

## Chapter 6

# Holistic Management Education at Tanzanian Rural Development Planning Institute

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### ABSTRACT

*Holistic Management Education (HME) develops ability of managing the entirety. Objectives of this chapter were to examine HME benchmarks and determine laggards in Human Resource Planning and Management (HRPM) programme at the institute. Methods of data collection included documentary review, participant observation and in-depth interview. Sample size was fifty students and two lecturers as key informants. Judgmental sampling procedure was used for respondents. The chapter found HME benchmarks in HRPM including: integrated curriculum consisting of stakeholders' collaboration in curriculum formulation, holistic vision, mission, objectives, multidisciplinary modules, integrative assessment methods, active pedagogical learning methods and conducive learning space. Laggards in HME included inadequate provision of dormitories and inadequate use of guest speaker learning method in classrooms. Taking advantage of prevailing HME benchmarks and capacity building of lecturers on HME were solutions for HME enhancement. Management mobilization of resources for supporting HME activities and lecturers' commitment to their career duties were recommendations for strengthening HME.*

### INTRODUCTION

Management education in the developing countries such as Tanzania is offered in numerous higher learning institutions. The purpose of management education in developing world is to prepare human resources who are capable to manage and lead the social, political and economic sectors. Management educators in various parts of the world stress on the need for Business schools and other management educational programs to adopt holistic management education (Preet, 2014; Quatro et al, 2007). Tradi-

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tionally, management education has been constricted to analytical spheres of leadership and management. It has not been able to address the inclusive expectations of the business stakeholders and business risks in society (Quatro et al, 2007). This criticism forces management educators to adopt holistic education.

Business organizations in the developing world including Tanzania have been operating in multiple challenges such as competitive global economy (Kaul, 2011), innovation (Segal, 2010 as cited by Neville & Lindsey, 2011) and fast pace of technology (Solis, 2011 as cited by Neville & Lindsey, 2011). Management education has to develop a holistic approach integrating these issues in the curriculum. It could help in preparation of holistic leaders and managers who can manage the whole rather than orienting knowledge to management functionalities and technicalities (Khurana, 2007 as cited by Neville & Lindsey, 2011). According to Bolton and Galloway (2014) one of the best ways to realize holistic management education is to develop shared understanding of the complex challenges among management educators and stakeholders. They argue that a situation like this has benefits because ideally it results into collaboration in the architectural design of studies and pedagogical strategies. Eventually it liberates management education from confinement to specialty, and subsequently addresses the actuality which confronts the business systems. Holistic management education is a relevant approach for B-schools and other institutions offering management programmes in the 21<sup>st</sup> century. Therefore, the objectives of this chapter are: to examine holistic management educational benchmarks in Bachelor Degree Programme of Human Resource Planning and Management at Institute of Rural Development Planning (IRDP) and determine the holistic management educational laggards in the respective programme.

## **BACKGROUND**

### **Definition of Holistic Management Education (HME)**

HME refers to the curriculum which reflects many disciplines by blending their ideas, knowledge and values (Jeder, 2014). Holistic management education also can be defined in terms of what it constitutes as suggested by other scholars. Holistic managers' study by Mbuya (2003) suggested that the inner part of this curriculum is based on management educators' ability to provide adequate knowledge of the subjects which will be faced by students in future career. They further insisted that the nature of this education should meet customization of the local needs in many aspects and impart skills for application in business organizations. It also inculcated the interpersonal skills, processing skills and instilled competences of dealing with internationalization as a means of progress directed to creation of effective leaders and managers of the future.

Waddock and Lozano's (2013) article on Developing More Holistic Management Education also revealed the constituent elements of this education. Their article stated this issue is divided into four categories such as: soul and heart, multidisciplinary integration and system thinking for global world, understanding the business goals and values in context, and learning to learn through reflection, dialogue and action (pp.267-269). According to these authors, the soul involved the inculcation of the willingness to manage and lead other people. It also increased the capability of doing reflection on the typical society the students wanted to create for the present and future generations. The concept of heart implies that holistic management education is that learning process which promotes moral sense of determining the right and wrong in the exercise of leadership and managerial behavior. The curriculum according to the authors should be based on combination of abilities linked to a variety of disciplines. The scholars

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