## Index

50+20 global survey 79–80, 100–102
demographics 196
educational priorities of the future 73–4, 200–203
priorities, measures and future focus of business schools 73, 79–80, 198–200
summary conclusions 197–8
research priorities of the future 74, 100–101, 203–5
50+20 vision
as a calling 186–7
collaboratory as essence of 64–72
community expectations 72–4
creating prototypes of 127
current stalemate and future requirements 123–4
designing 55–7
eclectic ideas for stakeholder engagement 140–49
four avenues of change 125–6
key implementation priorities 126–9
processes of community engagement 130–39
Triple E vision 57–64
AACSB 155, 162, 163
academia, open access with practice 63, 112–14, 170–71
academic freedom 156, 169, 174, 176, 180
academic journals 24, 98, 101, 104, 113, 173
public engagement strategies 149
Academy of Management (AOM) 162, 163, 177
ACBSP 155
accountancy challenges 18
accreditation 45, 47–8, 130, 135, 155, 161, 169
as quality measure 172
accreditation bodies, community engagement strategies 142
action learning 63, 64, 69, 72, 136, 153, 171
action research 64, 66, 69, 71–2, 74, 101, 136, 148, 166, 198, 203
faculty interest in 153–4
affordability of education 46, 129
alumni, public engagement strategies 146
AMBA 155
analytical skills, focus on 76–7
analytical thinking 77, 181
applied learning 78, 164–5
applied research 98–100, 149, 170, 171, 182–4
attitudinal requirements, faculty members 152–4
awareness raising 166
banking and financial crisis 178–9
being and doing 60, 79, 82
Berea College, Kentucky 129
bio-psycho-social coping systems 25, 33
blended value 16
Bologna Reform 41
boundaries, leadership collaboration across 24–5
Bruntland Report (1987) 4
business education, versus management education 42
business incubators 92
business management, dimensions of 15–16
business managers, challenges in supporting 95–100
business organizations
community engagement strategies 140–41
disconnection from society 13–16
enabling to serve common good 61–3, 102–7
enabling transformation of 124
leadership engagement in
transformation of 63–4
purpose of 17–18
raison d’être of 18–21
reconnecting to society 16–21
strategic implications for 184
supporting towards stewardship
62–3, 105–6
vision for sustainability 21–2
business practitioners, open access
with academia 63, 112–14, 170–71
business scholars
relevance gap in research 97–9
research partnerships 99–100
scramble for acceptance 96
business schools
contribution to management
education 41–2
as custodians of society 49–52
faculty commitment to mission of
152
future of 197
identification of future requirements
168–75
illustrations of actions to inspire
180–86
priorities, success measures and
future focus 73, 198–200
public criticism of 175, 177–9
public engagement strategies
147–8
review of current situation in view
of obstacles 175–80
as role models 64, 116–19
scaling the ivory tower 97–9
scramble for acceptance 96–7
as source of statesmen 109–11
towards public engagement 111–12
types of 169
value generation 42–6
business transformation
challenges in providing
statesmanship 108–11
enablers 63–4, 112–19, 136, 137
new criteria for quality and success
172–3
career ambitions 47–8
Carnegie Foundation Report (1959)
43, 79, 91, 117
case method 60, 61, 76, 78, 81
Center for Creative Leadership (CCL)
24
change management, providing
leadership for 174–5
Chinese philosophy 26, 82
citations 98
co-responsibility 72
coaching 69, 72, 107, 164, 165, 185
collaboration 63, 102–7, 136, 137
collaborative approach 87, 125–6
collaborative research 99–100, 127,
142, 164, 165
collaboratory 58, 61, 114, 163, 223
collaborative research partnerships 99–100
co-creation of meaning 65–6
evolution of 66–8
holding a space 68–72
as tool for gap analysis 135
collective responsibility 20, 28–30
commercialization 176
collaboration 58, 61, 114, 163, 223
collaborative approach 87, 125–6
collaborative research 99–100, 127,
142, 164, 165
collaboratory 58, 61, 114, 163, 223
co-creation of meaning 65–6
evolution of 66–8
holding a space 68–72
as tool for gap analysis 135
collective responsibility 20, 28–30
commercialization 176
collaboration 58, 61, 114, 163, 223
collaborative research partnerships 99–100
co-creation of meaning 65–6
evolution of 66–8
holding a space 68–72
as tool for gap analysis 135
collective responsibility 20, 28–30
commercialization 176
collaboration 58, 61, 114, 163, 223
collaborative research partnerships 99–100
co-creation of meaning 65–6
evolution of 66–8
holding a space 68–72
as tool for gap analysis 135
collective responsibility 20, 28–30
commercialization 176
collaboration 58, 61, 114, 163, 223
collaborative research partnerships 99–100
co-creation of meaning 65–6
evolution of 66–8
holding a space 68–72
as tool for gap analysis 135
collective responsibility 20, 28–30
commercialization 176
Index

providers of management education 146–9
skills for 164
towards 56–7, 111–12
community expectations
globally responsible leadership 81
management education 72–4
management research 100–102
competency requirements, faculty
members 152–4
competitive dynamics, business schools 45
conceptual clarification 166
consumption challenges 6–10
contemporary relational leadership
frame 28–30
contextual studies 165–6, 182–4
corporate governance curriculum,
incorporating sustainability 89
corporate social responsibility (CSR) 17
corporate universities 40, 108
faculty requirements 155, 169
creating shared value (CSV) 9–10, 16,
17–18, 27–8, 64, 106, 223
creative abilities 19–20, 85
creative leadership states 34–5
critical reflection 31, 32, 164, 181
custodians of society, business schools
as 49–52
data-centric approach 67–8
de Jongh, D. 28–30, 34, 37
de Woot, Philippe 16, 18, 20, 35
“deep dive” approach to community
engagement 132–3
demographic boundaries 24–5
developing countries
access to education 5–6, 60, 129
creation of new management schools
126
entrepreneurial potential 48–9
research scholarship 98, 103
disciplinary identification 152
disciplinary knowledge 49, 76, 86–8,
103, 165
discovery, passion for 152–3
diversity
faculty team 154
management of 170–71
need for 51–2
doctoral programs
new faculty members 165–7
shortcomings of 157–60
dominant economic paradigm 3–4, 10
donators, public engagement strategies
146
Drucker, Peter 15–16, 177
Eastern philosophy 25–6, 37, 60, 82
Ecological Footprint (EFP) 6–7
ecological leadership 37
economic challenges 8–10, 87–8, 102–4,
176–7
economic demands, balancing 105–6
economic growth, new paradigm for
4–5
economic model 3–5, 10
economic transformation
challenges in providing
statesmanship 108–11
enablers 63–4, 112–19, 136, 137
new criteria for quality and success
172–3
towards public engagement 111–12
economics curriculum, incorporating
sustainability 89
ecosystem services 7
education ministries, public
engagement strategies 144–5
education, access to 5–6, 48–9, 60, 129
educational priorities, community
expectations 73–4, 200–203
educational technologies 49
“edutainment” 78
EFMD 162, 163
elitism 44–9, 48–9
emerging benchmarks 56, 65–6, 67, 68,
71, 78, 85, 93, 103, 105, 110, 116,
118, 223
Emerson, Jed 16
Emerson, Ralph Waldo 109–10
engaged scholarship 98–9, 223
enlightened statesmanship 36–7
entrepreneurial capitalism 14
entrepreneurship, challenge for 18–20
entry level requirements 47–8
environmental challenges 6–8, 87–8,
102–4

Muff, Thomas Dyllick, Mark Drewell, John North, Paul Shrivastava and Jonas Haertle - 9781782547624
Downloaded from Elgar Online at 12/04/2018 10:04:31AM
via free access
environmental demands, balancing
105–6
EPAS 155
EQUIS 155
ESADE 23
ethical conflicts 28
ethical standards 106
ethics, distorted view on 77–8
excellence, celebrating 128
executive development 39, 40–41, 48–9, 80, 96, 107, 109, 128, 141, 178
experiential learning 84, 88–93, 148, 164–5, 170, 184–6, 223–4
experimental learning 74, 81, 84, 148, 197–8, 202, 224
external evaluation systems 172, 173
facilitation 65, 69–72, 85, 107, 118, 135, 151, 164, 165
faculty
concrete actions and potential opportunities 162–7
identification of future requirements 151–4
as public intellectuals 64, 108–11, 114–16
review of current situation in view of obstacles 154–62
faculty diversity 154
management of 170–71
faculty dominance 44, 45
faculty factions 170
faculty salaries 43–6
faculty training and development
business school leaders 179
existing faculty 163–5
as key priority 127
new staff 117–18, 165–7
shortcomings of 157–60
fieldwork 61, 88–93
finance and accounting curriculum, incorporating sustainability 90
finance challenges 18
financial crisis 8–9, 12
financial incentives 47
financial services sector 178–9
first-person learning 85
forced change 125
formal learning 39–42, 166
Friedman, Thomas 4, 110
Friedmanian doctrine 13–16
functional knowledge 49, 61, 76, 86–8
funders
community engagement levels 130, 133, 134
community engagement strategies 144–6
funding, public education 46, 50–51, 129, 176–7
future-oriented problem solving 62, 181–2
future-oriented research 71–2, 100, 102–4, 127, 157, 164, 165
gap analysis 133–5
Gardner, Howard 32
gender parity 5
Gentile, Mary 31
geographic boundaries 24–5
Ghemawat, P. 27
Ghoshal, S. 179
Gigerenzer, Gerd 152
global context, research 103–4
global inclusion 32
global issues, study of 182–4
global markets, challenges from 24–5
global risks 9
globally responsible leaders 224
challenges in educating 76–80
clarifying requirements 26–30
community expectations 81
development enablers 81–93
educating and developing 59–61, 136, 137, 172–3
enablers to support development of 81–93
new criteria for quality and success 172–3
requirements for 26–30
skills and traits 33–7
Globally Responsible Leadership Initiative (GRLI) 16, 27, 212
glossary 223–4
governance crisis 8–9
governance structures 125, 180
governments
community engagement levels 130, 133, 134
## Index

<table>
<thead>
<tr>
<th>Community Engagement Strategies</th>
<th>Jullien, F. 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Education 41–2, 88, 91</td>
<td>Khurana, R. 24, 27, 44</td>
</tr>
<tr>
<td>Graduate Salaries 178, 179</td>
<td>Kinaesthetic Approach 85</td>
</tr>
<tr>
<td>Graves, C.W. 25, 33</td>
<td>Knowing-Doing Gap 78, 79</td>
</tr>
<tr>
<td>“Greed is Good” Doctrine 13–16</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Guided Reflection 61, 63, 88, 92–3, 107</td>
<td>Co-production of 99–100</td>
</tr>
<tr>
<td>Hambrick, D.C. 177</td>
<td>Production Problem 98–9</td>
</tr>
<tr>
<td>Harvard Business Review 16</td>
<td>Knowledge Curators, Subject Experts/Teachers as 61, 72, 87</td>
</tr>
<tr>
<td>Harvard Business School 23</td>
<td>Knowledge Synthesizing 114</td>
</tr>
<tr>
<td>Holding a Space 57–8, 68–72, 83</td>
<td>Kramer, M.R. 9, 16, 17</td>
</tr>
<tr>
<td>Holding Tension 34</td>
<td>“Lead-learners” 152–3, 162, 164, 171</td>
</tr>
<tr>
<td>Holistic Development Approach 59, 82, 86, 92, 148, 153, 186, 197</td>
<td>Leadership</td>
</tr>
<tr>
<td>Horizontal Boundaries 24–5</td>
<td>Challenges for 18–21, 24–5</td>
</tr>
<tr>
<td>Human Needs, Dimensions of 19</td>
<td>Challenges in Supporting 95–100</td>
</tr>
<tr>
<td>Human Resources Curriculum, Incorporating Sustainability 89–90</td>
<td>Challenges to 179–80</td>
</tr>
<tr>
<td>Immersion Programs 163–5</td>
<td>And Change Management 174–5</td>
</tr>
<tr>
<td>Incentive Systems 161</td>
<td>Community Engagement Strategies 140–41</td>
</tr>
<tr>
<td>India</td>
<td>See also globally responsible leaders; responsible leaders</td>
</tr>
<tr>
<td>Entrepreneurial Potential 48–9</td>
<td>Leadership Behavior 31</td>
</tr>
<tr>
<td>Philosophy 26, 82</td>
<td>Leadership Development and Education</td>
</tr>
<tr>
<td>Individual Level Engagement 59–61, 131</td>
<td>Challenges of 30–33, 76–80</td>
</tr>
<tr>
<td>Informal Learning 39–40, 41, 61, 63, 92, 107, 166</td>
<td>Community Expectations 81</td>
</tr>
<tr>
<td>Information Technology Curriculum, Incorporating Sustainability 90</td>
<td>Definition of 42</td>
</tr>
<tr>
<td>Innovations, Study of 182–4</td>
<td>Enablers 63, 81–93</td>
</tr>
<tr>
<td>Input Quality Measurement 162</td>
<td>Globally Responsible Leaders 59–61</td>
</tr>
<tr>
<td>Institutions as Role Models 64, 116–19</td>
<td>As Personal Development 83–4</td>
</tr>
<tr>
<td>Instrumental Motivation 47</td>
<td>Leadership Sanctuary 63, 107, 114</td>
</tr>
<tr>
<td>Intellectual Conservatism 162</td>
<td>Leadership Vacuum 23–6</td>
</tr>
<tr>
<td>Interdisciplinary Approach 74, 76, 101, 153, 157, 165</td>
<td>Learning</td>
</tr>
<tr>
<td>Internal Evaluation Systems 172–4</td>
<td>Lack of Attention to 78–80</td>
</tr>
<tr>
<td>International Development Program 164–5</td>
<td>On Different Levels 60–61</td>
</tr>
<tr>
<td>International Students, Demand from 177</td>
<td>Passion for 152–3</td>
</tr>
<tr>
<td>Investor Capitalism 14–15</td>
<td>See also experiential learning: experimental learning; issue-centred learning; on-the-job-learning; question-based learning; transformative learning; whole person learning</td>
</tr>
<tr>
<td>Investors, Public Engagement Strategies 146</td>
<td>Legitimacy Crisis 177–9</td>
</tr>
<tr>
<td>Issue-based Research, Faculty Interest in 153–4</td>
<td>Legitimization 45</td>
</tr>
<tr>
<td>Issue-centred Learning 61, 68, 85–8</td>
<td>Liberal Learning 91, 181</td>
</tr>
<tr>
<td>Licensing Systems 133, 144</td>
<td></td>
</tr>
</tbody>
</table>
Management education for the world

lifelong learning 6, 40, 46, 51, 63, 82, 88, 93, 106–7, 147, 154, 157, 171
Lightman, A. 115
limited liability system 14
Limits to Growth (1972) 3, 6
McKinsey & Company 96–7
management consultancies
research collaboration 99–100
scramble for acceptance 96–7
as source of statesmen 109–10
management consultancy support
106
management education
beneficiaries of 46–9
challenges of 76–80
collaboratory as essence of vision
64–72
community expectations 72–4,
100–102
current stalemate and future
requirements 123–4
designing vision for 55–7
four avenues of change 125–6
future of 197–8
landscape of 39–42
new vision for 57–64
role in addressing global challenges
49–52
understanding educational priorities
of the future 200–203
versus business education 42
management publications 113
management studies 185–6
managerial capitalism 14
market dominance 44–6
marketing challenges 18
marketing curriculum, incorporating
sustainability 90–91
Marx, Karl 19
master’s degrees 41–2
Me, We and all of Us 29, 60, 72
meaning, co-creation of 65–6
mentoring 39–40, 151, 159, 165, 185
Millennium Development Goals
(MDGs) 5, 7
Millennium Ecosystem Assessment
(MEA) 6, 7
Mirvis, P.H. 28–30, 34, 37
Mitroff, I. 178
Monbiot, George 110
moral authority 21
moral courage 32
multinational corporations (MNEs),
growth of 12–13
multiple framing 181
narrow market paradigm, selective
focus within 77
networking/networks 37, 40, 45, 67,
109, 119, 153
new initiatives 125–6
new management schools, creation of
126, 127
new teachers/researchers
doctoral program 165–7
training for 117–18
Nigeria, social entrepreneurship 110
Nohria, N. 24
non-academic institutions, faculty
requirements 155, 169
non-degree programs 39, 40–41,
48–9, 80, 96, 107, 109, 128, 141,
178
non-optimal sequences 86–8
not-for-profit enterprises 48, 49
on-the-job learning 39–40, 41, 61, 63,
107
online education 66–7, 70, 126, 129,
135, 199
open access, academia and practice 63,
112–14, 170–71
open-source technology 68
organizational change
four avenues of 125–6
providing leadership for 174–5
tenure as obstacle to 161–2
organizational level engagement 59,
61–3, 128, 131, 162
organizational structure, business
schools 117
outcome-oriented measures of success
128, 171–4
pedagogical skills 159
peer review 104
Penn State University 47–8
performance measurement systems
106, 118–19, 128, 171–4
person-centred learning 84–5, 153
personal learning agendas 182–4
personal responsibility 41, 61, 77
perspective transformation 82, 224
Peters, K. 174
PhDs, shortage of 42, 46
Planetary Boundaries Approach (PBA) 6, 7–8
Podolny, J.M. 178
policymakers, public engagement strategies 145–6
population growth 3, 5–6
Porter, M.E. 9, 16, 17
Posner, R. 114–15
postgraduate education 41–2
poverty 5
powerful learning environments 58, 60–61, 69, 83–4, 107, 148, 163–4, 182
practical competencies, enhancing importance of 161
practical knowledge 31, 32, 98, 158
practical reasoning 77, 181
praxis 166
private business schools academic requirements 161, 169
market share 176–7
privatization of education 129
PRME (Principles for Responsible Management Education) 135–9, 186, 213
Management Model 138–9
relating to 50+20 vision 137
process of engagement 130–39
process quality measurement 172
professional commitment 152
professional standards 77–8, 106
professionalization absence of 158–9
challenges to 179–80
lack of framework for 155–7
professorships for management practice 113
profit maximization 13–15, 61, 102
promotion system, limitations of 160–62
public criticism 175, 177–9
public debate, platforms for 112
public intellectuals faculty members as 64, 114–16, 157, 170
sources of 108–11
public service, professional standards for 157
purpose of business 13–16
purpose of the corporation 17–18
quality, new criteria for 106, 118–19, 171–4
Quinn, L. 34–5
question-based learning 88, 92–3, 180, 181–2
raison d’être of the corporation 18–21
ranking/rating bodies, community engagement strategies 143
rankings 45, 47–8, 98, 160–61
influence of 177–9
as quality measure 172
Rappaport, Alfred 14
re-training, faculty members 163–5
real-world issues/expertise 76, 78, 104, 112–14, 118–19, 157–8, 166
recruitment system, limitations of 160–62
reflective awareness 35, 36, 60, 61, 92–3, 164, 165, 224
reflective practice 28, 61, 88–93, 181
research 39, 41, 44, 50
collaboration 99–100
community expectations 74, 100–102
evaluation of 104
future of 198
new methodologies 164
professional standards for 157
providers scramble for acceptance 96–7
relevance gap 97–9
in service of society 62, 102–4, 127
understanding future priorities 74, 203–5
research oriented institutions faculty requirements 169
resource allocation 173–4
research performance
  impact on incentive and reward structures 161
  impact on selection and recruitment 160
research reputation 152, 160–61
researchers
  new doctoral program for 165–7
  skills and attributes 153–4
  training 117–18
resource allocation 173–4
responsible leaders
  challenge of developing 30–33
  clarifying requirements 26–30
  educating 123–4
  individual traits 33–7
reward structures 161
risk aversion 180
risk taking 10, 15, 52, 88, 189
role models, institutions as 64, 116–19
safe learning environments 58, 60–61, 69, 83–4, 107, 148, 163–4, 182
salary levels
  faculty 43–6
  graduates 178, 179
scholarly reputation 44–5, 97–8, 109, 114, 151
school mission, commitment to 152
self-directed learning 78
self-disclosure 83
self-employment 13
self-interest 178–9
self-knowledge 32–3, 202
self-leadership 37
  lack of attention to 77–8
shared leadership 37
shared value, creation of 9–10, 16, 17–18, 27–8, 64, 106, 223
shareholder value 13–16
skills
  faculty members 117–18, 127, 151–4
  globally responsible leaders 33–7, 76–81
Sloan School of Management 23
social challenges 5–6, 25, 87, 102–4
social entrepreneurship 16, 18–20, 110, 112, 152
social media, community engagement strategies 143–4
societal demands, balancing 105–6
societal level engagement 59, 63–4, 131
societal responsibility 28, 13–22, 156–7
society
  disconnection of business from 13–16
  engagement in 124
  reconnecting business to 16–21
  research in service of 62, 102–4, 127
strategic implications for 184
Socratic approach 92
soft skills 76–7, 81
specialization 42, 96, 102, 111, 113, 118, 157–8, 160
undergraduate programs 185–6
specialized institutions 24, 155, 169
spontaneous social networks 37
stakeholder boundaries 24–5
stakeholder engagement 56–7
  eclectic ideas for 140–49
  processes of 130–39
stakeholder-leader relationship 27–8
stand-alone institutions, faculty requirements 169
statesmanship
  challenge for 18–20, 21
  challenges in providing 108–11
  stewardship 224
  supporting businesses towards 62–3, 105–6
  strategic change, creating capacity for 174–5
strategy curriculum, incorporating sustainability 89
student debt 176, 129
student motivations for study 47
students/student influencers,
  community engagement strategies 141–2
subject expertise 162
success
  criteria for 106, 118–19, 171–4
  measures for 73
supply chain management challenges 18
sustainability incubators 112
sustainability initiatives 166
sustainability, incorporating across disciplines 88–91
sustainable business, vision for 21–2
sustainable development
failure of adoption 3–5
new theories and models for 111–12
supporting companies towards 105–6
vision for 10–11
sustainable entrepreneurship 35–6
systemic approach 33, 59, 61, 63–4, 65, 72, 82, 85–8, 92, 153, 182–4
systems theory 25, 33
teaching, passion for 152–3
teaching competencies, increasing importance of 160–61
teaching oriented institutions
faculty requirements 169
resource allocation 174
 technological skills 154, 159
tenure 24, 63, 147, 156, 160, 179
  as potential obstacle to change 161–2, 180
tytheory development 97–9, 170
Theory U 135
theory, integration with practice 61, 77–8, 81, 116–17, 147
third-person perspective 83, 85, 224
Thomas, H. 174
“tip toe” approach to community engagement 132–3
tool-centric approach 67–8, 85–8
traditional leadership 27–8
traditional modernist leadership frame 28–30
traditional universities, challenges to leadership and professionalism 180
training and development 117–18, 127
business school leaders 179
existing faculty 163–5
as key priority 127
new staff 117–18, 165–7
shortcomings of 157–60
traits
faculty members 117–18, 127, 151–4
globally responsible leaders 33–7, 76–81
transdisciplinary approach 61, 65, 69, 69, 71, 85–8, 110, 114, 118, 126, 153, 182–4
transdisciplinary doctoral program 165–7
transdisciplinary research 74, 101, 103, 104, 127, 141, 148, 163
transformational change 125
transformative learning 60–61, 81–5, 93, 145, 166, 180
Transition Town Movement 130–31
Triple E vision 57–64
Tsinghua University School of Management 23
tuition fees 176
UN Global Compact 16
UN Secretary-General, High Level Panel on Global Sustainability 4
undergraduate education 41–2, 88, 91
undergraduate management education programme 182–6
unemployment 9
UNESCO, World Network of Biosphere Reserves 71
unethical behavior 178–9
universities, contribution to management education 41–2
unsustainable development model 3–5
urban growth 6
US National Survey of Student Engagement 47
user-centred approach 67
value generation, business schools 42–6
value perspectives 25
values-based framework, lack of 155–7
Van den Ven, A. 177
Vedic tradition 26
vertical boundaries 24–5
virtual collaboratory 66–7, 129, 135
Vision 2050 10
visualization 181–2
vocational training 41
Walsh, J.P. 173, 177
Wanderjahr 91, 184–5, 186
wealth redistribution 17–18
Western culture 25–6, 37, 60, 77
whole person learning 60, 82, 84, 141, 148, 153, 224
work experience 41, 61, 92, 158, 184–5, 201
World Business Council for Sustainable Development (WBCSD) 10, 16
World Business School Council for Sustainable Business (WBSCSB) 212
World Economic Forum (WEF) 9–10
Yale University 47–8
Zen philosophy 26, 92