

LOOKING AHEAD



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- Most of MBA's before the crisis went to work for financial institutions (40 – 50%) or consultants (15 – 25%).
- Now many uncreative jobs in the financial sector have disappeared. Jobs are changed; MBA's are replaced by non-MBA's. People are promoted without going first to an MBA.
- The same counts for consultancy firms; they have more people with specific background, for example from medical schools, law schools and variety of PhD programs in economics, applied math, physics, natural sciences and computer sciences

What is the future of MBA Education (book by Srikant M. Dratar, David A. Gravin, Patrick A. Cullen)



- Business schools are on the crossroads from turning exculsively on analytics, models and statistics, to more attention to developing leadership skills of self-awareness and self-reflection, to have a global mindset and to develop an understanding of the roles and responsibilities of business, and the limitations of models and markets.

The upwardly Global MBA

by Nigel Andrews and Laura D'Andrea Tyson



- They were interested in the question, why only a third of the UK's top 100 employers "bought" the MBA of London Business School. They interviewed about 100 CEOs of big companies in North America, Asia, South America and the Middle East.
- They asked whether business schools offered what their employers throughout the world needed
- The corporate leaders produced an extensive list of qualities they desired in future recruit, but almost none involved functional or technical knowledge.
- All their requirements could be summed up as follows: the need for more thoughtful, more aware, more sensitive, more flexible, more adaptive managers, capable of being moulded and developed into global executives.

What should business schools offer in order to develop responsible leaders/managers



- Business schools are responsible to bringing up better leaders who will with their actions change their organisations, their countries, themselves for better, not for worse
- We should spend more time on presenting moral dilemmas in business cases
- More time for reflections on broader environment and connections with this environment
- Preserving the nature, search for ways how to connect strategy with new ways of sustainable development that brings revenue in another way, by not exploiting the people and the nature

Developing responsibility in business schools



- More time for reflection on connection and responsibility for the development of the rest of the world
- And finally – ask yourself permanently – What do we as an institution and as individual faculty member contribute to future development of the world
- We can do it with research (research on poverty reduction)
- We can do it with making possible to less developed environments to participate in teaching teachers, to learn from us etc.
- Creating awareness about the “bigger world”

Creative and innovative organisations need creative leaders



What is creativity?



- “...the ability to transcend traditional ideas, rules, patterns, relationships...and to create meaningful new ideas, forms, methods, interpretations, etc.”
- “...characterized by sophisticated bending of the rules or conventions”
- “...ability to produce something new through imaginative skill...”

- Creativity is...

Challenging the conventional in search of innovation

- Transcend the traditional
- Sophisticated
- Imaginative skill

- Sociological and psychological studies show...
 - Creativity happens in dynamic systems of organisation
 - Creativity requires critical REFLEXIVITY – a deep awareness of self and the world around you
 - Creativity requires an openness to ideas, contradictions, challenges – infinite possibilities

Arts and science are increasingly seen as a means to develop more creative and innovative leaders.

Art communicates, inspires, shocks and provokes!

- Art and artists stimulate us to see more, to hear more, and feel more of what is going on within us and around us.
- The artist can stimulate us to broaden our skills, our behavioural repertory, and our flexibility of response.
- Analysis of how the artist is trained and how he/she works can produce important insights into what is needed to perform and what it means to lead and manage.
- Most important of all, the art puts us in touch with our creative self

- Arts offers us concepts and tools:
 - to see the symptoms of forthcoming change, to understand them, and to respond to them
 - see patterns more clearly
 - understand the role of teams and leading teams

Musical metaphors

Musical elements	Organisational metaphor
Form: Overarching musical plan Themes – Development - Recapitulation	Visions, concepts, strategic goals
Dynamics: Volume, intensity	Resource intensity, workload, risks
Harmony: Consonance vs. dissonance	Conflict, resolution, tension, relaxation
Rhythm: Structure of time, tempo (speed), patterns	Business cycles, project timelines, task timelines
Texture: Number of instruments/voices, density	Personnel, workforce distribution, organisational structure
Score/lead sheet: Script, map, interpretation, improvisation	Business plan, malleability
Communication: Expression, embodiment, breath	Alternative forms of communication