

Dream for Globalized Educational System in Korean Business Schools

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Today, business schools face an enormous challenge to achieve globalized education program. Under global competitive environments for business education markets, building a globalized education program in Korea seems like a necessary condition for sustainable competitive advantage. Under this over-competitive environment, most business schools in Korea are making every endeavor to build globalized educational networks. However, these educational stimuli at Korean business schools are not enough, because Korean business schools are focusing on quantitative index such as number of foreign scholars, number of international student exchange programs and the like rather than on qualitative contents of the program. For example, the portion of English lectures by top-tiered business schools in Korean is still low (i.e., less than 30%). Also, most business schools have not paid enough attention in how to improve students' speaking abilities or debate skills in English. Throwing more money on the insufficient system without fundamental framework will not help accomplish much – if not, it may cause more problems such as inviting excessive competition between business schools. From now on, we need to think about fundamental system for globalized education in Korea before it gets too late. New model with fundamental framework needs a great deal of creative destruction and changes, yet the bureaucracy and highly restricted education market will greatly impede this. Our first step for the dream, having globalized education program, will be to remove inherent barriers for extensive interactions among participants.

The Role of Business Schools for the Activation of Social Enterprise Programs in Korea

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Given the rising importance of social dimensions of business activities in Korea as well as in global marketplaces, it is now almost mandatory for Korean Business Schools to incorporate the social dimension in their programs. There are three ways to include the social dimension in the program.

1. Clear declaration of the social dimension in the school's mission statement.

By adding the social dimension to one of the very desirable virtues of prospective graduates, the school can communicate its commitment to this issue to both inside and outside of the school.

2. Explicit embodiment of social dimension in the curriculum.

Instead of offering just one or two separate courses on the social dimension such as Business Ethics or Society and Business, the school needs to immerse the social dimension across the business school curriculum ranging from Business 101 to marketing management to corporate strategy courses.

3. Introduction of "Social activity" experiments in the school

One easy format will be to encourage students to take an internship experience with any socially active organization(e.g. Beautiful Store) or any department dealing with social issues in the ordinary business firms(e.g. CSR office) and allow them some academic credits. A more challenging experiment will be to lead a team of students to design and operate their own socially active project(e.g. educating high school students in slum area) throughout their undergraduate or graduate years, which may replace the thesis requirement for graduation. By taking these initiatives, the Korean business schools will contribute to the generation of a new cadre students which will conform to the new social-needs of Korea and the world.