Chapter 14
Conclusion:
New Paradigms in Graduate Education for Pedagogical Strategies for Sustainable Outcomes

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This chapter will now answer the questions of how we deal with the onslaught of accelerating change drivers which sometimes impact in parallel in terms of a Higher Order Thinking (HOTS) approach to learning strategies (Gurubatham, 2005a, 2005b, 2014, 2018).

These change drivers have been impacting almost simultaneously. Former Vice President, Al Gore once said that we are in a period of 6 macro change drivers (Gore, 2014). Thomas Friedman in his book *Thank You for Being Late* (2017) echoes the same themes to include technology, climate change, and sustainability.

Millennial shifts in values demand deeper questions on how we need to prepare for generational shifts in teaching and learning for the workplace as discovered with the preliminary research in Malaysia by Theertha Pathy in Chapter 2. Globalization is accompanied with increasing conflict as well as increasing opportunity for collaboration. The recent events hint at what appears to be a temporary setback in globalization but nonetheless the *genie is out of the bottle* the forces of globalization have been established, the momentum has been set ("Globalization Isn't Dying, It's Just Evolving.", 2020). It appears impossible to reverse the trajectory even with protectionism. How then do we best deal with these accelerating drivers? The answer

simply is to hark back to the themes in this book and the various chapters of how we need to shift our thinking which is a continuing thread throughout the book.

It seems like there is a consciousness that underpins the ability to think and feel. What is needed is higher order thinking and the extension of empathy beyond our immediate needs to all affiliated memberships from family to that of community and a global ecosystem. How do we develop this higher order thinking and how do we enhance this feeling or compassion? How can we maneuver from one context to another, to be able to zoom in and out of context? Both contextual intelligence and fluid intelligence are key. Travis in Chapter 10 highlighted creativity developed by Transcendental Meditation (TM) and Dent in Chapter 3 explicated the role of context and cultural intelligence.

From my own experience even in consulting and now as an academic I am always being confronted by the complaint and lament from CEOs and senior managers that even the best graduates from the best business schools, MBAs or with other advanced degrees don't seem to be able to 'hit the decks running'. Simply stated they often tell me they want graduates who can do more than just comprehend articles but graduates who can quickly extrapolate data, interpolate data to make the leap of faith to be able to adapt best practices, to be able to provide insights, to be able to synthesize best practices, to come up with solutions, to engage, to build teams of trust with empathy, make recommendations and stand by them. So, it's not just the intellectual abilities of comprehension but the more demanding skill of being able to synthesize, to reflect and develop insights and very rapidly to forge actions to be decisive, as well as to have long-range impacts that will cut across boundaries. This is the critical competency for leadership.

WHY ARE THE DRIVERS CRITICAL?

Change drivers demand response from organizations in this case. It will be graduate schools and organizations in higher education that would have to take up the response. Many of these drivers are still impacting surreptitiously. The change drivers are actually forcing a response to change. It is something that we cannot afford to ignore. A driver demands a response. Fads come and go, while trends morph over time into drivers.

Let us now look at these drivers.

The Technology Driver

Technology is a major driver as it impacts the way we work, the way we learn and we are aware that there are many apps in the software space as well as hardware

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