Index

Academic papers, 48 Academic texts, 48 Accreditation(s), 46, 60, 91 guidelines and criteria, 151 See also International accreditations Actor role in future development of management education, 144 government and public sector, 147–149 international academic institutions, 149–150 international accreditations, 150–151 private sector, 145–146 Advanced Management Program, 108, 113 América Economía ranking, 68 American MBA model, 104 Andean Community (CAN), 17 Andean Pact, 17 Argentina, 2, 10, 11, 17, 21, 42, 53, 82, 95, 115, 118, 160, 161 accreditation activities in, 29 business in, 124 economy, 15 formal educational system, 43 public sector in, 147 Universidad del CEMA in, 28 Argentinean educational system, 43 Association of MBAs (AMBA), 25,	Association to Advance Collegiate Schools of Business (AACSB), 25–26, 46, 62, 99, 157 AACSB International, 26, 28 accredited schools in Latin America, 30–32 Barriers to change or constraints, 155 barriers within business school "industry", 156–159 contextual, 159 Belize's legal system, 12 Best institutions, 136, 142 Best-case scenario, 134–138 economic and political conditions, 135 structure of field of management education, 135–136 value to stakeholders, 137–138 Bimbo Company, 57 Blended and online options, 130 Blind spots, 71–77 Bloomberg Markets magazine, 14 Bolivia, 2, 3, 7, 9, 11–12, 16, 17, 18, 21, 116, 139 Bottom-of-the-pyramid schools, 128–129 Brazil, 2, 11–12, 21 executive education in, 44 FIA, 28 management education in, 28, 46
43	FIA, 28
28, 29, 99	MBA programs in, 46-47
accreditation, 112 Accredited Schools in Latin	Brazilian management education, 67
America, 31–32	British Honduras, colony of, 2

Business	Company reputation, 96
community, 120	Competition, 39–40, 128, 140–144
education, 48, 93, 146	blended and online options, 130
Business Association of Latin	changes and challenges in,
American Studies (BALAS),	128-130
25, 34	intensity, 128–130
Business schools, 95, 152–153	Competitive environment over next
barriers within business school	10 years, 127–134
"industry", 156-159	changes and challenges in
heterogeneous quality, 45–47	competition, 128-130
in Latin America, 75	future changes, 132–134
quality enhancements in,	more international and regional
101-102	efforts, 131
relevance, 102-103	quality and relevance gains, 132
sector, 160	CONACYT, 55
standardization, 99	Consejo Latinoamericano de
,	Escuelas de Administración
Catholic university, 106	(CLADEA), 25, 34, 67, 69
Cayetano Heredia in Medicine	Consejo Nacional de Acreditación
University, 58	(CNA), 62
Cemex Company, 57	Contextual
Central America, 2, 6, 10, 11, 17,	barriers, 159
36, 89, 130	issues, 94–96
CENTRUM business school, 46	managerial specificities, 114
Chile, 2, 9, 11, 12, 14, 16–17, 20,	Corporate Governance, 96
21, 41, 65, 86, 95, 116, 155	behavior manual for, 122
Adolfo Ibañez in, 26	practices, 119
Pontifical Catholic University of,	role, 137
35	Corruption, 76, 139
schools in, 50	consequences, 117
Universidad Diego Portales in, 28	high level of government, 117
China, 9, 17, 22, 23, 48, 55, 88, 98,	issue, 95
100, 124	in Latin America, 13
Civil law system, 12	perceptions index, 12
Cluster analysis, results of, 20	Corruption Perceptions Index, 12, 13
Collaboration, 132–133, 149	Costa Rica, 2, 3, 9, 11, 12, 17, 21,
Collaborative research, 85, 133	22, 35
Colombia, 2, 3, 11, 14, 16, 26, 28,	Coursera, 93, 141, 154
39, 42, 55, 107, 131	Culture and management in Latin
Colombian government, 54	America region, 21–23
Colonial rule, 2	Current State of Management
Common Market of the South	Education in Latin America,
(MERCOSUR), 17	79

broad contextual issues, 94–96 diversifying schools' sources of funding, 85–87 economic impact of family businesses, 119 effects of globalization, 98–100 faculty recruitment and development, 80–84 internationalization, 87–90 issues, 94–100	Degree programs, 48, 63, 86, 109, 110 Demographic data, 6 "Developmental" sub-groups, 11, 20 Distance education, 46, 144 predominance, 141 technology, 99 Dominican Republic-Central America Free Trade Agreement (CAFTA-DR), 17
key challenges, 79-94	Dutch colony, 2
lack of research faculty,	
96-97	EAESP at Fundação Getulio
Latin American Management	Vargas in Brazil, 35
Education Curriculum,	"Ease of doing business index", 12,
120-124	13
Latin American Model for	Economic clusters, 20, 24
Management Education	Economic conditions, 116
Realistic, 111–116	best-case scenario, 135
new learning and teaching	worst-case scenario, 139–140
methodologies, 92–94	Economic deceleration, 14
impact of online education, 97–98	Economic growth, 1, 16, 114, 134, 135, 147
prevailing model of Management	and inequality in Latin
Education, 103–107	American Countries, 15
priority issues in Latin American	of many countries in Latin
Management Education,	America, 134
100-103	positive aspects, 135
Program Portfolio and	Economic problems, 139
Management Curriculum,	Ecuador, 2, 3, 7, 11, 13, 15, 17, 21,
107-111	22, 27, 89, 90, 116, 139
providing relevant education, 90–92	Educational groups, 129 edX, 93
research support, 85	E-learning, 97
strategies for faculty recruitment,	Elite schools, 128–130, 138, 142
83-84	English common law, 12
See also Management Education	English courses, 48
in Latin America	Entrepreneurship, 50–51, 91, 111,
Curriculum, 51	113, 134
evolution, 111	EQUIS, 38, 99, 112
Harvard-oriented teaching, 130	accredited EAESP, 29
management, 92, 123	accredited schools in Latin
MBA, 111	America, 33

ESAN, 27, 58	actor's role in future
Ethics, 51, 76, 92, 95, 96, 103, 111,	development of management
125, 155	education, 144-151
European Foundation for	barriers to change or constraints,
Management Development	155-159
(EFMD), 25, 28, 29, 60, 62,	best-case scenario, 134-135
150, 157	business schools, 152-153
European inspiration, 106	competition, 140-142
European management school	competitive environment over
models, 92	next 10 years, 127-134
European Union (EU), 9, 48, 75,	creating change in future, 152
136	most likely scenario, 142-144
Executive education, 9, 35, 92, 113	private sector, 154–155
in Brazil, 44	scenarios for management
programs, 109	education in Latin America,
types, 92	134-144
Executive MBA program, 108, 109,	technology, 154
110	timetable for change, 160–163
	worst-case scenario, 138-140
Face-to-face methods of	see also Management education
instruction, 93	in Latin America
Engastes	
Faculty	
development, 100-101	German foundation, 59
development, 100–101 lack of research, 96–97	Gini Index, 15, 16
development, 100–101 lack of research, 96–97 recruitment and development,	Gini Index, 15, 16 Global business schools, 66, 150
development, 100–101 lack of research, 96–97 recruitment and development, 80–84	Gini Index, 15, 16 Global business schools, 66, 150 Global Connections, International
development, 100–101 lack of research, 96–97 recruitment and development, 80–84 "Feminine" cultures, 23	Gini Index, 15, 16 Global business schools, 66, 150 Global Connections, International Trade and, 17–21
development, 100–101 lack of research, 96–97 recruitment and development, 80–84 "Feminine" cultures, 23 FEMSA Company, 57	Gini Index, 15, 16 Global business schools, 66, 150 Global Connections, International Trade and, 17–21 Global Consortium for
development, 100–101 lack of research, 96–97 recruitment and development, 80–84 "Feminine" cultures, 23 FEMSA Company, 57 Foreign business schools, 65, 66	Gini Index, 15, 16 Global business schools, 66, 150 Global Connections, International Trade and, 17–21 Global Consortium for University-Based Executive
development, 100–101 lack of research, 96–97 recruitment and development, 80–84 "Feminine" cultures, 23 FEMSA Company, 57 Foreign business schools, 65, 66 Foreign competition, 77, 143	Gini Index, 15, 16 Global business schools, 66, 150 Global Connections, International Trade and, 17–21 Global Consortium for University-Based Executive Education (UNICON),
development, 100–101 lack of research, 96–97 recruitment and development, 80–84 "Feminine" cultures, 23 FEMSA Company, 57 Foreign business schools, 65, 66 Foreign competition, 77, 143 Foreign universities, 63, 65,	Gini Index, 15, 16 Global business schools, 66, 150 Global Connections, International Trade and, 17–21 Global Consortium for University-Based Executive Education (UNICON), 25, 35
development, 100–101 lack of research, 96–97 recruitment and development, 80–84 "Feminine" cultures, 23 FEMSA Company, 57 Foreign business schools, 65, 66 Foreign competition, 77, 143 Foreign universities, 63, 65, 149, 153	Gini Index, 15, 16 Global business schools, 66, 150 Global Connections, International Trade and, 17–21 Global Consortium for University-Based Executive Education (UNICON), 25, 35 Global Executive MBA, 109
development, 100–101 lack of research, 96–97 recruitment and development, 80–84 "Feminine" cultures, 23 FEMSA Company, 57 Foreign business schools, 65, 66 Foreign competition, 77, 143 Foreign universities, 63, 65, 149, 153 Free trade agreements, 17,	Gini Index, 15, 16 Global business schools, 66, 150 Global Connections, International Trade and, 17–21 Global Consortium for University-Based Executive Education (UNICON), 25, 35 Global Executive MBA, 109 "Global mind-sets" development,
development, 100–101 lack of research, 96–97 recruitment and development, 80–84 "Feminine" cultures, 23 FEMSA Company, 57 Foreign business schools, 65, 66 Foreign competition, 77, 143 Foreign universities, 63, 65, 149, 153 Free trade agreements, 17, 41, 48	Gini Index, 15, 16 Global business schools, 66, 150 Global Connections, International Trade and, 17–21 Global Consortium for University-Based Executive Education (UNICON), 25, 35 Global Executive MBA, 109 "Global mind-sets" development, 91, 92, 94
development, 100–101 lack of research, 96–97 recruitment and development, 80–84 "Feminine" cultures, 23 FEMSA Company, 57 Foreign business schools, 65, 66 Foreign competition, 77, 143 Foreign universities, 63, 65, 149, 153 Free trade agreements, 17, 41, 48 French inspiration, 106	Gini Index, 15, 16 Global business schools, 66, 150 Global Connections, International Trade and, 17–21 Global Consortium for University-Based Executive Education (UNICON), 25, 35 Global Executive MBA, 109 "Global mind-sets" development, 91, 92, 94 Global rankings, 26
development, 100–101 lack of research, 96–97 recruitment and development, 80–84 "Feminine" cultures, 23 FEMSA Company, 57 Foreign business schools, 65, 66 Foreign competition, 77, 143 Foreign universities, 63, 65, 149, 153 Free trade agreements, 17, 41, 48 French inspiration, 106 Full-time MBA, 48, 104, 109	Gini Index, 15, 16 Global business schools, 66, 150 Global Connections, International Trade and, 17–21 Global Consortium for University-Based Executive Education (UNICON), 25, 35 Global Executive MBA, 109 "Global mind-sets" development, 91, 92, 94 Global rankings, 26 presence in, 35
development, 100–101 lack of research, 96–97 recruitment and development, 80–84 "Feminine" cultures, 23 FEMSA Company, 57 Foreign business schools, 65, 66 Foreign competition, 77, 143 Foreign universities, 63, 65, 149, 153 Free trade agreements, 17, 41, 48 French inspiration, 106 Full-time MBA, 48, 104, 109 Fundação Instituto de	Gini Index, 15, 16 Global business schools, 66, 150 Global Connections, International Trade and, 17–21 Global Consortium for University-Based Executive Education (UNICON), 25, 35 Global Executive MBA, 109 "Global mind-sets" development, 91, 92, 94 Global rankings, 26 presence in, 35 Globalization, 41–43, 131
development, 100–101 lack of research, 96–97 recruitment and development, 80–84 "Feminine" cultures, 23 FEMSA Company, 57 Foreign business schools, 65, 66 Foreign competition, 77, 143 Foreign universities, 63, 65, 149, 153 Free trade agreements, 17, 41, 48 French inspiration, 106 Full-time MBA, 48, 104, 109 Fundação Instituto de Administração (FIA), 28	Gini Index, 15, 16 Global business schools, 66, 150 Global Connections, International Trade and, 17–21 Global Consortium for University-Based Executive Education (UNICON), 25, 35 Global Executive MBA, 109 "Global mind-sets" development, 91, 92, 94 Global rankings, 26 presence in, 35 Globalization, 41–43, 131 effects, 98–100
development, 100–101 lack of research, 96–97 recruitment and development, 80–84 "Feminine" cultures, 23 FEMSA Company, 57 Foreign business schools, 65, 66 Foreign competition, 77, 143 Foreign universities, 63, 65, 149, 153 Free trade agreements, 17, 41, 48 French inspiration, 106 Full-time MBA, 48, 104, 109 Fundação Instituto de Administração (FIA), 28 Funding, diversifying schools'	Gini Index, 15, 16 Global business schools, 66, 150 Global Connections, International Trade and, 17–21 Global Consortium for University-Based Executive Education (UNICON), 25, 35 Global Executive MBA, 109 "Global mind-sets" development, 91, 92, 94 Global rankings, 26 presence in, 35 Globalization, 41–43, 131 effects, 98–100 rankings and reputation, 99
development, 100–101 lack of research, 96–97 recruitment and development, 80–84 "Feminine" cultures, 23 FEMSA Company, 57 Foreign business schools, 65, 66 Foreign competition, 77, 143 Foreign universities, 63, 65, 149, 153 Free trade agreements, 17, 41, 48 French inspiration, 106 Full-time MBA, 48, 104, 109 Fundação Instituto de Administração (FIA), 28 Funding, diversifying schools' sources of, 85–87	Gini Index, 15, 16 Global business schools, 66, 150 Global Connections, International Trade and, 17–21 Global Consortium for University-Based Executive Education (UNICON), 25, 35 Global Executive MBA, 109 "Global mind-sets" development, 91, 92, 94 Global rankings, 26 presence in, 35 Globalization, 41–43, 131 effects, 98–100 rankings and reputation, 99 Government, 52–55
development, 100–101 lack of research, 96–97 recruitment and development, 80–84 "Feminine" cultures, 23 FEMSA Company, 57 Foreign business schools, 65, 66 Foreign competition, 77, 143 Foreign universities, 63, 65, 149, 153 Free trade agreements, 17, 41, 48 French inspiration, 106 Full-time MBA, 48, 104, 109 Fundação Instituto de Administração (FIA), 28 Funding, diversifying schools' sources of, 85–87 Future evolution of management	Gini Index, 15, 16 Global business schools, 66, 150 Global Connections, International Trade and, 17–21 Global Consortium for University-Based Executive Education (UNICON), 25, 35 Global Executive MBA, 109 "Global mind-sets" development, 91, 92, 94 Global rankings, 26 presence in, 35 Globalization, 41–43, 131 effects, 98–100 rankings and reputation, 99 Government, 52–55 sector, 147–149
development, 100–101 lack of research, 96–97 recruitment and development, 80–84 "Feminine" cultures, 23 FEMSA Company, 57 Foreign business schools, 65, 66 Foreign competition, 77, 143 Foreign universities, 63, 65, 149, 153 Free trade agreements, 17, 41, 48 French inspiration, 106 Full-time MBA, 48, 104, 109 Fundação Instituto de Administração (FIA), 28 Funding, diversifying schools' sources of, 85–87	Gini Index, 15, 16 Global business schools, 66, 150 Global Connections, International Trade and, 17–21 Global Consortium for University-Based Executive Education (UNICON), 25, 35 Global Executive MBA, 109 "Global mind-sets" development, 91, 92, 94 Global rankings, 26 presence in, 35 Globalization, 41–43, 131 effects, 98–100 rankings and reputation, 99 Government, 52–55

Heterogeneous quality of business schools, 45–47	International faculty, 81, 82, 89, 136, 138
High-quality	International Monetary Fund, 1
business schools, 129	International organizations, 1, 34,
faculty, 81, 83, 85	62, 151
Higher education, 44, 149	International partnerships, 41, 61,
field, 26	67, 87
funds to, 148	International students, 87, 89, 113,
international accreditation	137
bodies for, 28	International theme, 138
regulation, 43–45	International trade and global
Hispanic America, 1	connections, 17–21
	Internationalization, 87–90
Iberian Peninsula, 1	challenge, 47–48
"Ibero-America", 1	Internationalization of Schools,
INCAE	66–68
Business School in Nicaragua, 27	Interview transcript, 37
from Costa Rica, 35	Intra-regional cooperation, 132
Inclusive growth, 117, 134	IPADE from Mexico, 35
Innovation, 107, 153	
Instituto Tecnológico Autónomo de	Jesuit school, 106
México (ITAM), 26	Joint cooperation, 136
Integration, 131, 136	1
Intensity	Latin America(n), 1, 12–13, 90
of competition, 128–130	culture and management in
of rivalry, 140	Latin America region,
Inter-regional trade and	21–23
cooperation, 89–90	historical and cultural aspects,
International Academic	2–6
community, 42	international accreditations,
Institutions, 63–66, 149–150	28-34
International accreditations, 28–34,	international business schools
42, 59-62, 134, 150-151,	networks, 34–35
157	international trade and global
International and local rankings,	connections, 17–21
62-63	macroeconomic outlook, 14-17
International business schools	management education evolution
networks, 34–35	in, 25
International Communication	management education history,
Union, 1	26-28
International Corporate Masters,	management education
109	landscape, 26–35
International efforts, 131	market, 65

model for management	globalization, 41–43
education realistic, 111–116	government, 52–55
people, 6–11	growth, 38–40
presence in global rankings, 35	heterogeneous quality of
Latin American business schools,	business schools, 45–47
63, 65, 80, 93–94, 127	important events in evolution,
internationalization, 66, 89	38-45
percentage of full-time faculty	increasing importance of
with PhDs in, 81	research, 69–70
Latin American Council of	International Academic
Management Schools, 34	Institutions, 63–66
Latin American Management	International Accreditations,
Education	59-62
curriculum, 120-124	International and local rankings,
priority issues in, 100–103	62-63
Latin students, 48	Internationalization of Schools,
Lato sensu, 47	66-68
Leadership, 52, 91, 109, 111, 162	interview transcript, 37
Legal regulations, 12	key management education
Local accreditations, 62	issues, $45-52$
Local context, value of, 72–75	lessons in, $71-77$
Local research, need for, 76–77	main changes in evolution of,
	66-71
Macroeconomic	need for local research, 76–77
conditions, 134	need to developing local
outlook of Latin America,	relevance, 49
14-17	online education, 70–71
Mainland Latin America, 2	open economy, 41–43
foreign direct investment within,	perceived impact of stakeholders
20 Navada Amaniaa midain 11	on, 53
North America within, 11	private sector, 56–59
total populations, 6	public sector, 52–55
Management concepts, 90	quality business schools, 70
Management Curriculum, 107–111	regulation of higher education,
Management education in Latin	43–45
America, 37, 45	research orientation, 49–50
benefits from regional collaboration, 75	soft skills, 51–52 value of local context and
challenge of internationalization,	practical relevance,
47–48	72–75
impact of different actors on,	see also Future evolution of
52–66	management education in
entrepreneurship, 50–51	Latin America
endepreneuranip, 50-51	Latin America

Managerial MBA, 109 PhD programs, 45, 47, 81, 84 "Masculine" cultures, 23 PhD-trained faculty, 96 Master of Science programs, 47 Political conditions MBA programs, 39, 43, 46, 47, 52, best-case scenario, 135 108 worst-case scenario, 139–140 Mexican market, 64 Political factors, 139 Mexico, 11–12, 14, 17, 21, 26 Pontifical Catholic University of IPADE from, 35 Chile, 26, 35 ITAM from, 35 Populism, 139 Power distance, 21–23 Middle tier schools, 129 Minister of Education, 44 Practical relevance, 72–75 MOOCs, 71, 93, 98 Prevailing model of Management Most likely scenario, 142-144 Education, 103-107 Priority issues in Latin American competition, 143-144 Multinationals in Latin America, 131 Management Education, New learning and teaching faculty and research methodologies, 92-94 development, 100-101 Nicaragua, 2, 4, 8, 11, 12, 15, 16, quality enhancements in business schools, 101-102 27, 30, 33 Non-experience masters, 109 relevance of business schools, North American Free Trade 102 - 103Agreement (NAFTA), 15 Private sector, 56–59, 144–146, 154 - 155Online education, 70–71 Private universities, 39, 54, impact, 97-98 58, 115 Online options, 130 Program Portfolio, 107–111 Online programs, 109, 130, 140 Public sector, 52–55, 147–149 Open economy, 41-43 Public universities, 54, 106 "Open-market" orientation, 17 Quality and relevance gains, 132 Pacific Alliance, 17 Quality business schools, 70 Quality enhancements in business Pacífico University, 58 Panama, 2, 9, 11, 16, 21, 22 schools, 101–102 Paraguay, 2, 4, 8, 10, 11, 16, 17, 27, 29, 95, 119 Rankings, 62–63, 91 "Red tape", level of, 13 Part-time International MBA, 109 Partnership in International Regional collaboration benefits from, 75 Management (PIM), 25, 35 Peru, 2, 5, 11, 16, 17, 26 efforts, 136 educational law in, 44-45 Regional efforts, 131

Regulatory responsibility role, 147

Relevance-rigor gap, 91

INCAE Business School in

Nicaragua and ESAN in, 27

Research	Stricto sensu, 47
development, 100–101 interview, 134	Suriname, 2, 5, 6
lack of research faculty, 96-97	Technology, 71, 154
orientation, 49–50 research-trained faculty,	technology-based applications, 92–93
49-50	Tecnológico de Monterrey, 26
support, 85, 132	Tenaris, 59
Roman Catholicism, 6, 23	Transparency International, 1 Tricontinental MBA, 109
SACS accreditation, 60	"Triple Crown" business schools,
Scholarly research, 69	34
Schools, 27, 137, 142	
with international accreditation,	Undergraduate level, 131
29	Universidad Argentina de la
internationalization, 66–68	Empresa (UADE), 39 Universidad Católica, 39
in Latin America, 80 leaders, 134	Universidad Catolica, 39 Universidad de Lima University,
second wave, 27	58
see also Business schools	University of Chile, 26
Second wave of schools, 27	Uruguay, 2, 5, 8, 9, 10, 11, 15,
"Serious academic work", 69	17, 95
Skype, 140	US Central Intelligence Agency
Social responsibility, 96	(CIA), 1
Soft skills, 51–52, 91, 103	US management school models, 92
South America, 2, 9, 28, 73, 75	
Southern Cone, 11, 16, 130	Value to stakeholders, 137–138
Spaniards, 2, 6 Spanish, 2	Venezuela, 2, 5, 8, 10, 11–12, 14, 22, 28, 119, 139
colonies, 2	Volatile, Uncertain, Complex, and
universities, 130	Ambiguous (VUCA), 72,
Stable growth, 135	116
Stakeholders, value to, 137–138	
State owned university, 144	World Bank, 1, 12
State-controlled education, 140	Worst-case scenario, 138–140
State-owned education, 140 "Stretogic groups", 20, 21	economic and political
"Strategic groups", 20, 21	conditions, 139–140