# Chapter 8
# Management Education and Leadership Styles:
## Current Issues and Approaches

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## ABSTRACT

*This chapter explains the prospects of management education toward leadership and leadership styles; the overview of leadership; empowering leadership; leadership and social capital; leadership, employee creativity, and innovation climate; transformational leadership; transactional leadership; ethical leadership; charismatic leadership; servant leadership; autocratic leadership; and shared leadership. Management education, through management education programs taught in schools, is very important to prepare next-generation leaders and improve leadership styles required in the competitive environments. Leadership is a process by which an executive can direct and guide the behavior and work of others toward the accomplishment of specific goals in a given situation. Leadership can be exercised through guidance and counseling of the subordinates at the time of execution of plans. Effective leadership styles gained from management education are critical for both setting strategic vision and implementing strategies to drive organizations in the timely and effective manner.*

## INTRODUCTION

The Principles for Responsible Management Education (PRME) is a United Nations Global Compact (UNGC) sponsored initiative with the mission to globally inspire the responsible management education, research, and thought leadership. PRME offers a platform for institutional commitment and leadership engagement toward business ethics and poverty alleviation (Tavanti & Wilp, 2015). PRME presents a possibility for universities to engage with UNGC, the Millennium Development Goals (MDGs), and other multi-stakeholder partnerships (Tavanti, 2014). Business schools and management education programs operate in the highly dynamic environments, such as business cycle patterns, information exchange, critical processes, and organizational designs (Trevino-Martinez, 2015). Management education is required to deliver knowledge and analytical skills regarding leadership and leadership styles to make best use of the resources available to produce the desired results and objectives (Baisya & Semolic, 2013).

In today's society, it is essential for a business to take on a global edge. The best way to ensure a successful future is to educate business students about global policies (Khan et al., 2015). Management education has entered a seminal period that is being driven by globalization, technology, and demographics (Hall, 2014) and is very important for leadership and global prosperity (Werther & Chandler, 2014). Many business schools have been accused of promoting an educational ethos that emphasizes shareholder value and the pursuit of short-term profits, thus preparing the future generations and leaders interested in profit maximization (Jamali & Abdallah, 2015). The issues of management education are already visible in numerous managerial and leadership practices of corporations engaged in sustainable development, human rights, labor rights, and the anti-corruption agenda of the UNGC (Lawrence & Beamish, 2013).

Due to the challenges in the 21st century, leaders need to adjust their leadership approach in the modern workplace (Ahmad & Ibrahim, 2015). Leadership is demonstrated through activities that involve the relations of power and the human ability to give directions in influencing members to do something (Bokhari, Razali, Yusof, & Zakaria, 2015). Leadership has been described as a relational process with substantial research examining the leader's ability to interact with followers (Jordan & Lindebaum, 2015). Leaders of global businesses should provide training through general education courses and lifelong learning and provide the necessary information and communication technology (ICT) skills for all employees to enhance their knowledge to deal with these new technologies in the social media age (Kasemsap, 2016a).

This chapter aims to bridge the gap in the literature on the thorough literature consolidation of management education and leadership styles. The extensive literature of management education and leadership styles provides a contribution to practitioners and researchers by describing the issues and approaches of management education and leadership styles in the modern workplace.

## BACKGROUND

Management education has come a long way since Sir Isaac Pitman initiated the first correspondence course in the early 1840s (Hall & Ko, 2014). Nowadays, the demands from a globalized economy are causing the significant change in the way management education is being delivered toward leadership development and leadership styles in the modern workplace (Hall & Ko, 2014). Management education is first and foremost about leadership development for social impact (Tavanti & Wilp, 2015) and can teach business ethics by making it imperative that students continually practice being ethical while studying toward business ethics and leadership (McCarthy & Hulsart, 2012). The participating institutions regarding management education programs share an educational commitment for the renewed management education toward leadership, where private organizations become positive agents in the modern workplace (Tavanti, 2014).

The current world challenges of poverty, ethics, and sustainability require the committed academic institutions and rooted in the principles and practices of management education and social responsibility in order to educate socially responsible leaders (Tavanti, 2012). It is critically important for a business school to make sure the minimum support systems and facilities required to provide the high-quality management education to its current as well as future students are in place (Khan, 2015a). Business management education can develop functional skills, abilities, and understandings necessary to handle individual's personal business affairs and occupational life (Okon, 2015).

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