Designing the future of business schools
Persistent problems in changing contexts

• The central design problem
  • How to integrate disparate bodies of information and knowledge in a synergistic relationship for the goal of improving professional management practice?
  • Where such bodies of information and skills come from two relatively isolated communities – “the world of practice”, through participation in the real business world, and “many sciences”, through inter/multi-disciplinary academic activities (Herbert A. Simon, 1967, JMS).
Four astonishing features of the brain, among others

1. Globally local and locally global
2. Integration hub (brainstem)
   - between brain and neuro- and nervous system of the body
3. Instant and seamless two-way communication/feedback/response system between brain and external environments
   - neurons ↔ synapses ↔ axons (neuro impulses) ↔ neuro-muscular conjunctions ↔ receptors
4. The brain is trainable
   - e.g., sizing up baby logic steps through practice into (correct) latent instinct
<table>
<thead>
<tr>
<th>Brain</th>
<th>Business school</th>
<th>Changing contexts?</th>
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<tbody>
<tr>
<td>• 1. Globally local and locally global</td>
<td>• 1. Continue (rather than dismiss) the current science-driven and discipline-based specialized approach, but encourage a lot more interdisciplinary, meta-theoretical frameworks?</td>
<td>• 1. Too little rigorous info/knowledge (1950s) to too much (today).</td>
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<td>• 2. Integration hub (brainstem)</td>
<td>• 2. Centralize currently <em>isolated</em> evidence and theories into meta-reviews, (re)test them in meta-analyses, and translate promptly such reviews and analyses into end-users’ language (and get timely feedback)?</td>
<td>• 2. Open science and transparency; review issues besides regular journal issues</td>
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<td>• 3. Instant two-way communication/feedback/response system</td>
<td>• 3. Innovate more instant engagement ways with practitioners than merely teaching and consulting?</td>
<td>• 3. Siri ↔ IBM Watson</td>
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<td>• 4. The brain is trainable</td>
<td>• 4. Simplify meta-theories into shortcuts?</td>
<td>• 4. AI-aided MGMT (e.g., evidence-based artificial “instincts”)</td>
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</tbody>
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Bill Glick
Dean, Jones Graduate School of Business
Rice University, USA
Chair of the Board, AACSB
- AoM’s Journals Hall of Famer
- Rain man or pied piper? Moving business schools beyond media rankings with mass customization and stakeholder education, AMP 2008

Peter Lorange
President and CEO, Lorange Institute of Business Zurich, Switzerland
Former President, IMD
Former Board Member, AACSB and EFMD
- Owned 9 ships as an entrepreneur and CEO of a shipping company

JC Spender
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Former Dean, Fashion Institute of Technology and NYIT
- The Oxford Handbook of Management Education (forthcoming)
- Many other chapters/articles on management education with HBS Asso Dean Rakesh Khurana

Henry Mintzberg
Professor of Management Studies
Desautels Faculty of Management
McGill University, Canada
- Managers not MBAs (2004)
- Rebalancing Society (2014)
- Running two programs using alternative teaching approaches: Intl Masters in Practicing Mgmt; Intl Masters for Health Leadership.
“Knowledge is capable of being its own end. Such is the constitution of the human mind, that any knowledge, if it be really such, is its own reward.”

“We contrast a liberal education with a commercial education or professional; yet no one can deny that commerce and the professions afford scope for the highest and most diversified powers of mind.”