointed out in this syllabus is that students should be able to “solve problems and exercise leadership skills in a global environment and diverse intercultural settings” (p.3). Kajsa Haag (personal communication, 27-03-2018) explains that Contemporary Issues in a Globalised World has some multicultural understanding in it, but also that it can be strengthened, not only in this course, but throughout the whole curricula. Students from focus group 1 (personal communication, 23-03-2018) recall that the programme director said in the beginning that they should “try to make the most out of it by interacting with everyone”. Even though most students (personal communication, 23-03-2018/26-03-2018) believe that they are already in an intercultural context, as everyone has different cultural background and experiences, they agree with Kajsa Haag that there can be more theory about it. Other students do point out that the students in this programme are “at least aware of the multicultural things that happen, so I think we’re talking about these things on a completely different level than other people do” (focus group 4, personal communication, 26-03-2018).

Regarding the pedagogical approach, Kajsa Haag (personal communication, 27-03-2018) refers to the composition of groups again, where more diverse teams should be encouraged. This was enhanced in Corporate Social Responsibility, where students were forced to have groups with at least three nationalities and encouraged by the teacher in Contemporary Issues in a Globalised World (focus group 1, personal communication, 23-03-2018). Focus group 2 (personal communication, 23-03-2018) points out that the “university just should like create the circumstances that stereotypes are minimised, that they encourage us […] and that they guarantee that we all have the same standard”, where the level of fellow students is discussed again. Focus group 4 (personal communication, 26-03-2018) touches upon this as well when saying “I think the cultural difference, we will be able to overcome, but if you’re not on the same level, that’s making the problem”. Focus group 2 (personal communication, 23-03-2018) mentions that they would like to have some workshop about different cultures in the beginning, to get to know “why they behave like that and how can I then behave to work together with them”, focus group 4 (personal communication, 26-03-2018) refers also to not learning enough about the behaviour of other people. The students in focus group 3 (personal communication, 26-03-2018)
link this workshop to the workshop about cross-cultural communication and suggest to add a collaboration part. Furthermore, the programme director emphasises that examples given in courses are “from different types of companies and different countries and different sizes and industries” (Kajsa Haag, personal communication, 27-03-2018). Similar, in assignments students get often “asked to put yourself into the viewpoint or position or perspective of someone in a different country” (focus group 3, personal communication, 26-03-2018). The exchange is also perceived as a good example of multicultural understanding and some students believe that everyone should go abroad to learn more about the global context (focus group 1, personal communication, 23-03-2018).

According to Zakaria (2017), McDonald (2011), Lücke, Kostova and Roth (2014), Stone and Deadrick (2015), and Schoemaker (2008), multicultural understanding is an important aspect of Management 2.0. After analysing the syllabus, interviews and focus groups, we conclude that multicultural understanding is present in this programme. However, it could be complemented with theory, especially about behaviour, and with the encouragement of having several nationalities in a group, even though we perceive the level of the students should be taken into account here.

5.7. Responsibility

The content of Global Management is analysed in regards to the skill responsibility. Several objectives refer to student being able to act independently (Jönköping International Business School, 2018f, p.1-2) and that students should “identify their personal need for further knowledge and to take responsibility for developing their knowledge” (p.2). Kajsa Haag (personal communication, 27-03-2018) refers to this as self-development, and mentions that it is one of the national goals in Sweden. However, she also acknowledges that it is challenging to measure and teach, since “it’s intangible and it differs so much from person to person”. Focus group 1 (personal communication, 23-03-2018) points out that it is not taught in the programme, but that self-management is a big part of Global Management as one has to schedule, define specific tasks and work on these tasks all by oneself, which is also part of being responsible. Focus group 2 (personal communication, 23-03-2018) takes it a step further by saying that responsibility is something “that just comes with university” and focus group 3 (personal communication, 26-03-2018) says that “all students should have a certain degree of self-responsibility”, but that it is also difficult to teach this. Other objectives in the syllabus refer to “graduates of the programme will understand the scientific, social, ethical, and personal responsibility aspects of practical work and research” and that students should “demonstrate insight into the possibilities and limitations of science/research, its role in society and people’s responsibility for how it is used” and “demonstrate awareness of ethical aspects” (Jönköping International Business School, 2018f, p.2). A student in focus group 1 (personal communication, 23-03-2018) mentions that one of the values of Jönköping International Business School is to be “responsible in mind”.

Regarding the approach, Kajsa Haag (personal communication, 27-03-2018) points out that presentations given in the courses Contemporary Issues in a Globalised World and Advanced Research Methods, as well as the speech in Advanced Leadership, are followed by feedback, so students can develop individually and do better next time. Presentations are also perceived as emphasising another aspect of responsibility, namely taking responsibility for the group (focus group 1-4, personal communication, 23-03-2018/26-03-2018). Students are aware that the group work can be harmed if someone is not showing up or doing one’s work (focus group 4, personal
communication, 26-03-2018). All focus groups (personal communication, 23-03-2018/26-03-2018) emphasise taking responsibility for one’s own assignment as well, “because you are in the end responsible for your own grades” (focus group 1, personal communication, 23-03-2018). In several courses, the lectures and articles also refer to being responsible and aware of consequences (focus group 1, personal communication, 23-03-2018).

In the theory, Gray (2016), McDonald (2011), Handy (2015), Kassen (2017), Chiappe, Andres and Lee (2017), Poulsen and Ipsen (2017), Foss and Klein (2014), Rodriguez and Rodriguez (2015), Baumgartner (2013), and Schoemaker (2008) highlight the importance of the skill responsibility. In conclusion, the skill responsibility is present in the programme Global Management, especially the aspect of self-management, however, all parties agree that it is not something that can be taught and that is difficult to measure.

5.8. Continuous Learning

The skill continuous learning is analysed with regards to the content of the Global Management programme. In the syllabus, continuous learning is referred to in “graduates of the programme will understand […] role, use, and development of knowledge”, but also that students should be able to “identify their personal need for further knowledge and to take responsibility for developing their knowledge” (Jönköping International Business School, 2018f, p.2). Another objective in this syllabus is “to contribute to the knowledge and evaluate this work”. This development of knowledge is also explained by the programme director, when she refers to the literature used in courses, and that students have to search for more relevant information and evaluate the quality of this information (Kajsa Haag, personal communication, 27-03-2018). Students in focus group 2 (personal communication, 23-03-2018) agree with Kajsa Haag that this gathering of information is an aspect of continuous learning, just like exploring the relevance of this new knowledge. Other students mention that the curiosity for new knowledge is something that they developed in the programme (focus group 4, personal communication, 26-03-2018). Focus group 1 (personal communication, 23-03-2018) discusses that the courses are diverse in itself, providing information about numerous global issues, not necessarily related to the field of management. Family Business Development is a course named by focus group 3 (personal communication, 26-03-2018) that contributes to this diverse knowledge as it is not taught at many places. However, the students in focus group 1 (personal communication, 23-03-2018) point out that the programme has not provided any tools or techniques to learn things and that this would be beneficial for their future career.

Regarding the pedagogical approach, multidisciplinarity is brought up by Kajsa Haag (personal communication, 27-03-2018), who likes the idea of it, but sees a hindering factor in less customisation towards a certain specialisation, meaning that the same course cannot be given to engineers and business people. Students in focus group 2 (personal communication, 23-03-2018) also see the benefits of this multidisciplinarity by saying it’s “more thinking out of the box”. Other students mention both the upside, knowledge about technology and social sciences is needed more and more, and the downside of being defocused from the main objective of the programme (focus group 3, personal communication, 26-03-2018). Focus group 4 (personal communication, 26-03-2018) wants to have more multidisciplinarity within JIBS, as “they sometimes have completely different ways of thinking and approaching things”, which should be encouraged by the teachers, for instance,
mixing the programmes during group work. The hindering factor of less customisation can be solved by matching students with each other (Kajsa Haag, personal communication, 27-03-2018), where you need to rely on the knowledge of the other students (focus group 3, personal communication, 26-03-2018), while working on your own project (focus group 4, personal communication, 26-03-2018). Furthermore, continuous learning can also be found in the courses Advanced Leadership and Contemporary Issues in a Globalised World, as many students will refer back to these courses when discussing issues in other courses (focus group 4, personal communication, 26-03-2018).

Gray (2016), McGrath (2013), Ungaretti et al. (2015), McDonald (2011), Foss and Klein (2014), Rodriguez and Rodriguez (2015), and O’Connor (2015) emphasise the importance of continuous learning. After analysing the different perspectives, we understand that content wise, the students are taught this skill of continuous learning. However, in the pedagogical approach, this skill could be developed more by matching different projects within the business school or with other faculties.

5.9. Technological Knowledge

Content wise, the syllabus of the Global Management programme does not specifically mention technological knowledge anywhere. However, objectives referring to “complex phenomena, issues and situations” and “advanced tasks and contexts” (Jönköping International Business School, 2018f, p.1-2) can be seen as part of technological knowledge as technology is more and more used in the field of business. Kajsa Haag (personal communication, 27-03-2018) mentions that “you need to have an insight in technological development, so that you can relate to that as a manager”. The students (personal communication, 23-03-2018/26-03-2018), however, do not see this knowledge anywhere in the programme and say that it is lacking. Kajsa Haag (personal communication, 27-03-2018) does point out that students might not necessarily recognise certain knowledge as technology, but that it is often mentioned “as a dimension that affects the organisation”.

With regards to the pedagogical approach, some specific courses are named by the programme director and the students. Kajsa Haag (personal communication, 27-03-2018) refers to Contemporary Issues in a Globalised World, and Corporate Entrepreneurship and Strategic Renewal that are discussing challenges regarding technology as “technology is one of those macro drivers of change”. In focus group 4 (personal communication, 26-03-2018), the Hallpressen project in the Corporate Entrepreneurship and Strategic Renewal course is mentioned, as being linked to technology, but “we weren’t allowed too digital”. All focus groups (personal communication, 23-03-2018/26-03-2018) discuss Information Management as a course where they thought they would learn about technology and digitalisation, and its effect on management and organisations. Focus group 2 (personal communication, 23-03-2018) brings up that they would have liked to learn more about certain programmes, for instance, SPSS or SAP, while studying Global Management. All students (personal communication, 23-03-2018/26-03-2018) mention that SPSS has been in the programme, but that it was not necessarily for everyone to understand or use it. Similar to the students, the programme director (personal communication, 27-03-2018) also realises that technological knowledge can be improved in the programme.
In the theory, Gray (2016), Rodriguez and Rodriguez (2015), and Carillo (2017) indicate the importance of the skill technological knowledge for Management 2.0. Having analysed all different perspectives on this skill, we can come to the conclusion that this skill needs to be taught and developed way more in the Global Management programme. Especially students feel that they lack the knowledge about digitalisation and its influence on business life, and that courses only touch upon the topic sometimes.

5.10. Flexibility

The syllabus of Global Management does not refer to the skill of flexibility as content of the programme. Kajsa Haag (personal communication, 27-03-2018) mentions that it is important, but, like responsibility, hard to measure and teach, as “different people put different meaning to it”. Focus group 1 (personal communication, 23-03-2018) says that “you have to be flexible” in the programme, as most people moved to Jönköping for this programme and one meets other cultures, other mindset and one has to adapt to another time schedule. Some students agree with Kajsa saying that it is not “explicitly taught but it’s kind of getting with the studies”, and that the topic of flexibility, agility and adaptability is often discussed during courses (focus group 2, personal communication, 23-03-2018). Focus group 4 (personal communication, 26-03-2018) points out that they have become more flexible during the programme in various ways.

When looking at pedagogical approach, some concrete examples come up related to the skill of flexibility. Kajsa Haag (personal communication, 27-03-2018) refers to Organising and Leading Change, Corporate Entrepreneurship and Strategic Renewal, and Corporate Social Responsibility, where several dynamic concepts are discussed, such as agility, flexibility and the need for renewal. Contemporary Issues in a Globalised World brings up the topic of resilience and robustness (focus group 1, personal communication, 23-03-2018). Both focus group 3 and 4 (personal communication, 26-03-2018) indicate that the diversity of the courses and topics also requires flexibility, in what kind of knowledge to adapt and what different perspectives to take into account.

Focus group 2 (personal communication, 26-03-2018) mentions that they would have liked to have learned more about change related to business development and that this change influences processes in the business. In general, flexibility is stated to be needed in group assignments (focus group 1-4, personal communication, 23-03-2018/26-03-2018), where some students have different ideas about working together and how to solve issues (focus group 2, personal communication, 23-03-2018). The aspects of time management and pressure are discussed as well regarding group assignments and flexibility (focus group 3, personal communication, 26-03-2018). Also, going on exchange is perceived as being flexible, as one voluntarily moves to another place and wants to experience another culture (focus group 1, personal communication, 23-03-2018).

The importance of flexibility as a skill for Management 2.0 is emphasised by Chiappe, Andres and Lee (2017), Forbes (2017), Han et al. (2017), Minocha, Reynolds and Hristov (2017), Schoemaker (2008), and Ungaretti et al. (2015). Both content and pedagogical approaches appear to have flexibility, according to the students and programme director. The concept of flexibility in business is taught, but students also believe that they develop the skill themselves by studying and working in groups.
5.11. Other Skills

While having the interview and focus groups, several other aspects were mentioned that were regarded as important for working life, but have not been discussed in the ten skills. When looking at the content of the programme, Kajsa Haag (personal communication, 27-03-2018) emphasises the importance of cross-cultural communication. One skill mentioned by all focus groups (personal communication, 23-03-2018/26-03-2018) is analytical skills, which appears to be missing in the programme, especially the financial aspect is perceived to be lacking. The programme director (personal communication, 27-03-2018) does acknowledge that the financial part is missing, however, she also points out that students are often not aware that analytical skills are in the programme. While focus group 3 (personal communication, 26-03-2018) sees time management as part of the flexibility skill, focus group 1 (personal communication, 23-03-2018) brings this up as a skill that has not been mentioned. Some students also say that soft skills should be more emphasised in the programme and that feedback should be more critical (focus group 1, personal communication, 23-03-2018). Focus group 2 (personal communication, 23-03-2018) regards handling stress and ethical issues as important aspects that have not been discussed enough. Focus group 3 (personal communication, 26-03-2018) continues on the soft skills by saying that the concept of empathy should be trained. Several students would also like to have project management in Global Management (focus group 3-4, personal communication, 26-03-2018).

Regarding pedagogical approach, one feature that is brought up is the internship, which will be part of the curriculum in 2024 (Kajsa Haag, personal communication, 27-03-2018). The opinions in focus group 1 (personal communication, 23-03-2018) are divided, some students want the internship to be part of the programme when it is easier to find an internship, others see more value in being able to choose between the internship and exchange, as it is now. Focus group 2 (personal communication, 23-03-2018) emphasises the importance of getting some work experience, but agrees that students should be able to choose. They also point out that the internship should be for more credits as one can only get credits for ten weeks of internship (focus group 2-4, personal communication, 23-03-2018/26-03-2018). Some students declare that the internship in its current form does not make sense, as the internship is practical experience and the report that has to be written needs to be scientific and academically relevant (focus group 3, personal communication, 26-03-2018). They agree with the other students that there should be the choice. Focus group 4 (personal communication, 26-03-2018) also agrees that students should be able to choose between more theoretical or practical knowledge. Even though, the programme director wants to have the internship in the programme, the students believe that the choice between internship and exchange is great. Furthermore, another aspect of pedagogical approach is to have workshops, either in the programme or extracurricular, so the students can get certain certificates (focus group 4, personal communication, 26-03-2018).

In conclusion, there are several other skills that the programme director and students deem relevant for Management 2.0. While Kajsa Haag highlights the importance of cross-cultural communication, the students all mention analytical skills, especially finance, as something that is missing from the programme. Other skills that are brought up are time management, soft skills, such as empathy and handling stress, ethical issues, project management and a need for more critical feedback. Regarding the internship, the students want to have a choice between an internship and an exchange, while
the programme director wants to have both in the curriculum. Another approach is to have workshops, where students get certificates.

5.12. Learnings for Global Management

After analysing the data of our research by categorising it into content and pedagogical approach and linking it to the relevant Management 2.0 skills, we now relate this to the six forces that were presented in the beginning of the thesis. Content can be grouped into the syllabus, components of courses, aspects of university, aspects of the programme, aspects of a master and JIBS guiding principles. Pedagogical approaches can be categorised into group work, assignments and cases, thesis, working with partner companies, peer reviews and literature. Furthermore, teacher encouragement, seminars and lectures, presentations, workshops, elective semester and are other approaches applied.

5.12.1. Content

When looking at the content of the programme, we can see that some of the relevant skills are already mentioned in the syllabus, both in the objectives and in general, namely problem solving, critical thinking, people management, communication and collaboration, multicultural understanding, and responsibility. These skills lead us to believe that the university wants to enable students to manage the forces of virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets and imperative of business sustainability. Creativity is only referred to once in the syllabus, and technological knowledge is referred to indirectly, in our perception. From our perspective, a stronger focus of these in the syllabus could help students with the management of virtualisation, tumult of global markets and generation Y values.

JIBS guiding principles refer to being entrepreneurial in mind and responsible in action. The first one can be linked to the skill of creativity, while the latter can refer to responsibility. Both skills do not seem to be really taught in the programme, however, students could develop a sense of responsibility while studying. We understand that the Global Management master further teaches students the skills of people management, but just a little bit, communication and collaboration, mostly, and multicultural understanding, mainly for being in an international context. A general aspect of a master, mentioned by students and Kajsa, is perceived to be the teaching and developing of the skill of critical thinking. Furthermore, developing responsibility and flexibility are mentioned to be aspects of a Swedish university. Thus, we believe that the degree of responsibility, flexibility and critical thinking taught and developed during the programme helps the students being able to manage the forces of virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets and imperative of business sustainability. However, when the skills of creativity and people management are taught more, the students may become better in managing the forces of virtualisation, open work source practices, decline of organisational hierarchy, generation Y values and tumult of global markets.

Components of courses taught during the programme can be linked to the skills of problem solving, critical thinking, and flexibility. These skills are perceived to be helpful for preparing the students for Management 2.0, and specifically the force of virtualisation. The diversity of the
courses can be linked to the skill of continuous learning, which could help to manage the forces of decline of organisational hierarchy and generation Y values. The improvement of the skills of creativity, people management, communication and collaboration, multicultural understanding, and technological knowledge content wise can lead to better management of the forces of virtualisation, open work source practices, decline of organisational hierarchy, generation Y values and tumult of global markets. Another skill that could be taught or developed better, in our perception, is soft skills, which could be related to people management. This skill would enhance the management of virtualisation, open work source practices, decline of organisational hierarchy, generation Y values and tumult of global markets.

5.12.2. Pedagogical Approach

Regarding pedagogical approach, group work can be linked to the skills of problem solving, critical thinking, creativity, people management, responsibility, and flexibility. Thus, group work could help the students to manage the forces of virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets and imperative of business sustainability. From our perspective, communication and collaboration, multicultural understanding, and continuous learning are skills that can be improved related to group work. The students could become better in managing the forces of virtualisation, open work source practices, decline of organisational hierarchy, generation Y values and tumult of global markets.

Assignments and cases seem to teach or help develop the skills of problem solving, critical thinking, creativity, multicultural understanding, and continuous learning, even though there could be more multidisciplinarity related to the last skill. The thesis is a very big assignment that is related to the skill of problem solving. Hallpressen is a more practical assignment that was mentioned several times. These skills could enhance the management of virtualisation, decline of organisational hierarchy, generation Y values and tumult of global markets. Technological knowledge is, as mentioned by the students, part of only one assignment, however, the students state that they not allowed to go too much into technological details. This could have helped the students to manage the force of generation Y values. Furthermore, the rubrics of the assignments seem to limit the skills of problem solving, critical thinking and creativity. These skills could enhance the management of virtualisation and tumult of global markets. Presentations can help with the skills of creativity, communication and collaboration, and responsibility, and these can be related to the forces of virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets and imperative of business sustainability. Peer review of assignments and presentations can be linked to critical thinking and people management, but the students state that these reviews are not done often right now. If peer reviews are done more often, then it could enhance the management of the forces of virtualisation, open work source practices, decline of organisational hierarchy, generation Y values and tumult of global markets.

Seminars and lectures can help with the skills of critical thinking, communication and collaboration, multicultural understanding, responsibility, and flexibility. These skills could enhance the management of the forces of virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets and imperative of business sustainability. Teacher encouragement during seminars, lectures and other moments where teachers and students meet are perceived to be helping with the skills of critical thinking, responsibility, and continuous
learning, which could help to manage the forces of virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets and imperative of business sustainability. However, the teachers are not experienced as encouraging creativity and communication and collaboration only to a certain extent as they do not encourage group work with other people than your friends. These skills could help the students to manage virtualisation, open work source practices, decline of organisational hierarchy, generation Y values and tumult of global markets. For the courses, the students have to read literature. This reading can be related to the skills of critical thinking, responsibility, and continuous learning. These skills lead us to believe that the programme wants to enable students to manage the forces of virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets and imperative of business sustainability.

The exchange semester can help with the skills of multicultural understanding and flexibility, which could help to manage the forces of virtualisation and generation Y values. Furthermore, workshops are currently not present in the programme, but a workshop, for instance, on cross-cultural communication is wanted by all students and the programme director. A workshop on cross-cultural communication can be linked to the skills of communication and collaboration and multicultural understanding, which could enhance the management of virtualisation, open work source practices, decline of organisational hierarchy, generation Y values and tumult of global markets.

5.12.3. Key Learnings

When looking at all the skills taught or developed during the programme Global Management through content and pedagogical approach, we perceive that the programme mostly teaches students to manage the force imperative of business sustainability, which relates back to the skill of responsibility. This force is followed by, from most to least, decline of organisational hierarchy, open work source practices, virtualisation and generation Y values. The force least taught or helped developed during the programme is tumult of global markets.

Considering all content and pedagogical approaches that came up during data collection, we realised two things. First, some pedagogical approaches seem to teach or help to develop certain skills, while they seem to limit others. For instance, assignments could help to develop the skills of problem solving, critical thinking, creativity, multicultural understanding and continuous learning, while the rubrics related to these assignments may limit problem solving, critical thinking and creativity. We believe that if these approaches are maybe changed a bit, they could possibly teach or help to develop more skills. However, certain approaches can probably not be changed easily as they are embedded in the programme or a course. Second, some skills that are mentioned less in the syllabus of the programme are also taught or helped to develop less, and vice versa. For example, the skill of creativity is barely mentioned in the syllabus and is perceived to be not taught or helped to develop that much. We believe that skill should align with the objectives of the programme, which might also explain why certain skills are mentioned more or less.
6. Cross-Case Analysis

This chapter presents the cross-case analysis of our research. The programmes International and Global Management are discussed in the previous chapters. The content and pedagogical approaches of both programmes are combined to discover a more general learning. The interview with Anna Blombäck is used to relate the two cases, the programmes, on a context level, JIBS. At the end, key learnings from both programmes are drawn and demonstrated in a figure.

Generally, we perceive that both programmes, International Management as well as Global Management help to develop a number of skills that seem to be relevant for Management 2.0. During our interview with the Associate Dean for Education, Anna Blombäck (personal communication, 18-04-18), she tells us that skills and competences have always been an important issue for JIBS. Additionally, the faculty has accreditations for EQUIS and AACSB that, according to Anna Blombäck (personal communication, 18-04-2018), are both very focused on the relevance of programme content, where skills and competences are increasingly part of.

6.1. Content

Taking a look at the two programmes, we can see that there are some differences in the content between International Management and Global Management. In our interview with Anna Blombäck (personal communication, 18-04-18), she states that each programme has its own set of learning outcomes that are translated into courses or extracurricular activities. Regarding this, each programme has a different focus on specific skills – necessary to achieve the degree as well as to be successful in the upcoming career. These are among others identified by advisory boards where programme directors meet with business representatives who know what skills are needed for working in the specific industry. Keeping this in mind, comparing the two syllabi shows us that the objectives stated for International Management seem to be connected to critical thinking, problem solving, and flexibility to some extent; however, responsibility seems to be the strongest skill to be developed. Although the objectives for Global Management stated in the syllabus refer to different relevant Management 2.0 skills, like problem solving, analytical skills – being part of technological skills, and communication and collaboration, we perceive a strong focus on critical thinking and responsibility.

When we additionally take a look at our data from the interviews with the programme directors and the focus groups, we can see that problem solving, communication and collaboration and multicultural understanding seem to be part of courses of both programmes to a comparable extent. Here, we would like to refer to Anna Blombäck’s statement (personal communication, 18-04-18), that some skills – like collaboration and analytical abilities – should be developed in all programmes. For being EQUIS accredited, JIBS has to ensure international learning for its programmes, which makes cultural understanding an important skill for all courses too (Anna Blombäck personal communication, 18-04-18). Furthermore, we think that JIBS’ guiding principles, that Marcela Ramirez-Pasillas (personal communication, 22-03-2018) refers to in our interview – international at heart, entrepreneurial in mind, responsible in action – have an influence on the integration on programme common skills.
In contrast to that, critical thinking seems to be a more important component of the Master programme Global Management. This impression is reinforced by Kajsa Haag (personal communication, 27-03-2018):

“So one thing that differs between bachelor and master level I would say, that you’re supposed to not just read and learn things, but to critically reflect and discuss, what do you agree with, what do you disagree with, how can oppose different views and so on.”

Creativity, people management, technological knowledge and continuous learning – only in terms of diversity of courses – are, regarding our perspective, not strongly developed as part of courses in none of the two programmes. Regarding technological knowledge, Anna Blombäck (personal communication, 18-04-18) perceives digitalisation as an important aspect. She further states that “we just have to make sure we understand what do you need to know as a business major. Because you are not probably expected to code, at least not yet, but maybe soon”. Flexibility and responsibility are mentioned as being part of the courses by International Management students (e.g. focus group 2, personal communication, 19-04-2018), while Global Management students do not mention it. Especially, students of Global Management state that people management should be stronger focused as a skill in their programme (e.g. focus group 1, personal communication, 23-03-2018).

Thus, we perceive that the development of skills as component of courses help students of both programmes to become prepared for virtualisation, open work source practices, decline of organisational hierarchy, generation Y values and tumult of global markets. Students of International Management also seem to learn relevant skills for coping with imperative of business sustainability within their courses. Students of both programme mentioned time management as a further skill they have developed during their studies.

6.2. Pedagogical Approach

Regarding the pedagogical approaches of both programmes, group work is made use of in International Management and Global Management. We relate this approach to the development of problem solving, critical thinking, people management, flexibility and responsibility. Continuous learning could probably be strengthened through multidisciplinary groups consisting of students from different faculties. For the stronger development of skills in communication and collaboration, multicultural understanding and creativity, we understand that randomised, cultural diverse groups could be valuable. Anna Blombäck (personal communication, 18-04-18) seems to be aware of this, but has the impression that “we’re struggling actually a bit with intercultural collaboration. I perceive a tendency due probably various reasons, that there is a clustering, rather than an integrative effect”. However, she thinks that dealing with this challenge can be taught; she thinks it would be appropriate to do this in the beginning of the programme. Thus, we assume that the pedagogical approach of (diverse) group work can help to prepare students of both programmes for dealing with virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets, and imperative of business sustainability.

Furthermore, Anna Blombäck (personal communication, 18-04-18) states that for both bachelor and master level, an introduction week for important skills is being planned. While bachelor students should be coached in skills regarding giving presentations, writing reports and using Excel,
which we understand as helpful for skills in communication and collaboration and technological knowledge, the thought for the master programme is to have some sort of team building events, which we interpret as important for the development of multicultural understanding and communication and collaboration skills.

Also assignments and cases are used for helping to develop relevant Management 2.0 skills in both programmes. This among other includes practically relevant projects and case studies that are not strongly made use of in either of the programmes. However, this approach seems to support especially the development of creativity, multicultural understanding and problem solving/identification, which is rather mentioned by the master students. Consequently we have reason to believe that this pedagogical approach helps students of both programmes to learn coping with virtualisation, generation Y values and tumult of global markets. Students of both programmes perceive the grading rubrics for written assignments as limiting for the development of critical thinking and creativity, while master students further see a limitation in problem solving. This approach could, thus, obstruct learning to deal with the forces of virtualisation and the tumult of global markets. Peer reviews are seldom used in Global Management, and according to the International Management students not made use of in their programme. However, it can be seen as a preparing tool for Management 2.0 in terms of critical thinking and problem solving for virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, and tumult of global markets.

While course literature for Global Management is perceived as helpful for the development of critical thinking, responsibility, and continuous learning and thus can be seen as helpful approach for preparing students for virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets, and imperative of business sustainability, only one student of International Management (focus group 2, personal communication, 19-04-2018) states that critical thinking is encouraged by only a few books that are part of courses. Other students of International management claim that literature does not help to develop problem solving skills: “The sources you use are old and then obviously you’re not solving a current problem, I think that’s what sometimes is missing, they could be more specific problems in our current time” (focus group 1, personal communication, 16-04-2018).

Students of the master programme seem to be encouraged by their teachers to think critically, take responsibility and to learn continuously by receiving feedback. As in many courses, students of the bachelor programme are taught fundamental knowledge – often in large courses – in a more teacher-centred way (focus group 2, personal communication, 19-04-2018), they do not feel highly encouraged to critically bring into question what they learn. In Global Management, students feel directly encouraged to communicate and collaborate by the teachers. This however could be strengthened by randomising groups. The encouragement of communication and collaboration seems so be more indirect in International Management, where teachers can sometimes act as a role model for good communication and collaboration. Thus, we have the impression that teachers’ encouragement helps students of both programmes to become prepared for virtualisation, open work source practices, decline of organisational hierarchy and generation Y values. Additionally it supports students of Global Management for being able to deal with tumult of global markets, organisational hierarchy and the imperative of business sustainability.
A further approach that is applied in International Management and Global Management is the one of presentations held by students as part of group work. For both programmes, this seemingly helps to develop skills in communication and collaboration, although bachelor students wish this was also more encouraged for the individual students. Considering the data, master students however seem to be more challenged in their creativity when holding presentations and also feel it teaches them responsibility when standing in front of the class and sharing knowledge with fellow students. Thus, from our perspective presentations are used in both programmes to prepare students for virtualisation, open work source practices, decline of organisational hierarchy and generation Y values. In Global Management student seem to acquire relevant skills for tumult of global markets, organisational hierarchy and the imperative of business sustainability due to presentations.

In both programmes, students run projects with partner companies which can be seen as a helpful approach for the development of problem solving. Also, opportunities next to the programme like engaging in associations or any kind of extracurricular work, can be seen as a chance for students of all programmes to become creative, and develop people management skills. This can help students in coping with virtualisation, open work source practices, decline of organisational hierarchy, generation Y values and the tumult of global markets of Management 2.0. An approach that is currently only slightly made use of in International Management, is the one of interactive games. This is used as a tool for training skills in multicultural understanding and can prepare student in coping with virtualisation, generation Y values, and the decline of organisational hierarchy. Marcela Ramirez-Pasillas (personal communication, 22-03-2018) states in our interview that she would like to set a stronger focus on making use of this pedagogical approach for the development of different skills like for instance continuous learning. The exchange that is currently elective part of International Management and Global Management can help students to develop Management 2.0 skills in multicultural understanding and flexibility, and thus to deal with virtualisation and generation Y values. Bachelor students also think it could be an important tool to gain practical skills as a further skill.

Students of both programmes agree that workshops – that are currently not made use of – would be a helpful pedagogical approach for developing multicultural understanding, and regarding our understanding to get prepared for virtualisation and generation Y values. From some master students’ perspective, it could also help for learning more to communicate and collaborate and thus, it could additionally prepare them for managing tumult of global markets, open work source practices and the decline of organisational hierarchy.

6.3. Key Learnings

When comparing the forces in both programmes that students are prepared for, we can see that imperative of business sustainability, related to the skill of responsibility, seems to be the force that is focused on most in both cases, followed by decline of organisational hierarchy. Virtualisation and open work source practices are the next forces that are focused on. Generation Y values and tumult of global markets are perceived as the least approached forces.

Our analysis shows that from our perspective the skills that are developed within a specific programme should be aligned with the objective of each programme. The extent to which specific
skills are included can thus be seen as being rather programme based. While the pedagogical approaches applied in the programmes have to match with the objectives and skills to fulfil its appropriateness, we see that the approaches used for developing specific skills seem to be used throughout the different programmes. We realised that some approaches that were identified can stimulate the development of one skill, while limiting the development of another skill, and thus, also stimulating to manage one force, while limiting the other. However, it should be taken into account that the pedagogical approaches applied in the programmes are somewhat interconnected with the content provided. Thus, making it more difficult to separate the two for analysis. Figure 1 represents what has been described above.

![Figure 1: Relationship Between Programme Objectives and Management 2.0 Forces](image-url)
7. Conclusion and Discussion

This chapter provides the conclusion of the analysis and an answer to the purpose of to which extent the education in business schools provides skills relevant for future managers in Management 2.0. It includes a sub-chapter that discusses the analysis as well as gives theoretical contributions, followed by some practical contributions. Furthermore, limitations and recommendations for future research are provided.

7.1. Conclusion

The purpose of this thesis was to explore to which extent education in business schools provides skills relevant to future managers in Management 2.0. In the literature review, we used McDonald’s (2011) six forces and updated these with newer literature, we discussed the role of education of business schools, where a distinction was made between content and pedagogical approach, and we identified ten skills relevant to Management 2.0. We chose two accessible cases, which we believe were interesting with regards to our purpose, namely the bachelor programme International Management and the master programme Global Management within the context of JIBS. To be able to capture both faculty and student viewpoints, we did a document research and interviews for the faculty perspective, and conducted focus groups for the student perspective. Initially, we did a separate analysis of the skills of each programme, where we separated content and pedagogical approach, and referred back to the six forces. After this, we combined all the skills and perspectives into a cross-case analysis, which helped us to create a more general learning on the topic.

Based on this, we believe that education in business schools provides skills relevant to future managers in Management 2.0 to a certain extent. In the International Management programme, the skills most taught or helped develop were multicultural understanding, flexibility and responsibility, which are connected to all McDonald’s (2011) forces. In a similar analysis for Global Management the skills of flexibility, responsibility and critical thinking were identified, which are also connected to all forces. Imperative of business sustainability was the force that students are prepared for the most in both programmes, according to the cross-case analysis. Derived from our cases, the extent to which each skill is taught or developed in business schools depends on the specific programme objectives. The pedagogical approach can be common for different programmes, however, business schools should ensure that the appropriate approach for teaching or developing the desired skills is used.

7.2. Discussion and Theoretical Contributions

The problem that was identified was that education of business schools is perceived as insufficient for preparing students for Management 2.0. We discovered that certain skills can be taught or developed at business schools. One aspect that seemed important to us was that the context of business schools has an influence on the development of these skills, and thus, the preparation for the six forces. First of all, in our perception, the business school has to be aware of the importance of integrating skills into the programmes. Second, we also perceive the match between content and pedagogical approach to teach or develop the skills as a relevant factor. For Management 2.0 this means that not all the forces can be prepared for to the same extent.
The articles of Schoemaker (2008) and McDonald (2011) about the role of business education and forces in Management 2.0 have been used as a starting point for our qualitative multiple-case study. This qualitative research allowed us to capture different perspectives from the faculty, through interviews, and students, through focus groups, to get insight into the topic. We have also done a document research to get a broader view of the faculty.

As theoretical contribution, we reviewed and updated the six forces of Management 2.0 with the help of more recent sources. By combining the topics of Management 2.0 and education of business schools for the teaching or development of these skills, we noticed that business schools play an important role in the preparation for the forces. We identified specific skills that can prepare future managers for the forces of Management 2.0.

7.3. Practical Contributions

Based on our theoretical background, we discovered that business schools do not seem to sufficiently prepare their students for Management 2.0. In connection to this problem, we believe that our results have practical contributions for JIBS, other business schools and organisations.

We see an important learning for JIBS in our recognition that people management and technological knowledge are not perceived as being developed sufficiently from faculty and students perspectives. Furthermore we would like to recommend JIBS to adapt its approach in forming groups for project work for improving the development of several skills and within this, become better to handle the respective forces. From our perspective, the business school might want to offer students more opportunities to get involved in problem solving, beyond problem identification and assessment. This could be achieved by working more intensely with partner companies or by integrating interactive games for problem solving into the lectures. As JIBS is currently planning on focusing on skills more specifically, a yearly review of its performance and progress might be helpful to ensure the successful implementation.

Furthermore, we believe that other business schools can learn from our multiple-case study to become aware of the importance of teaching or developing the relevant skills for Management 2.0. Our results show that business school education for preparing students for Management 2.0 is not necessarily inappropriate. From our perspectives, skills should be seen as an important part of programmes at business schools and should be fixed part of content and pedagogical approach of university education. We believe that an important aspect is the alignment of skills taught and developed with the specific objectives of a programme and the adjustment of the pedagogical approaches used for achieving these aims.

A learning that we can draw from our perspective for organisations is that they should be aware of the business education at universities, where not all skills are or can be taught or developed to a high degree. Thus, they might want to be prepared for teaching and developing some relevant skills to new employees in some way at the workplace.
7.4. **Limitations**

In our results we see some limitations that permit us to answer the research problem in its entirety. One of these limitations can be seen in the difficulty to exactly define the extent to which the necessary skills are provided to the students, as some of them are developed more than others, while others are approached only slightly. We also believe it is worth mentioning that the concept of management is dynamic and thus, skills might be changing too as new forces can emerge.

Furthermore, the distinction between content and pedagogical approach was challenging for us as in some cases we perceived an overlap of the two in our data. More research on the concepts of content and pedagogical approach might have helped with creating more specific definitions for these concepts, which could potentially have made it easier for us to distinguish between content and approach.

A limitation that we believe to be a strong one is our perception that the integration and implementation of skills into a programme requires a high awareness of its importance of business schools in the first step and a lot of planning and possibly restructuring of concepts in a second step. We see this as a process that takes time, especially when the whole business school model should be involved for ensuring a successful implementation.

7.5. **Future Research**

We found an interesting aspect for future research when analysing the data. During the interviews with the programme directors and the Associate Dean for Education, it was put forward that identifying relevant skills is becoming more important for JIBS. Currently, the programme directors, overlooked by the Associate Dean for Education, are in the process of creating a table for each programme with skills that students learn or develop during the programme, and even specifically during each course. We recommend doing the same case study in a few years again to see what has changed and if students are more aware of the skills that are taught or developed at JIBS.

Furthermore, regarding the transferability of the research, we recommend doing the same research in other universities in other cultural settings to see whether the results will be similar. By doing the exact same research, the influence of JIBS culture and the Swedish national culture should not be present, and the results can perhaps be more generalised.

An interesting aspect that was mentioned by most master students during data collection was that they do not put much effort in developing certain skills, for instance, communication and collaboration and multicultural understanding, due to the different educational levels of students. The students said that they can improve these skills during the programme, but that they want to get good grades and only work with people that they do not have to explain the basics to, which hampers the improvement of these skills. Thus, we recommend further research to see what the effect of previous education is on the development of skills in a master programme.
References


McDonald, P. (2011) It’s time for management version 2.0: Six forces defining the future of modern management. Futures, 43, 797-808.


Appendices

Appendix 1: Topic Guide Interviews Programme Directors

<table>
<thead>
<tr>
<th>Topic Guide Interviews Programme Directors</th>
</tr>
</thead>
</table>
| **Formalities** | - Topic: The teaching and aiding of the development of skills at JIBS.  
- Are we allowed to record the interview?  
- Procedure: The focus will take about 60 minutes. The interview will be based on the topic guide. Part of the research will be based on your opinions and experiences.  
- Ethical considerations: We are interested in your own opinion. Feel free to be honest. Participation is voluntary. You can withdraw whenever you want. Be aware that most of our research is based on interviews and therefore we rely on your answers. Everything will be anonymized. Data is not accessible for anyone else than us. If questions occur, feel free to ask. Freedom to contact us any time. If you feel offended, let us know, so we can revise the question. |
| **Skills** | - What do you consider to be the focus of the programme?  
- What do you consider to be the objectives of the programme?  
- Can you describe us how these objectives are fulfilled?  
- What skills do you want the students to acquire and develop during this programme?  
- Do you think the skill/ability X is taught or developed at JIBS? If yes, how?  
- Are there skills/abilities that you would like to implement in the programme that are currently not there? If yes, which one(s)? |
| **Ending** | - Thank you for your time and effort.  
- If you have any questions, feel free to contact us any time.  
- If you are interested in the outcome of this study, please leave your email address, so we can send the results afterwards. |
<table>
<thead>
<tr>
<th>Topic Guide Interview Associate Dean for Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formalities</strong></td>
</tr>
<tr>
<td>- Topic: The teaching and aiding of the development of skills at JIBS.</td>
</tr>
<tr>
<td>- Are we allowed to record?</td>
</tr>
<tr>
<td>- Procedure: The interview will take between 30 and 45 minutes.</td>
</tr>
<tr>
<td>- Ethical considerations: We are interested in your own opinion. Feel free to be honest. Participation is voluntary. You can withdraw whenever you want. Be aware that most of our research is based on interviews and therefore we rely on your answers. Everything will be anonymized. Data is not accessible for anyone else than us. If questions occur, feel free to ask. Freedom to contact us any time. If you feel offended, let us know, so we can revise the question.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td>- Could you tell us why the university chose to figure out the necessary skills?</td>
</tr>
<tr>
<td>- How do you find out which skills are necessary?</td>
</tr>
<tr>
<td>- Are there faculty wide skills or are they all programme specific? If yes, which?</td>
</tr>
<tr>
<td>- Are there any skills that you would like to implement, but you are struggling with?</td>
</tr>
<tr>
<td>- How do you want to implement these skills? How does the process look like?</td>
</tr>
<tr>
<td>- How do you want to measure the skills?</td>
</tr>
<tr>
<td><strong>Ending</strong></td>
</tr>
<tr>
<td>- Thank you for your time and effort.</td>
</tr>
<tr>
<td>- If you have any questions, feel free to contact us any time.</td>
</tr>
<tr>
<td>- If you are interested in the outcome of this study, please leave your email address, so we can send the results afterwards.</td>
</tr>
</tbody>
</table>
## Appendix 3: Topic Guide Focus Groups

<table>
<thead>
<tr>
<th>Topic Guide Focus Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formalities</strong></td>
</tr>
<tr>
<td>- Topic: The teaching and aiding of the development of skills at JIBS.</td>
</tr>
<tr>
<td>- Are we allowed to record the focus group?</td>
</tr>
<tr>
<td>- Procedure: The focus will take about 90 minutes. The focus group will be based on the topic guide. Part of the research will be based on your opinions and experiences.</td>
</tr>
<tr>
<td>- Ethical considerations: We are interested in your own opinion. Feel free to be honest. Participation is voluntary. You can withdraw whenever you want. Be aware that most of our research is based on interviews and therefore we rely on your answers. Everything will be anonymized. Data is not accessible for anyone else than us. If questions occur, feel free to ask. Freedom to contact us any time. If you feel offended, let us know, so we can revise the question.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td>- What do you think is the focus of the programme?</td>
</tr>
<tr>
<td>- What do you think are the objectives of the programme?</td>
</tr>
<tr>
<td>- To what extent do you think these objectives are fulfilled so far?</td>
</tr>
<tr>
<td>- What skills do you think you have acquired or developed so far because of the programme?</td>
</tr>
<tr>
<td>- Do you think the skill/ability X is taught or developed at JIBS? If yes, how?</td>
</tr>
<tr>
<td>- What skills/abilities do you think you need for working life that have not been mentioned before?</td>
</tr>
<tr>
<td><strong>Ending</strong></td>
</tr>
<tr>
<td>- Thank you for your time and effort.</td>
</tr>
<tr>
<td>- If you have any questions, feel free to contact us any time.</td>
</tr>
<tr>
<td>- If you are interested in the outcome of this study, please leave your email address, so we can send the results afterwards.</td>
</tr>
</tbody>
</table>
### Appendix 4: Learnings Content for International Management and Global Management

<table>
<thead>
<tr>
<th></th>
<th>Content Bachelor</th>
<th>Force Bachelor</th>
<th>Content Master</th>
<th>Force Master</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Syllabus</strong></td>
<td>Problem solving, critical thinking, responsibility, flexibility, continuous learning, communication and collaboration, multicultural understanding</td>
<td>Virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets, imperative of business sustainability</td>
<td>Problem solving, critical thinking, creativity (only once), people management, communication and collaboration, multicultural understanding, responsibility, technological knowledge (not specifically mentioned, but some objectives refer to it somehow)</td>
<td>Virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets, imperative of business sustainability</td>
</tr>
<tr>
<td><strong>Component of Courses</strong></td>
<td>Problem solving, communication and collaboration, multicultural understanding, responsibility, critical thinking (only a little bit), people management (only a little bit), creativity (only a little bit), continuous learning (the courses itself are diverse), technological knowledge (only a little bit)</td>
<td>Virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets, imperative of business sustainability</td>
<td>Problem solving, critical thinking, creativity (but not really), people management (only a little bit), communication and collaboration (mixed opinions), multicultural understanding (only a little bit), continuous learning (the courses itself are diverse), technological knowledge (according to Kajsa, but could be improved) flexibility</td>
<td>Virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets</td>
</tr>
<tr>
<td><strong>Aspects of a Master</strong></td>
<td>-</td>
<td>-</td>
<td>Critical thinking</td>
<td>-</td>
</tr>
<tr>
<td><strong>Aspects of University</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Aspects of a Swedish University</strong></td>
<td>Critical thinking</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>JIBS Guiding Principles</strong></td>
<td>Creativity (entrepreneurial in mind), responsibility (responsible in action)</td>
<td>Virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets, imperative of business sustainability</td>
<td>Creativity (entrepreneurial in mind), responsibility (responsible in action)</td>
<td>Virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets, imperative of business sustainability</td>
</tr>
<tr>
<td>Aspects of This Programme</td>
<td>Content Bachelor</td>
<td>Force Bachelor</td>
<td>Content Master</td>
<td>Force Master</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Responsibility, flexibility, continuous learning (regarding diversity of subjects), communication and collaboration</td>
<td>Virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets, imperative of business sustainability</td>
<td>People management (only a little bit), communication and collaboration (mixed opinions; cross-cultural missing, workshop from next year onwards), multicultural understanding (being in an international context)</td>
<td>Virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets</td>
<td></td>
</tr>
<tr>
<td>Could Be Better</td>
<td>Critical thinking (not encouraged by teachers)</td>
<td>-</td>
<td>People management (soft skills)</td>
<td>Virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets, imperative of business sustainability</td>
</tr>
</tbody>
</table>
## Appendix 5: Learnings Pedagogical Approach for International Management and Global Management

<table>
<thead>
<tr>
<th></th>
<th>Pedagogical Approach Bachelor</th>
<th>Force Bachelor</th>
<th>Pedagogical Approach Master</th>
<th>Force Master</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Work</strong></td>
<td>Problem solving, critical thinking, people management, communication and collaboration, responsibility. Could be higher multicultural understanding, flexibility and creativity</td>
<td>Virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets, imperative of business sustainability</td>
<td>Problem solving, critical thinking, creativity, people management, communication and collaboration (but not randomised groups), multicultural understanding (but not groups with more nationalities), responsibility, continuous learning (could be more multidisciplinarity by having groups with students from different faculties), flexibility</td>
<td>Virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets, imperative of business sustainability</td>
</tr>
<tr>
<td><strong>Assignments and Cases</strong></td>
<td>Critical thinking, creativity. Practically relevant projects: creativity, multicultural understanding. Case studies not strongly part: problem solving, critical thinking</td>
<td>Virtualisation, generation Y values, tumult of global markets</td>
<td>Problem solving, critical thinking (not enough during individual assignments), creativity, multicultural understanding, continuous learning (could be more multidisciplinarity), technological knowledge (one project, but were not allowed too digital)</td>
<td>Virtualisation, generation Y values, tumult of global markets</td>
</tr>
<tr>
<td><strong>Thesis</strong></td>
<td>-</td>
<td>-</td>
<td>Problem solving</td>
<td>-</td>
</tr>
<tr>
<td><strong>Limiting Rubrics</strong></td>
<td>Critical thinking, creativity</td>
<td>Virtualisation, generation Y values, tumult of global markets</td>
<td>Problem solving, critical thinking, creativity</td>
<td>Virtualisation, tumult of global markets</td>
</tr>
<tr>
<td><strong>Peer Review</strong></td>
<td>-</td>
<td>-</td>
<td>Critical thinking, people management (needs to be done more often)</td>
<td>Virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets</td>
</tr>
<tr>
<td><strong>Literature</strong></td>
<td>Critical thinking (in some cases); but: much old literature</td>
<td>Critical thinking, responsibility, continuous learning</td>
<td>Critical thinking, creativity (not), communication and collaboration (but not randomised groups), responsibility, continuous learning (feedback)</td>
<td>Virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets, imperative of business sustainability</td>
</tr>
<tr>
<td><strong>Teacher Encouragement</strong></td>
<td>Teacher-centred learnings: communication and collaboration. Not: problem solving, critical thinking, people management, multicultural understanding, technological knowledge. Not: critical thinking. Fundamental knowledge taught</td>
<td>Virtualisation, open work source practices, decline of organisational hierarchy, generation Y values.</td>
<td>Critical thinking, creativity (not), communication and collaboration (but not randomised groups), responsibility, continuous learning (feedback)</td>
<td>Virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets, imperative of business sustainability</td>
</tr>
<tr>
<td></td>
<td>Pedagogical Approach Bachelor</td>
<td>Force Bachelor</td>
<td>Pedagogical Approach Master</td>
<td>Force Master</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------</td>
<td>---------------</td>
<td>-----------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Seminars and Lectures</td>
<td>-</td>
<td>-</td>
<td>Critical thinking, communication and collaboration, multicultural understanding, responsibility, flexibility</td>
<td>Virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets, imperative of business sustainability</td>
</tr>
<tr>
<td>Presentations</td>
<td>Communication and collaboration (communication of the individual students should be encouraged more)</td>
<td>Virtualisation, open work source practices, decline of organisational hierarchy, generation Y values</td>
<td>Creativity, communication and collaboration, responsibility</td>
<td>Virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets, imperative of business sustainability</td>
</tr>
<tr>
<td>Workshops, not present, but would be nice</td>
<td>Multicultural understanding</td>
<td>Virtualisation, generation Y values</td>
<td>Communication and collaboration, multicultural understanding, different workshops to get certificates</td>
<td>Virtualisation, open work source practices, decline of organisational hierarchy, generation Y values, tumult of global markets</td>
</tr>
<tr>
<td>Elective Semester</td>
<td>Internship: Practical skills</td>
<td>-</td>
<td>Exchange: Multicultural understanding, flexibility</td>
<td>Virtualisation, generation Y values</td>
</tr>
<tr>
<td>Interactive Games</td>
<td>Bafa Bafa game (needs to be focused more): Multicultural understanding, continuous learning</td>
<td>Virtualisation, generation Y values, decline of organisational hierarchy</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Working with Partner Companies</td>
<td>Hallpressen: More practical assignment</td>
<td>-</td>
<td>Problem solving</td>
<td>-</td>
</tr>
</tbody>
</table>