

Frameworks for Management, Innovation and Education in the COVID 19 Era

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ABSTRACT

This paper provides two conceptual frameworks which serve as an overall perspective for the Webinar on Teaching Management and Development Innovation in the COVID 19 Pandemic Era. First, the classical Greek mythology on Gaia, Chaos and Eros is used to explain the VUCA world in the Age of Upheaval during the Great Period of Change (2012-2025). Second, the framework of the paper shows the relationship among management, education, and technology in a university within the COVID 19 environment. The interaction of Management with Technology results to a digital platform for the university to adopt. The interaction between Education and Technology means that the teachers and students must have the tools for online learning. The interaction between the administrators of the university and the faculty requires that the university is able to provide the faculty the digital tools and applications needed to do virtual and online learning session. This means there is an agile synergy among management, teachers, students and even parents in making the classroom in the Cloud work. The overall result is sustainable educational service delivery of the university.

Keywords: Management, Education, Technology, Digital Platform, Classroom in The Cloud, Agile Practices

I. INTRODUCTION

The 1st International Seminar of Management and Education in Human Development has the webinar theme: "Teaching Management and Development Innovation in Covid 19 Pandemic Era" on Thursday, June 17, 2021. The Department of Education, Southeast Sulawesi Province, Indonesia in collaboration with the International Association of Management and Human Resource Development and in collaboration with Jose Rizal University, KTO Karatay University, Turkey and Polytechnic Sultan Azlan Shah, Malaysia have decided to conduct the 1st International Seminar on Management and Education in Human Development. The Webinar Theme is: Management and Innovation in Education Process during COVID 19 Pandemic ERA.

II. LITERATURE REVIEW

COVID 19 as a manifestation of a volatile, uncertain, complex, and ambiguous (VUCA) world during this Great Period of Change. 2. To highlight the importance of management, innovation and technology in the field of education during the COVID 19 era. 3. To use Chaos Theory as framework to understand and appreciate the impact of COVID 19 for our daily endeavors. 4. To provide a conceptual framework on the relationship of management, education, and technology in addressing the challenges of COVID 19. 5. To discuss the classroom in the Cloud, making use of digital platform and agile practices in managing educational programs.

III. RESEARCH METHOD

This paper is qualitative (Creswell, 2013); it describes the reaction of university management, the role of technology in conducting a virtual classroom in the Cloud. It is heuristic (Moustakas, 1990) because it enables the researchers who are presenters and the webinar audience to discover and learn something for themselves in managing COVID 19 as a professional. It makes sense of the present COVID 19 situations in order to manage future educational undertakings (Smith, 2015; Sela-Smith, 2002; Hudtohan, 2005; Gonzalez, Luz, & Tirol, 1984). The methodology is multi-valuate (Richardson, 2015) because it deals with the discipline of management, education, and technology in responding to the COVID 19 pandemic. This is an exploratory discourse (Stebbins, 2011) to study, examine, analyze and investigate the need for management, innovation and education in responding to the challenges of COVID 19.

IV. RESULT AND DISCUSSION

4.1 The 21st Century and the Great Period of Change

Hult International Business School (2016) reports that we are in the Age of Upheaval. Business leadership in this era requires a high degree of technological sophistication. More than ever, leaders in the Age of Upheaval are challenged to be more creative and be able to demonstrate extraordinary resilience to cope with the complex economic issues with a sense of calm confidence amid chaos. Bennet and Lesmoine (2014) in Harvard Business Review in a similar vein as Hult, describes the business amidst chaos like Braddenn(2209) and Laszlo(2006). In the 21st century Harari (2018) asserts that he who owns data owns the future. Taleb (2012) avers that we need to be antifragile amidst the challenges of this century. Is Technology the New King, going hand in hand with the Queen of Social Sciences? Dyck and Neubert (2012) challenges the traditional business paradigm as they consider mainstream [old] as a total concentration on profit but with multistream management the [new] is concerned with stakeholders' well-being.

The big picture on what is happening today is that we live in a Great Period of Change which began in 2012 and ends in 2025 (Page, 2012; Jenkins, 2012, The Braden, 2009; Laszlo, 2006). This is a new date for the Great Period of Change after I reviewed Page, Braden and Jenkins, who specified 2012 as the end of the Maya cycle of change and therefore the start of a new beginning. Laszlo puts 2025 as a dateline for the new civilization. The phenomenon of COVID 19 is an indicator that globally we are smacked in the midst of a Great Period of Change and 2025 appears to be the end of the dark tunnel.

The phenomenon of COVID 19 has drastically altered and changed all aspects of our lives: economically, socially, physically, politically, emotionally, intellectually, and humanly. It used to be AIDS/HIV and most recently climate change. In a global disaster brought about by COVID 19, it is worth taking a look at a Chinese model of sustainable development where the role of governance becomes of primordial Importance. Our Western mindset of democratic "fair" and leveled playing field may have to consider the ecological civilization model of President Xi Jinping of China. Harping on "Marx's highest concept of the free and comprehensive development of human beings requires the organic unification of economy, politics, culture, society and ecology, and the comprehensive development of material, political, spiritual, social and ecological civilization." (Yao Xiujie, 2020)

4.2 Chaos Theory and the VUCA World

This paper highlights the importance of management, innovation and technology in the field of education during the COVID 19 era. Chaos Theory as a theoretical framework in viewing the impact of COVID 19 is a manifestation of chaos/problem; the role of Eros as a force of creativity and innovation and Gaia as Mother Earth, representing global humanity. This theory is a branch of mathematics that deals with complex systems whose behavior is highly sensitive to slight changes in conditions, so that small alterations can give rise to strikingly great consequences. The virus that became COVID 19 continues to mutate into variants is creating a global chaos disrupting all human activity.

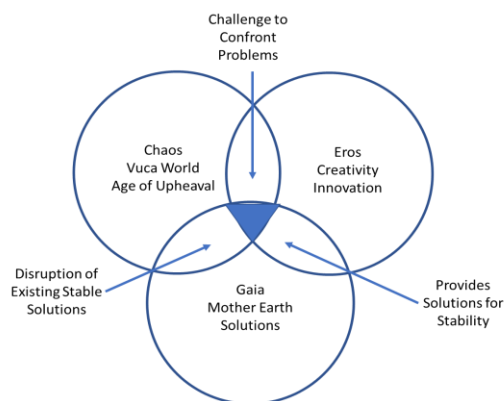


Figure 1. VUCA World, Chaos, Gaia and Eros (Hudtohan, 2021)

In Greek mythology, Gaia, Mother Earth was confronted with Problems sown by Chaos. Eros appeared to help Gaia manage the Problem and find Solutions to the Problems. Unfortunately, Eros was misrepresented in the 19th Century by Hugh Hefner whose Play philosophy (Watts,2008) presented the erotic Bunnies as objects of pleasure. Eros is supposed to be the God of Creative and Innovatin. Yes, when man and woman relate with each other sexually, they become procreators when a child is born. The creative power of Eros or Love, the passion for the good and the beautiful, the new and the exotic, the perfect and the immortal (Maniataki& Mourdoukoutas, 2013). Today, we need to go back to th prestine concept of Eros as the God of creativity and innovation in this Era of COVID 19 pandemic. Maniataki & Mourdoukoutas (2013) concludes, "To achieve great things, you must posses the creative power of Eros, the passion for the good and beautiful, the new and the exotic, the perfect and the immortal, the source of all our happiness."

According to TalentLyft, "An agile organization is a term applied to organizations which are quick in responding to changes in the marketplace or environment." Fabella (2021)has a message to our educators; he says,"...it's a VUCA world, you all need speed, we all need to build around competencies that promote speed...drawing from research on where the US needed to invest to maintain its global technological leadership, it

identified 13 disruptive technologies that would influence everyday living in the future. These technologies, among others, have influenced our own strategic thinking about how to prepare our students.

The answer to VUCA (Johansen, 2007; Bennett & Lemoine, 2014) world is to be antifragile. Taleb (2012, p.3) introduces antifragility as “some things benefit from shocks; they thrive and grow when exposed to volatility, randomness, disorder, and stressors and love adventure, risk, and uncertainty. Yet, in spite of the ubiquity of the phenomenon, there is no word for the exact opposite of fragile. Let us call it antifragile. Antifragility is beyond resilience or robustness. The resilient resists shocks and stays the same; the antifragile gets better.”

4.3 Sustainable University and COVID 19

The concepts discussed in this paper are: management, education, and technology as key elements that interact in a COVID 19 environment in order to mitigate the negative and disruptive impact on all human endeavors, not just academic learning. When the three have a synergetic interrelationship and when used as a guide they can lead to a Sustainable Educational System in the Era of COVID 19 as shown in Figure 1.

1. The multistream perspective of management in the 21st century is no longer focused solely on profitability. It is advocating that management should address the wellbeing of all stakeholders, which includes the following dimensions: aesthetics, ecology, social, physical, emotional, individual, intellectual, financial, and spiritual wellbeing (Dyck & Neubert, 2012). Certainly, an educational institution has a better appreciation of the importance of wellbeing among its stakeholders.
2. The COVID-19 outbreak in early 2020 presented many new challenges to school management. Responding to these challenges and doing a good job in school management under the epidemic is of great significance in ensuring the safety and health of teachers and students and safeguarding the healthy growth of students. Due to the special environment of the school and the gathering of people, epidemic prevention and control of the school has become the top priority of public health work. Schools should first clarify the specific requirements of the current policies and regulations on school prevention and control work, clarify their own obligations, and strictly comply with the law and regulations. (Tang Ke, 2021)

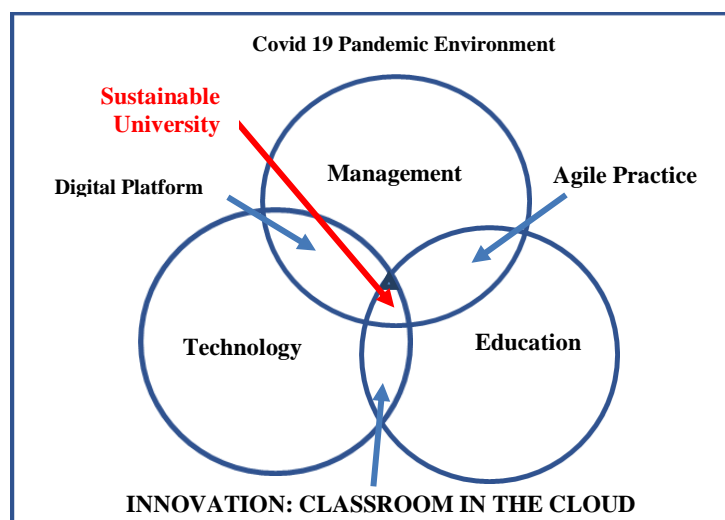


Figure 1. Sustainable University in COVID 19 Environment (Hudtohan, 2021)

3. During the time of COVID 19 pandemic, management in business universities are forced to use technology to insure business operations and learning sessions of students who cannot physically come to school. Of vital importance is the digital platform of the university to handle enrollment, class modules, and student grades. Likewise, the salary of teachers must also be regular through online banking.
4. The classroom teacher and the the students must have the digital tools like smart cellphones and persocnal computers in order to ensure that online learning continues in the Cloud. In the Philippines, the government and businesses with corporate social responsibility gave away free laptops to deserving pupils who cannot afford to own one. In additon, internet loads were prvided among children of poor families. The teacher must be flexible to use learning approaches: pedagogy for the young and inexperienced, andragogy for adults and heutagogy for adults with significant and practical esperiences.
5. University management and the teachers must have an empathetic understanding on the performance of their respective duties. Teachers must be patient with school administrators when they ask for data and information from teachers to insure online performance. Administrators must also be patience with the teachers in asking for their deliverables. In addition, learning and communication platforms like Zoom, Skype, Tencents, Google.meet, Viber and other applications take time for mastery with ease. Adjusting to the use of technology can be stressful. Thus, administration, faculty, staff and students must exercise more patience and empathy at this time. New management perspective says that we must be Agile during this most trying period of COVID 19. Fabella (2021) argues that being “Agile is as much a mindset change as it is a management style. A big part of it is cross-functionality [is] much harder once you figure out which other divisions and departments you need to work with. That preference then of looking at solutions from within the confines of your own group I think came out a bit

during the planning. As a more concrete example, consider, "We will work to streamline the process, and before we finalize, we will consult with ITBL and AHR," versus, "We will set up a team, including ITBL and AHR, to streamline the process." The agile preference is for the latter, we kept switching to the former. Of course, that's no one's fault, but that. In summary, to be agile is: A way of working, not a rigid methodology, Small, cross-functional teams focused on a common outcome, Emphasis on delivering incremental value and impact and Centred around customers and consumer (Agile Leader, Unilever, 2019). Alstrai Cockburn (2021) says, "Agile is an attitude, not a technique with boundaries. An attitude has no boundaries, so we would not ask 'Can I use agile here' but rather how would I act in the agile way here? Or 'how agile can we be, here.'"

6. Technology in this paper is limited to the internet and its role in management and education. However, 21st century technology offers: mobile internet, automated knowledge work, The Internet of Things, Cloud technology, advanced robotics, autonomous and non-autonomous vehicles, next generation genomics, energy storage, advanced oil and gas recovery, 3D printing and renewable energy (Manyika, J., Chui, M., Bughin, J., Dobbs, R., Bisson, R., & Marrs, A. (2013). These disruptive advanced technology will transform life, business, and the global economy. As we struggle to control technology, we slowly become homo deus – "a much superior human model (who) will enjoy upgrade physical and mental abilities ...against the most sophisticated non-conscious algorithms." (Harari, 2016, p. 410). Harari (2018) warns educators, "Today it is more difficult than ever before, because once technology enables us to engineer bodies, brains and minds, we can no longer be certain about anything – including things that previously seemed fixed and eternal." (p. 259)
7. Classroom in the Cloud. As professor of Jose Rizal University (JRU) and De La Salle Araneta University (DLSAU), I continue to conduct classes in the Cloud. I learned to use Tencent's VooV platform; do the invitation and conduct class on line for 6 days that constitute one trimester at JRU. At DLSAU I had difficulty using Microsoft Teams. I assign one of my students to do the Google Meet invitation. JRU CANVAS that allows us to upload our course module with various options on how to monitor and evaluate the class performance of every student. JRU AIMS allows the faculty to do: messaging, check faculty load, class list, post grades, quarterly grades, employee payslip, employee attendance, and employee evaluation. These virtual platforms normalize my relationship with the school administration in the comfort of my home, since senior citizens have limited mobility.
8. The New Economy Skills according to the World Economic Forum (May 2021) are 1. Innovation and Creativity, 2. Global citizenship and civic responsibility, 3. Digital and 4. Interpersonal and Intrapersonal.

V. CONCLUSION

1. To survive in a volatile, uncertain, complex and ambiguous (VUCA) world in the 21st century, one must be antifragile.
2. For administrations they must advocate wellbeing of all educational stakeholders: aesthetics, ecology, social, physical, emotional, individual, intellectual, financial, and spiritual wellbeing.
3. For sustainable educational service delivery during the COVID 19 pandemic, the university must make use of technology to be able to continue to hold classes virtually.
4. An agile university is a mindset and a management style and teams must work harder to implement agile practices.
5. Classroom teacher and the students must have the digital tools like smart cellphones and personal computers in order to ensure that online learning continues in the Cloud. University management and the teachers must have an empathetic understanding of their respective duties. Universities develop Innovation and Creativity, Global citizenship and civic responsibility, Digital, and Interpersonal and Intrapersonal skills for the new economy. My experience at Jose Rizal University: continue to use various digital platforms as tools for learning: JRU Canvas, JRU AIMS, Tencent, Google Meet, Skype, Zoom, Facebook, electronic mail and cellphones.

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