A NEW CURRICULUM ARCHITECTURE TO PREPARE BUSINESS STUDENTS FOR EXTREME SERVICE COLLABORATIONS

Tod Sedbrook, Monfort College of Business, University of Northern Colorado, Greeley, CO 80639, 970-351-1337, tod.sedbrook@unco.edu
Vish Iyer, Monfort College of Business, University of Northern Colorado, Greeley, CO 80639, 970-351-2348, vish.iyer@unco.edu

ABSTRACT

The coming decades will see dramatic changes in business management as the next generation of managers apply peer to peer social networks and mobile, low cost computing technologies to support global collaborations and manage increasingly independent free-agent partner networks [1]. In the near future, the lines of responsibility will continue to blur between global employees, customers, partners and suppliers. Future managers will increasingly rely on service networks to augment customer services, sales functions, and supplier relationships. A key management challenge is to manage processes distributed across large global networks of communities consisting of employees, investors, lenders, advisors, suppliers and consumers. Traditional business school curriculum must adapt to prepare future managers for the convergence of virtual communities empowered by new collaborative technologies. Designing the next generation curricula in business schools will require a high-level architecture guided curriculum designers to recommend appropriate technologies, communications tools and changes in knowledge content. This research identifies an interdisciplinary pedagogical architecture that defines a modular approach to guide curriculum changes to address complex collaborative services networks that are supplementing or replacing many internal enterprise functions. Our architecture integrates multiple perspectives to support curriculum designers as they create innovative programs that cross the traditional business school boundaries of marketing, finance, management and computer information systems. We first identify trends that are driving changes in business curricula. We then present our architectural modules and lay out key design concerns that must be addressed for guiding curriculum innovations that will better prepare our students for managing the next generation of global service collaborations. Managing future distributed process networks will require different skill sets. Our students must understand the how to design, assemble and manage decentralized and self-managed networks of business processes

REFERENCES

[1] Smith, D. M. (2009). *Key Issues for Web 2.0 and Beyond*, 2009. G. Research: 1-7