

Foreword: Special Issue on IE and Management Education

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The information technology revolution, which began in the latter half of the twentieth century, has brought great changes to education and learning. The dissemination of the Internet has not only made information ubiquitous and changed the emphasis of education from the transmission and acquisition of knowledge to knowledge creation (Toffler and Toffler, 2006); it has also shifted the focus from group to individual education. As such, the discussion of education systems is moving from the perspective of instructors to that of learners (Seybold and Marshak, 2001). Drucker (1993) has pointed out that scientific management caused dramatic increases in productivity by applying knowledge to industry workplaces during the twentieth century. Since then, knowledge has become of greater importance to management of resources than to capital and labor. He explains that in the future, the problem of management will be to improve the efficiency with which knowledge can be applied to creating the information necessary for the development of new products, services, and innovations. Knowledge as a management resource is qualitatively different from such resources as capital and labor. A key difference is that knowledge does not decrease as it is shared among people and organizations. Furthermore, education has been defined as something that inspires a person's abilities to arrive at a desirable state through deliberately increasing the motivation to work, allowing the acquisition of skills, and the nurturing of humanity. In light of this backdrop, the area of IE & Management Education is one of the most important new frontiers of Industrial Engineering and Management Systems.

The selected papers chosen for this special issue of IE & Management Education were submitted and presented in sessions organized by the Japan Industrial Management Association (JIMA) as well as related topics with an education under an APIEMS 2013 event. After a rigorous review process, five papers were selected for publication. Sun et al. propose a global manufacturing education with a training curriculum and program for Chinese company managers and discuss the development process and results. Ishihara et al. examined a management-system educational program for production managers based on value co-creation by learner and instructor and discussed the development process and results. Sakata et al. develop an educational curriculum using a business game simulator that analyzes the influence of cooperation, governmental monetary policy, and changes in consumer preferences and discuss the development process and results. Dong et al. undertake a comparative study of MBA education in China and Japan in the areas of social environment, enterprise culture, government support, and incentives and faculty management. Horinouchi et al. take a trial discussion of new management engineering education by using method which can describe the fluctuation of sales caused by large-scale campaigns. The guest editors believe that this special issue will serve as a starting point for innovative discussions at upcoming APIEMS to be held.

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