



# **Innovations and its Challenges: Business School Development in an Interconnected World**

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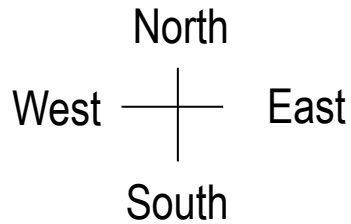


GRLI

1950 →

Further globalisation

Transcending boundaries of regions, nations, cultures ...  
you and I, businesses, ...



Interconnecting and learning

Voluntary global initiatives and communities

Student World Dialogue @ Daimler

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# Three Parts

**1. The Context**

**2. Management Education and the Business School of the 21<sup>st</sup> Century – A Shifting Approach**

**3. Implications**

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# 1. The Context

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**First**

## Interconnectivity

- **Between people**
- **Between organisations**
- **Between cultures**
- **Between nations**
- **Between economies and within financial systems**
- **Between spheres of society**
- **Between the man-made and the natural environment**
- **Between technology, economic, social and natural systems**

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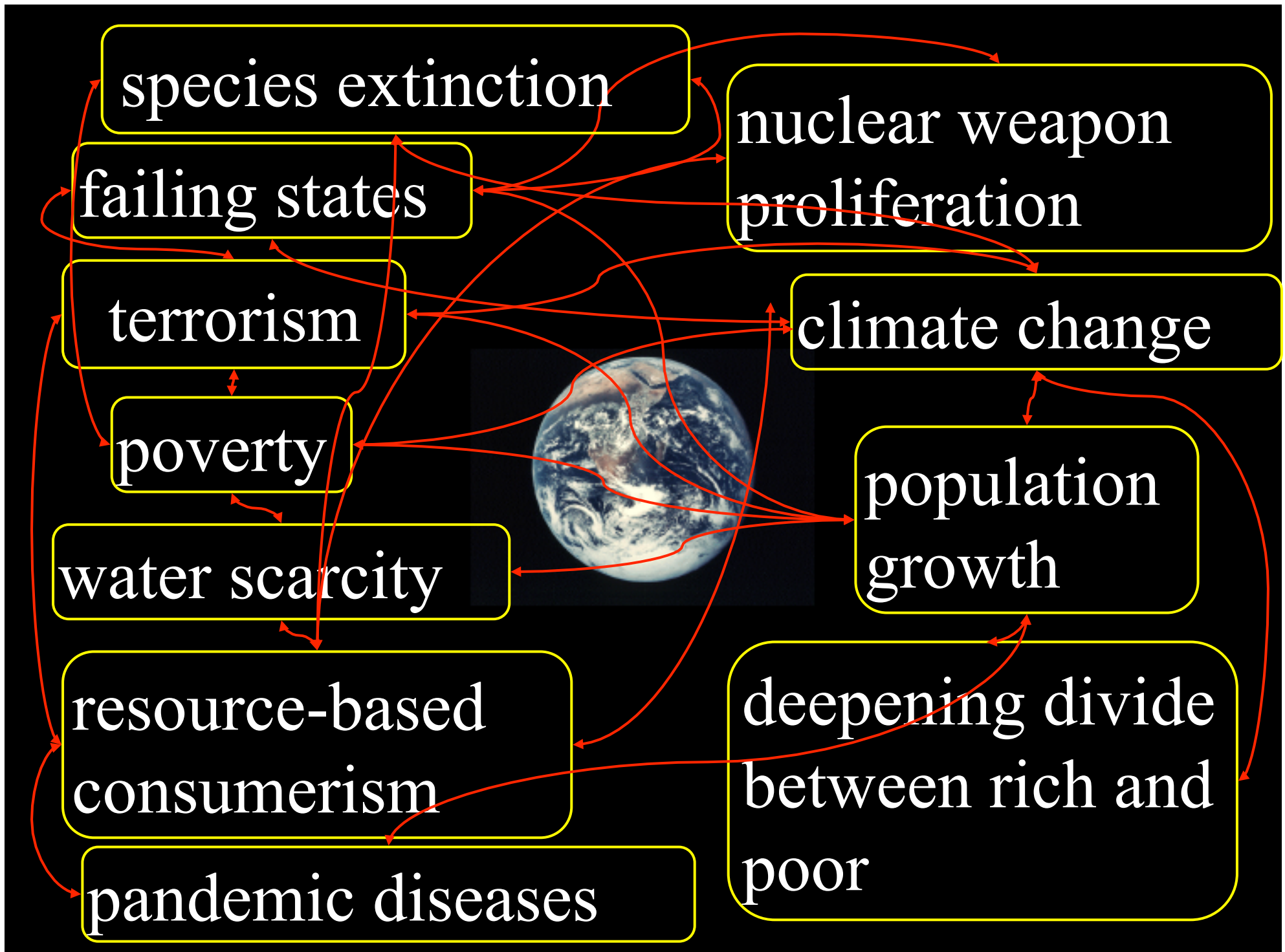


Interconnectivity = Interdependence

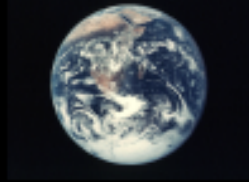
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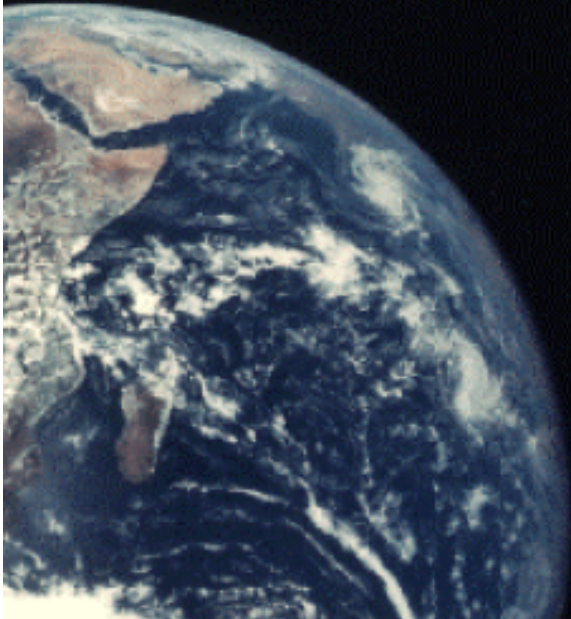






If there are too many of us, not enough of these....

Where will the world focus?





## Facts

- **An Interconnected World**
- **A Small World**
- **A Fragile World – as we know it**

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## Facts

- **An Interconnected World**
- **A Small World**
- **A Fragile World – as we know it**

## The Need for

- A strong sense of urgency, and
- a proud awareness of the importance of
- what we engage in, and how, as learning institutions, educators and researchers

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## 2. Management Education and the Business School of the 21<sup>st</sup> century - A Shifting Approach

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# The Business School of the 20<sup>th</sup> Century

## Servant of the Corporation of the 20<sup>th</sup> Century

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# Winds of Change

- **Complexity abounds and is the normal state of affairs**
- **Management is not a mechanistic science; multidisciplinary approaches are needed in facing the challenges of business and the role of business in society**
- **The interdependence between business, politics and civil society is increasing and so is the awareness of this interdependency**
- **The global interconnectivity of the entire system is fully recognised**
- **A one nation/region economic hegemony is for the time being over**
- **The stresses we are placing on the environment present the spectre of large scale adverse impacts on human society within the lifetimes of those being born today**
- **A financial & economic system in turmoil**
- **Uncertain political development**
- ...

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## The Business School of the 21<sup>st</sup> Century

**Creates the businesses and business systems we need for the 21<sup>st</sup> Century  
– on behalf of society!**

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# Three Steps, Three Questions

- 1. What kind of world and society do we want to create with the immense resources at our hands?**
- 2. What characterises the corporation serving this goal?**
- 3. What education is needed for the leaders and managers serving this society and these corporations?**

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## New Sets of Skills and Competencies

- **Entrepreneurship, creativity and innovation**
- **Leadership**
- **Statesmanship**
- **Cultural awareness and experience**
- **Systemic understanding; insights and knowledge of how systems affect mindsets and action and how they interact**
- **...**

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“A capability and capacity for innovation and entrepreneurship is of fundamental importance to any society. To contribute with this capacity of innovation is one of the most important roles of businesses and free enterprises.”

“Responsible leadership implies the grounding of actions in a system of values which recognise societal interdependence and long term sustainable development. ...Leadership is the art of motivating, communicating, empowering and convincing people to engage with a new vision of sustainable development and the necessary change that this implies.

“Statesmanship represents the ability to actively participate in the societal debate and to take action to contribute to societal progress.”

*“The Globally Responsible Leader – A Call for Action”, GRI, 2008*

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**“Ability and commitment to responsible action can be traced back to personal values, considerations and decisions. Responsibility, thus, goes beyond compliance, and is dependent on who you are as a person, and what kind of leadership you represent, exercise and fulfil.”**

***“The Globally Responsible Leader – A Call for Action”, GRI, 2008***

**[www.gri.org](http://www.gri.org)**

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- **A New Approach**
- **A Paradigm Shift**
- **Systemic Changes**

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*A New World View making us see, think and act differently*

- **A New Approach**
- **A Paradigm Shift** —
- **Systemic Changes**

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**“Business, Business Education and Leadership  
for the Common Good”**

- **A New Approach**
- **A Paradigm Shift ...**
- **Systemic Changes?**

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*“Business, Business Education and Leadership  
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- **A New Approach**
- **A Paradigm Shift ...**
- **Systemic Changes? ...**

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Interconnectivity = Interdependence  
= Responsibility?



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Interconnectivity = Interdependence  
= Responsibility!

*Holistic Mindset*

*Global Perspective*

- **The Responsible Business**
- **A Globally Responsible Leadership**
- **Responsible Management Education**

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# Interconnectivity = Interdependence = Responsibility!

“raison d’etre”

- **The Responsible Business**
- **A Globally Responsible Leadership**
- **Responsible Management Education**

*“The purpose of the globally responsible business is to create economic and societal progress in a globally responsible and sustainable way.”*

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**Ethics**

**Power and Influence = Responsibility**

“... business may be the catalyst to bring peace and prosperity to the world ... The world’s business possess the power to make these objectives (... The United Nations Millennium Goals ...) a reality. The contribution of business schools also will be essential in helping the UN meet its 2015 deadline, Ban stresses. By teaching social responsibility, he says, business schools can instill in each of their students the skills to change the world – and the intention to make a difference.”

“Uniting Nations, Uniting Business”

Interview with Secretary-General Ban Ki-moon

BizEd Magazine, AACSB International, July/August 2008

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***“Taking responsibility is a way of taking ownership in our lives,  
of acknowledging our own hand in the shaping of destiny.  
Responsibility is the antidote for victimhood.”***

*“The Age of Responsibility”, Wayne Visser, 2011.*

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### 3. Implications for the Business School of the Future - Educating the World

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## The Business School of the Future

- **Disciplinary boundaries will be bridged in different ways than we see today.**





## The Business School of the Future

- **Disciplinary boundaries will be bridged in different ways than we see today.**
- **The challenges of society and the business world will drive the growth of intellectual capital to a larger extent than today.**





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- **The role of business in society will be addressed repeatedly with a holistic and global perspective in mind.**







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- **Leadership, personal growth and refinement will be explicitly on the agenda, as will statesmanship and the capability of participating in and contributing to the societal dialogue.**





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## The Business School of the Future

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- **The role of business in society will be addressed repeatedly with a holistic global perspective in mind.**
- **Leadership, personal growth and refinement will be explicitly on the agenda, as will statesmanship and the capability of participating in and contributing to the societal dialogue.**
- **Learning is enhanced in line with the concept of “Whole Person Learning”.**





## The Business School of the Future

- **Partnerships with society, business and civic society has developed further.**





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## The Business School of the Future

- **Partnerships with society, business and civic society has developed further.**
- **Its mission is clear and of explicit value to all stakeholders; taking externalities into account.**
- **The vision of a better local, regional and global future is driving each and every part of its development – for the common good.**
- **...**





# Three Parts

## **1. The Context**

## **2. Management Education and the Business School of the 21<sup>st</sup> Century – A Shifting Approach**

## **3. Implications - The Business School of the Future**

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So, ...

**Challenges?**

**Yes, abound!**

**Innovations?**

**Crossing and going beyond boundaries, allowing and relying on diversity, testing and experimenting, doing the non-conventional, curiosity driven, ... and more.**

**- Do we recognise ourselves?**

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So, ...

**Challenges?**

**Yes, abound!**

**Innovations?**

**Crossing and going beyond boundaries, allowing and relying on diversity, testing and experimenting, doing the non-conventional, curiosity driven, ... and more. Do we recognise ourselves?**

**Question: What are the current key drivers for the development of our Business Schools?!**

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*“The Business Education of the Future”* from here:

Let us observe ourselves and others, reflect and learn, be concerned, **think big**, connect and engage in dialogue, share experiences and ideas, and definitely **act** even if **small** - **starting now!**

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**Thank you!**

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**”We are Much More Likely to  
Act Our Way into a New Way  
of Thinking than to Think Our  
Way into a New Way of Acting”**

*Richard Pascale, 1997  
EFMD Annual Conference, Prague*





**It's both!**

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Three ellipses forming a circle as they expand – our globe.

They represent I, we and all of us – from the smallest to the largest.

They have the color of a blue ocean and a clear sky.

