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**Ranking Business**  
International Management

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**Identities And**

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# **Management Education**

Management ideas, and their associated applications, have become a prevalent feature of our working lives. While their focus is familiar, such as

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efficiency, motivation, and improvement, they range from

specific notions such as activity-based costing, to broad movements like corporate social responsibility. This Handbook brings together

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Identities And Boundaries In International Management Education

some of the latest research from leading international scholars on how management

ideas are produced, promoted, and adapted, and their effects on business and working practices and society at large. Rather

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than focusing on specific management ideas, this volume explores their key socio-political contexts and channels of dissemination, and is organized around four core overlapping themes. The first section sets out the

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Evolution

research field in general,  
in terms of both an overall  
system and of different

perspectives and research  
methods. The second section  
explores the role of  
different actors and  
channels of diffusion,

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including the consumers and producers of management

ideas and 'new' media, as well as traditional players in the management ideas field such as consultancies and business schools. The third section focuses on

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specific features or dynamics of the management ideas system, such as their adoption, evolution, institutionalisation, and resurgence, while in the final section, critical and new perspectives on



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management ideas are examined, highlighting specific socio-political contexts and the possibility of alternative ideas and forms of critique. With a broad range of perspectives represented, this Handbook

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Identities And Boundaries In International Management Education provides a comprehensive, authoritative, and enduring resource for those studying management, innovation, and organizational change, as well as for those working in the management ideas industry.

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Identities And Boundaries In Governing Universities

Globally provides a

comprehensive account of

higher education in the

world today and successfully

demonstrates how the study

of universities now needs to

acknowledge to the global

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Identities And Boundaries In  
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environment. Andrew Steven  
Gunn, Political Studies

Roger King examines how  
universities, as  
increasingly autonomous  
organizations, are subject  
to forms of global  
governance that rely

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Identities And Boundaries In International Management Education particularly on private and peer-processes rather than legal command and

compliance. The book explores the growing influence of global regulatory governance governmental and private on

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Identities And Boundaries In universities and national higher education systems. It

considers processes of purposeful standardization, normative internalization and markets as solutions for coordination and collective action problems, as well as

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hierarchical command. A range of university systems, world models and

organizations, particularly those associated with Europe and the OECD are examined, with particular emphasis on the growth of national and

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Identities And Boundaries In  
global league tables and  
similar rankings of higher  
education institutions as a  
form of regulation.

Governance globally is found  
to operate through steerage  
, networks, deliberation and  
communities of the



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knowledgeable and the expert. The comprehensive coverage of global university governance includes conceptual, theoretical and empirical analyses that will be invaluable to higher

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education researchers and students, and to public policy academics, students and practitioners. Global governance analysts, global business and management postgraduates, as well as regulation theorists and

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practitioners will also find  
International Management  
this book to be of great  
interest.

This book addresses the  
growing interest among  
policymakers, practitioners  
and academics in the  
evolution and the future

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implications of social,  
environmental and  
sustainability accounting.

To do so, it examines the  
conceptual and practical  
application of  
accountability at multiple  
levels and contexts, and

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presents a range of case studies focusing on salient

issues, perspectives and the potential of multidimensional accounting and reporting regimes.

Intended for a diverse audience, the book allows

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readers to gain a better understanding of the topics, encourages dialogue and debate, and stimulates innovation in scholarship, policy and practice.

With an increase in global competition among

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universities and national  
higher education systems,

Educational programs desire  
to offer compatible content  
without losing their  
competitive advantage.

Because of this balance, the  
issue of convergence, along

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Identities And Boundaries In  
with its benefits and  
limits, has emerged.

Handbook of Research on  
Trends in European Higher  
Education Convergence aims  
to identify the indicators  
that meet the consensus of  
the academic community and



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Identities And Boundaries In higher education management experts. Analyzing the

recognized trends within the International Management publication and concluding Education which measures should be taken to improve convergence pace and avoid potential pitfalls; this reference

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Identities And Boundaries In

book is a useful resource for academics and students, as well as specialists,

policy makers, and professionals connected with the educational sector.

From Margin to Mainstream  
History in Management and

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Identities And Boundaries In  
Organization Studies

The Oxford Handbook of  
Management Consulting

International Perspectives  
on Humanizing Higher  
Education

Concepts, Methodologies,  
Tools, and Applications

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Identities And Boundaries In  
Theory, Methodology,  
Influence and Impact

The Oxford Handbook of  
Sociology, Social Theory,  
and Organization Studies

Students and the public routinely  
consult various published college

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rankings to assess the quality of colleges and universities and easily compare different schools.

However, many institutions have responded to the rankings in ways that benefit neither the schools nor their students. In Engines of

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Anxiety, sociologists Wendy  
Espeland and Michael Sauder delve  
deep into the mechanisms of law  
school rankings, which have become  
a top priority within legal education.  
Based on a wealth of observational  
data and over 200 in-depth

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interviews with law students,  
university deans, and other  
administrators, they show how the  
scramble for high rankings has  
affected the missions and practices  
of many law schools. Engines of  
Anxiety tracks how rankings, such

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as those published annually by the U.S. News & World Report, permeate every aspect of legal education, beginning with the admissions process. The authors find that prospective law students not only rely heavily on such



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rankings to evaluate school quality, but also internalize rankings as expressions of their own abilities and flaws. For example, they often view rejections from “first-tier” schools as a sign of personal failure. The rankings also affect the

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decisions of admissions officers, who try to balance admitting diverse classes with preserving the school's ranking, which is dependent on factors such as the median LSAT score of the entering class. Espeland and Sauder find that law schools

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face pressure to admit applicants with high test scores over lower-scoring candidates who possess other favorable credentials. Engines of Anxiety also reveals how rankings have influenced law schools' career service departments.

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Because graduates' job placements play a major role in the rankings, many institutions have shifted their career-services resources toward tracking placements, and away from counseling and network-building. In turn, law firms regularly use school

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rankings to recruit and screen job candidates, perpetuating a cycle in which highly ranked schools enjoy increasing prestige. As a result, the rankings create and reinforce a rigid hierarchy that penalizes lower-tier schools that do not conform to the

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restrictive standards used in the rankings. The authors show that as law schools compete to improve their rankings, their programs become more homogenized and less accessible to non-traditional students. The ranking system is

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considered a valuable resource for learning about more than 200 law schools. Yet, Engines of Anxiety shows that the drive to increase a school's rankings has negative consequences for students, educators, and administrators and

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has implications for all educational programs that are quantified in similar ways.

There has, in recent times, been an increasing interest in history, broadly defined, among management scholars. But what



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specifically a historical approach or perspective can contribute to research on organizational fields, organizations, strategy etc. and how exactly such historical research should be carried out remain questions that have been answered

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only partially, if at all. Building on the authors' prior and ongoing work, *History in Management and Organization Studies: From Margins to Mainstream* is unique in presenting a comprehensive and integrated view of how history has

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informed management research with a focus on organization theory and strategy. More specifically, the volume provides an overview of how the relationship between history and management scholarship has evolved from the 19th century until

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today, focusing mainly on the post-World War II period; and systematically surveys the kind of research programs within organization theory and strategy that have used historical data and/or history as a theoretical construct,

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while also identifying the remaining "blind spots". As a whole, it offers a kind of roadmap for management scholars and historians to situate their research and, hopefully, find new roads for others to travel. The book is intended for anybody

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conducting or planning to conduct historical research within management and organization studies, and aims, in particular, at becoming a standard feature of research methods courses in business schools and departments of

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management.

Universities are under pressure.

Their resource environment is  
evolving, demands for  
accountability have increased and  
demographic shifts are changing  
higher educational needs. This

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volume provides a cross-national picture of how the university as an organization is reacting to, adapting to, and threatened by a period of intense pressure.

Following on from the success of the editors' previous book, New



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Public Management: The Transformation of Ideas and Practice, which examined the public reform process up to the end of the last decade, this new volume draws on the previous knowledge both theoretically and empirically. It

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examines and debates the post-new public management reform development in Denmark, Norway, Sweden, Australia and New Zealand. The ideal follow-up to the previous volume, this book includes many of the same contributors in

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Identities And Boundaries In International Management Education  
addition to some fresh voices, and is a must for anyone looking for an integrated framework of analysis.

Comprehensive and analytical, it is an important contribution to the study of public administration and particularly to the reform of public

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management.

The Oxford Handbook of  
Management Ideas

The SAGE Handbook of New  
Approaches in Management and  
Organization

Global Themes and Local Variations

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in Organization and Management  
Trends and Perspectives in  
Education

Reporting, Management and

Governance for Sustainability

The Transformation of Public Sector

Reforms

Academic Rankings, Reputation,

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and Accountability  
Worlds of Rankings  
International Management  
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**This open access book focuses on the dimensions of the discourse of 'The World Class University', its alleged characteristics, and its policy expressions. It offers a broad**

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**overview of the historical  
background and current trajectory  
of the world-class-university  
construct. It also deepens the  
theoretical discussion, and points a  
way forward out of present impasses  
resulting from the pervasive use and**

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**Identities And Boundaries In  
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**abuse of the notion of "world-class"  
and related terms in the discourse of  
quality assessment. The book  
includes approaches and results  
from fields of inquiry not otherwise  
prominent in Higher Education  
studies, including philosophy and**



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**media studies, as well as sociology,  
anthropology, educational theory.**

**The growing impact of global  
rankings and their strategic use in  
the restructuring of higher education  
systems to increase global  
competitiveness has led to a**

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**'reputation race' and the emergence  
of the global discourse of world class  
universities. The discourse of world  
class universities has rapid uptake in  
East Asian countries, with China  
recently refining its strategy. This  
book provides insights into this**

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**process and its future development.  
Gathering unique and thoughtful  
contributions from leading  
international scholars, this timely  
Research Handbook offers diverse  
perspectives on university rankings  
twenty years after the first global**

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**Identities And Boundaries In International Management Education**  
rankings emerged. It presents an in-depth analysis that reflects the current state of research on rankings, their influence and impact. Indicators and rankings are widely used by governments and international organizations to assess

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**the effectiveness, efficiency, and success of policy decisions. The role of indicators is however little examined. This book closes this gap by evaluating the creation of indicators, their impact on policy decisions, and the implications of**

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Identities And Boundaries In their use.

**Practices of comparing shape how we perceive, organize, and change the world. Supposedly innocent, practices of comparing play a decisive role in forming categories, boundaries, and hierarchies; but**

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**they can also give an impetus to  
question and change such structures.**

**Like almost no other human  
practice, comparing pervades all  
social, political, economic, and  
cultural spheres. This volume  
outlines the program of a new**

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Identities And Boundaries In

**research agenda that places  
comparative practices at the center  
of an interdisciplinary exploration.  
Its contributions combine case  
studies with overarching systematic  
considerations. They show what  
insights can be gained and which**



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**further questions arise when one  
makes a seemingly trivial practice -  
comparing - the subject of in-depth  
research.**

**Universities in the Flux of Time  
The Unfinished Business of  
Governance**

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**The Battle for World-Class  
Excellence**

**Science Evaluation and Status  
Creation**

**International Human Resource  
Management**

**Handbook of Research on Trends in**

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Identities And Boundaries In  
**European Higher Education  
Convergence**

**The Institutional Development of  
Business Schools**

With business schools becoming increasingly market-driven, questionable trends have emerged, such as the conflation

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of academic and corporate management, and the notion that academics and students are market players, who respond rationally to market signals. Using individual studies from leading scholars in a variety of disciplines and countries, this book identifies the global pressures behind these trends. It focuses on the debates surrounded

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the commercialization of business schools, and the rise of different methods of measuring their success. In their unique approach, the authors and editors discuss the impact of the confrontation between the timeless values embodied by Minerva, the Roman goddess of Wisdom, and the hard realities of competition and corporatization

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in modern society. This book will be compelling reading for students and academics in critical management studies, organizational studies, public management and higher education, as well as for stakeholders in academia and educational policy.

This book provides an analysis of university

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missions over time and space. It starts out by presenting a governance framework focusing on the demands on universities set by regulators, market actors and scrutinizers. It examines organizational structures, population development, the fundamental tasks of universities, and internal governance structures. Next, the book offers a discussion

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of the idea and role of universities in society, exploring concepts such as autonomy and universality, and the university as a transformative institute. The next four chapters deal with the development of universities from medieval times, through the Renaissance, towards the research universities in the nineteenth century in



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Industry

Europe and the United States. The following five chapters analyse recent developments of increasing external demands manifested through evaluations, accreditations and rankings, which in turn have had effects on the organization of universities. Topics discussed include markets, managers, globalization, consumer models and

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competition. The book concludes by a  
discussion and analysis of the future  
challenges of universities.

The SAGE Handbook of Organizational Institutionalism brings together extensive coverage of aspects of Institutional Theory and an array of top academic contributors. Now in its Second Edition, the book has

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Economic

been thoroughly revised and reorganised, with all chapters updated to maintain a mix of theory, how to conduct institutional organizational analysis, and contemporary empirical work. New chapters on Translation, Networks and Institutional Pluralism are included to reflect new directions in the field. The Second Edition

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Identities And Boundaries In International Management  
has also been reorganized into six parts: Part One: Beginnings (Foundations) Part Two: Organizations and their Contexts Part Three: Institutional Processes Part Four: Conversations Part Five: Consequences Part Six: Reflections

In the increasingly competitive corporate sector, organizational leaders must examine

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their current practices to ensure business success. This can be accomplished by implementing effective educational initiatives and upholding proper ethical behavior. Business Education and Ethics: Concepts, Methodologies, Tools, and Applications is a comprehensive source of academic knowledge that contains coverage

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on the latest learning and educational strategies for corporate environments, as

well as the role of ethics and integrity in day-to-day business endeavors. Including a broad range of perspectives on topics such as globalization, organizational justice, and cyber ethics, this multi-volume book is ideally designed for managers, practitioners,

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students, professionals, and researchers actively involved in the corporate sector.

## A Contested Concept

The Corporatization of the Business School  
Handbook of Global Education Policy  
Organization outside Organizations  
Corporate Governance in Action  
Transcending New Public Management

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Identities And Boundaries In Business Education and Ethics: Concepts, Methodologies, Tools, and Applications

***In recent years business schools have been the fastest growing part of the higher education system. This book assesses this development, and articulates a forward looking research agenda***



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*Identities And Boundaries In  
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Education*  
**on the study of business schools  
as institutions.**

***This volume contains an Open  
Access Chapter. This volume  
explores the distinct allure of  
rankings in diverse empirical  
settings such as healthcare, the  
IT sector, the arts, professional***

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**sports, anti-slavery advocacy, the  
pharma industry, and educational  
governance.**

***In her admirable book, Wedlin  
entangles what [business school]  
rankings really are and why they  
have become so important. . . The  
book contains plenty to interest***

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Identities And Boundaries In

***the growing army of business  
school employees whose duties,  
at least in part, are concerned  
with boosting their institution's  
position in the rankings.***

***Education and Training In times  
when the management education  
field is increasingly impacted by***

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***a proliferation of ranking exercises, this book is a timely and welcome contribution. Linda Wedlin unpacks for us the real meaning of the contemporary explosion of rankings. Rather than simple classification schemes and mechanisms,***

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***rankings are, she suggests,  
arenas where the field of  
business education is being  
created and re-created. They are  
the loci of boundary-work ,  
whereby a field is progressively  
evolving and constituting itself.  
This is a convincing study relying***

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*on rich empirical data and  
carefully anchored in relevant  
theoretical debates. A must-read  
for all those, academics,  
students, policy-makers and  
education professionals, who  
want to understand the complex  
contemporary logics of higher*

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**education in management but  
also probably well beyond. Marie-  
Laure Djelic, ESSEC Business  
School, Paris, France League  
tables appear everywhere and  
have become important aspects  
of business school environments.  
Based on in-depth and creatively**

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***combined empirical studies,  
Linda Wedlin provides us with  
explanations and insights on the  
emergence and impact of such  
rankings. This book should be of  
great value for all those who seek  
to "play the ranking game". It  
gives a fresh perspective on how***



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*Identities And Boundaries In  
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**classification mechanisms drive  
the emergence, boundary setting  
and change of organizational  
fields. Kerstin Sahlin-Andersson,  
Uppsala University, Sweden A  
fascinating study of the complex  
issues surrounding MBA  
rankings. Business schools really**

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***hate them but at times have to pretend to love them. Magazines and newspapers are really interested in their sales potential but have to make pretensions about their veracity. Linda Wedlin focuses on an area rich in hypocrisy and hype, but also one***

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***where there are real  
consequences: ranking furthered  
re-inforces the homogenising  
tendencies of MBAs. Anthony  
Hopwood, Saïd Business School,  
University of Oxford, UK This is a  
most fascinating topic, dealt with  
in a manner which is both serious***

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**and entertaining everyone in a  
business school would want to  
read it. Linda Wedlin s excellent  
research is presented with a no-  
nonsense approach if there is  
anything worth counting, she  
counts it, and then interprets it,  
no fuss. Exemplary! Barbara**

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***Czarniawska, Göteborg  
University, Sweden This engaging  
book offers a fresh perspective on  
the burgeoning field of European  
management education and its  
intense concern with rankings.  
Using a creative mix of well-  
crafted research tools, Wedlin***

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*deftly captures a professional  
field in transition as it both  
expands and develops shared*

*standards. Walter W. Powell,  
Stanford University, US*

*International comparisons and  
rankings of universities and  
business schools have*

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*proliferated in recent years.*

*Ranking Business Schools*

*provides a welcome analysis of  
this development and its  
implications for the field of  
management education,  
theorizing the role of  
classifications such as rankings*

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*in forming and structuring  
organizational fields. Focusing on  
the European experience with  
rankings and the subsequent  
response, the book illustrates  
how business schools use  
rankings to form identities and  
positions, and to draw boundaries*



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***for the field. By both creating and  
confirming belonging to a  
business school community and  
providing distinction within that  
group, rankings are important for  
defining an international field of  
management education  
organizations, constructing an***

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Identities And Boundaries In

*international business school  
market, and constitute an arena  
for debating and establishing the  
boundaries of this field. Building  
an extensive theoretical  
framework for understanding  
classification*

*Ten years ago, critical theory and*

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***postmodernism were considered  
new and emerging theories in  
business and management. What  
will be the next new important  
theories to shape the field? In  
one edited volume, Daved Barry  
and Hans Hansen have  
commissioned new chapters that***

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*Identities And Boundaries In  
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Education*  
**will allow readers to stay one step  
ahead of the latest thinking.**

**Contributors draw on research  
and practice to introduce ideas  
that are considered 'fringe' and  
controversial today, but may be  
key theoretical contributions  
tomorrow. Each chapter sets**

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*these ideas in their historical  
context, lays out the key  
theoretical positions taken by  
each new approach and makes it  
clear why these approaches are  
different to more mainstream  
concepts. Throughout,  
contributors refer to existing*

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**studies that show how these  
developing themes will change  
the business and management**

**arena. Researchers, teachers and  
advanced students who are  
interested in the future of  
Business and Management  
scholarship will want to read this**

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**Handbook.**

**Exploring the European Research  
Council's Authority  
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present. Developing a novel theoretical framework to investigate performance comparisons, several different forms of

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analyzed and their ramifications for current hospital care are explored.

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discussion of current policy recommendations, suggestions for improvements and reforms at the state

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**of social relationships.  
Prominent exponents of the  
global approach - such as  
world systems analysis -  
instead have focused on  
particular domains such as  
politics or the economy.**

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**this volume share that  
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**theory, mapping out the  
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**partially organized even  
when they do not form part  
of a formal organization. It  
also shows how even  
formal organizations may  
be only partially organized.  
Professors Göran Ahrne and**

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**community has since  
developed around the  
concept, and Ahrne and  
Brunsson have edited this  
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current state of inquiry in  
this burgeoning subject and**

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of the university exist in time, their essential nature now continually subject to change: change in students, in knowledge, in structure and in their own communities and those they service. These changes are accompanied by a quickening of time, leading to a heightened

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intensity of academic life. Yet the nature of time in all the

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debate as to the influence and use of time in the university. They do this in an exploration of how these changes are perceived in higher education and how these affect its temporality from local, national and global perspectives. By dealing with the time within the university, the book

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opens new spaces for the development of the university and civic society. The book develops an

interdisciplinary understanding of the temporal issues of engaging with the past, present and future of higher education and its institutions, through consideration of the increased speed

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demanded for the production of able students and innovative research, to the accountability pressures from central governments and commerce. Reflecting on these issues in the higher education sector, Universities in the Flux of Time is split into three parts, with each one addressing time



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interested parties overlook the highly problematic internal logic of ranking methodologies even as they obsess over the surveys' assessment of their status. The result is that institutions suffer from short-termism, realigning their resources to maximize their relative rankings. While rankings are

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longer just a function of economic markets or democratic systems, competition has become a favoured tool for governing people and organizations, from the provision of schooling and elder care to

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the way we consume popular culture. Yet social scientists have played a surprisingly modest role in analysing its implications, as the discussion of competition has largely been confined to its narrow economic meaning. This

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book opens up competition for the study of social scientists. Its central message is that while competition seems ubiquitous, it should not be taken for granted or be naturalized as an inevitable aspect of human existence. Its



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emergence, maintenance, and change are based on institutions and organizational efforts, and a central challenge for social science is to learn more about these processes and their outcomes. With the use of a

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novel definition of competition,  
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more fundamental questions can  
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whether or not competition  
works. How is competition  
constructed - and by whom?

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