



Original article

## Strategic orientation for "global citizens" in business and management schools as facing the internationalization and the globalization

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### Abstract

In the trend of globalization, global citizenship, social responsibility, and sustainability are seen as the benchmark for assessing the sociology of schools. However, there are few formal definitions or concepts of global citizenship and convincing evidence of how global citizens engage in cultural activities at universities. Therefore, it is essential to research extensively and accurately to create concepts about global citizens in higher education. International higher education, social sciences, and business materials are considered to have integrated a deep understanding of global citizenship in the context of universities in general and business schools in particular. The recognition of the concept of global citizens through the moral and transformative lens is considered a practical solution when approaching this new and full of problems. This paper describes the learning of global citizens through social imagination, relationships, and reflexes. These qualities will help students develop complex and ambiguous global business thinking. The materials and knowledge considered in this paper are the basis for establishing ethical reasoning, sensitivity and value-based teaching in universities. These aspects will create new ways to integrate the concept of global citizens into training programs at business schools. Global citizen learning will create the necessary links of social responsibility with sustainable development and ethical principles when implementing the curriculum at business schools. Besides, the paper also outlines how to learn from global citizens and apply that learning method to teaching practice.

*Keywords: Social responsibility, Sustainability, Moral, Pedagogy, Cosmopolitanism, Global citizen.*

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## 1. Introduction

According to Beck (2018), Seeber (2016) and Taylor (2017), the complication, uncertainty, ambiguity underpin the 21st century, which unsettles east and west as well. Although the context is changing rapidly, the impact of universal complication or the future impact on staff, learners and also the studying programs by education institutions is not practically taken into consideration. While the concept of universal inhabitants conflicts with economic first-rank missions, which can cause incongruity between giving assistance to social principles and also the organizational institution. It is widely undeniable that tertiary academies play a crucial role in the well-being and the cohesion of current time. Their responsibilities are to educate people who are potential to be good for society. All the tasks in the academic places are carried out according to reasonable regulations of the economy. The academic institutions that act as "service suppliers" supply the "consumer" with a "product". The demand of societies for the global citizen is less intellectual. Oliveira Andreotti (2016) blamed the education academy for not performing "what they preach" in regards to their ecological together with the principles of society. The author assumed that they pay attention mainly on their corporate duties and upcoming results.

However, the response of the industrial areas to globalization at the tertiary academies are realized via further education's international cooperation, independent financial mechanism, and a management system. In this context, instrumental indicators that focus on external accountability often conflict with the social features of further studies, which limit the ability of institutions to turn learners into universal citizens after graduation. To give opinions on market forces, Wånggren (2018) explained that there is different ideology and poorly-stated definitions of graduate features in disciplines. Moreover, Drucker (2016) reckons that training global inhabitants is detrimentally affected by the lack of concept system of long-lasting innovation, ethical performance and the duty of society in business institutions.

The world citizens can boost their ideas in the literature, but less so for the teaching and the practice of higher education. Nevertheless, it tends to have the ability to be boosted through an economic, social and cultural vision.

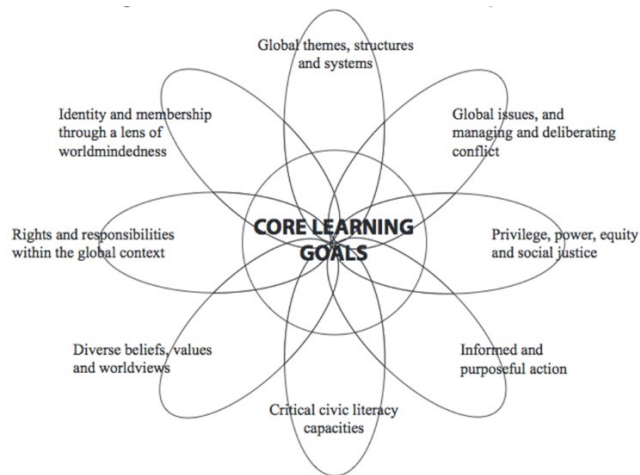
Virtuous or modification pragmatics offers learners the chance to have a look into the relationship among individuals, the community together with the contextual environment. From this perspective, learners can realize the reflection of globalization on the aspects of politics, economy, society in a reflective and relational way. Virtuous and modification pragmatics promotes a deeper insight in the systemic, modification and adaptive way about the effects of globalization and promotes a more good insight and social duties in learners' minds. The current article assumes that the current urban perspective is well connected with the principles of society in the official approach of academic academies and business institutions. It also supplies a basic knowledge to connect the principles of social duties of universities and business institutions with action. Guo (2017) have the ability to boost a framework of concepts for the international cooperation of the curriculum (IoC), which serves as a guide for institutions and curricula. The purpose of this model is to turn all learners to become critical citizens of the world. Nevertheless, a further study to clarify students' mindsets in the knowledge acquiring process was also identified in the research of (Niehaus and Williams, 2016).

## 2. Humanism versus the market

It is a challenge for business institutions to balance humanism and the market as well. Honest disagreements are a victim of the past, neoliberalism and "market fundamentalism". To reinforce this approach, trade institutions have proposed a principle for productivity and prosperity which is available at the real workplace. Consequently, education put more focus on the actual working skills in reality rather than on the theoretical knowledge or the sensitivity necessary to foster global citizen spirits and ethnic society. It is widely argued that pedagogy and short-sightedness are the main focus of exclusive employability. This approach gives no long-term social positive effects afforded by corporate decision-making, which is enhanced by virtuous supportive and ethical performance.

It is also reckoned that virtuousness/belief in trade institutions is deteriorated. Teaching ethics in trade institutions does not carry out a high level of ethical performance. It is clear that MBA programs have seen a decrease in ethnic programs (Latham and Brown,

2006). Also, a shortage of academic concerns for ethics and social duties in primary business education, and this finding was associated with a shortage of training for lecturers have also pointed out. Many researchers wonder about the long-lasting effects of a more intensive ethics approach in education (Michaelson, 2016; Setó-Pamies & Papaoikonomou, 2016). On the other hand, Yemini (2017) gives the rejection to the "fall and the decline of ethics education" without, nevertheless, explaining the way to maintain virtuousness at higher education.



**Figure 1: Learning goals associated with Global citizenship education in Canadian schools** (Torkkeli et al., 2018)

Education at vocational institutions puts a limit to the level degree of complex abstract thoughts required for ethical a deeper insight. The qualified educational procedure, and cutting-edge intellectual people who are educated to be well-competent in various fields, have a natural tendency for rigidity and inflexibility.

Nevertheless, a well-educated inhabitant usually occupies a range of virtuous and ethical principles. Arce and Gentile (2015) agreed with this view and clarified the consequences brought to society. He reckons that the well-qualified education had led to the opportunity to boost an "unconscious civilization" conquered by the mindless "elite" of companies who are hardly respond to the community and the future world. As a result, not many cares about the discrepancies between "what you know" and "what you do" and cannot take into consideration the consequences of sustainable innovation beyond the "result." Education about humanism is focused on the future of democracy and civil society. Contrary to rash behavior, it is considered that it is likely to change

learners' behavior, attitudes, and sensibilities through virtuous-based education.

The conceptualization of the universal citizen in further education through virtuous and modification urbanism makes more sense for acquisition procedure than simply having attention on a personal characteristic. The fundamental foundation of world citizenship describes the transformation of citizenship from a purely national view to a broader definition and tend to be pursued. It is not similar to widespread knowledge of universal authorities and boots care for humanity, society and the planet, and principles the dialogue about differences with "others." The form of virtuosity of pragmatics applies to the rights of human and logical a deeper insight. It takes responsibility for a good attitude towards human dignity, respect and concern for issues that affect universal society. Modification pragmatics is linked to a thoughtful a deeper insight that takes into account the interconnectedness and the transformation of expertise information between complicated constructs. It helps to boost a particular way of "world a deeper insight." The conceptualization of the world citizen through virtuous and modification pragmatics, therefore, encourages a deeper insight in a more systemic and adaptive level that is necessary for competitive business contexts, and supplies a stable epistemological background for business teaching.

The definition of the global inhabitant is harassed by conceptual criticism and is often looked into through features such as intercultural proficiency, intercultural competence, friendliness, tolerance, respect for oneself and others and the planet and responsibility, awareness, mobility, participation, and cultural empathy. A majority of universal citizenship research in higher education has focused on learner attitude and changes in attitudes through mobility experiences, with a focus on empirical measurement of personal traits. On the flip side, hardly any research has been done into the topic of how learners brainstorm about acquisition procedure, or how and the reason for which all learners develop to become universal citizens.

It tends to be seen that the global citizen is not well compatible with conducting various study on the ground of their faithfulness. For example, Lind (2017) had a critical view against the disturbing trend of

considering personal attributes as a way to understand as "tolerance." The researcher considered good a more profound insight as for the key to having the ability to boosting tolerance and, in almost every situation, has access to education. According to the result of his studies, keeping the focus on one's faith research contributes to preventing vital utterances about principles in education. To give assistance to this opinion, Nicotera (2018), Van Gunsteren (2018) and Calhoun et al., (2015) thought that the change of viewpoints, and cross-cultural ability, are procedures that are not main characteristics or are not suitable for instrumental measurements. Giroux and Robbins (2015) and Nussbaum (2016) have made further clarification about the current perspective by explaining that research about positivist does not have much effect on the mindset changes and reasoning during the transformation of perspective. The current article proposes that virtuous and modification pragmatism supplies a strong philosophical and epistemological background knowledge of the universal citizen in higher education. It comes against the general thinking and the theoretical system. This base view is compatible with the social principles sought in a decent performance, social duties and the sustainable state in business institutions. The pragmatic view is the basement for graduates to engage with an up-to-date look in a modern trading context.

### 3. Ethics, social duties and sustainable development

Trade institutions have profound pressure to meet the demands about corporate social duties and a sustainable state. Nevertheless, these goals sometimes conflict with the conventional business paradigm and a theory at various educational institutions. From the perspective of the curriculum, the strategies of social duties, and sustainable state, are usually regarded as an extra-curriculum objective to the official degree program, available at the further education level, and tend to be tackled by the executive policy level or as part of a university level. In this context, it is assumed that there are reactive responses in institutions, where the depth of these educational requirements or the overlapping of these value-based courses with the hopes for the value of educating universal citizens is little reflected.

The Brundtland Commission defined development on a sustainable level as the ability to meet the requirements of the present without compromising the ability of future generations to meet their own needs. Sensitivity is considered as a necessary feature of improvement sustainably. It is rarely stimulated in the acquisition procedure. Similarly, a complicated set of thinking, proper management, and the cross-system mindset is crucial in this kind of innovation. Given these complicated acquisition procedure requirements for sustainable state, conflicts have been identified as attempts are made to go beyond the neoclassical growth paradigm utilized in other trading programs. Ironically, the growth paradigm disregards the basic human principles of sensitivity and responsibility towards oneself, others, the planet, and future generations. Other authors have given substance to the conflict between neoclassical and pragmatic patterns in business studies. At the initial step, Arce and Gentile (2015) show that this broken epistemic ideology in the theoretical framework about management skills isolated humanity issue from the environment.



**Figure 2: Developing global citizens within Curriculum for Excellence in Scotland schools** (Heyneman, 2015)

Figure 2 shows the development of global citizenship in the Curriculum for Excellence, which helps learners recognize their responsibilities to each other and the wider world (Heyneman, 2015). The result will be the young generation and young people as global citizens, able to occupy their position in the world, contributing to it confidently, successfully and effectively, understanding their rights and the responsibility of living and working in

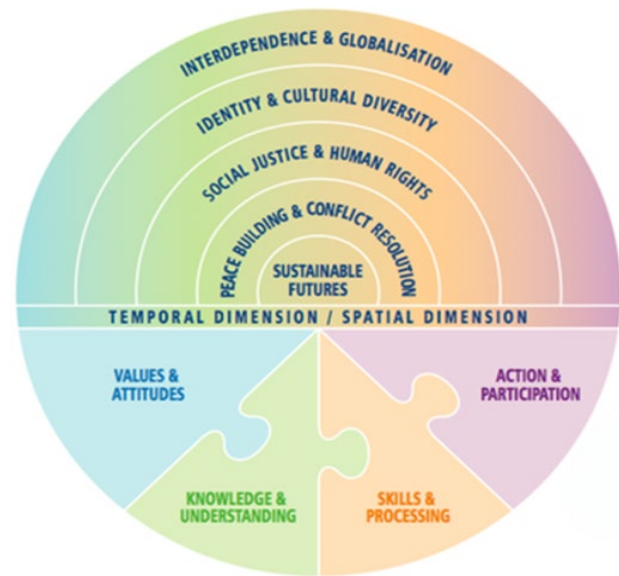
a globalized world.

As a result, the state of sustainability which is only mentioned in trading education courses isolates learners from the virtuous a more profound insight and the background expertise information of sustainable state. Secondly, Nasibulina (2015) clarified the essential link between good a more profound insight and sustainable state by linking the complacency of an individual to context and social duties with the absence of cultural humility. Also, Cunliffe and Hibbert (2016) regarded the good notion as an essential characteristic for the ability to boost cultural humility, sensitivity, and insight into our impurity. He claimed that cultural humility empowers the individual to ingeniously and reflexively question assumptions and cultural beliefs, especially about the context. Acquisition procedure, underpinned by virtuous and modification pragmatics, forms the basis for promoting a universal attitude towards social duties and sustainable state. It helped to supply a well-grounded theory of training and upgrade all characteristics that meet the requirements of graduates of the Business Institutions

To defend the strategies of business institutions, corporate social duties and the sustainable state at business institutions are becoming increasingly hot issues. These lagged scaled goals for training in business institutions are often formulated through individual courses/subjects. In most Australian business institutions, the competencies for these principles are translated by graduated attributes. Nevertheless, these authors consider that responsibility of society; sustainable states and ethical practice are poorly understood in workplace curricula. Three different approaches to reaching social duties in business institutions are compared (Collinson and Tourish, 2015).

Initially, a course lasting one term was designed to have the ability to boost a universal way of thinking among learners for MBA degree. His course/topic is based on Minzberg's five universal methods of a more profound insight (reflexive, analytical, secular, cooperation, and a response) (Nunn et al., 2015). Although the current program encourages an integrated background knowledge (including mobility experience) for universal enterprise decision making, the framework does not seem to have emerged into the overall program. At the second place, according to Popescu (2015) noted that a modification acquisition procedure method during the

modification process has caused a paramount paradigm change in the way companies to think about universal a deeper insight. Nevertheless, this is also not a feature of integration in trading training curricula. On the other and, Bournemouth University (BU) operates a Universal Citizenship program, a Universal Viewpoints program among multiple universities, recognized by the UK People and the 2012 Planet Green League (Diemer et al., 2017). Under this program, the university is a socially responsible universal business, and all curricula, integrate universal viewpoints. In addition to the formal program, extra-curricular activities assist with citizenship and universal awareness. Semali (2017) thought that because of this program at the BU, there had been some progress in the employee and student awareness of justice, justice and the sustainable state. Nevertheless, beyond the Western assumptions, more attention had to be paid to the cultural pattern. At present, there does not seem to be an extensive pool of evidence for exploring the universal mindset of citizens in business institutions.



**Figure 3: Global Perspectives, A framework for global education in Australian schools** (Collinson and Tourish, 2015)

All young Australians become successful learners, confident and creative individuals, and active and informed citizens with the goal in a framework for global education in Australian schools (Figure 3).

#### 4. Universal citizen acquisition procedure

It is argued in the current article that universal citizenship education is a procedure to have the ability to

boost the virtuosity skills necessary for universal a deeper insight in business institutions. This method of acquisition procedure is proposed as a "conceptual glue" necessary to connect virtuous and social practice, social duties and sustainable state principles in workplace acquisition procedure (Sessa and London, 2015). The acquisition procedure virtues associated with acquisition procedure universal citizens include social imagination, criticality, reflexivity, and relationality. The complicated interactions that occur between these qualities in different situations form the basis for acquisition procedure from citizens worldwide, leading to increased good awareness, a more informed mindset, and higher student sensitivity (Painter-Morland et al., 2016). This method of education is well suitable for a complicated universalized existence as opposed to business education based solely on neoliberal conceptualizations. As the acquisition procedure virtues are described disconnectedly, they work together in a step-by-step, a development-oriented way to shape the individuals' good skills and mindset (Bachmann et al., 2018).

Having thorough knowledge about the modification nature of our self-awareness is the key to the acquisition procedure of citizens, which is called "hybridity." The phrase explains the complicated process of self-awareness raised by globalization and characterizes crisscrossing social and cultural histories and the social existence of ownership. It is argued that "hybridity" tends to be considered as a theoretical alternative to earlier fixed concepts of cultural essentialism (Cvetkovich, 2018). We do not have to cling to solid background knowledge about various ethnic's groups, but we must realize how the effects of globalization and the continuing universal flow of images, ideas and cultures influence our self-awareness and conscious a deeper insight. Being clear about the possible effect allows us to widen our knowledge and thinking about "as it always was." Significantly, nevertheless, the implications of learners' evolving universal a deeper insight in business education are rarely taken into account, while our self-awareness keeps changing at every transitional point (Tynjälä et al., 2016).

It is also very rare to see business acquisition procedure mention issues such as the social and good imagination (Hoggan et al., 2017). Imagination is the key to adapting to a universalized world because it is a mediator of reason and sensory in contextual engagement, giving the individual the ability to construct and test possibilities

(Corcoran et al., 2017). The imagination of society as dealing with the under-developed, complicated, empirical and effective features of our existing world and tend to be a mindset that allows a favorite way of thinking. This helps the world citizen to imagine other possibilities and viewpoints. It promotes the possibility of adapting in an inter-relational and a reflexive method of changing and complicated situations and to open the mindset to an ambiguous state.

The reflex process helps to clarify how people perceive their viewpoints, check their pre-assumptions, take part in discussions, and critically examine different acquisition procedure contexts. Reflex ability is the quality required to challenge our Western pre-assumptions of supercilious manner or attitude and to be open to other opportunities, viewpoints and cultural patterns in business acquisition procedure. Paine et al. (2016) regarded cooperation as to how we critically reflect others and think in terms of the group rather than separately. Cooperation, reflexivity, criticality, and the involvement of the social imaginary, are recognized as essential virtues needed to overcome universal complication. These qualities enable the universal a more profound insight for business learners. They enable learners to be open-minded and to imagine other possibilities and viewpoints in a conflicting pattern.

It seems that training has a crucial role in boosting learners' imagination and good skills. To tackle the complication of universal businesses, learners must be able to ask, adapt, and translate contextual factors to have the ability to boost meanings and convey ideas across business patterns. These authors felt that learners should be able to question given constructs (for example, sustainable state). The particular circumstances of history in which such ideas were created to have the ability to boost the capacity of a more profound insight and a more profound insight should be examined, using their good capacities (Torres, 2015). Involving learners in a speech on self-awareness and the social imaginary of universal business acquisition procedure brings a great deal of positive effect to boost a reflective and universal relational mindset. The central role of ethics is rationalism and reflexivity in promoting leadership capacity. This epistemic ideology supplies a well-established foundation to respond to uncertainty and ambiguity in a context of universal business (Gaudelli, 2016).

Academic studies on good topics based on world

citizens are often unclear. Walters et al. (2017) argued, nevertheless, that organizational principles must be clear to learners if they are to have the ability to boost a set of defensible virtuous principles. Nevertheless, it is common practice to avoid deviations from virtuosity. The transformation-resistant community has been afraid of the word virtuosity. While business institutions can face good topics namely decent performance, social duties, and sustainable innovation, the connection to virtuosity, proper respect, good imagination, and moral sensibility are invisible and seldom clarified to learners in this regard. Nixon et al. (2018) supplied a framework for value-based decision-making in business institutions. The critical responsibility of student self-awareness, universal a more profound insight, and self-education, is not explicitly emphasized to learners in the current situation.

Universal citizen acquisition procedure conceptualized in the current article is in line with "intercultural acquisition procedure," "pragmatic acquisition procedure," border pedagogy, dialogic pedagogy, and modification acquisition procedure (Dower and Williams, 2016). These acquisition procedure approaches are ethically committed and adapt to new forms of society. Citizens' universal acquisition procedure is given assistance toed by the theory of modification acquisition procedure. The theory of modification acquisition procedure is only suitable to contextual situations in which critical reflection, and reason, come into practice. According to Hartung (2017), we need to raise the question about the underlying assumptions of our historical and biographical "self" concerning others (reflexivity and relationality). Following this method, our frame of reference has had the ability to boosted, together with our "habits of mind" (acquisition procedure virtues) and "points of view," while dealing with thinking and reasoning. Our principles, and our self-esteem (self-awareness), are anchored in our frame of reference. There we filter and interpret meanings from situational encounters (acquisition procedure activities). In the area of this theoretical framework, filtering is done by our sense of self-awareness, the imaginary, reflexivity and relationality. Altbach (2016) and Torkkeli et al. (2018) explained that self-education is the process which happens during the transformative activities that take place during the universal acquisition procedure of citizens. Universal inhabitant acquisition procedure enables learners to have a broader and critical mindset

about the particular situation and the circumstance of local and universal trading researches (Richardson, 2015).

## 5. Suggestions for pedagogy and futurology at business institutions

It is not possible to put forward particular learning programs for universal acquisition procedure of citizens at business institutions. Nevertheless, it is advised that the acquisition procedure virtues mentioned in work tend to give assistance toed within the existing curriculum through situational acquisition procedure activities. For citizenship acquisition procedure universally, it is crucial that learners engage with their identities and self-education as they learn, as they have the ability to contested situations which are ungraded in the level of compatibility and contest. Through the activities of involving learners in various circumstances which explain the good nature, "universal citizen acquisition procedure" tend to be facilitated. The goal is to make the acquisition procedure of citizens worldwide a "habit of the mind" in which learners attentively take part in the universalized existent situation. Suggestions to tackle this issue in a class context are:

- Explain social and virtuous principles clear to the university and business institutions learners
- Show learners how community principles, and universal acquisition procedure, are compatible with citizens for their process of learning and acquisition procedure objectives
- Explain to learners about the quality of acquisition procedure, the acquisition procedure of universal citizens, and their evolving universal mindset
- Promote a deeper insight into controversial ethical, historical, sociological, contextual and business viewpoints
- Include learners in "dialogical" exercises to question and solve conflicting neoliberal and pragmatic patterns in an integrated way during acquisition procedure activities
- Encourage learners to consider other business opportunities, patterns, and resolutions to problematic issues and to introduce themselves
- Create, compare universal context meanings and assumptions in acquisition procedure activities

- Awareness of the can boost their virtuous skills and self-education
- Encourage research to understand well as the mindset of business learners during universal civic acquisition procedure.

## 6. Conclusion

The challenging requirements which business are facing reveal that the definition of the global resident, via a virtuous and modification realistic vision, supply the philosophical and epistemic ideology background to tackle this critique. Resident universal acquisition procedure assists in universal entrepreneurial a deeper insight and enrolment desires in business institutions. Unlike a good fighter, "universal citizen acquisition procedure" is clarified as a procedure. It focuses on learners' "mindset" and "universal a deeper insight " to have the ability to face complication and ambiguity.

"Universal Citizen Acquisition procedure" promotes learners' understanding of their changing self-awareness, hybridity and self-training. This helps to encourage social imaginary, flexible ability, and tend to be easily applied to the current working program at the workplace. By explicitly engaging in good acquisition procedure, business learners, and lecturers tend to be stimulated to regularly reflect on how expertise information is used in other contexts and to think imaginatively and reflexively. Through the universal citizen acquisition procedure, learners are given "mindsets" to understand well as how expertise information is built from various viewpoints. Consequently, learners can boost self-confidence and the ability to go beyond what is known and take into account broader business contexts, opportunities and conflict patterns. By understand well and the commitment to citizens' acquisition procedure and self-education, learners, and lecturers, tend to have a positive effect in common to become universal citizens. This article describes citizens' universal acquisition procedure as a "conceptual glue" that combines the principles of social duties, sustainable state and ethical practice in business institutions. From a reality-based perspective, it encourages and facilitates an adaptive and universal systemic mindset for business learners to have the ability to face their complicated and ambiguous stellar career.

The development of an interdisciplinary integrated

curriculum is seen as an effective solution to ensure the learning outcomes of knowledge and skills for learners from different educational levels. Besides, for college and university level, it is necessary to build learning outcomes based on the needs of society and careers that learners will work after graduation.

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