

**LATIN AMERICA: MANAGEMENT
EDUCATION'S GROWTH AND
FUTURE PATHWAYS**

LATIN AMERICA: MANAGEMENT EDUCATION'S GROWTH AND FUTURE PATHWAYS

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INVESTOR IN PEOPLE

*To the Thomas, Tuch, and Wilson families who are
the foundation of our lives.*

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Gabriela Alvarado, Howard Thomas, Lynne Thomas, and Alexander Wilson

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About the Authors

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Preface

After attending several international academic conferences for more than 20 years, Gabriela Alvarado and Howard Thomas have witnessed how the level of awareness of Latin American business schools and their activities have increased through time. Yet, it is still relatively low when compared to the publicity that schools from other parts of the world have achieved. In addition, not much has been written about Latin American management education despite efforts such as those made by CLADEA in advancing the quality and awareness of Latin American schools.

Hence, this research project got under way motivated by the opportunity of sharing the progress that Latin American business education has made over the last decades with management education colleagues outside the region. It was also catalyzed by the strong spirit of collaboration and friendship among the authors. However, when conducting the interviews and developing the manuscript, a further opportunity presented itself: namely, providing some insights that could aid Latin American management educators in reflecting on the current state of business education on the continent and actions that need to be undertaken to strengthen its positioning within the international academic and business community in the years to come.

As such, this volume on Latin American business education adds to previous work by Howard Thomas, Lynne Thomas, Michelle Lee, and Alexander Wilson (Emerald, 2013, 2014, 2016, 2017) about management education in different regions across the globe. Thus, it sharpens our understanding of the similarities and differences between business schools across geography and time and it allows us to examine systematic differences in the business models and performance of business schools across continents. It is based on the responses from a number of face-to-face in-depth interviews with rectors, deans, and influential educators from leading business schools in Latin America, and follows a past, present, and future perspective on the growth of management education.

After providing a brief overview of the main historical, cultural, social, political, and economic aspects of the Latin American continent, the book describes the evolutionary path of business education in the

region until its current state. In particular, it analyzes and interprets the major events, key issues, the impact of different actors, main changes, and “blind spots” in the evolution of management education in Latin America over the last 10 years. The book then identifies the biggest ongoing challenges confronting business education on the continent and discusses whether a Latin American model for management education is a realistic proposition. Finally, it explores how the competitive environment of business education in the region will evolve over the next 10 years, outlines a set of potential scenarios, and examines critical issues for the future.

We hope this book will contribute and, more importantly, create an open debate among Latin American management educators about the future evolution of business education on the continent. Clearly our main aim is to spark a growing interest from global stakeholders about Latin American business schools and their role in growing and developing inclusive growth in Latin America.