

## **The Gap between Local and Global Contexts and the Role of Business Schools**

### ***La Brecha entre los Contextos Locales y Mundiales y el Papel de las Escuelas de Negocios***

**Abreu, Jose Luis & Batmanghlich, Cameron A.**

**Abstract.** The proposed model departs by understanding that individuals need to survive and grow in changing and sometimes turbulent organizational environments, while organizations and societies want individuals to have the knowledge, skills and abilities that will enable them to prosper and thrive. Individual knowledge management is an instrument of addressing successfully complex environmental changes and developments, it is a form of sophisticated career and life management that should be pioneered by business schools.

**Keywords.** Sustainable Intelligence, Individualization, Localization, Globalization, Knowledge Management, Individual Knowledge Management, Local Knowledge Management, Global Knowledge Management.

**Resumen.** El modelo propuesto parte con el entendimiento de que las personas necesitan sobrevivir y crecer en los cambiantes y turbulentos entornos organizacionales, mientras que las organizaciones y las sociedades quieren que los individuos tengan los conocimientos, habilidades y destrezas que les permitan prosperar y tener éxito. La gestión del conocimiento individual es un instrumento para abordar los complejos cambios y desarrollos ambientales con éxito, es una forma sofisticada de gestión que debe ser iniciada por las escuelas de negocios.

**Palabras Claves.** Inteligencia Sostenible, Individualización, Localización, Globalización, Gestión del Conocimiento, Gestión del Conocimiento Individual, Gestión del Conocimiento Local, Gestión Global del Conocimiento.

### **Introduction**

**Sustainable Intelligence**, founded at the individual level, and interconnected with the local and global levels in a dynamic system, presents a model to solve the gap problem between localization and globalization (Figure 1). The relationship between local realities and global realities in business education should be dynamic and interactive. Business Schools when looking at globalization, in order to achieve success, have to create significant values for local developments.

### **Discussion**

**Individual Knowledge Management** is necessary in business education to promote local creativity in the required process of strengthening skills, culture, leadership and vision. In this regard, Cheng (2002) used the term **Individualization** to refer to the transfer, adaptation, and development of related external values, knowledge, technology, and behavioral norms to meet the individual needs and characteristics. The importance of individualization to human development and performance is based on the concerns and theories of human motivation and needs ( e.g. Maslow, 1970; Manz, 1986; Manz & Sims, 1990; Alderfer, 1972 in Chen 2002). Some examples of individual knowledge management presented by Cheng (2002) are the provision of individualized services; emphasis of human potentials; promotion

of human initiative and creativity; encouragement of self-actualization; self-managing and self-governing; and concern for special needs. The implication of this individual dimension in business education is to maximize motivation, initiative, and creativity of students and teachers in learning, teaching, and research through such measures as implementing individualized educational programs; designing and using individualized learning targets, methods, and progress schedules; encouraging students to be self-learning, self-actualizing, and self-initiating; meeting individual special needs; and developing students' contextualized multiple intelligences. The proposed model departs by understanding that individuals need to survive and grow in changing and sometimes turbulent organizational environments, while organizations and societies want individuals to have the knowledge, skills and abilities that will enable them to prosper and thrive. Individual knowledge management is an instrument of addressing successfully complex environmental changes and developments, it is a form of sophisticated career and life management that should be pioneered by business schools.

**Localization** involves intra-societal or intra-national cultural processes which define and strengthen local cultural practices. Sometimes, these practices are those that have already existed over a long period of time but there are also instances where dormant local cultural forms and traditions are revived and redefined. Thus, the weakness of the cultural imperialism thesis lies in its conceptual neglect of the rich diversity of popular local discourses, codes and practices which are an integral part of the present cultural scenario (Banejee, 1998). Localization is addressed in the model with a perspective of **Local Knowledge Management**. This type of knowledge is explained by Cheng (2002) as the transfer, adaptation, and development of related values, technology, and behavioral norms from/to the local contexts. Some characteristics and examples of localization exposed by the researcher are as follows: local networking; adaptation of external technological, economic, social, political, cultural, and learning initiatives to local communities; decentralization to the community or site level; development of indigenous culture; meeting community needs and expectations; local involvement, inter-institutional collaboration, and community support; local relevance and legitimacy; and concern for community-based needs and characteristics and social norms and ethos.

**Knowledge management** comprises a range of strategies and practices used in an organization to identify, create, represent, distribute, and enable adoption of insights and experiences. Such insights and experiences comprise knowledge, either embodied in individuals or embedded in organizational processes or practice. **Globalization** is a broad concept casually used to describe a variety of phenomena that reflect increased economic, social and political interdependence of countries. Despite the increasing awareness on globalization, it is interesting to note that there is no any universally accepted definition and there is no standard measurement for globalization (Samimi, Lim & Buang, 2011). Along with the growing number of countries participating in globalized world, there have been increasing concerns related to the globalization and its impacts on different aspect of life. Looking at the way globalization affects us, there is a need to measure globalization not only to know the effects of it, but also to manage it. Thus, to understand the complexity of globalization, a perspective of **Global Knowledge Management** is needed.

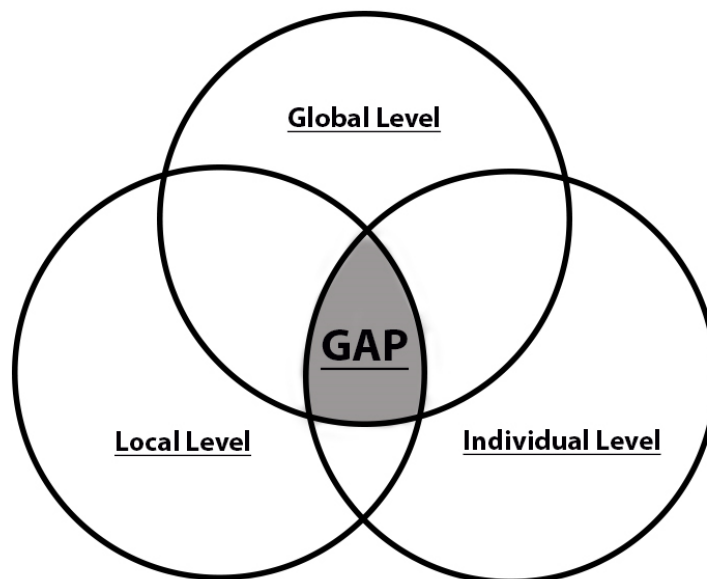
The model to solve the gap problem between localization and globalization should be constructed on the basis of sustainable intelligence. Business education must strongly start

to incorporate community and environmental issues in to their DNA and into their ways of teaching business. The Sustainable Intelligence framework allows individuals and organizations to embed the behaviors required for this kind of business success into their strategy and culture (Figure 2).

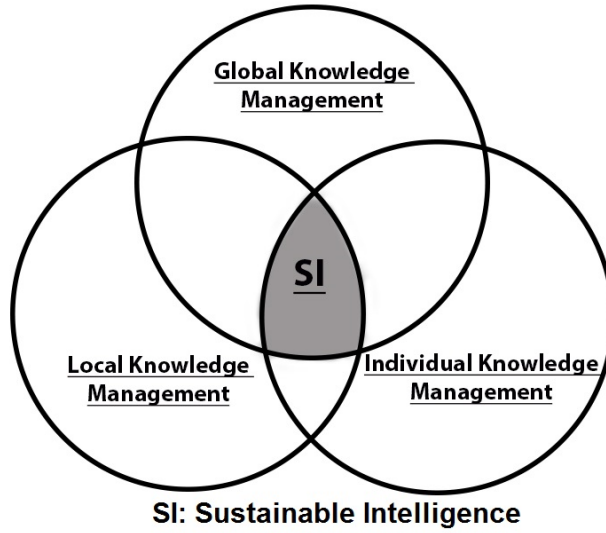
### Final Comments

It is important to document and discuss how knowledge management at the individual, local and global level can be supported by sustainable intelligence driven through business schools. It is suggested that sustainable intelligence has an important role to play in helping organizations implement and monitor sustainable practices to solve the gap problem between localization and globalization. Particular attention is paid to the role of business schools in establishing a bridge between localization and globalization. Using grounded theory, the main contribution is to propose a conceptual model founded on sustainable intelligence and knowledge management that seeks to support the process of integration of socio-environmental indicators into organizational and educational strategy for sustainability to bridge the gap between the local realities and global best practices (Figure 3).

**Figure 1. The Gap Problem between Localization and Globalization**



**Figure 2. Sustainable Intelligence & Knowledge Management: Bridging the Gap**



**Figure 3. The Sustainable Model and the Role of Business Schools in Bridging the Gap**



## References

Banerjee, I., Globalisation and localisation - Dynamic processes of cultural change, *Asia Pacific Media Educator*, 5, 1998, 119-129.

Cheng, Yin Cheong. 2002. Fostering Local Knowledge and Wisdom in Globalized Education: Multiple Theories. Invited Keynote Speech Presented at The 8th International Conference on "Globalization and Localization Enmeshed: Searching for a Balance in Education". November 18-21, 2002. Bangkok, Thailand

Samimi, Parisa; Lim, Guan Choo & Buang, Abdul Aziz. 2011. Globalization Measurement: Notes on Common Globalization Indexes. Department of Management, Mobarakeh Branch, Islamic Azad University, Mobarakeh, Isfahan, Iran. Faculty of Management and Human Resource Development, Universiti Teknologi Malaysia (UTM), Johor Bahro, Malaysia

---

## About The Authors

Prof. Jose Luis Abreu (PhD)  
Universidad Autónoma de Nuevo León. Monterrey, Mexico.

Prof. Cameron A. Batmanghlich (PhD)  
Deputy Dean of Graduate School of Business  
Director of the MBA Department  
ALMA University  
Executive Director of EurAsian Journal of Leadership