**Figure 1:		The overall research process with key outcomes**
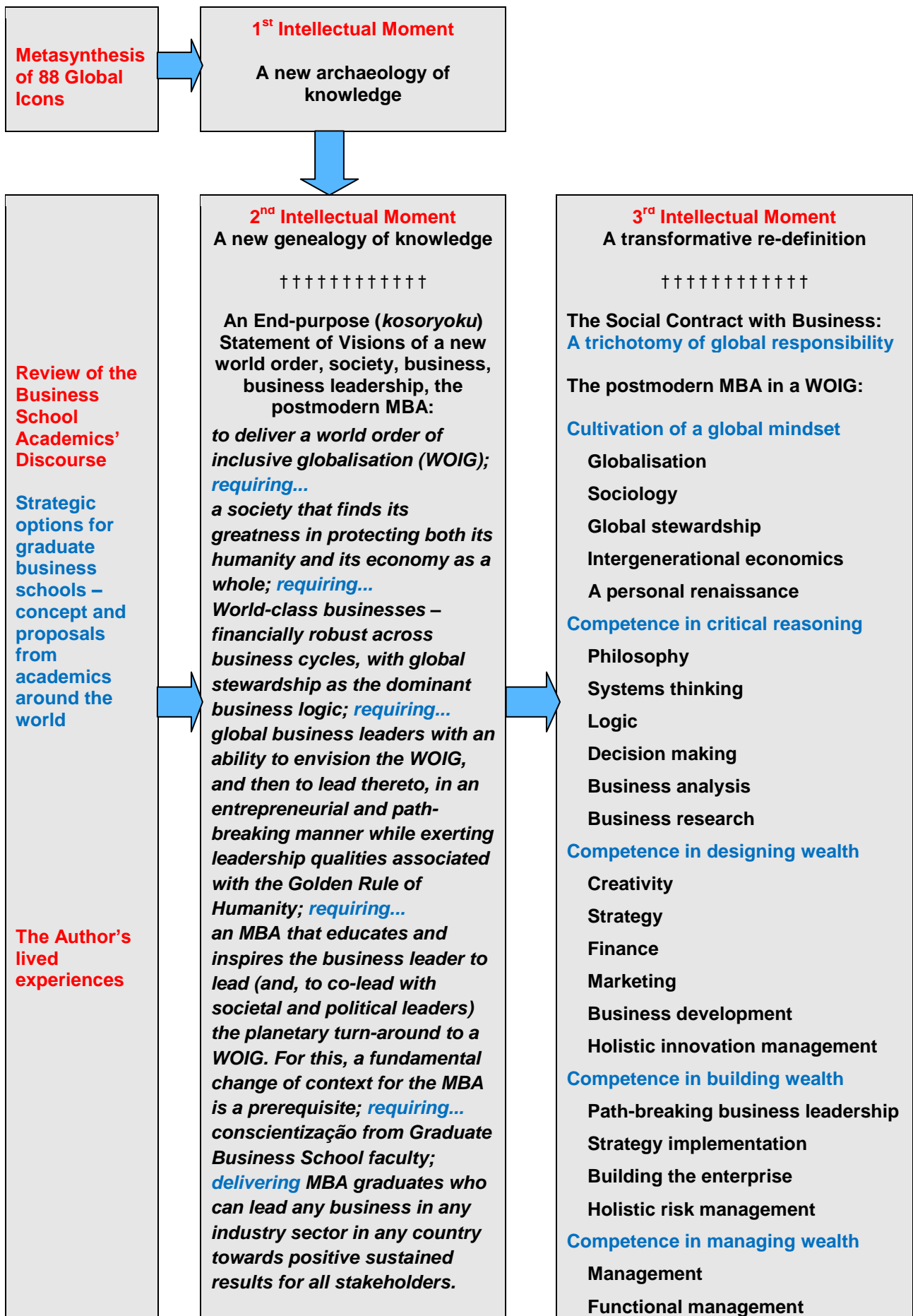
Metasynthesis of 88 Global Icons

1ˢᵗ Intellectual Moment

A new archaeology of knowledge

2ⁿᵈ Intellectual Moment
A new genealogy of knowledge

††††††††††††

An End-purpose (*kosoryoku*) Statement of Visions of a new world order, society, business, business leadership, the postmodern MBA:

to deliver a world order of inclusive globalisation (WOIG); requiring...
a society that finds its greatness in protecting both its humanity and its economy as a whole; requiring...
World-class businesses – financially robust across business cycles, with global stewardship as the dominant business logic; requiring...
global business leaders with an ability to envision the WOIG, and then to lead thereto, in an entrepreneurial and path-breaking manner while exerting leadership qualities associated with the Golden Rule of Humanity; requiring...
an MBA that educates and inspires the business leader to lead (and, to co-lead with societal and political leaders) the planetary turn-around to a WOIG. For this, a fundamental change of context for the MBA is a prerequisite; requiring...
conscientização from Graduate Business School faculty; delivering MBA graduates who can lead any business in any industry sector in any country towards positive sustained results for all stakeholders.

Review of the Business School Academics' Discourse

Strategic options for graduate business schools – concept and proposals from academics around the world

The Author's lived experiences

3ʳᵈ Intellectual Moment
A transformative re-definition

††††††††††††

The Social Contract with Business:
A trichotomy of global responsibility

The postmodern MBA in a WOIG:

Cultivation of a global mindset
	Globalisation
	Sociology
	Global stewardship
	Intergenerational economics
	A personal renaissance
Competence in critical reasoning
	Philosophy
	Systems thinking
	Logic
	Decision making
	Business analysis
	Business research
Competence in designing wealth
	Creativity
	Strategy
	Finance
	Marketing
	Business development
	Holistic innovation management
Competence in building wealth
	Path-breaking business leadership
	Strategy implementation
	Building the enterprise
	Holistic risk management
Competence in managing wealth
	Management
	Functional management

Table 1: The change in the contextual setting of the postmodern MBA

Criterion	From...	... To
Mindset orientation	A *logos* civilisation	A *holos* civilisation
	The Earth is infinite	The Earth is finite; restraint
	Self interest	Golden Rule of Humanity
	Bellicosity, greed	Global stewardship
Political ideology	Democracy	Democracy
Economic delivery system	Capitalism	Economic conservationism
	Free market	Free and fair market
	Entrepreneurship	Entrepreneurship; virtious cycle
Raison d'être of business	Supply goods and services	The Social Contract with Business
Economic timeline	Quarterly results	Intergenerational results
Business vision	Value to shareholders	Value to stakeholders
Business *kosoryoku* (the end-purpose of the vision)	More value to shareholders	To contribute to a society that finds its greatness in protecting its humanity and economy as a whole
Principle modes of business thought (Plato's Theory of Knowledge)	–	Philosophy
	Business science	Business science
	Business experience	Business experience
Business scope (dominant business logic)	Top end of human pyramid (Tiers 1 and 2: 30% of humankind)	Straddling the entire human pyramid (Including Tiers 3 and 4: 70% of humankind)
	1st wave of globalisation	1st and 2nd waves of globalisation
Canon of knowledge	Western-based	Global-based (Western, Eastern, Southern)
B-school leadership focus	Financial robustness	Financial robustness, *Conscientização*
Outcome	Alignment with the 1950s MBA, organically adjusted as a result of unexpected, externally inflicted deflection events	Alignment with the global trend towards a WOIG – thus pre-empting the next deflection event in the evolution in the MBA.
	Alignment with business needs	Alignment with a planetary turn-around to a WOIG
	Intrernal conflicting inconsistencies	Harmonised with 'business as an organ of a WOIG society"
	A world order of destructive globalisation	A world order of inclusive globalisation
	Horror vacui	A change agent towards a WOIG
	Homo economicus	Postmodern business leader

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Jopie Coetzee

www.jopiecoetzee.co.za; jopie@global.co.za; PO Box 239, Bromhof 2154, South Africa.

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APPENDIX: RESEARCH DATA ON A CD-ROM, consisting of:

- A longitudinal evolution of the thesis;

- An overall view of the research process;

- Profiles of each Global Icon;

- Research Steps 1–7;

- Confirmability audit.

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DEFINITIONS

Archaeology of knowledge	The first intellectual moment in critical management research: crafting an archaeology of knowledge to produce insight (Alvesson and Deetz, 2000: 139).
	The archaeological level is what made [an event or a situation] possible; a strict analysis of the discourse, taking an objective neutral position and avoiding causal theories of change. The archaeology and the GENEALOGY OF KNOWLEDGE[2] alternate and support each other. (An abstract from the *Dictionary for the Study of the Works of Michel Foucault*, last updated on 2006/05/11, <http://sfo.com/~rathbone/foucau10.htm> [Accessed on 2007/05/08]).
Bricoleur	The multiple methodologies of qualitative research may be viewed as *bricolage*, and the researcher as *bricoleur*, that is, a professional do-it-yourself person. The *bricoleur* produces a *bricolage* that is a pieced-together, close-knit set of practices that provide solutions to a unique problem. The solution (*bricolage*) that is the result of the *bricoleur's* method may be seen as an 'emergent construction', using different tools, methods and techniques to solve the puzzle.
	The qualitative researcher-as-*bricoleur* uses the tools of his/her methodological trade, deploying whatever strategies, methods or empirical means are at hand. If new tools have to be invented, or pieced together, then the researcher will do it. The choice of which tools will have to be used is not taken in advance, but depends on how the research puzzle unfolds and the context thereof (Denzin and Lincoln, 1994: 2).
Casteism	Caste is a Hindu term for hereditary class, with members of equal status. (*Concise Oxford Dictionary*, 1964). Casteism is discrimination on the basis of social class or status.
Conscientização (as in this thesis)	A concept that locates a meaningful role for intellectuals in the construction of human agents – that is, subjects [managers, leaders] who choose to make their own history (Freire, 1970, cited by Alvesson and Deetz, 2000: 145).
	A concept that locates a meaningful role for graduate business school faculties in the development of business leaders who will passionately pursue the vision of a world order of inclusive globalisation. *Conscientização* can be loosely translated into the English language as 'conscientisation'.
	The third intellectual moment in critical management research applies *conscientização* through transformative redefinition (Alvesson and Deetz, 2000: 139).
Creative capitalism	A new form of capitalism that works both to generate profits and solve the world's inequities (Bill Gates: Chairman of Microsoft, *The Financial Times*, 25 January 2008).

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[2] SMALL CAPS denote another definition in this list.

Dialectic	The art of investigating the truth of opinions, testing the truth by discussion, logical disputation and criticism, dealing with metaphysical contradictions and their solutions (*Concise Oxford Dictionary*, 1964).
	The dialectic phase of metasynthesis relates studies to each other (Walsh and Downe, 2005).
The Earth	Planet Earth (and its surrounding space) as a whole, inclusive of its natural resources, all bio-diversity, all life – visible and invisible, and all life-supporting systems and environments.
Eclectic	Borrowing freely from various sources, not exclusive in opinion, taste, etc… (*Concise Oxford Dictionary*, 1964).
Economic conservationism	A political ideology based upon the reality that unlimited economic growth is not possible in a finite world – thus calling for a political ideology more aligned with humanity. This stands in opposition to capitalism (which is driven by boundless greed and the curtailment of human conscience) and communism (which is driven by boundless lust for power and the curtailment of human freedom) (Wogaman, 1977; Berry, 1997).
	Author's note: This model is only used as an example of an ideology that is more aligned with human nature and stewardship than capitalism or communism, which delivered a world order of destructive globalisation. It is outside the scope of this thesis to research an ideal political ideology.
Entrepreneurial ambition	An ENTREPRENEURIAL SERVICE: having the passion and ability to move beyond being a 'product builder' or an 'empire builder', but crafting an enterprise that is financially robust across business cycles – to be in the service of humanity by building a prosperous and harmonious society.
Entrepreneurial judgement	An ENTREPRENEURIAL SERVICE: having an enterprise-wide ability to make decisions through analysis and judgement – to add value to all stakeholders, and to advance the cause of good.
Entrepreneurial trust building ingenuity	An ENTREPRENEURIAL SERVICE: convincing a sceptical and conservative audience about the merits of one's endeavours in the turn-around to a WOIG.
	Trust is the glue that keeps relations strong. From trust follows positive tangible and intangible building blocks of a WOIG, such as project finance, opportunity, goodwill, markets, goods and services.
Entrepreneurial services	A strategic competence used in the *Theory of the growth of the firm*. Entrepreneurial services are the common denominator to American firms who have been successful in excess of 50 years of doing business. They are seen as the common denominator for long-term sustained success (Penrose, 1959). The Author re-contextualised the different Entrepreneurial services for application in a WOIG.
Entrepreneurial versatility	An ENTREPRENEURIAL SERVICE: moving creatively beyond management and technical competence to build a world-class enterprise to contribute to a WOIG.
Euroland	This is a term for the EU member states that have adopted the euro as their currency. So far the countries involved are Austria, Belgium, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Portugal, Spain and the Netherlands. Taken together they are known as 'the euro area' or (less correctly) 'the euro zone.' (<www.eurog.ie/europeandyou/eujargon.html>. Accessed on 4 August 2008).

Existentialism	An anti-intellectualist philosophy of life holding the view that man is free and responsible, based on the assumption that reality as an existence can only be lived but can never become an object of thought (*Concise Oxford dictionary*, 1964).
Foundation Reports	The 'Foundation Reports' in the 1950s consisted mainly of the following: The Ford Foundation and the Carnegie reports (which critically evaluated the current status of B-schools), the Arden House Report (which focussed on faculty requirements and standards in collegiate business schools), and the independent reports from Professors Gordon and Howell (*Higher Education for Business*) and Professor Pierson (*The Education of American Businessmen*) (Caroll, 1959).
Genealogy of knowledge	The second intellectual moment in critical management research: through critique and deconstruction to crafting a genealogy of knowledge (Alvesson and Deetz, 2000: 139)
	The genealogy of knowledge consists of two separate families of knowledge: First, dissenting opinions and theories that did not become established and widely recognised; and second, local beliefs and understandings (think of what nurses know about medicine that does not achieve power and general recognition). A genealogy of knowledge is concerned with bringing out into the light of day these two kinds of knowledge, and the struggle to pass them on to others. Genealogical knowledge does not claim to be more true than institutionalised knowledge, but merely to be the missing part of the puzzle (An abstract from the *Dictionary for the Study of the Works of Michel Foucault*: <http://sfo.com/~rathbone/foucau10.htm> [Accessed on 8 May 2007]).
Golden Rule of Humanity	The Golden Rule of Humanity is about love for, and reaching out to, one's neighbour, as enshrined in all the great religions of the world (Küng, 1998: 98):
	"What I mean by this [the moral minimum as the common denominator guiding global human behaviour] can be demonstrated relatively simply by means of that Golden Rule of Humanity which we find in all the great religious and ethical traditions. Here are some of its formulations:
	Confucius (c.551-489 BCE): "What you yourself do not want, do not do to another person" (Analects 15.23).
	Rabbi Hillel (60 BCE – 10 CE): "Do not do to others what you would not want them to do to you" (Shabbat 31a).
	Jesus of Nazareth: "Whatever you want people to do to you, do also to them" [for this sums up the Law and the Prophets] (Matthew 7:12; Luke 6:31).
	Islam: "None of you is a believer as long as he does not wish his brother what he wishes himself" (Forty Hadith of an-Nawawi, 13).

Jainism: "Human beings should be indifferent to worldly things and treat all creatures in the world as they would want to be treated themselves" (Sutrakritanga I, 11, 33).

Buddhism: "A state which is not pleasant or enjoyable for me will also not be so for him; and how can I impose on another a state which is not pleasant or enjoyable for me?" (Samyutta Nikaya V, 353, 35-342,2).

Hinduism: "One should not behave towards others in a way which is unpleasant for oneself: That is the essence of morality" (Mahabharata XIII, 114, 8).

Global	Covering, influencing or relating to the whole world, including the region and locality. Thus, global business excellence includes being excellent in business on a world-wide, regional and local level.
Global commons	Global commons is that which no one person or state may own or control and which is central to life. A Global Common contains an infinite potential with regard to the understanding and advancement of the biology and society of all life. e.g. forests, oceans, land mass and cultural identity and hence requires absolute protection (Wikipedia).
Global Icons	Those individuals whose wisdoms, insights and experiences contribute significantly to the shaping of a new WORLD ORDER OF INCLUSIVE GLOBALISATION and the solution of the research question.
Global responsibility	GLOBAL responsibility implies compliance with external measures of ethical conduct in business, such as the Global Compact, corporate governance policies, the Kyoto Protocol, and the capital market's social responsibility indices. Thus, global responsibility implies regular and auditable reporting to a code of conduct, and being accountable to the guardians of that code.
Global stewardship	GLOBAL stewardship is of a higher order than GLOBAL RESPONSIBILITY, by managing something that one does not own due to a personal ethical orientation. Thus, global stewardship includes global responsibility, the Golden Rule of Humanity, INTERGENERATIONAL responsibility, environmental and social responsibility, and all other behaviours necessary to take care of life on the EARTH for the sake of future generations.
Glocalise	To apply global best practice locally; a term coined by various academics and practitioners to describe the phenomenon of a dual strategy, namely ensuring that the MBA is both globally and locally relevant.
Hermeneutic	Seeking interpretation (*Concise Oxford Dictionary*, 1964).
	Hermeneutics = The development and study of theories of the interpretation and understanding of texts (*Wikipedia*. [Accessed on 2006/09/05]).
	The hermeneutic phase of metasynthesis consists of accurately capturing individual or cultural constructions. This is the art of respecting and representing context as intended by the original research (Walsh and Downe, 2005).

Holos civilisation	The characteristic of a *holos* civilisation is a harmonious human/nature interface in a systemic whole (Lazlo, 2006). The trend towards a *holos* civilization is best portrayed by the growing acceptance of global warming as a threat to humankind, and a consequent call to recommit to stewardship, and a respect for life on the EARTH (Berry, 1997; Hart, 1997; Küng, 1998; Gore, 2006; Stern, 2006).
Homo Economicus	A term used by Ghoshal (2005: 82) to describe people who are rational self-interest maximisers. He links this term to today's MBA graduates who have been stripped of any sense of moral responsibility by the amoral theories of their business schools.
Horror vacui	A spiritual emptiness – arguably man's worst fear. Explained as: "But how is the individual or group to be given criteria [for ethical behaviour] if man himself is 'the measure of all things': not just under ethical obligation, as in the original Greek sense of the saying, but without any ties, as in the modern libertinistic or nihilistic sense? Since human beings cannot stand this emptiness (*horror vacui*), the spiritual vacuum already prognosticated by Nietzsche is being filled by substitute values: by something relative, if only money, which now becomes the pseudo-absolute, the idol, in place of the true absolute" (Küng, 1998: 274).
Human environment (of the world economy)	An environment that comprises the compilation of rules, norms and ways of doing things that defines the framework of human interaction (Dunning, 2006: 4).
Intergenerational	A term used by various authors to explain long-term sustainability from one generation to the next, i.e., that today's generation is merely the custodian of the next generation's wellbeing, prosperity and happiness.
Kairos (καιρός)	A decisive moment or event after which things are never the same again. The decisive epoch or event waited for. Leveraged by the Author from *Thayer's Greek Definitions*, defining kairos as follows: 1) due measure; 2) a measure of time, a larger or smaller portion of time, hence: 2a) a fixed and definite time, the time when things are brought to crisis, the decisive epoch waited for; 2b) opportune or seasonable time; 2c) the right time; 2d) a limited period of time; 2e) to what time brings, the state of the times, the things and events of time. (Thayer, J.H. 2002. *Thayer's Greek-English lexicon of the new testament*. Peabody, MA: Hendrickson. Originally published in 1896).

Kosoryoku	A Japanese term used in strategy development. "'*Kosoryoku'* is something like a 'vision', but it also has the notion of 'concept' and 'imagination'. However, unlike imagination, which sometimes has the overtones of daydreaming, '*kosoryoku'* is an ability to come up with a vision that is necessary and, at the same time, implement it until it succeeds. It is a product of imagination based on the realistic understanding of what shape the oncoming world is and, pragmatically, the areas of business that you can capture successfully because you have the means of realizing the vision" (Ohmae, 2005: 271).
Law of diminishing returns	The law of diminishing returns refers to the diminishing amount of extra output that we get when we successively add extra units of varying input to a fixed amount of some other input (a standard definition in Economics).
	For the layman, this refers to the saturation point of inputs, i.e., it becomes meaningless to continue with an activity, as very little additional value is added.
Liberal education (of the MBA)	Combining history, literature, language, mathematics, psychology, sociology, philosophy, logic, science and technology in a way that fosters creativity, innovation and personal development and contributes to the welfare of society (Daniel, 1998: 289).
Logos civilisation	The characteristic of a *logos* civilisation is a short-term mentality that produces more negative social, economic and ecological side effects than positive achievements (Lazlo, 2006).
Modernism (as in this thesis)	Modern view(s) or method(s) (*Concise Oxford Dictionary*, 1964).
	For the purpose of this thesis: the current discourse on the future of the MBA as per the Review of the Business School Academics' Discourse in Chapter 2.
Phronesis	An Aristotelian term, usually translated as 'practical wisdom'. The ability to think how and why we should act in order to change things, and especially to change our lives for the better. It is not simply a skill as it involves not only the ability to decide how to achieve a certain end, but also the ability to reflect upon and determine that end (this is, however denied by some commentators, who argue that Aristotle considered the end to be given, so that phronesis is simply the ability to achieve that end) (*Wikipedia*. [Accessed on 2006/05/22]).
Political economy	The study of how political factors influence the functioning of the economy. (Hill, 2005).
Positivism	A philosophy that states that the only authentic knowledge is scientific knowledge, which can only come from positive affirmation of theories through strict scientific method (*Wikipedia*. [Accessed on 2006/09/05]).
Postmodernism (as in this thesis)	As a prefix [to modernism]; occurring later than....(*Concise Oxford Dictionary*, 1964)
	For the purpose of this thesis: the discourse on the future of the MBA in a world order of inclusive globalisation, occurring later than the current (modern) discourse on the future of the MBA as per the Review of the Business School Academics' Discourse in Chapter 2.

Physical environment (of the world economy)	An environment determining the ways in which human and capital assets and capabilities are created and used to generate wealth (Dunning, 2006: 3).
Socratic method of inquiry	Also known as "Socrates' Dialectic Method". Socrates dedicated himself to the examined life. For this he developed a powerful method of examination called dialectic. Dialectic (from Greek *dialektos*, 'dialogue') is a form of examination in which the questioner asks probing questions in order to help the other person to think more deeply and systematically about some significant issue (Stumpf and Abel, 2002: 3).
Social contract (as constructed by the philosopher, John Locke, in 1690)	The social contract is a two stage affair. Firstly the 'social contract' seeks to secure unanimous consent over societal values to be guaranteed, i.e., the right to acquire property, the right to live his/her life as he/she sees fit, and the right to liberty of conscience and opinion. Secondly, the 'political contract', which has to do with the creation of a common authority. The social contract is of greater consequence, because the political contract is a consequence thereof. The social contract defends the authority of society as the basis of the limited authority of government. Government is seen as the trustee of societal values, a 'licence of trusteeship' to be reaffirmed regularly by society through democratic elections. Political parties then compete for this licence of trusteeship for the next period (Stumpf and Abel, 2002: 483).
Social Contract with Business (as in this thesis)	A contract between society and business that is inclusive of John Locke's social contract. Business, as an organ of society takes-on the responsibility of co-custodian and co-advancer of societal values and aspirations towards a world order of inclusive globalisation. This calls for a trichotomy of global business responsibility towards society, politics and the EARTH to produce an INTERGENERATIONAL, stable business environment, within a harmonious and prosperous society. Therefore, the Social Contract with Business is a solid business case.
Social entrepreneurship (as in this thesis)	The act of creating INTERGENERATIONAL value to all stakeholders. This definition was leveraged from: a) A social entrepreneur is society's change agent; pioneer of innovation that benefits humanity (Skull Foundation website, [Accessed on 15/03/2007]); and b) The social responsibility of business is to increase profit (Milton Friedman, 1979).
Thesis statement	The thesis statement names the central argument of the thesis. Hofstee (2006) cites the following definitions of 'thesis' which are relevant to the term 'thesis statement': • A hypothetical proposition, especially one put forth without proof (*The American heritage dictionary*, 4th ed, 2000); • An unproved statement put forward as the premise in argument (Anthony Lewis, *World web dictionary*. Princeton University, 2004); • a) A position or proposition that a person (as a candidate for scholastic honours) advances and offers to maintain by argument; b) a proposition to be proved or advanced without proof (*Merriam-Webster online dictionary*).

Visiograms	A visiogram is a diagram used to describe matters visually. It uses the unified modelling language (UML), which is a standardised visual language that is used to present information in a manner that makes it easier to grasp the relationships among ideas and to describe the process as they unfold in time. It is about presenting information in a non-sequential manner (Grieve, van Deventer & Mojapelo-Batka, 2006: 114).
World class business (as in this thesis)	A firm that is financially robust across business cycles, with global stewardship as the dominant business logic. This applies to all small, medium or large firms doing local, regional or global business.
World order scenario 1: Inclusive globalisation	A virtuous cycle develops amongst technology, economic growth, demographic factors, and effective governance, which enables a majority of the world's population to benefit from globalisation. Technological developments and diffusion – in some cases triggered by severe environmental or health crisis – are utilised to grapple effectively with some problems of the developing world. Robust economic growth – spurred by a strong policy consensus on economic liberalisation – diffuses wealth widely and mitigates many demographic and resource problems. Governance is effective at both national and international levels. In many countries, the state's role shrinks, as its functions are privatised or performed by public-private partnerships, while GLOBAL cooperation intensifies on many issues through a variety of international arrangements. Conflict is minimal within and amongst states benefiting from globalisation. A minority of the world's people – in sub-Saharan Africa, the Middle East, Central and South Asia, and the Andean region – do not benefit from these positive changes, and internal conflict persist in and around those countries left behind. (*Global Trends 2015*, 2000). *Author's note: This scenario is further enriched and illuminated in this thesis. See the definition of WORLD ORDER OF INCLUSIVE GLOBALISATION.*
World order scenario 2 : Pernicious (destructive) globalisation	GLOBAL elites thrive, but the majority of the world's population fails to benefit from globalisation. Population growth and resource scarcities place heavy burdens on many developing countries, and migration becomes a major source of interstate tension. Technologies not only fail to address the problems of developing countries but also are exploited by negative and illicit networks and incorporated into destabilising weapons. The global economy splits into three: growth continues in developed countries; many developing countries experience low or negative per capita growth, resulting in a growing gap with the developed world; and the illicit economy grows dramatically. Governance and political leadership are weak at both the national and international levels. Internal conflict increases, fuelled by frustrated expectations, inequities, and heightened communal tension; weapons of mass destruction proliferate and are used in at least one internal conflict. (*Global Trends 2015*, 2000).

World order scenario 3: Regional competition	Regional identities sharpen in Europe, Asia, and the Americas, driven by growing political resistance in Europe and East Asia to US GLOBAL preponderance and US-driven globalisation with its own economic and political priorities. There is an uneven diffusion of technologies, reflecting differing regional concepts of intellectual property and attitudes towards biotechnology. Regional economic integration in trade and finance increases, resulting in both fairly high levels of economic growth and rising regional competition. Both the state and the institutions of regional governance thrive in major developed and emerging market countries, as governments recognise the need to resolve pressing regional problems and shift responsibilities from global to regional institutions. Given the preoccupation of all three major regions with their own concerns, countries outside these regions, in sub-Saharan Africa, the Middle East, and Central and South Asia, have few places to turn for resources or political support. Military conflict among and within the major regions does not materialise, but internal conflicts increase in and around other countries left behind. (*Global Trends 2015*, 2000).
World order scenario 4: Post-polar world	US domestic preoccupation increases as the US economy slows, then stagnates. Economic and political tension with Europe grows, the US-Europe alliance deteriorates as the US withdraws its troops, and Europe turns inward, relying on its own regional institutions. At the same time, national governance crises create instability in Latin America, particularly Colombia, Cuba, Mexico, and Panama, forcing the US to concentrate on that region. Indonesia also faces internal crises and risks disintegration, prompting China to provide the bulk of the *ad hoc* peacekeeping force. Otherwise, Asia is generally prosperous and stable, permitting the US to focus elsewhere. Korea's normalisation and *de facto* unification proceed, China and Japan provide the bulk of external financial support for the Korean unification, and the US begins withdrawing its troops from Korea and Japan. Over time these geostrategic shifts ignite longstanding national rivalries among Asian powers, triggering increased military preparations and hitherto dormant or covert weapons of mass destruction programmes. Regional and GLOBAL institutions prove irrelevant to the evoking conflict situation in Asia, as China issues an ultimatum to Japan to dismantle its nuclear programme and Japan – invoking its bilateral treaty with the US – calls for US reengagement in Asia under adverse circumstances at the brink of a major war. Given the priorities of Asia, the Americas, and Europe, countries outside these regions are marginalised, with virtually no sources of political or financial support (*Global Trends 2015*, 2000).

| World order scenarios: generalisation across all 4 scenarios | The four scenarios can be grouped in two pairs: the first pair contrasting the positive and negative effects of globalisation; the second pair contrasting intensely competitive but not conflictual regionalism and the descent into regional conflict. |

- In all but the first scenario, globalisation does not create widespread GLOBAL cooperation. Rather, in the second scenario, globalisation's negative effects promote extensive dislocation and conflict, while in the third and fourth they spur regionalism;
- In all four scenarios, countries negatively affected by population growth, resource scarcity and bad governance fail to benefit from globalisation, and are prone to internal conflict and state failure;
- In all four scenarios, the effectiveness of national, regional and international governance and the least moderate but steady economic growth are crucial;
- In all four scenarios, the US global influence wanes.

(*Global Trends 2015*, 2000).

| World order of inclusive globalisation (WOIG) as in this thesis | This is the metasynthesised answer of the GLOBAL ICONS to question: What is your vision for the future? |

It is that world order driven by two global forces, namely: a) to strive for human security in the broadest sense – arising from of all drivers of conflict, such as war, terror, environmental degradation, global warming, injustice and disease; and b) to strive for making the benefits of globalisation available to the bulk of humanity. Striving to achive both human security and to eradicate poverty defines the end-purpose of global business, societal and political leadership.

This is an enrichment of the definition of WORLD ORDER SCENARIO 1 (INCLUSIVE GLOBALISATION).

QUOTATIONS

"Bonsai people"	From Muhammad Yunus (Global Icon 50): He used this term to make a plea for poor people to be given access to opportunity and the means thereto, saying: "poor people are not 'bonsai people', society just needs to give them space to grow."
"BS barons"	A term coined by Blass and Weight (2005a: 236) to describe those eminent USA academics who control the canon of knowledge on which the MBA curriculum is based.
"builders of my life"	From José Seramango (Global Icon 68) Paying tribute to his life's mentors, he called them positive "builders of my life."
"ecomagination"	From Jeffrey Immelt (Global Icon 2): To promote and to focus innovation on environmental solutions to customers, he said, "Our ecomagination initiative is designed to drive growth by creating innovative solutions to environmental challenges."
"Human security"	From Al Gore (Global Icon 49): "A goal in our modern world must be to maintain 'human security' in the broadest sense. This includes security arising from the adverse impacts environmental degradation on society, such as access to clean water, access to sufficient food, stable health conditions, ecosystem resources..."
"Hunger is war"	From Günter Grass (Global Icon 67): When pleading the cause of the poor, he said: "Not understanding that 'hunger is war' – no gate can withstand the the crush of the hungry."
"path-breaking"	From Pratiba Patel (Global Icon 27): ."....who fought under the unique and path-breaking leadership of the father of our nation, Mahatma Gandhi..."
"threats without borders"	From Mohammed ElBaradei (Global Icon 51): A collection of globalised threats impacting on local communities, who are powerless to defend themselves against the impact thereof, taken from acceptance speech of the Nobel Prize for Peace, 2005: "These are all threats without borders – where traditional notions of national security have become obsolete", namely: • poverty, infectious disease and environmental degradation; • armed conflict – both within and amongst states; • organised crime; • terrorism; and • weapons of mass destruction.

"to be the first drop"	From Kim Dae-jung (Global Icon 56):

To have the courage to set corrective action against all odds in motion to pursue the vision of a world order of inclusive globalisation, taken from Gunnar Roaldvam's poem, *The last drop*:

Once upon a time there were two drops of water;

One was the first, the other the last.

The first drop was the bravest.

I could quite fancy being the last drop,

the one that makes everything run over, so that we get our freedom back.

But who wants to be the first drop?

"to fight the intruder"	From Kim Dae-jung (Global Icon 56):

To get involved protecting human rights. He said: "I used all my strength to resist the dictatorial regimes, because there was no other way to defend the people and promote democracy. I felt like a homeowner whose house was invaded by a robber. I had to fight the intruder with my bare hands to protect my family and property without thinking of my own safety."

"…of the light" (leadership qualities...) (mentors...) (a champion...) (a lodestar...)	From Global Leaders: Themes Dmt, R, d and 4; and from Nobel Laureates: Themes Bmt, G, J, i, k, 3, 4):

Those leadership qualities that advance the good of humankind, and the health of the Earth towards a better world. These leadership qualities stand in contrast to those value being used by rogue politicians, and the global underworld economy.

ABBREVIATIONS AND ACRONYMS

AACSB	American Assembly of Collegiate Schools of Business
B-school	business school
CEO	Chief Executive Officer
CMR	critical management research
DBL	Doctorate in Business Leadership
EIU	Economist Intelligence Unit
FDI	foreign direct investment
GMAC	Graduate Management Admission Council
HE	human environment
IAEA	International Atomic Energy Agency
IB	international business
ICBL	International Campaign to Ban Landmines
IPCC	International Panel on Climate Change
MBA	Master's Degree in Business Administration
MBL	Master's Degree in Business Leadership
MNC	multi-national corporation
MS	metasynthesis
NGO	non-governmental organisation
PCSWA	Pugwash Conferences on Science and World Affairs
PE	physical environment
UK	United Kingdom
Unisa	University of South Africa
USA	United States of America
WEF	World Economic Forum
WOIG	World order of inclusive globalisation

STRUCTURE OF THE THESIS

Chapter	Description	Key outcomes
	PROLOGUE	Introducing the overall research context, and the Author as researcher by way of personal footnotes
1	CONTEXTUAL SETTING	Historical overview of the MBA since 1881 Research dilemma
2	REVIEW OF BUSINESS SCHOOL ACADEMICS' DISCOURSE	Strategic options for graduate business schools A gap in the body of knowledge Conclusions A new agenda for the discourse on the future of the MBA A trial run of the Socrates' dialectical method of inquiry
3	RESEARCH PROPOSAL	Assessment of 50 doctoral studies on the MBA The thesis statement Two research questions
4	RESEARCH DESIGN	A new research methodology: Critical metasynthesis Pre-control to ensure academic rigour

5	RESEARCH FINDINGS	Trustworthiness assessment
		1st Intellectual moment: A new archaeology of knowledge
		2nd Intellectual moment: A new genealogy of knowledge
		3rd Intellectual moment:
		   ○ The Social Contract with Business
		   ○ The postmodern MBA
		   ○ A new context
		   ○ A new vocabulary
		   ○ A new curriculum

6	CONCLUSIONS	Closing the research loop Contributions to postmodern MBA stakeholders
7	RECOMMENDATIONS	Vistas of follow-up research themes
	EPILOGUE	The Author's personal learnings from this research An oracle of the world order of inclusive globalisation
	LIST OF REFERENCES	
	APPENDIX	125 MB Research data on a CD-ROM Evolution of the research Profiles of each of the 88 Global Icons Research Steps 1–7 Trustworthiness audit

PROLOGUE

According to Sandelowski (1993), it is the task of scholars in practice-oriented disciplines to find ways to apprehend and re-present different representations to achieve the 'fuller knowing' that advances knowledge and advances practice. Hence, this thesis is in the critical management research paradigm that is an articulation of two diverse intellectual streams: on the one hand, critical theory and postmodernist work and, on the other hand, qualitative interpretive work (Alvesson and Deetz, 2000).

Within this paradigm, metasynthesis was used as a research methodology to gain insight form the wisdoms and lived experiences of Global Icons. Walsh and Downe (2005) described metasynthesis as a research method that integrates the results from different but interrelated qualitative studies in order to produce a theory or a model to explain the study findings – an interpretive approach seeking to understand and explain phenomena arising from the studies.

In the interpretative research paradigm, "reality is assumed to be multiple and constructed, rather than singular and tangible. Just as Dali's art is no less valid than Picasso's by virtue of different representations of common phenomena" (Sandelowski, 1993: 3). To reinforce her point, Sandelowski cited Tesch (1990: 305), who said, "There is no one correct way to draw a face."

As the construct is in the mind of the constructor (Guba, 1990, cited by Jensen and Allen, 1996; Walsh and Downe, 2005), the Author has revealed his angle of approach, values and mindset by way of personal footnotes[3] at appropriate points in Chapters 1 and 2 in the text of the thesis, as well as in the hermeneutic research phase in the Appendix, rather than including a formal curriculum vitae.

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[3] The Author is a Christian South African who believes in the free market, democracy and fairness. In his first career, he was associated for 30 years with a multinational corporation (today known as BHP Billiton plc). The last 13 of those years were as an International Business Executive working across 25 countries on 5 continents. In his second career, he has been associated with the University of South Africa's Graduate School of Business Leadership, as an International Business Academic since 2002. He holds the degrees BSc (Geology) and BSc Eng (Mining), and an MBA. He is a member of the Academy of International Business, a member of The South African Society of Professional Engineers, and a Fellow of the Southern African Institute of Mining and Metallurgy.

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CHAPTER 1.   CONTEXTUAL SETTING

> *If you do not understand context, you are courting disaster.*
>
> *Mary Parker Follet, 1922*

This chapter contextualises the thesis title: *A social contract with business as the basis for a postmodern MBA in a world order of inclusive globalisation – a critical metasynthesis*. It starts with an introduction to classic social contract theory and linking it to a future role for business leadership. Thereafter is an historical overview of the purpose and growth of the MBA degree into the world's premier postgraduate management qualification. Then the history and the future are linked by describing the historical deflection points that shaped the global evolution of the MBA degree, and the possible future deflection points that will shape a new world order.

The chapter concludes with:

1. the dilemma facing the MBA degree course that aspires to educate young men and women to lead tomorrow's business in the context of such a new world order;

2. identifying a gap in the body of knowledge;

3. a new agenda for the discourse on the future of the MBA; and lastly

4. a trial run of Socrates' dialectic method of systematic inquiry to address the gap in the body of knowledge.

1.1 Classic Social Contract Theory

The French Revolution of 1789, with its emphasis on liberty, equality and fraternity,[4] provided the moral justification and thrust to overcome authoritarian rule over man. However, before this historical event, John Locke's *Two Treatises of Government*

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[4] It's easy to forget that these three values underpin society's choice of the democratic mode of political governance, and a free market as a mode for delivering its goods and services. Business and government leaders working in the free market and democratic political domain do so as a societal choice. What are business leaders doing to uphold these three societal values that fundamentally underpin the sustainability of their business?

introduced liberalism in 1690 as a political philosophy underpinned by the theory of 'radical individualism' and the theory of 'the negative state'. These two theories make up what is known as 'the social contract', which became the blueprint for democracy as the political system of choice by billions of people today (Stumpf and Abel, 2002).

According to the theory of radical individualism, the individual has the right to acquire property, the right to live his life as he sees fit, and the right to liberty of conscience and opinion. According to the theory of the negative state, political power needs to be curtailed in order to protect the individual from the abuse of political power. The social contract is seen as a two-stage affair: Firstly, individuals collectively agree that a government needs to be put in place for the sake of civil order and to act as trustee of their civil rights; secondly, through the constitution (a kind of 'trustee agreement'), the individual has the guaranteed right to reappoint the government as trustee of its civil rights by way of a vote at regular intervals. Various political parties compete for the 'civil appointment' as such a trustee through a free and fair election (Stumpf and Abel, 2002).

Although democracy as a political system is spreading, there is increasing evidence that governments are manipulating, even shredding the social contract[5] in order to take power away from the individual, and then to abuse their increased power (Legum, 2002; Giroux and Street, 2003; Chompsky, 2006).

With the social contract, the ultimate guarantee of civil rights, under threat, the questions can be asked: **Should business leaders care about the upkeep of the social contract? If so, what role[6] can the MBA degree play in empowering its alumni to act wisely as business leaders?**[7]

One view on the context of business is that "the social responsibility of business is to increase profits" as advocated by Milton Friedman (*The New York Times Magazine*,

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[5] Just think of the countless reports on political corruption and governments' abuse of human rights. Early in 2007, the World Progressive Forum was established to bring together the global civil society's voice against the shredding of the social contract by rogue politicians. Interestingly, the discourse on their websites (see <www.worldprogressiveforum.org>) is interspersed with the values driving the French Revolution 220 years ago!

[6] Remember that business leaders are also members (if not also leaders) of civil society.

[7] Has the time not come to combine Friedman's, Follet's and Drucker's insights into a new way of thinking about the context for business and the implications for business leadership, as outlined in the next paragraph?

13 September 1970).[8] However, if you ignore the context of business, you are courting disaster (Mary Parker Follet in the 1920s, cited by Miller and Vaughn, 2001). Drucker (1987: 18) concluded that a different context for business was emerging: "The success of management has not changed the work of management, but it has greatly changed its meaning. Its success has made management the general, the pervasive function and distinct organ of our society of organisations. As such, management has become affected with the public interest. To work out what this means for management theory and management practice will constitute management problems for the next 50 years."[9] Alvesson and Wilmot (1992) underwrite this vision of Drucker with their vision that management as a social phenomenon is too potent to be limited to the narrow confines of the supply of goods and services – it has a much wider impact on the lives of employees, consumers, and citizens.

The Author acknowledges the ongoing research on a social contract/relationship with business from an ethical and philosophical perspective (Conry, 1995; Shankman, 1999; Malachowski, 2001; and others), but this research is outside the scope of this thesis, which is described in the Research Proposal of Chapter 3.

1.2   The purpose and growth of the MBA

The MBA started off in the USA as an elite qualification for potential senior managers and leaders, in a world where improving business efficiency meant focussing on administrative procedures (Kedia and Harveston, 2002). Joseph Wharton, upon donating $100 000 as seed money to start Pennsylvania's Wharton School in 1881, was quite blunt about his vision that his funds should be used to educate young men from prominent families for careers[10] in government and business[11] (Benson, 2004).

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[8] With this misleading statement, he provides moral acceptance of unethical behaviour by management in order to make a profit at all costs. He defends the fallacy that "the end justifies the means", with practical implications such as profit at the cost of human life and the environment.

[9] Heeding this call by Drucker is precisely what this thesis is all about.

[10] This vision positioned the MBA as follows: a) it is intended to facilitate a career in management, not a specific management job, and b) it is intended to educate the top echelon of leaders in business and in government. But, in hindsight: why are societal leaders excluded from this vision?

[11] Why has the initial focus on also educating leaders in government diminished in B-schools? At the World Economic Forum, business and political leaders work together for a post WW2-world order – why are they not being educated together?

The curriculum design and philosophy of today's MBA is largely the result of research on business needs by the Ford and Carnegie Foundations in the 1950s (Carroll, 1959; Strasheim, 2001; Ghoshal, 2005). Although organic adjustments have been made over time to suit local or competitive conditions, the pursuit of a 'liberal education' to develop global business executives has remained pivotal to the MBA (Daniel, 1998: 289).

The successful USA model of the MBA became the management education import of choice due to a critical shortage of professional managers in the wake of World War 2 (WW2). Then it became an increasingly useful tool for equipping managers, due to rapid globalisation and, since the 1980s, due to the opening up of previously closed command economies and the rise of emerging economies, as reported by Curtis and Lu (2004) on China, Dayal (2002) on India, Okazaki-Ward (2001) on Japan, Blass and Weight (2005a) on Euroland, Hofmeyer (1990) on South Africa, and Tiratsoo (2004) on the UK.

Friga, Bettis & Sullivan (2003) found that the MBA had, over time, become the stamp of approval for managers in the USA. This can be validated by looking at the growth in the numbers of MBA graduates over a 50-year period, namely from 5 000 in 1961 to over 100 000 in 2000, with over 660 academic institutions recognised by the Association to Advance Collegiate Schools of Business International.

Bezuidenhoud (1997) reported that the same stamp-of-approval phenomenon applies to South African MBAs. Thompson and Gui (2000) observed the same phenomenon in Asia, and particularly in China, where the need for indigenous professional managers is almost insatiable. They referred to a statement by Frazer (1999) that the demand for MBAs in China was likely to run into millions as the country continued to liberalise its economy. Montgomery (2005) reported the following mind-boggling numbers: More than 17 Japanese universities had launched a new MBA; Korea had five full-time and three online MBA programmes; India boasted 834 business schools (B-schools) and Russia 50 B-schools; 100 B-schools in the UK offered 170 MBA programmes; and Germanic-Europe had 120 B-schools offering 150 MBA programmes.

Why did the MBA obtain such global acceptance? In searching for the answer to that question**,** an integrated and multi-faceted view emerges from a variety of B-

school faculty research outputs. Boyatzis, Stubbs & Taylor (2002) stated that the objective of graduate management education was to prepare people to become outstanding managers and leaders; DeAngelo, DeAngelo & Zimmerman (2005) said that MBA students were given a rigorous, conceptual framework that would serve them well over their entire careers; Dayal (2002) made the point that management education prepares a student for a managerial career and not for a specific job; Mintzberg (2004a) argued that successful and effective management involves applying a combination of experience (craft), insight (art) and analysis (science). Van der Colff (2004) added that management education should teach a balance between thinking about business and managing a business, thus finding a balance between content knowledge (e.g., finance, strategy and operation) and business skills (e.g., team-building, problem-solving and innovative thinking). DeAngelo *et al.* (2005) described the relationship between formal education and specific on-the-job training as symbiotic, with academics providing the formal education and practitioners providing the on-the-job training. Thus, MBA education is a continuum between the classroom and practice.[12]

Jayne (2003: 51) concluded that the MBA not only provides the MBA graduate with global best practice in business, but also with an ability to think holistically, and provided this quote from Nicky Eskau, whom she considered a typical MBA graduate,[13] "An MBA gives you a good foundation in business, a good network of business contacts, a lot of self confidence, self-belief and a thirst for learning. The whole thing is an incredible experience." This student's view is supported by research on the perceived value of a personal investment in an MBA qualification by Connolly (2003), Sturges, Simpson & Altman (2003), Baruch, Bell & Gray (2005), and Carmichael and Sutherland (2005).

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[12] Ignoring the truths in this paragraph leads to many fallacies and unfair critique of the MBA. B-school academic journals should be careful not to publish half-truths about the MBA – this is the domain of the pony-press.

[13] This student's view probably reflects that of the vast majority of MBA students, given the global approval of the MBA as the premier business qualification for senior managers.

1.3   Historical deflection points in the evolution of the MBA

Six distinct external deflection points[14] have helped shape the American MBA from around 1700 until the present day:

1.   the Industrial Revolution in the 18th century;

2.   the Land-Grant Colleges Act of 1862;

3.   the ongoing quest for university relevance;

4.   the exporting of the American MBA after WW2;

5.   the fall of the Berlin Wall in 1987;[15] and

6.   the criminal misconduct of companies, such as Enron.

The first deflection point was the **Industrial Revolution**, which caused a rethink on the sophistication of managing a business. The traditional apprenticeship approach to learning a craft on-the-job under the direct supervision of a master craftsman became increasingly inappropriate. In the USA, bookkeepers were the earliest advocates of formal business education in private and public schools. As the USA started to lose its frontier image and began to industrialise, the country became ripe for such sophistication in business (*The Economist*, 2006a). All this started very slowly, with bookkeeping introduced in private secondary schools around 1700, and the first textbooks appearing in 1796. In 1835, the first educational institution solely dedicated to business education was Dolber's Commercial College in New York. Soon there were in excess of 70 such colleges offering typing and bookkeeping as core to the curriculum. These colleges proved that business education can be more effectively taught in a classroom than through the apprentice system (Benson, 2004).

The second deflection point was **state intervention** by way of the **Land-Grant Colleges Act of 1862**, whereby each state received 30 000 acres of public land for the purpose of creating colleges to deliver "liberal and practical education of the industrial classes in the several pursuits and professions in life." The first successful such collegiate business school was the University of Pennsylvania's Wharton School, established in 1881. Following this initiative, graduate business education

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[14] The Author acknowledges the internal organic adjustments by B-schools, such as responding to e-commerce, IT, and a shift to service orientated firms.

[15] The Author wonders why other equally important geo-political events are ignored in the MBA discourse, such as the return of Hong Kong to China, the democratization of Africa, and 9/11 in the USA?

took off in the USA, growing from seven graduates from the Darmouth University's Master of Commercial Science in 1902 to some 111 000 MBAs per annum a hundred years later (Benson, 2004).

The third deflection point was **the ongoing quest** for a university address for the MBA, for an ideal curriculum and for closure of the relevance gap.

Regarding an university address, the MBA has fluctuated between being hosted in the faculties of arts, social sciences and economics from the earlier years until today, in semi- or fully autonomous graduate business schools. In addition, business schools have had to please two stakeholders, namely the academic and business communities. From the 1700s to the late 1800s, the objective was solely to please business; until the early 1900s, the objective was to please the academic community as collegiate programmes emerged; then it was back to the business community through the 1950s; and back to the academic community from 1959 to the late 1980s; and today, the MBA finally engages both stakeholder communities.[16] However, all this contributed to the MBA's liberal approach to education and the unique intertwining of business and university today (Daniel, 1998; Benson, 2004).

Regarding an ideal curriculum, Daniel (1998) gave a comprehensive overview of the quest for an ideal MBA curriculum during the 20th century. He viewed this quest against the backdrop of the boom and bust periods in between World Wars 1 and 2, which were followed by a period of introspection, and then rapid domestic economic growth in the USA. The public, business and educators debated controversies, such as: a) Is college education good for a career in business? b) Is it appropriate for colleges to teach business? and c) Is it even possible to teach business? This debate culminated in a general acceptance of business education as a service to society, with the rationale that better-run businesses would lead to improved international competitiveness, improved government operations and a better-ordered society.[17]

In parallel with the debate about the merits of business education, three schools of philosophical thought emerged that would underpin the MBA curriculum. The first

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[16] With the benefit of hindsight, it is amazing that it took a century to come to such an obvious conclusion. Just think of all the wasted time, energy and cost. It is hoped that B-schools in emerging market economies will learn from this wasteful USA experience.

[17] It's a pity that what is meant by a "better-ordered society" had not been properly debated at the time.

school believed that business education should be founded on character-building. The second school believed that the MBA must be structured around the basic functions of business, as listed in Table 2, and delivered from a broad-based background education towards an increasingly narrow focus, as shown in Figure 2.

Table 2:   The Alexander Hamilton Institute's Understanding of Business Science (1913)

The four great business activities[18]	For purposes of systematic study, these grand divisions may be subdivided as follows:
Production	Organisation and Management
Marketing	Salary, Credits Traffic, Advertising and Correspondence
Finance	Real estate, Insurance, Investment speculation, Money and banking and Corporate finance
Accounting	Accounts, Auditing and Accounting practice
The above were within the context of Economics and Commercial Law[19]	

Source: *Cited by Daniel (1998: 63)*

Figure 2: Harlow Person's pyramid curriculum (1916)

Intensive Course
Apprenticeship
Thesis

Second-Year MBA

First-Year MBA

Three years of college

Secondary School

Primary School
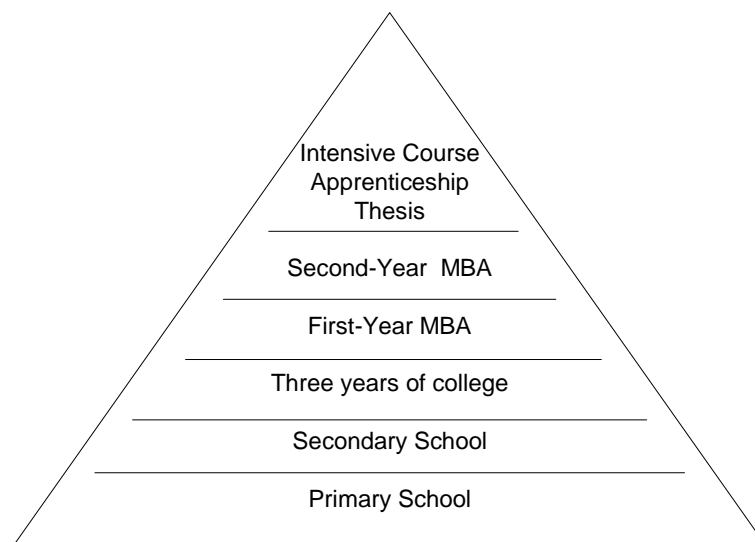
Source: *Annals of the American Academy of Political and Social Sciences, 65(May 1916): 117-127, cited by Daniel (1998: 66).*

The third school believed in an input-process-output model, as per Table 3.

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[18] Areas requiring business administration, thus laying the foundation of the "A" in the MBA.

[19] Why has commercial law been dropped as a subject in most B-schools? The Author's experience is that doing business in practice revolves around articulating strategy, finance and law to achieve corporate objectives. A 3-legged stool with only 2 legs is a disaster waiting to happen!

Table 3:   Corporate America's quest for an ideal MBA: Model of MBA education

Input ➔	Process ➔	Output
Student entry requirements *Academic*: • degree attained • degree obtained from • grade point average • GMAT test score *Career related*: • work experience (years) • type of experience • reference letters • leadership qualities *General*: • potential as a manager • interest in business • persona qualities (integrity, personality, etc)	**Programme**: • course offerings • innovation of courses • currency of courses • structure of programme (including sequence of courses) • classroom approach (lecturers, case studies, etc.) • internship requirements • non-academic extracurricular activities *Faculty*: • academic qualifications • teaching experience • innovation in teaching • teaching philosophy • access to students • business experience *B-school*: • academic reputation • success of its graduates • relationship with business community • size of endowment	**Placement**:[20] • type of firms recruiting • number of firms recruiting • % of graduates with jobs at end of programme • types of positions accepted • average salaries for graduates • past performance of graduates from this business school • managerial competence of graduates as viewed by recruiters

Source: Neelankavil (1994:43).

Regarding the quest for relevance, five specific events helped shape the American MBA over time. These were:

1. *The emergence of independent quality assurance institutions*, such as the American Assembly of Collegiate Schools of Business (AACSB), which issued its first programme standard in 1920 (Benson, 2004). In 1996, some 660 B-schools were recognised by the Association to Advance Collegiate Schools of Business International, as reported by Friga *et al.* (2003).

2. *The economic depression of the 1930s*, during which public opinion was that there were too few B-schools, and that educators had a greater responsibility than ever to teach economics and business on a sounder basis. The B-schools

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[20] Surely, the satisfaction level of an MBA recruitment agency is not indicative of what civil society wants! This may be very practical, but shallow thinking.

willingly and eagerly took on the mantle of guru, having been told that they had the wisdom to bring the world out of its economic misery.[21]

3. *The reflective period immediately after WW2* (1945–1958), during which the MBA debate revolved around issues such as service to the nation, a shift from the descriptive and mechanical aspects of business to social responsibility, human relations, relations with business, and generalisation vs specialisation. This debate facilitated an increased acceptance of the MBA qualification (Daniel, 1998).

4. *The publication of the Carnegie and the Ford Foundation Reports of 1959*, which culminated in fundamental curriculum redesign, the emergence of business science theory, more PhDs, more research publications, and the up-skilling of the B-school faculty (Carroll, 1959). During 1988, the Porter and McKibbin Report[22] (sponsored by the AACSB) confirmed that real progress had been made since the Foundation Reports of 1959, by stating that: "Our research had become more rigorous. Our curricula were better balanced and more liberal. The quality of both our students and faculty had improved, and overly heavy teaching loads were no longer a problem" (Benson, 1998: 19). However, the Porter and McKibbin Report criticised B-schools for not interfacing enough with the business community and because faculty research had little impact on business (Benson, 1998).[23] The report also highlighted two new concerns, namely that B-school subjects lacked integration and a global business context.[24]

5. *The emergence of media rankings in the late 1980s*, which was a powerful force to foster competition between B-schools.

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[21] This may partly explain the feeling that B-schools and MBA-managers had failed society, when corporate greed and corporate scandals such as Enron hit America at the turn of the 20th century, as observed by Ghoshal (2005). Their misplaced belief in the infallibility of the B-school as guru had been betrayed.

[22] Both the Foundation Reports and the AACSB reports focussed solely on American B-schools.

[23] Despite the criticism in these reports, the B-schools prepared the American MBA as an excellent "export product" to countries in dire need to fast track the development of their management pool.

[24] This recommendation to B-schools at this point in history is shocking as American business had been doing internal business for at least two hundred years already! For the Author, this is indicative of the disconnection between B-schools and the reality of doing business in practice. Also, it's indicative of how slow B-schools catch-up with developments outside the classroom. This is scary, given the fast pace of global change – are B-schools at the forefront, or historians of business science?

The fourth deflection point was **the exporting**[25] **of the American MBA in the wake of WW2**, mainly to Europe but also to South Africa, to help rebuild the countries of the Allied Forces. In these countries, there was an urgent need for large numbers of professional managers to restore their economies.

The fifth deflection point was the **fall of the Berlin Wall in 1987**, when former command economies opened up to the free market, causing an almost insatiable demand for professional managers. The American MBA that had already been rolled out to Europe and South Africa was simply rolled out further to the formerly closed economies, such as Eastern Europe, Russia and China. To exacerbate this phenomenal demand for the MBA, many emerging economy countries came of age, also with an almost insatiable demand for professional managers, in Latin American and African countries, the Pacific Rim, and countries such as India. From a home-grown American qualification, the number of graduate business schools offering the MBA increased to some 3 000 in 2004 around the globe, showing phenomenal growth since the first efforts of Wharton's School at the University of Pennsylvania in 1881.[26]

The sixth deflection point was the **criminal misconduct of firms** starting with Enron[27] in the 1990s. On the surface, Enron was about the failure of corporate governance, but of deeper concern is the delegitimisation of firms, and the failure of professional management education. In this regard, Ghoshal (2005) cites similar concerns raised by eminent B-schools academics, such as Mintzberg and Gosling (2002) and Pfeffer and Fong (2002). B-schools responded to this external shock by introducing business ethics and corporate governance as MBA subjects.[28]

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[25] For USA B-schools, this was typical of the "international growth mode" – taking products to the countries where the locals lack expertise, as defined by Hill (2005).

[26] This is equivalent to 24 new B-schools per year (~ 2 per month) over a 124 year time slot! No doubt a thundering global success story in postgraduate management education!

[27] Although today's misconduct by management may have started with Enron, misconduct seems to have become part of corporate life – think of World Com, Tyco, and Siemens in Germany (at the time of writing in July 2008). Has the introduction of ethics as an MBA subject in B-schools made any difference? To the Author's knowledge, no research has been done on the role of MBA-managers in these scandals – thus, is the previous question fair?

[28] As if business corporate governance and ethics did not matter before Enron!

1.4   Future deflection points shaping a new world order

In order to sketch a view of the probable postmodern business environment within which the MBA graduate will have to work, five futurist views are briefly described below:

1. As a leading figure in systems philosophy and general evolution theory, Lazlo (2006) proposed that mankind is at the dawn of a new societal shift from a '*logos* civilisation' to a '*holos* civilisation', also known as a Planetary Society. The characteristic of a *logos* civilisation is a short-term mentality[29] that produces more negative social, economic and ecological side effects than positive achievements. The characteristic of a *holos* civilisation is a harmonious human/nature interface in a systemic whole.

2. *The Economist* (2006b) viewed the political/economic emergence of China, India and developing countries as an event of socio-economic and geo-political disturbance only previously matched by the Industrial Revolution.[30] This 'event' is happening right now.

3. Prahalad (2005), in his book entitled *The fortune at the bottom of the pyramid: eradicating poverty through profits*, made a convincing business case to change the global economic pyramid from a triangular to a diamond shape (as outlined in Figure 3), by taking the benefits of globalisation to poor people, who make up some 70% of the global population. He saw this as the second wave of globalisation[31] to create a new market of some three billion people living on less than $2 per day.[32]

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[29] Think of American business' obsession with quarterly results.

[30] It's scary to think that this "event" is happening right now! Mills (1959) writes in his classic, "The Sociological Imagination" that man is mostly incapable to understand the historical context of his time. Is this historical event factored into the discourse on the future of the MBA?

[31] Doing just this earned Muhammad Yunus the Nobel Peace Prize in December 2006. As Chairman of the Grameen Bank in Bangladesh, he made micro-finance available to the poorest of the poor so that they could start their own businesses. In this way, he not only eradicated poverty, but also weeded out the possibility of civil unrest and a foothold for global terror (See <www.nobelprize.org>).

[32] Bill Gates (Chairman of Microsoft) is also entering this new market by creatively providing affordable medicine (Time Magazine: 11 August 2008) through a business model he calls "creative capitalism" – making profit, while reducing global inequality.

Figure 3: Changing the shape of the human pyramid
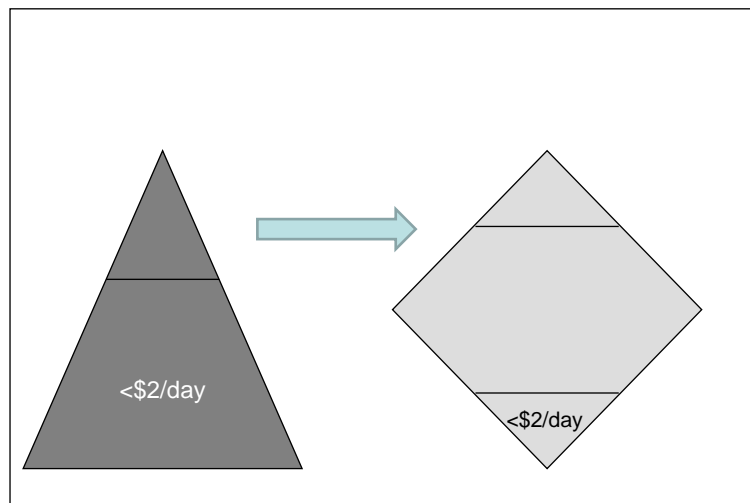
Source: Prahalad (2005).

4. Ohmae (2005), in his book, *The next global stage: challenges and opportunities in our borderless world*, referred to the following unfolding realities:

   a) The future platforms for global progress are supremacy in technology, language and the global currency. On a secondary level, he saw the importance of brands, a global culture, the automatic teller machine, the smart card and global positioning systems.

   b) The new trendsetters are region-states[33] and smaller multi-national corporations (MNCs), operating at the expense of national governments and large MNCs.

5. A report by the US National Intelligence Council, *Global Trends 2015: a dialogue about the future with nongovernmental experts*, was published in 2000. In this report, the key global trends and drivers of change were demographics, natural resources, the environment, science, technology, the global economy, future conflict and the role of the USA. Within this context, four probable futures may develop, namely inclusive globalisation, destructive globalisation, regional competition, or a post-polar world. The two key deciding variables are the curtailment of the negative effects of globalisation, and the curtailment of regional conflict and terror. The report also envisaged the following probable discontinuities happening before 2015:

   a) violent political upheavals due to a serious deterioration of living standards,

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[33] Business leaders will have to re-think their political networks!

b) a global terrorist alliance with access to high technology weaponry aimed at anti-Western establishments,

c) rapidly changing weather patterns,

d) a global epidemic on the scale of HIV/AIDS,

e) the strengthening anti-globalisation movement,

f) the emergence of a geo-strategic alliance to counter the USA, and

g) the collapse of the geo-strategic alliance between the USA and Europe.

What kind of new world order may be emerging from the above? To answer this question, the outcome of the study was re-represented in a simple scenario-planning format, which yielded four probable world orders as per Figure 4.[34] These four probable world orders are a function of how the global security (the variable along the y-axis), and the extent to which the benefits from globalisation reach the poor (the variable along the X-axis) change relative to each other. For example, for the world order of inclusive globalisation, global security is as good as it can be (e.g., no more global terror), and the benefits of globalisation have reached 70% of the global population (as opposed to only 30% today).

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[34] In the original research, the outcome was presented in lists and tables. The Author's knowledge of scenario planning techniques is an example of the re-representation of known research in order to achieve a "fuller knowing" and advance knowledge in practice-oriented disciplines (Sandelowski, 1993).

Figure 4:   Post WW2 world order scenarios
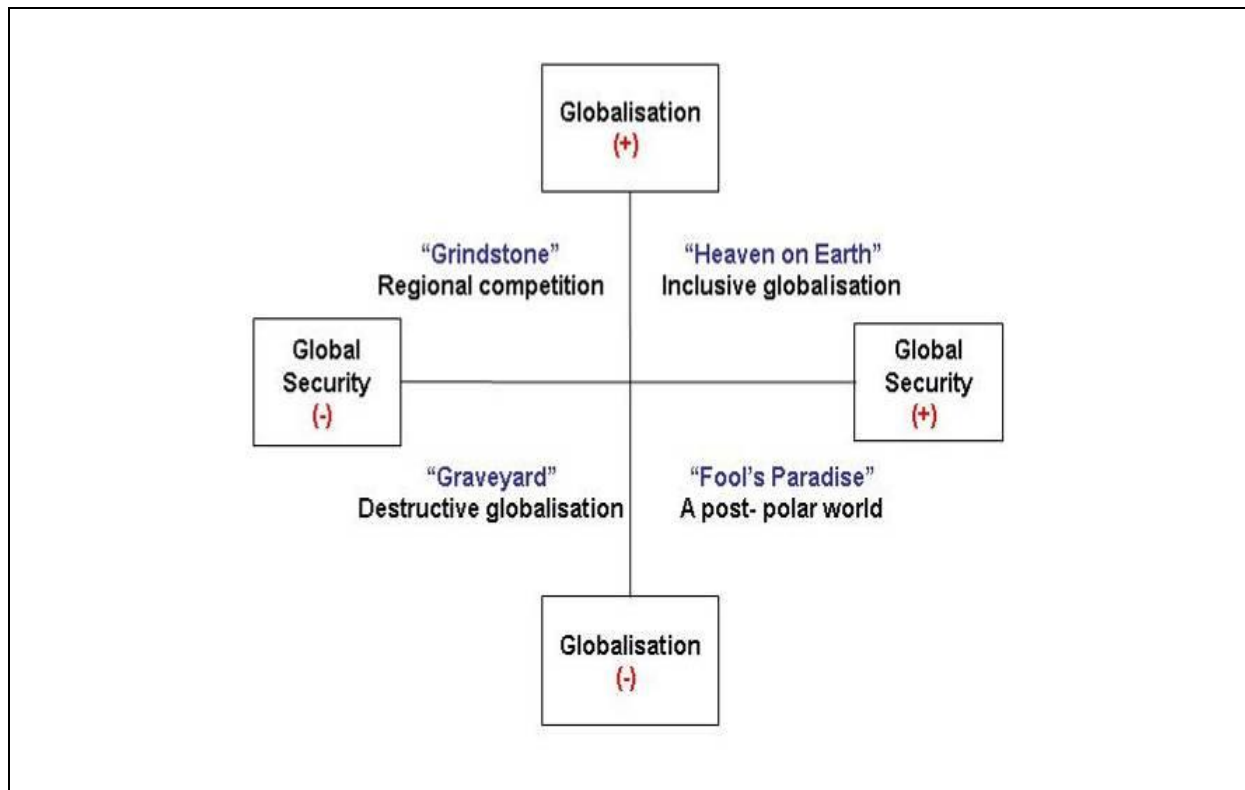
1.5   The research dilemma addressed by this thesis

Mintzberg (2004a: 7) states: "The MBA was first introduced in 1908; it last underwent serious revision based on two reports published in the 1950s. Business schools pride themselves in teaching about new product development and strategic change, yet their flagship, the MBA, is a 1908 degree with a 1950s strategy"[36].

The epilogue of Daniel's book, ***MBA: The first century*** (1998: 287-288), reads:

   "During the next year,

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[35] The Author assumes that the world order known as "inclusive globalisation" is the scenario preferred by all fair and reasonable people. This thesis will therefore focus on what society expects from its business leaders in such a world order, as further explained in Chapter 3 (The Research Proposal).

[36] Mintzberg developed the International Masters Program in Practicing Management as an alternative to the MBA. Unfortunately, all that changed was the pedagogy – the 1950s paradigm remained!

Somebody will propose that MBA schools should cooperate more closely with businesses. And somebody will accuse MBA schools of being too closely allied with businesses.

Somebody will denounce MBA schools for being too theoretical and abstract. And somebody will denounce MBA schools for being too practical and unintellectual.

Somebody will declare that the new crop of MBA graduates is this country's best hope for the future. And somebody will denounce MBA graduates for being too ambitious, disloyal, cocky, callous, and expensive.

Somebody will demand that business schools conduct more research. And somebody will complain that business schools are too research driven.

Somebody will propose that business students should study the humanities in order to broaden their perspective. And somebody will complain that the humanities, being vague and impractical, have failed to produce leaders and should be replaced by business studies.

Somebody will object that business has no place in a university. And somebody will urge other departments of the university to become as practical, efficient, and goal oriented as the business schools.

Somebody will suggest surveying businesses to see what they really want. And somebody will be foolish enough to undertake such a survey, with vast corporate and government funding. The results will show that businesses want people with strong communication and interpersonal skills, an ethical sense, a global perspective, and an understanding of more than just finance.

Consequently, somebody will announce that business schools should become more concerned with communication, interpersonal skills, personal development, ethics, globalism, and service to society. And some business schools will reply by pointing out that they already teach these things. Others will reply by establishing, with vast corporate and government funding, centres for the study of each of them.

Finally, somebody will declare that the MBA degree is past its prime and about to wither into oblivion, point out not just that the job market is weak but that other countries, much more sensible than the United States, have never had any use for graduate study in business from the beginning.

> *And meanwhile, the MBA will continue to be one of the most popular degrees offered in universities in America and around the world."*

Daniel (1998) concluded his comprehensive analysis of the evolution of the MBA during the twentieth century with the following views:

1. The MBA debate seems to be an endless debate about the same issues.

2. It is an irony that society will only allow a fully educated medical doctor or attorney to practice, but they continue to allow uneducated managers to run business enterprises that impact directly and indirectly on their lives.

3. The MBA will remain a creature of two worlds, trying to please both the business and the academic communities.

4. Whatever characteristics the MBA takes on in future, it will remain an example of 'liberal education' incorporating a diverse product mix, with the sole objective of fostering creativity, innovation and personal development, and making a contribution to society. The MBA is moving closer to one goal, namely to find the perfect training for young men and women of business.

From the above, the dilemma is that the discourse about a future MBA is almost exclusively inward-looking and repetitive, and ignores the impact of powerful global forces shaping a new world order.[37] This conclusion is confirmed by the fact that none of the latest 50 doctoral studies on the MBA (as listed on the Proquest and Theses database between 1999 and 11 August 2008), had any connection with the external business environment – all aimed at improving internal B-school efficiencies. This doctoral thesis addresses the dilemma by introducing an outward-looking discourse and by choosing the world order scenario of 'inclusive globalisation.'[38]. It is therefore an attempt to develop a research-based, fundamental repositioning of the MBA – the first since the Foundation Reports of the 1950s.

<p style="text-align:center">† †</p>

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[37] This will be further demonstrated in Chapter 2, a literature review of a discourse on the future of the MBA by B-school academics from around the world.

[38] This choice is based on the Author's personal orientation - and belief that all fair and reasonable people would agree with it (as was later overwhelmingly confirmed when reviewing the works of Aristotle and Plutarchus, eminent B-school academics, and Global Icons).

STRUCTURE OF THE THESIS

Chapter	Description	Key outcomes
	PROLOGUE	Introducing the overall research context, and the Author as researcher by way of personal footnotes
1	CONTEXTUAL SETTING	Historical overview of the MBA since 1881 Research dilemma
2	REVIEW OF BUSINESS SCHOOL ACADEMICS' DISCOURSE	Strategic options for graduate business schools A gap in the body of knowledge Conclusions A new agenda for the discourse on the future of the MBA A trial run of the Socrates' dialectical method of inquiry
3	RESEARCH PROPOSAL	Assessment of 50 doctoral studies on the MBA The thesis statement Two research questions
4	RESEARCH DESIGN	A new research methodology: Critical metasynthesis Pre-control to ensure academic rigour

5	RESEARCH FINDINGS	Trustworthiness assessment
		1st Intellectual moment: A new archaeology of knowledge
		2nd Intellectual moment: A new genealogy of knowledge
		3rd Intellectual moment:
		  ○ The Social Contract with Business
		  ○ The postmodern MBA
		  ○ A new context
		  ○ A new vocabulary
		  ○ A new curriculum

6	CONCLUSIONS	Closing the research loop Contributions to postmodern MBA stakeholders
7	RECOMMENDATIONS	Vistas of follow-up research themes
	EPILOGUE	The Author's personal learnings from this research An oracle of the world order of inclusive globalisation
	LIST OF REFERENCES	
	APPENDIX	125 MB Research data on a CD-ROM Evolution of the research Profiles of each of the 88 Global Icons Research Steps 1–7 Trustworthiness audit

CHAPTER 2.   REVIEW OF BUSINESS SCHOOL ACADEMICS' DISCOURSE

> ***Today's MBA trains the wrong people in the wrong ways with the wrong consequences – a 1908 degree with a 1950s strategy.***
>
> *Henry Mintzberg, 2004a: 7*
>
> ***If the MBA is that bad, why does it continue to grow the world over? Is the customer not always right?***
>
> *Kai Peters and Kurt April, 2007*

2.1   Critique of the MBA

Despite the global stamp of approval on the MBA as the premier qualification for senior managers worldwide, there has been harsh criticism from B-school academia.

Louw, Bosch & Venter (2001) reported that, with a proliferation of B-schools, there seemed to have been a lowering of standards to meet the apparently insatiable demand for MBAs. In some emerging markets, local institutions act as franchisees for foreign B-schools, with no guarantees that quality will be upheld locally.[39]

Stevens (2000) and Louw *et al.* (2001) reported the general critique that arose repetitively from a wide variety of academic literature, namely that, in the face of complacency amongst academics in B-schools, MBA graduates were ill equipped to deal with the demands of a dynamic and global environment, lecturers at B-schools lacked business experience, many MBA courses were too theoretically inclined, liaison between B-schools and business was inadequate, there was an overemphasis on quantitative subject disciplines while people skills were neglected, the corporate world would like to see more realistic, practical and hands-on education with more emphasis on people skills (i.e., leadership/interpersonal skills), and there was a need for ongoing/lifelong education.

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[39] A loss of quality is typical of firms and products experiencing rapid growth, whereafter a period of consolidation follows to catch-up on quality. Likewise, the MBA's rapid growth in emerging markets caused quality problems. It is hoped that accreditation will eventually catch up in emerging markets, as happened with South African B-schools during 2004/05, as discussed by Blackmur (2006).

When Allio (2003: 19-20) interviewed Ackoff about his article on 'Misdirecting management' (Barabba, Pourdehnand & Ackoff, 2002), he asked, "Why is it so easy for purveyors of platitudes [self-promoting management gurus with their slogans and maxims] to dupe managers?" Ackoff responded that managers did not have the understanding, knowledge and mindset to deal with complexity, mainly because they were not educated to think systemically. According to Ackoff, "Management is not stupid, they are simply misinformed, incorrectly instructed, and do not understand the fundamental changes going on in their environments."

Blass and Weight (2005a) expressed concern, after a year-long study, at the market's confusion with regard to the value of an MBA, the wide range of MBAs on offer, and the various entry requirements – some as low as sub-matriculation. They identified "6 diseases that may cause the death of the MBA",[40] which are summarised below, together with inputs from other academics who share similar concerns:

Disease 1: The patient in denial – the rhetoric and reality gap. This relates to the emerging gap between business needs and the delivery of B-schools, particularly in the case of research. Businesses need entrepreneurial research with commercial outcomes, while B-schools increasingly deliver the theoretical knowledge required by academic institutions to qualify for government subsidy and to dole out promotions to academics.

A general criticism of the MBA is that it has no relevance or any real use outside the classroom (Starkey and Madan, 2001). In this regard, Tiratsoo (2004) cited the research finding by the Council for Excellence in Management and Leadership[41] that "There is no real evidence that education leading to qualifications in business and management has a causal link with superior performance of the individual or organisation."[42] Pfeffer and Fong (2002) also called into question the professional

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[40] This provides a useful framework for critiques of the MBA, which is really boring to read as there is so much repetition in the literature. Daniel (1989) even mocked the boring sameness of the discourse on the MBA over the past 100 years. The debate on what is wrong with the MBA has gone way beyond the point of diminishing returns – it has become the "cash cow" of earning publishing credits amongst academics.

[41] The contribution of the UK business schools to developing managers and leaders: Report of the Business School Advisory Group, *2002: 42.*

[42] This is a fallacy. Does a driving licence guarantee that a person will become a Formula 1 racing champion?

relevance of management scholarship, as there is scant evidence that an MBA is related to a higher salary or position in an organisation. Their analysis indicated that MBA education is at best loosely coupled to the world of managing organisations. It also indicated a modest and limited link between management research and management practice.

Disease 2: Aspirin is the cure-all – one model fits all. The MBA started off as an American qualification based on capitalist principles with a Western interpretation of management and leadership. This MBA model was then exported to the rest of the world. However, in order to be a truly global qualification, allowance must be made for cultural intelligence and a global mindset.[43] In this regard, Mellahi (2000) found leadership models and theories to be non-universal and non-transferable across cultures when he tested Western rhetoric with Asian, Arab or African leaders.[44]

In his well-known criticism of the MBA, *Managers not MBA's*, Mintzberg (2004a: 7) said that the current MBA was a "1908 degree with a 1950 strategy." He concluded that learning management by reflection is better than learning management by analysis. In order to give credibility to his criticism, he launched his own International Masters Programme in Practicing Management, which according to Jayne (2003) was seen by some as an anti-MBA campaign. Prof. Anthony Buono (2005) commented in his review of *Managers not MBA's* that, although Mintzberg may have had a point in his criticism, his research relied on anecdotal evidence and personal bias, and was directed at the two-year, full-time MBA programme, which represented less than 25% of the total MBA intake.[45]

Disease 3: Waiting for the medical breakthrough – the launch of the eMBA. To enable students to fit their MBA studies into work-life demands, the eMBA was put forward as the new paradigm for graduate business education. Lippert (2001) made

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[43] After 13 years as an International Business Executive working across 25 countries on 5 continents, the Author developed the rule of thumb that +50% of cross-border business failures can be attributed to low levels of cultural astuteness. To date, he has not met any practitioner or academic who disagrees. However, it is obviously an area where research is needed to confirm such a rule of thumb!

[44] The problem with regionally contextualised MBAs is that today's international business (IB) manager works across many countries with a wide range of cultural characteristics and levels of socio-economic development. Hence the need for a duality of management education – management excellence on local and global levels.

[45] This approach by Mintzberg is typical of many educational entrepreneurs. His argument is known as a "straw doll fallacy": setting-up a half-truth as the full truth and then criticising it for personal gain!

a similar case for the rise of corporate universities and flexible one-day to two-week executive education programmes to accommodate today's global manager, who needs flexibility to incorporate study into a busy personal and career-driven lifestyle.

Disease 4: Misdiagnosis – reliance on league tables as a measure of quality. Media rankings aimed at scoops are no substitute for B-school's formal MBA accreditation processes. Unfortunately however, B-schools have to deal with media rankings in order to attract key success factors, such as top-class student intake, private funding and research grants.

In this regard, DeAngelo *et al.* (2005) believed that media rankings have dysfunctional consequences for B-schools. To deliver the short-term results measured by the media ranking fraternity, faculty resources are used non-optimally, such as to participate in public relations activities and for the continual changing of course content to sustain the pretence of moving with the times. All this at the expense of creating new knowledge, which is the mainstay of the long-term excellence of any graduate business school. The real worth of an MBA graduate is only manifested over the medium to long term in business and society, which calls for ranking criteria to be holistic and longitudinal.

Stevens (2000) concluded that it is as a consequence of playing up to the media (and also due to the B-school's own inertia)[46] that B-schools are not at the forefront of progressive business thinking, thus becoming followers and not leaders in business science.[47] In this regard, Bradshaw (2007) made the point that MBA rankings have become part of the business of B-schools, and that B-schools need to develop ways of using them for their own purposes.

Disease 5: Amnesia – who or what am I? Initially, the MBA was aimed at senior managers tasked with improving business efficiency through effective administration. However, today's senior managers are leaders looking for opportunities, thus requiring a departure from being taught only administrative competencies. The time

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[46] B-school inertia? Remember from Chapter 1 that International Business was only introduced as a subject in B-schools only twenty years ago! I cannot think of a better example of B-school inertia!

[47] This hurts! All his life the Author has been at the cutting-edge of his profession in business. Hence, as a new academic, his doctorate will be aimed at restoring the leadership position of B-schools in business and in society.

has come for a new MBA,[48] as Gupta, Saunders & Smith (2007) agreed when they pointed out the disconnection between B-schools and employer expectations.

Disease 6: Anorexia – every time they look in the mirror, they see a 'fat' programme. The canon of knowledge on which the MBA curriculum is based is determined by the 'BS barons'[49] in the USA, and their journals and institutions. Although these BS barons and their institutions think that the MBA is fat, it is really thin, due to their lack of appreciation of modern business needs.[50] The pressure to conform in the USA, to be published and to obtain/retain tenure, has led to the domination of the USA's MBA model. Unfortunately, perspective and being in touch with the reality of business needs have been lost in the process (Berry, 1997; Ghoshal, 2005).

In this regard, Thapisa (2000: 173) suggested that "whoever controls the knowledge base also controls its content and the values that inspire it and, therefore, the direction of flow of information." Hence, as long as the MBA is limited by this so-called 'bounded criticality', the manner in which its content meets the needs of future organisations will remain 'thin'. With regard to the phenomenon of bounded criticality, Monks and Walsh (2001) argued that this thinness stemmed from the lack of skills and knowledge available in B-schools. This bounded criticality was furthered by their only accepting knowledge publications deemed fit by the BS barons. This was best described by Fuller (2002: 97) as "Eligibility to produce cutting edge disciplinary knowledge is restricted by those who have learned to embody knowledge in some canonical way…By submission to such training the knowledge producer has 'de facto' agreed to have her subsequent actions judged in terms of whether they appropriately extend the canon. Moreover, the agencies that initially administer the canon – say, the curriculum committees of academic departments – are the same

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[48] This conclusion opened the door for Blass and Weight (2005b) to propose a new prestigious MBL, as a post-MBA degree that would really satisfy the needs of today's senior managers. The University of South Africa's Graduate School of Business Leadership introduced this concept as far back as the early 1960's, by offering an MBL instead of an MBA.

[49] A term coined by Blass and Weight (2005a 1: 236) to describe those eminent USA academics who control the canon of knowledge on which the MBA curriculum is based.

[50] This implies that these BS barons are not necessarily in touch with global business needs, and perhaps do not even have the required global mindset to do so. This is precisely what Ghoshal (2005) criticised – he being one of the most eminent of these BS barons himself!

agencies that subsequently evaluate actions against the canon, say, in contexts of promotion or publication."[51]

Adding insult to injury, Ghoshal, in his last work before he died, called on his fellow BS barons to reconsider the quality of their academic discourse and paradigm in order to re-align with business reality, mainly due to the constantly changing expectations of the role of organisations and managers in society. This *mea culpa* reformist call, also due to his abhorrence of the Enron governance scandal, can best be introduced by the following quotes (Ghoshal, 2005: 75–89):

> *"Our theories and ideas have done much to strengthen the management practices that we now all so loudly condemn."*

> *"By propagating ideologically inspired amoral theories, business schools have actively freed their students from any sense of moral responsibility."*

> *"I believe that we, as [business school] academics, may have been guilty of over exploiting our [academic] freedom."*

> *"Excessive truth claims based on extreme assumptions and partial analysis of complex phenomena can be bad even if they are not altogether wrong…My contention here is that this is precisely what business school academics have done the past 30 years."*

His call for a fundamental rethink of business theories[52] struck at the heart of his fellow BS barons, as he quoted John Maynard Keynes (Ghoshal, 2005: 306): "The ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than is commonly understood….Indeed the world is run by little else. Practical men who believe themselves to be quite exempt from

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[51] This is really a closed loop phenomenon – the academic journals are controlled by the BS barons, who are deemed to be out of touch with today's global business needs – a case of the players also acting as the referee! Thus any new knowledge outside the comprehension of these BS barons is deemed irrelevant. This is a serious allegation, given the dire need in emerging markets for local contextualisation and the need to improve the cultural intelligence and IB astuteness of MBA graduates as future global business executives.

[52] This call may trigger an academic renaissance in business science, and eventually in the curricula of the MBA. At the time of writing, it is too soon to tell how B-schools academics will respond.

any intellectual influences are usually the slaves of some defunct economist…It is ideas, not vested interests, which are dangerous for good or evil."

Ghoshal applied this analogy to his fellow BS barons as he concluded: "This is precisely what has happened to management. Obsessed as they are with the 'real world' and sceptical as most of them are of all theories, managers are no exception to the intellectual slavery of the 'practical men' to which Keynes referred. Many of the worst excesses of management practices have their roots in a set of ideas that have emerged from business school academics over the past 30 years." He provided numerous examples to prove his point. For instance, he questioned the 'holy grail' of business science and practice, namely that a manager's job is to maximise shareholder value, by asking the following fundamental questions.[53]

- Who is this shareholder? Shareholders do not own the company as you own your house or your car. They simply own a proportional right to the residual value of a company. They have no ownership rights to any of the company's assets. When does the stock of a company attract a shareholder who is a true entrepreneur and when does it attract a gambler? According to Porter, Lorch & Nohria (2004), most USA stockholders keep their stock for less than one year! What contribution do they make towards the longer-term growth of the enterprise and its impact on society? What right do they have, therefore, to become the sole beneficiary of all management effort?

- Why the premise that only one stakeholder, namely the financier, should be privileged to dominate management success? What about the other stakeholders, such as the contributors of human capital (management and employees)?[54]

Ghoshal (2005) argued that academic research related to the conduct of business and management has had very significant and negative influence on the practice of management, as outlined in Figure 5.

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[53] It is a pity that Ghoshal did not strengthen his argument by drawing on insights, such as:
management philosophy, in particular Drucker (1987) on management and society, and
classical philosophy, described by Stumpf and Abel (2002), such as Mills' consequentialist theory of morality and Kant's non-consequentialist theory of morality.

[54] Here it would have been appropriate to refer also to the work of Hart (1997) on a holistic approach to sustainable development, drawing on the capitals (natural-, human-, manufacturer-, financial- and social capital), as focus areas.

Figure 5: How bad theories destroy good practice

The pretense of knowledge

Ideology-based gloomy vision

Casual determinism and denial of any role of human choices and intentions

Excessive truth-claims based on partial analysis and unbalanced assumptions

Negative assumptions about people and institutions

Theories influence practice, and managers adopt theorists' worldview

Negative assumptions become real through the process of double hermeneutic

Source: Ghoshal (2005).

Ghoshal (2005) defined Figure 5's 'pretence of knowledge' as the adoption over the past 50 years of the scientific model of research, replacing all notions of human intentionality with causal analysis/determinism, to explain all aspects of corporate performance. In effect, this has reduced the business of business to a kind of physics. His approach has been supported by numerous influential publications and research grants, such as US$250m by the Ford Foundation in 2003 money-terms, resulting in the dominance of the scientific model in B-schools in the USA, and subsequently also in the rest of the world. Ghoshal acknowledged that the scientific method of research had yielded significant benefits for B-school research and pedagogy, but said the cost had been too high. He concluded that it was a philosophical fallacy to reason that the methods of the physical sciences can be indiscriminately applied to business research because such a pretension ignores some fundamental differences between the academic disciplines.

He had an increasingly pessimistic view of human nature, or that of *homo economicus* – a model of people as rational self-interest maximisers.[55] This gloomy ideology-based view acts as a hindrance/distortion to basic assumptions when developing theory, leading eventually to negative self-fulfilment as a curb to a manager's ability to play out a more positive role in society. This call is echoed by Cornuel (2007) to B-schools to foster a culture of global responsibility, and by Krell (2007) to B-schools to foster a deeper understanding of business ethics.

2.2   Aligning the MBA with business needs

2.2.1   *MBA alignment directly recognised by business school faculty*

Views from around the world are given in this section.

From the UK. Laura Thyson, Dean of the London Business School, was quoted in the 18 September 2004 issue of the **Straits Times** as saying upon completing a survey of 100 business leaders from 20 countries, "The hard commercial reality is that business schools simply have to change. The corporate leaders produced an extensive list of the qualities they desire in future recruits, but almost none involved functional or technical knowledge. All their requirements can 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. [If business schools are to survive, they need to change focus from] equipping people with knowledge and instead furnish them with skills and attributes, the means by which knowledge is acted upon." Although Montgomery (2005: 151) agreed with this quote on the importance of soft skills, he cautioned that balance is required. Business also needs functional and technical skills to operate.

From India. The key recommendations for an all-India approach to professional graduate management training were that: a) there should be curriculum flexibility to address business issues; b) the students should receive 'application' exposure; and c) B-schools should remain one step ahead of business needs. The key recommendations arising from research by Dayal (2002) are given in Table 4.

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[55] No doubt Ghoshal here still had in mind the Enron scandal and the perception that managers are in business for self-enrichment and not for the good of investors and society. Such a caricature view of MBA graduates is unfair stereotyping.

**Table 4:   Alignment of course content with management needs
– a perspective from India**

Area of Study	Course content
Factors in the macro environment that influence decision-making at the workplace.	Economics, socio-political, geopolitical, societal, cultural and related areas.
Tools that refine decision-making.	Quantitative applications, microeconomics, research methodology, case analysis, diagnostic exercises.
Functional areas of business.	Marketing, finance, accounting, production, human resource development, industrial relations, international business.
Special areas of concern.	Productivity, total quality management, six sigma, e-commerce, business process engineering, IT applications and extensive use of computers in business operations.
Corporate perspectives.	Strategic management issues, global and international trading issues, management change, visioning, directing and governance.
Self-development programmes.	Understanding personal values, motives, and intra-personal dynamics.

Source: Dayal (2002).

From South Africa. Van der Colff (2004) reported that her research, outlined in Table 5 and Table 6, confirmed the outcome of similar research by Bosch and Louw (1998), with the key conclusions being that a large practical component should be included to expose the student to experiential and action learning and that the MBA should be positioned as a career-oriented, interdisciplinary qualification aimed at current and future business needs.

**Table 5:   Ranking course content and business skills
– a perspective from South Africa**

Relative importance	Content knowledge according to students – core courses	Business skills according to students
1	Strategy	Strategic insight
2	Change management	Leadership skills
3	Innovation	Decision-making skills
4	Finance	Critical analysis
5	Marketing	Entrepreneurial skills
6	Information systems	Innovation
7	Operations	Problem analysis
8	Globalisation	Planning and organising

Relative importance	Content knowledge according to students – core courses	Business skills according to students
9	Coping with diversity	Performance management
10	Project management	Team playing

Source: Van der Colff (2004).

Table 6:   Aligning management skills with management competencies for South African managers

Management competency	Management skills needed to ensure development of the specified competency
Traditional management skills associated with ensuring organisational efficiency	Decision-making Problem analysis Planning and organising Performance management Project management Information gathering Objectivity
Communication ability and the ability to lead employees	Oral communication Presentation skills Written skills
Interpersonal and group effectiveness	Ethics and morals Delegation and control Team playing
Ability to be a transformational leader	Strategic insight Leadership skills Change management Critical analysis Entrepreneurial skills Innovation Coping with diversity

Source: Van der Colff (2004).

From the USA. Mintzberg and Gosling (2002) concluded that, in order to be able to focus on the practice of management, managers need to master five mindsets (see Table 7) to integrate all the knowledge arising from learning the discrete functions of management. Their other conclusion was that management education should be

aimed at the new economy,[56] where the key management skills in demand are: a) an ability to contribute to the strategic development of the organisation; b) an ability to take a broad holistic view of the management issues, including the ability to see issues in the context of an evolving and changing business environment; c) imagination, creativity and analytical skills; d) interpersonal, team working, negotiating, networking and social skills; e) personal learning skills, being able to mentor others and a willingness to be mentored; and f) an ability to analyse management problems at a strategic level. Mintzberg and Gosling proposed that the following five mindsets would enable managers to deal with the six management demands deduced above.

Table 7:   Five mindsets to underpin curriculum development of a modern MBA

Mindset Number	Type of mindset	Description of mindset
1	Managing self	A belief that introspection and better self-knowledge lead to improved insights and capabilities[57] A deeper understanding of cultural differences
2	Managing organisations	Understanding the functions of management in order to empower students to manage, which leads to the survival, growth and sustainability of their organisations
3	Managing context	Being able to appreciate differences and to become exposed to other people's worlds
4	Managing relationships	Exploring the various dimensions of collaboration among individuals, organisations, industries and countries.
5	Managing change	Here, the focus is on corporate, organic, societal and personal change

Source: Mintzberg and Gosling (2002), but compiled by the Author (2006).

Back to South Africa. Louw, Bosch & Venter (2002) concluded that employers' and MBA graduates' high ratings for core courses endorsed the paradigm for cross-functional interdisciplinary (generalist) MBA programmes (see Table 8).

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[56] This is in contrast (or, is it complementary?) to the call by Prahalad (2005) on management to develop a new dominant logic that considers the market at the bottom of the economic pyramid, where some 70% of the world population lives and works.

[57] This is nothing other than "personal mastery" as per Senge (2006).

Table 8:   Contrasting employers' and MBA students' perceptions of the importance of core courses in South Africa

Core courses	Employer's perceptions	MBA graduates perceptions
General/business management	1	3
Strategic management	2	1
Human resources management	3	6
Financial management and management accounting	4	2
Entrepreneurship	5	5
Marketing management	6	4
Management information systems/information technology	7	7
Production/operations management	8	8
Economics	9	10
Legal and business environment	10	9
Quantitative methods and data analysis	11	11

Source: Louw et al.. *(2002).*

Louw, *et al.* (2002) concluded that employers and MBA students agreed on the need for transformational leadership traits, such as leadership, creative thinking, initiative, analytical and holistic thinking and problem solving, as well as an ability to convey a strong sense of vision (see Table 9).[58] Both groups gave a high ranking to the need for decision-making skills, proactivity, ability to accept responsibility, accountability, business integrity and ethics.

Table 9:   Contrasting perceptions of employers and MBA students of the relative importance of management skills

Management skills	Employers' perceptions	MBA graduates' perceptions
Leadership	1	1
Decision-making skills	2	6
Analytical thinking and problem solving	3	3
Ability to convey a strong sense of vision	4	5

[58] These conclusions may arise from the fact that South Africa was, at the time of the study, undergoing intense transformation, and a new class of manager was emerging, not previously accustomed to the discipline and rigour of global business. This is typical of the transition from a local economy to a global economy that is being experienced by many newly emerging market economies.

Management skills	Employers' perceptions	MBA graduates' perceptions
Creative thinking and initiatives	5	2
Accountability	6	19
Holistic/systems thinking	7	4
Ability to accept responsibility	8	13
Business ethics and integrity	9	23
Pro-activity	10	12
Planning skills	11	11
Negotiating skills	12	9
Clear oral communication	13	16
Driving force and motivation	14	7
Motivating skills	15	10
Organising skills	16	17
Self-confidence and decisiveness	17	8
Working in teams	18	14
Mental agility	19	25
Ability to delegate	20	18
Clear written communication	21	20
Entrepreneurial skills	22	15
Interpersonal/networking skills	23	21
Sensitivity to business environment	24	22
Coaching skills	25	34
Time management	26	24
Ability to interpret instructions correctly	27	32
Facilitating skills	28	29
Emotional stability	29	33
Command of basic facts	30	26
Controlling skills	31	27
Ability to co-operate	32	30
Numerical skills	33	35
Supervisory skills	34	36
Computer literacy	35	31
Social skills and abilities	36	28
Interest and studiousness	37	27

Source: *Louw* et al. *(2002).*

In a similar study, Bezuidenhoud (1997) observed no significant differences of opinion between academics and business leaders in South Africa. His research attributed this amazing alignment to the fact that South African B-school faculty members have relatively good business experience/exposure and are generally well travelled, not isolated in 'ivory towers'.

Maritz (2002) drew the attention of the South African management fraternity to the reality that today's manager finds himself at the juxtaposition of global competition, while also dealing with local issues such as unemployment, a dearth of skills, poverty, and the impact of HIV/AIDS on the organisation. Together with the change-trauma of political transition, he/she must deal with the demographic shift of the workforce from a rural-based to an industrial-based economy, and even onwards to an information-based economy, which demands special attention/education/ mentoring to empower and enlarge the management pool. Bhowan and MacDonald (2000) reached a similar conclusion, namely that South African managers need the same skills as managers worldwide, but that the special realities of South Africa's business environment[59] should be integrated into the MBA.

2.2.2   *MBA alignment indirectly recognised by business school faculty*

A 20-year perspective is given in this section of the evolution in B-school academics' thoughts on aligning the MBA with business.

In 1987, Drucker commented on three observations, namely a) that there may be more managers outside business than inside, b) that society has become a construct of many organisations, of which business is only one such societal organisation, c) that, given the success of management, society is expecting more from management than simply generating profit. He concluded that the role of management has changed and that the interface between management and society would become the focus of management problems and research[60] for the next 50 years. It has indeed become part of today's management problems and research, reported for example

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[59] These 'special realities' are not necessarily unique to South Africa, but also apply to a wide range of emerging economy countries.

[60] This begs the questions: What new relationship is there between management and society? What 'social contract' outlines this new relationship between management and society? What role is there for the MBA in building this new relationship? What does society really desire – today, and in the future?

by Brugmann and Prahalad (2007) on cocreation ventures between business and nongovernmental organisations, and by Desmond (2007) asking what lies beyond compliance with social responsibility indices.

In 1989, Bartlett and Ghoshal proposed the concept of a 'triad' of management teams working in the transnational enterprise. This proposal followed a five-year global research project that involved interviews with 236 managers working in top USA, European and Japanese firms. The concept calls for three management roles[61] to provide balance and counter-balance on global managerial insights and actions. The logic is that the global business environment is simply too complex for one individual to be a master of the whole. These three management roles should consequently also be aligned with three strategic thrusts required for global operations and growth, as follows: 1) the global business manager to deliver global integration; 2) the local manager to deliver local responsiveness; and lastly 3) the global functional manager to deliver global learning. The key functions for the global business manager are global strategy development and the implementation thereof; the local manager's functions are local implementation and dealing with the local culture and political economy; and the global functional manager has to disseminate global learning, transplant the corporate DNA, assure global quality, and optimise the global architecture of the transnational enterprise.

In 1990, Austin made the point that the global manager[62] finds himself at the juxtaposition of civilisations, country, industry and company interfaces, and requires high levels of cultural intelligence and business astuteness to juggle all these differences in order to deliver value for the enterprise.

In 2001, Drotter and Charan introduced the idea of a six-turn passage[63] in the leadership development of a corporation. These 'turns' occur when moving from managing yourself, to managing others, to managing managers, to managing

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[61] These three management roles should lay the foundation for the MBA curriculum.

[62] Remember that the best local manager also has global management experience or insights. This affirms the duality of management education, which should be both local and global in order to produce a balanced MBA graduate.

[63] It's really frustrating to read the MBA debate without any time-scale context. It's important to remember that it takes 10 to 20+ years for a manager to progress along the leadership pipeline (Drotter and Charan's six-turn passage), during which time he/she matures as a person, and matures in all the dimensions of being a leader.

functions, to managing business, to managing groups, to managing the enterprise. Each turn requires different management competencies; all building cumulatively towards an executive role. This six-turn passage fits indirectly into the prior research by Boyatzis and Kram (1999), as well as into Page, Beelander, Bond and Boniuk's 2006 research on management education as a process of lifelong learning. Kathawale, Abdou & Elmuti (2002) proposed the online MBA or eMBA, which may become the delivery mode of such lifelong learning.

Porter *et al.* (2004) discovered that nothing in a leader's background, even running a large business within his company, fully prepares him to become a Chief Executive Officer (CEO). They highlighted the following seven surprise realities of leadership that a CEO (and other executives) has to deal with.[64]

Surprise 1: You can't run the company. The CEO's influence shifts from direct to indirect involvement, i.e., from articulating and communicating a strategy, and institutionalising structures and processes, to guiding, rewarding and informing, setting values and tone, and also selecting and managing senior personnel.

Surprise 2: Giving orders is very costly. CEOs who wield power directly must do so selectively and always within the context of a larger plan, because subordinates become discouraged and stop managing unless orders come from the top.

Surprise 3: It is hard to know what is really going on. CEOs have to learn to delegate and trust those reporting to them.

Surprise 4: You are always sending a message. A CEO's communications, direct and indirect, but particularly indirect, send a message about his ambitions, concerns, preferences and mood.

Surprise 5: You are not the boss. Although some of the CEO's subordinates may think he is the boss, he is nevertheless accountable to the board and a host of direct and indirect stakeholders.

Surprise 6: Pleasing the shareholders is not the goal. The average period for which stock in one company is held is less than one year in the USA. Shareholders

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[64] What MBA course addresses these areas of competence?

only care about the return on investment during that period, but CEOs have to take long-term decisions that may not yield results in the short term.

Surprise 7: You are still only human. Managing work, family time and longstanding personal relations becomes increasingly difficult as a CEO's life (and earnings) become public knowledge.

Prahalad (2005) disclosed his ten-year research into the world's fastest growing market – at the bottom of the five-tier economic pyramid illustrated in Figure 6.

Figure 6:   The economic pyramid
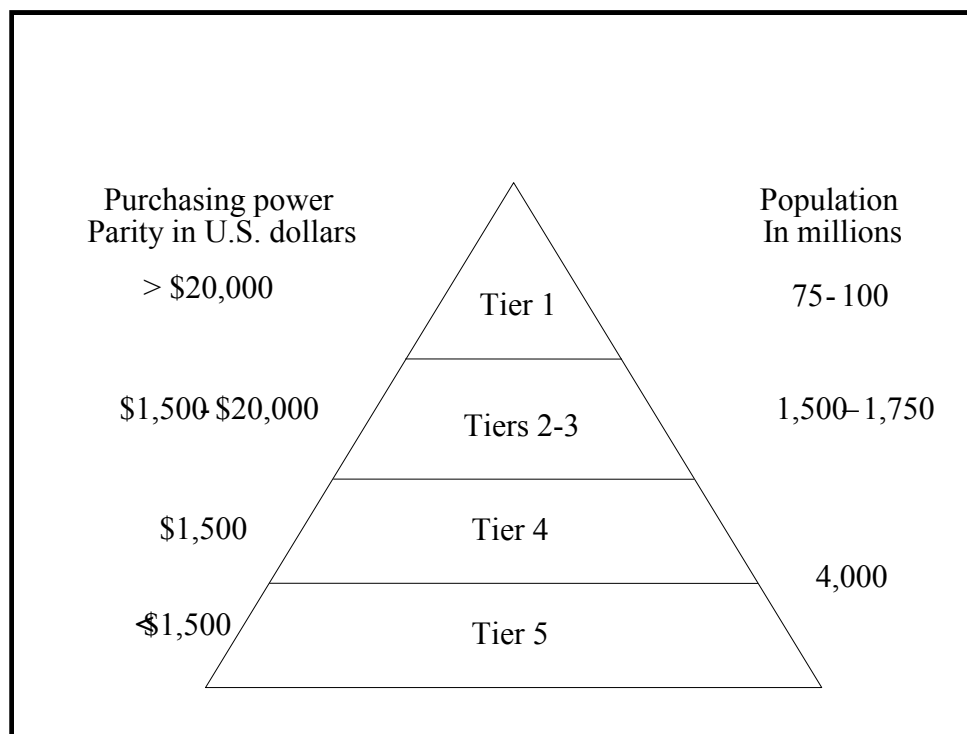
Source: Prahalad (2005).

Prahalad (2005) made the point that the bulk of professional management competence was aimed at Tiers 1 and 2 only. The market in Tiers 3, 4 and 5 typically falls outside the dominant logic[65] of educated professional managers employed by MNCs.[66]

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[65] Changing this dominant logic into a duality of logic is going to be a major challenge in crafting a new MBA for a new world order. It will also be a challenge to "educate" managers to have the courage to drive business towards the bottom of the pyramid with the support of the board and shareholders.

[66] This clearly calls for a duality of business logic future; being competent in a First World, and in an Emerging Market business environment. Mastering this duality then becomes a core competence for the postmodern business leader, and the postmodern MBA.

Ohmae (2005) concluded his futuristic research by stating that tomorrow's managers need to apply '*kosoryoku*', a Japanese term that incorporates the meanings of vision, concept, imagination and realism[67] – meaning that managers need to develop the ability to envision the world to come and then to shape their reality towards that vision.[68] He concluded that, in order to do this, managers need to be trained like athletes or artists – to start young, to have personal coaches, to be exposed to the best, and to be challenged to excel beyond themselves.

The CEO briefing by *The Economist* Intelligence Unit (2005) on corporate priorities for 2005 to 2008 listed the following management challenges, arising from a survey of 500 senior executives and in-depth interviews with more than 20 global business leaders:

1. Companies strive for growth in uncertain environments – executives are compelled to take on more risks to engineer growth. Developing and executing such a strategy becomes more of a fine art than usual.

2. Increased competition for offshoring and outsourcing opportunities as two critical factors re-shaping the global market place.

3. China as opportunity, risk and competitive threat.

4. Technology – managing disruptive technologies and innovations.

5. Managing scarcity of resources, such as energy and skilled people.

6. Governance to go global – even to far flung places, that were previously not cared for but are now the focus of offshoring and outsourcing.

7. Governance to go beyond financial issues, but to broader societal and environmental issues.

8. Corporate agility as a pre-requisite for survival.

The reflections of Copeland (2005), an esteemed, retired businessman and former CEO of Deloitte and Touche in the USA, are worth noting. In his plenary address to

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[67] The Author was really amazed to learn of this Japanese term. Many years ago, while still in the trenches of doing global business, he created the word "crealistic", and used it in his IB lectures to express that same blend of being creative, yet realistic!

[68] The $-million question is of course what that global vision should be. A vision to please Mammon? A vision of the "delightful organisation" (Handy 2002)? Striving for the highest good, as envisioned by the ancient Greek philosophers? Answering these questions will be one of the objectives of this thesis.

the Global Forum on Management Education in Santiago, Chile, in October 2005,[69] he offered a wide range of advice to B-school educators, drawing on some 35 years of experience in the corporate world.[70]

Firstly, he lists a number of regrets: a) as he spoke only English, he wished for the linguistic skills of his Canadian and European colleagues, b) a lack of knowledge of the history and the culture of people he had to deal with, c) up to his mid-career, he never travelled outside the USA limiting his experience in time and scope, and d) that he was not physically prepared for the demands of international travel.

Secondly, he advised them to teach their students to become global executives a) by improving their cultural intelligence, b) by learning at least one language other than his/her mother tongue, c) by taking better care of themselves so that they could cope with the tough physical demands of international travel – health problems wash out a lot of executives, d) by being ready to deal with whatever came their way – such as using critical thinking skills, solving complex systems problems, learning to integrate a wide range of knowledge areas, etc, e) by providing for mid-career re-training, and f) by getting ready for the business environment likely to materialise over the next 30 years, such as increased global business, caring for the environment – in this regard he makes a plea for the return of scenario-based planning in the MBA curriculum.

Dunning (2006) identified three turning points in the focus and trajectory of international business (IB) research in his lifetime. Firstly, in the 1950s and the 1970s, the focus was on the foreign direct investment (FDI) movement and the physical environment of the world economy. Secondly, with the fall of the Berlin Wall in the 1980s, the world became truly global, with IB research focussing on improved efficiencies and global alliances in the context of the physical environment. Thirdly, from the 1990s, IB research slowly moved to the human environment in IB. The underlying global change agents were: a) a growing realisation of the role of institutions and their values in setting the motives and strategies of MNCs; and b) a

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[69] He listed a number of regrets that led to his advice to B-school educators: a) that he spoke only English – he wished for the linguistic skills of his Canadian and European colleagues, b) that he lacked knowledge of the history and the culture of people he had to deal with, c) that, up to his mid-career, he had never travelled outside the USA, limiting his experience in time and scope, and d) that he was not physically prepared for the demands of international travel.

[70] It's interesting to note his progression from a local to a global mindset orientation along the leadership pipeline of Drotter and Charan (2001).

willingness and competence of countries to influence their own firms and social capital to attract FDI. The context of a) and b) were: 1) increased globalisation, 2) a social desire for 'wellbeing' as compared to other societies, 3) the desire of society (fuelled by politicians and sociologists) for MNCs to voluntarily submit to global corporate social responsibility, 4) the strategic manoeuvrings of MNCs to deal with a myriad of new risks in their global architecture, 5) increased participation of new economies in the global economy, 6) the demands of a changing and uncertain human environment, and the growing technological complexity of the physical environment. From all this, he concluded that future IB research would be aimed at understanding the above contexts and their impact on the wealth-creating processes of MNCs.[71]

2.3   New trends and contexts for the MBA

2.3.1   *A new philosophical awareness emerging*

Drucker (1987) believed that there was as much 'management' outside of business as inside business, if not more. He based this on his perception of society as increasingly a society of organisations, i.e., where the overwhelming majority of people derived their livelihood from being associated with organisations. Therefore, he argued, management had become the pervasive and universal instrument for society to deliver on its expectations, such as prosperity, safety and health. He believed that adding societal demands had not changed the work of management, but the meaning thereof: Management had become affected by public interest, and the consequences for management theory and management practice (and consequently also for the MBA curriculum) would constitute the management problems of the next 50 years.

In a post-Enron soul-searching research mode, Handy (2002) asked what a business is for. He described society's deep suspicion of corporations and their managers and, in particular, its perception that they were there for self-enrichment and the exploitation of society. He promoted the premise that companies should not meet shareholders' requirements at all costs, but should rather meet stakeholders'

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[71] The question is: How to prepare MBA graduates for this new, and complex business reality? Is there room for the classics, such as philosophy and critical reasoning to assist with crystal clear thinking?

requirements, i.e., they should find a fair balance between the requirements of financiers, employees and society.[72] In this regard, he referred to Saint Augustine (354-430), who said that one of the greatest sins is to mistake the means for the end. Just as the sole purpose of a human being is not to eat, but to eat in order to live a purposeful life,[73] the sole purpose of a company should not be to make profit, but to make a profit in order to do something meaningful. Therefore, companies should strive to be come enlightened, serving all stakeholders, and saying, "We should, as charitable organisations do, measure success in terms of outcomes for others as well as for ourselves." (Handy, 2002: 54) As examples of such enlightened companies, he referred to Unilever's and Citicorp's innovative business models to enable India to enter the bottom end of the market.[74]

With the premise that management science is a late entrant into the house of knowledge, Clegg and Ross-Smith (2003) opened a debate on how management science could best establish itself as a distinct science. They encouraged B-school faculties to aspire to the Aristotelian virtue of '*phronesis*', which refers to a discipline that is pragmatic, variable, context-dependent and based on practical rationality. Its pedagogical outcome should underpin the moral responsibility that B-school faculties have towards society by shaping the hearts and minds of their young managers.[75]

Berry (1997) argued that, although the MBA evolved from a liberal market capitalism ideology, B-school faculties and businesses should recognise the value of exposing the next generation of business leaders to a wider range of values[76] in the global

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[72] This is akin to the Great Happiness Principle of the philosopher, Mills – to find a balance that would provide equitable happiness to a diverse range of interest groups (Stumpf and Abel, 2002).

[73] Both Plato and Aristotle argued that the purpose of man is to pursue the truth in every matter (Stumpf and Abel, 2002). Today, the purpose of man is being punted as the pursuit of a purposeful life. Handy (2002) took this further and encouraged organisations to become similarly enlightened – i.e., "to become delightful organisations", as he put it.

[74] Prahalad (2005: 30) described this very well. Muhammad Yunus earned the 2006 Nobel Prize for Peace by doing just this in Bangladesh. Imagine, a business leader earning a Nobel Prize for Peace!

[75] Who knows? Perhaps this reminder by Clegg and Ross-Smith (2003) of what an MBA educator's fundamental responsibility is may have contributed to Ghoshal's (2005) *mea culpa* reformist call to his fellow BS barons in the USA.

[76] There seems to be a trend away from capitalism as an exclusive mode of economic delivery. A term arising frequently in the media is: "the third way of doing business", or as the *Time Magazine* of 11 August 2008 termed it: "new creative capitalism", referring to the new business strategy of Bill Gates (Chairman of Microsoft) to reduce the cost of medicine to the world's poor in Tiers 3 and 4 of the human pyramid.

economy. These values emerge from social democracy, democratic socialism and economic conservationism ideologies, or policy stances.

2.3.2   *The changing business environment of B-schools*

Friga *et al.* (2003) researched the lessons that arose from industry transformations in the healthcare and financial services and airline industries. They proposed that these lessons would also apply to B-schools over the next 10–20 years.[77]

Four disruptive forces

Firstly, they identified four primary forces that would disrupt the stable and predictable world of management education, namely:

1. *Globalisation***:** USA B-schools were in the early stages of aggressive internationalisation. Some experimentation was currently in progress.

2. *Disruptive technologies*: The Internet, interactive communication platforms, broad band, etc., would change the mode of delivery of management education.

3. *Demographic shifts* in four areas: Firstly, shifts in global population growth in general and, in particular, in the percentage of people in need of higher and/or management education; secondly, shifts in diversity (i.e., gender, race, age and nationalities); thirdly, changes in the workplace from manufacturing to service orientation, where higher levels of education are needed; and fourthly, an overall shift in the sophistication and user-friendliness of educational technology, attracting previously reluctant people into the net.

4. *Deregulation,* resulting in reduced state subsidy and the increased importance of accreditation as a global assurance measure.

Changes in supply

Secondly, they identified changes in the supply and demand of management education, such as:

1. *Entry of new players in search of profits*. In the USA, the number of private firms offering management education had exploded. Abroad, INSEAD's

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[77] Yes, but their proposal was aimed at the financial survival of B-schools, maintaining market share and the status quo. Although necessary for the purpose of survival, it is not about a new visionary leadership role for B-schools in business, government and society.

endowment had increased from $2,5m to over $36.6m over the previous five years. In Russia and Eastern Europe, over 1 000 B-schools have sprung up over the previous seven years. In China, there were 21 MBA programmes on offer jointly with USA B-schools and 40 MBA programmes run by Chinese universities.

2. ***Exit of old players.*** The first casualties would probably be the smaller and lesser known B-schools with outdated technology and syllabi.

3. ***Industry consolidation***. Although hard to imagine for B-schools, it is logical that scenarios might arise where the merging of two B-schools makes sense, given complementary positioning and/or resources.

4. ***Inter-firm alliances might be more likely for B-schools.*** In the USA, there were a number of examples of universities in close proximity offering to exchange credits and/or jointly attended classes.

5. ***Geographic expansion.*** There were already a number of examples of this dynamic, e.g., Harvard Business School had established executive education and research centres in Hong Kong, Tokyo and Singapore.

Changes in demand

6. ***Increase in existing markets.*** This was most likely from both USA and non-USA citizens doing the MBA in America.

7. ***Three new markets.*** Corporate training, international programmes and modular learning by the general public might outpace demand for the traditional B-schools.

8. ***Specialisation.*** Most B-schools offered an MBA aimed at the general market. B-schools would be forced to also offer specialised MBAs in order to survive financially, as cited in the research done by Collis (1999) in his article "When industries change: scenarios for higher education" (*Forum Fortune*).

9. B-schools will experience ***price reductions*** as consolidation continued.

Friga *et al.* (2003) also identified three new critical success factors for future B-schools, namely capacity, convenience, geographic reach and brand.

This implies a possible shift from low-volume, high-margin strategies to high-volume, low-margin strategies, given new techno-economic models. Also, the need for timely business education may require a shift from a 'just-in-case' curriculum (i.e., a general

MBA) to a 'just-for-me' curriculum. Brands will continue to grow in importance as B-schools seek to differentiate and to avoid quality erosion in a market where the business education market may become like the commodities market.

2.3.3 *Global relevance and local contextualisation outside the USA*

Dayal (2002) provided a context for management education **in India**, with distinctive features, such as:

1. Management education should have a defined focus, namely to develop managerial competence;

2. Classroom education needs to be complemented by a wide variety of aids, such as case analysis, assignments, feedback, business games, interaction with other students and opportunities for introspection;

3. Management draws on knowledge from a wide variety of theoretical and applied areas of study. Therefore, management students need to understand the theoretical basics from each of these areas of study and how they integrate in practice;

4. The study of management needs to incorporate the transfer of concepts/theory to practice as a distinctive feature;

5. Management is a profession, just like that of a doctor and an engineer. Hence management professionalism should be characterised by an orientation to decision-making, bounded by ethical, societal and cultural considerations in a local and global business context.

'Americanisation' of management education is so entrenched in **the UK** that it will probably remain in the foreseeable future. The future evolution of the UK's 120 B-schools will remain a function of the ebb and flow of market/financial pressure and public/student/employee criticism, rather than becoming a product of any rational debate. B-schools will have to become more and more commercially minded, just as businesses, in order to survive, have to do marketing, influence supply/demand, and develop new products (Tiratsoo, 2004).

In one of the first research papers on B-schools in the new **South Africa**, Strasheim (2001) concluded her work by saying, "The cycle of service for the MBA customer is

a long and enduring process, almost like the Comrades marathon.[78] Just as the athletes that enter the Comrades do not expect it to be easy and without pain, MBA students perceive the MBA to offer a major challenge. As long as the Comrades maintains its prestige and is well organised, athletes will keep coming back." She recommended the following strategic actions for South African B-schools:

1. ***To engage in more customer research*** to identify the needs of management students, their employees, alumni and other stakeholders in management education.

2. ***To prepare the student with the right kind of mindset*** to enter a management career, having a realistic perception of what an MBA can/cannot do for himself and that business education is a life-long learning experience.

3. ***To build stronger and longer-term relations with customers,*** because an MBA is a knowledge product with a high credibility value and has a high consequence risk if the wrong product is chosen. Students experience high levels of uncertainty prior, during and immediately after the study. Good personal relations and word-of-mouth encouragement assist them to make and pursue the knowledge. In this regard, Strasheim (2001) cited the work of Benedixen, Borman & Spence (1995).

4. ***To keep curricula in line with market demands,*** a plea was made to 'glocalise' the South African MBA – aiming for a global focus, while retaining a local focus. She cited the *Business Day* newspaper (20 August 2000) as follows, "Therefore we have no option but to extend the [MBA] curriculum. We must not be satisfied with producing only functional excellence. We must strive to produce leaders, entrepreneurs and managers of tomorrow who will play a wide role in and on behalf of business."

5. ***To improve academic leadership on a systemic level.*** Here she cited Stevens (2000), who observed that, due to management inertia and a culture of resistance to change, B-school deans are not allowed to lead business thinking. Instead, the media, organisations and the public dictate the academic agenda.

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[78] The Comrades is an annual ultra-marathon in South Africa, and is today as popular amongst athletes as it was when the first race was run on 24 March 1921. It was intended to honour the bravery of soldiers marching through North Africa during the first World War, and to challenge young people to display similar bravery. Today, it is still the benchmark for personal bravery – just to finish is considered a personal triumph!

Stevens described this resistance to change as the negative culture of existentialism, where employees (academics) preserved their own identity and freedom, being dictated to by no man, while being shielded from the hard realities of performance delivery in business. He likened this culture to a Senate without any elections – collective decision-making without taking responsibility, or being held accountable – a recipe for total self-indulgence and irresponsibility.[79]

6. *To live up to their social responsibility* to uplift their country (South Africa) towards world-class excellence. This calls for academic citizenship in society and being attuned to management education needs beyond the classroom.

7. *To build academic excellence.* This implies building not only the quality of the faculty, but also international recognition of South Africa's MBAs.

Okazaki-Ward (2001) gave insight into new developments of the MBA in **Japan**. The first insight was that the enthusiasm of students for an MBA qualification at a Western B-school was mind-boggling: Typically, such a student might spend £59 000 plus living expenses of his/her own money to obtain a Western MBA over a two-year period. The second insight was that Japan was entering a new phase of its graduate management education due to: a) local businesses' increasingly becoming integrated in the global economy, and thus requiring increased levels of management competence, and b) the government's desire to rationalise tertiary management education by introducing 'professional postgraduate schools'. Such professional schools were to be based on the USA-model in the fields of management, law and medicine. Professional management schools were to spearhead this initiative and the Hitotsubashi and Kyoto universities were selected to provide such a 'professional MBA'. Hitotsubashi reported that it aimed to deliver the best of both worlds to its students by blending Western and Japanese management concepts and practice (thus glocalisation, as recommended for South African B-schools by Strasheim [2001]). Worth noting was the emergence of preparatory courses for an MBA programme to assist working adults to re-enter formal studies after four years in business. The key focus of preparatory areas was on drawing up a research proposal, proficiency in English and the writing of an essay.

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[79] The question is how to turn-around this negative culture.

Hong Kong after 1997 was testimony to the adage that society reflects education and education reflects society (Cheung, 1998). This new society's workforce was moving from manufacturing and entrepôt trade to financial services. Geopolitically, Hong Kong saw itself as the financial services centre of South China and the launch pad of multi-national companies entering Asia, and China in particular. These societal changes called for: a) management education to change from vocational training to sophisticated professional management education; b) successful Western management practice and theory to be converted to successful Asian management practice and theory; and lastly c) the local mindset to change to a global mindset, considerate of societal values, ethics, accountability and leadership in the region of South China.

Thompson and Gui (2000) concluded their research by reporting that, for the MBA to remain attractive to the **Asian** region, it could not provide a hybrid Western education, but had to develop what the Asian professional manager truly needed. Their research ranked the reasons why Hong Kong students enrolled for an MBA (see Table 10).

Table 10: Motivations for pursuing an MBA in Hong Kong

Rank	Motivations for pursuing an MBA
1	To improve analytical abilities
2	To learn more about business management
3	To get an MBA degree qualification
4	To learn practical approaches to business management
5	To make you better at your job
6	To obtain better prospects to change career path
7	To learn theoretical approaches to business management
8	To improve own self-esteem/image
9	To make new business contacts
10	To make new friends
11	To make more money
12	To gain respect from others
13	Good way to use spare time

Source: Thompson and Gui (2000).

Montgomery (2005) said that growth of the **Asian**-style MBA needed to be endogenous, with Asia itself addressing key constraints as follows: a) reducing reliance on government funding, which would require a mindset shift towards a culture of nonreligious (corporate) philanthropy and private funding; b) addressing the shortage of indigenous faculty; c) reducing its dependence on Western education material and research; and lastly d) introducing a culture of ethics and social responsibility, which is increasingly challenging Asian governments, companies and societies.[80]

Similarly, information-poor Third World countries need to catch up with the high quality of management education in information-rich countries by encouraging adjustments in culture, mindset, work habits and technology proficiency. These adjustments are necessary to become competent indigenous managers in an emerging market in countries in an interconnected global economy (Selvaratnam, 1988; Thapisa, 2000; Thompson, 2002; Curtis and Lu, 2004).

2.4   Strategic options for crafting a modern MBA

Indirectly, Ansoff (1980) set the scene by drawing attention to the concept of 'strategic issue management', which is a systematic procedure for the early identification of and fast response to important trends and events, both inside and outside an enterprise. Ansoff (1987: 503) cautioned against falling into the 'blind man's bluff game' by researching issues/phenomena at too low a level, which precludes the strategist/researcher from fully comprehending the complete nature of the whole. B-school deans could do well to leverage from the entrepreneurial strategies proposed by Drucker (1985) to avoid the pitfalls of strategic planning (Mintzberg, 1993), decision-making and leadership (Westley and Mintzberg, 1989; Mintzberg 2004a).

Friga *et al.* (2003) proposed new strategic thinking in the areas of primary markets, new partnerships and new products to underpin future B-school strategies. On primary markets, they asked whom B-schools actually served. In addition to the normal areas of student supply, they exposed a gradual paradigm shift towards

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[80] Just imagine the educational challenge to do this – changing the mindset of more than one billion people. This may well become the key challenge for the MBA of tomorrow.

lifelong learners. They pointed out that, with the opening up of formerly centrally-planned economies, some 2,5 billion people had been thrust into a global economy with little knowledge of markets and management. This opened up an enormous new market for management education.[81]

On new partnerships, Friga *et al.* (2003) proposed four organisational groups that might add value to B-schools, namely technology firms, other universities, major corporations and community colleges, which were already entrenched in lifelong education. Table 11 gives examples of such partnerships.

Table 11: Examples of business school strategies

NEW PRIMARY MARKETS
International Expansion
University of Chicago establishes new campus locations in Singapore and Barcelona.
Harvard Business School creates research facilities in Hong Kong and Buenos Aires, with plans for Europe.
Northwestern's Kellogg School teams with Wharton in creation of new Indian School of Business in Hyderabad.
Carlson School of Management launches a joint eMBA Programme with Linghan College of Zhongshan University in China.
Domestic Expansion
Wharton offers MBA programme for executives in San Francisco, known as 'Wharton West'.
Harvard Business School opens California Research Center in San Jose.
NEW PRODUCTS
International MBA
One MBA Programme – The University of North Carolina teams with four leading business schools across the world to offer a unique executive MBA programme on four continents.
Duke MBA Global Executive and Cross Continent Programmes.
Henley Management College – MBA delivered in over 100 countries.

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[81] With enormous cultural, contextual, mindset, distance and innovative challenges to B-schools. Indeed, an exciting challenge in global learning!

NEW PRODUCTS
Custom MBA
Indiana University offers custom MBA within General Motors.
University of Texas offers custom MBA to Texas Instruments.
Arizona State University offers custom MBA programme and other courses to Deere.
Online MBA
Top research schools with online MBAs include Indiana University, University of Florida and Rensselaer Polytechnic Institute.
Private education firms with online MBAs include Capella University, Jones International University and the University of Phoenix.
NEW PARTNERSHIPS
Business School – Business School
Harvard and Stanford merge executive education programme.
Columbia University and London Business School – joint MBA and non-degree programmes.
Columbia University and University of California – bicoastal executive MBA programme.
Wharton and INSEAD allow students in France and Singapore to study at either school.
Private Firm – Business School
UNext working with University of Chicago, Columbia, Stanford, Carnegie-Mellon and London School of Economics.
FT Knowledge (Pearson/Financial Times) working with Wharton in content creation.

Source: Friga et al. (2003). The original table was simplified by the Author (2008).

On new products, Friga *et al.* (2003) encouraged offering management education to non-business students, which is graphically explained in Figure 7, together with the probable dynamics and trends thereof. The key trends were to spend less time on campus, and the traditional MBA was depicted in an evolutionary process towards a) primary market requirements, and b) from university-based to a corporate based degree.

Figure 7: Anticipated shift in primary product offerings by business schools
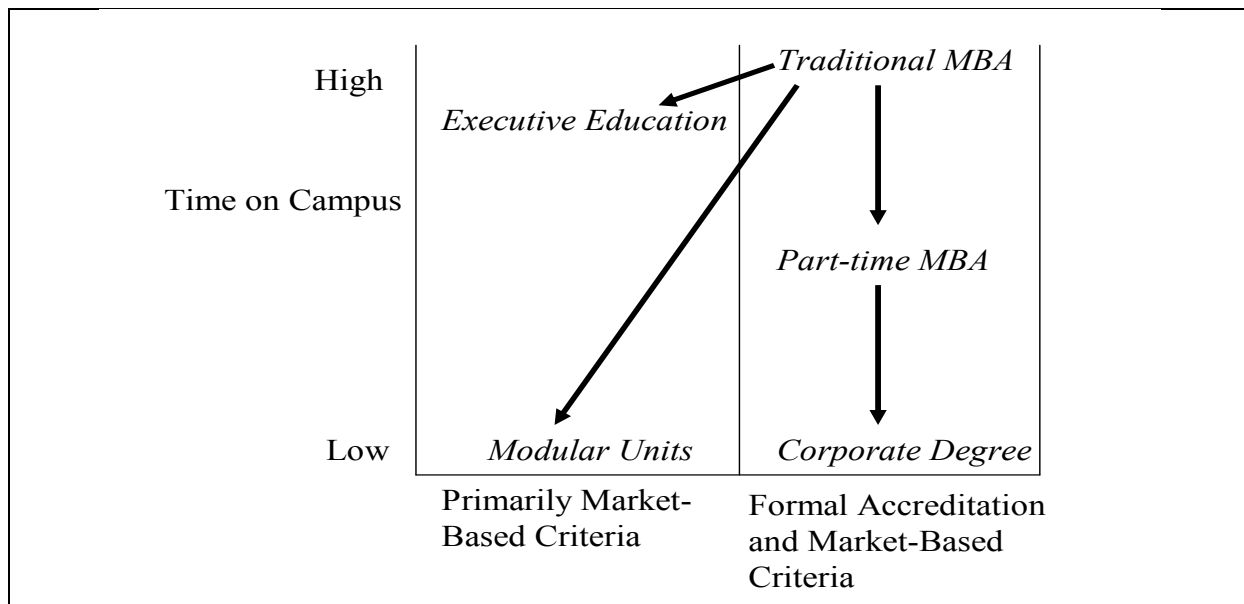
Starkey and Madan (2001) and Sutton (2004) suggested that B-school academics and businesses should be reintroduced to each other to remove the reality gap because these stakeholders are jointly responsible for the development and relevance of business science. The authors proposed some very specific guidelines for building such an alliance to their mutual benefit.

DeAngelo *et al.* (2005) proposed that deans from major B-schools should counter the media ranking mania by setting a new ranking process in motion whereby informed insiders measure long-term academic quality, rather than partially informed outsiders, thus heeding Stevens' (2000) call for improved intellectual leadership.

Blass and Weight (2005b) argued that, although there might be many B-school strategies to bring the MBA into the twenty-first century, they did not address the fundamental problem that the MBA had lost its allure as an elite/sought-after qualification for senior management – the MBA had become a mass graduate conversion programme to prepare middle management for functional management. They proposed an MBL (master's degree in business leadership), as a post-MBA[82] programme aimed at developing '8 capitals' that senior managers would need in future, as graphically explained in Figure 8.

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[82] Indirectly, Drotter and Charan's (2001) leadership pipeline is acknowledged to provide a longitudinal context for management education.

Figure 8: The Master of Business Leadership
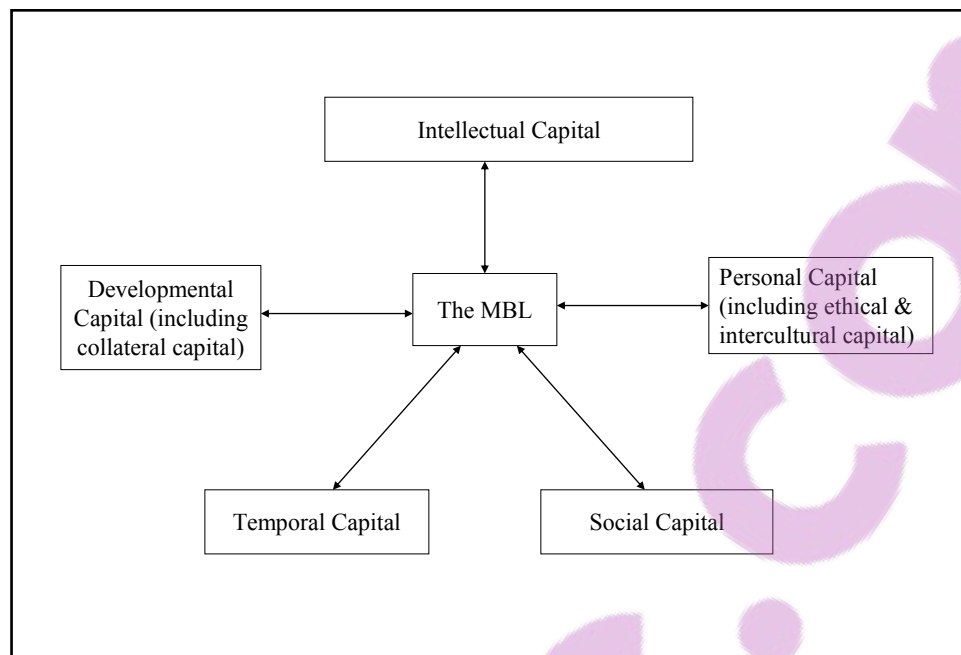
Blass and Weight (2005b) explained the eight capitals as follows, while leveraging the wisdom of integrative thinking (e.g., from Latham, Latham & Whyte, 2004):

1. ***Intellectual capital:*** This is the curriculum content on the functional knowledge base. Although most such knowledge would have been covered in prior learning, the focus in the MBA programme would be on integrating it holistically.

2. ***Social capital:*** This is about building and maintaining personal networks, drawing on the old adage that "it's not what you know, but who you know."[83]

3. ***Personal capital:*** This is about knowing yourself and having confidence in who you are, with high self-efficacy and resilience. It's about building personal competencies.

4. ***Intercultural capital:*** This is aimed at seeing beyond the American model to the finer points of understanding cultural differences as core to successful global alliances.

5. ***Ethical capital:*** This is about organisational culture, values and beliefs, and aligning these within the organisation so that there is common motivation, purpose and drive.

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[83] The same learning was applied by Marco Polo (1256-1324) and his father when opening the trade route between Venice and the Mongolian Empire (Latham, 1958). What a learning from history!

6. ***Development capital*:** This underpins a person's ability to learn, to be receptive to feedback and to embrace change.

7. ***Collateral capital*:** This is about creativity, idea generation and the associated assessment of risk/viability.

8. ***Temporal capital*:** This is about economies of time rather than economies of value. It is about managing time, values and performance throughout one's lifecycle, through various time zones as an international manager, and between one's work and personal life.

Ghoshal (2005) proposed that the trend of developing bad theories could only be reversed by B-school academics and their institutions themselves. He acknowledged the formidable barriers to a fresh start, such as the way PhD programmes are structured, the requirements for publication in top academic journals, recruitment of faculty, and the transformation of institutions built around the current paradigm of B-schools. Nevertheless, he called for a collective effort to reshape the structure, contexts and priorities within which B-schools work. This would require leadership from B-school deans:

1. to introduce an ethics-based curriculum, not just a single stand-alone course on ethics;

2. to improve the overall quality (usefulness) of research and service delivery and to reintroduce (re-legitimise) intellectual pluralism and to embrace all four of the different modes of scholarship advocated by Boyer (1990), namely:

   a) scholarship of discovery (research),

   b) scholarship of integration (synthesis),

   c) scholarship of practice (application), and

   d) scholarship of teaching (pedagogy).

3. to extend the role of B-school governors to overseeing the extent to which academics apply their academic freedom; and

4. to collectively debate a new intellectual agenda for the B-schools of tomorrow.

Learning from the USA experience, Pfeffer and Fong (2004) expressed concern at the emergent sameness of B-schools – all promoting higher salaries as the dominant

value proposition[84] and benchmarking themselves against the media ranking criteria[85] and trying to become look-alikes of consulting firms or training institutes. In response to this phenomenon, Pfeffer and Fong asked four fundamental questions, namely:

1. How are university-based B-schools going to cope with increased competition?

2. How acceptable is the dominant value proposition, namely that higher pay is due to an MBA, given the latest spate of corporate and management scandals?

3. Is the culture fostered by B-schools in students' minds acceptable for tomorrow?

4. They asked Ghoshal's (2005) question, namely, should B-schools own up to crafting the business culture that led to the recent spate of corporate and management self-enrichment scandals?

In answer to the above questions, Pfeffer and Fong (2004) proposed that B-schools return to their roots as university departments, focussing on subject content and fostering a passion for learning. This would require shifting their own dominant value proposition from earning higher pay to a passion for learning.

Nodoushani and Nodoushani's (1996) contribution to strategic options for crafting a modern MBA was a reminder to B-school faculties of their moral responsibilities. B-schools work to produce knowledgeable young managers who will have a profound long-term impact on their organisations and society. B-school faculty members should therefore be acutely aware that they engender a profound economic and socio-political impact on contemporary society. Clegg and Ross-Smith (2003: 96) called on B-school faculty members to "transcend the history they inherited in the service of those futures we wish to inherit." This call is later echoed by Ohmae's (2005) call to apply *kosoryoku* in envisioning and delivering those futures.

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[84] This is in contrast to other research, which indicated that intellectual challenge topped the list of the most important attribute MBA-graduates want when selecting between jobs. It also disregards the MBA-graduates who are prepared to forego financial reward in order to work for firms known for high business ethics, social and environmental responsibility (Montgomery, 2005). This contradiction calls for further research, and global learning. Another learning is that research on US B-schools cannot simply be extrapolated to the rest of the world – country and cultural adjustments, at least, are required.

[85] Using the same accreditation criteria sets up B-schools for conformity, thus living up to the old adage of "you become what you are measured against." Remember that American media rankings do not apply globally – different countries have different educational priorities and value systems.

2.5   Doctoral research on the MBA

The Proquest Dissertations and Theses database and the South African National Research Foundation's Current and Completed Research Projects database[86] yielded fifty doctoral studies on the MBA between 1999 and 11 August 2008 from around the world. A list of the thesis titles has been included in the Research Proposal, Chapter 3.

Risi (2005) was the only doctoral student from the above sample who attempted to probe the direction in which the MBA may evolve in future.[87] In her thesis, *The MBA in transition: factors driving curricular change*, she addressed the gap in the literature, saying: "No major study was found that asked the MBA decision makers if the theoretical forces driving curricular change were the same as those driving change in practice" (Risi, 2005: 31). In her literature review, she identified the following as factors that drive curricular change in the MBA: 1) accreditation requirements, 2-4) critical feedback from industry, alumni and students, 5) competitive rankings, 6) programme innovation and improvement, 7) globalisation of the MBA market, 8) technological advances in business, 9) internal B-school resources and structural issues, and 10) the need to maintain a competitive market share against traditional and non-traditional competition. To validate these ten forces, she cited 23 credible sources from the body of knowledge. A list of these 23 references has been included in the Research Proposal, Chapter 3.

As a research tool, Risi presented a 'pen and paper' questionnaire to 75 B-school directors and deans attending the 2004 MBA Leadership Conference. The outcome of the survey was: a) programme innovation and an effort to maintain market share are the two most important factors driving curricular change, b) the importance of competitive rankings is minimal, c) internal factors are more important than external factors,[88] and d) the respondents confirmed the ten factors identified in the literature that drive curriculum change. The survey concluded that the need for curricular

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[86] These two databases are approved by Unisa's SBL and are considered sufficiently representative for a global search on doctoral studies in a particular field.

[87] The Author was shocked to learn that all 50 doctoral studies on the MBA over the past decade followed the same inward-looking paradigm as the general discourse on the future of the MBA – a complete disconnect with the macro-environment of the B-school.

[88] This conclusion confirms the view that the MBA discourse is focussed inward, and also affirms the gap in the body of knowledge that the Author intends to address in his doctoral thesis.

change was understood, and that the challenge remained to craft an MBA that provides a more relevant and engaging business education, not only to satisfy the stakeholders (i.e., B-schools, MBA accreditation agencies, industry and MBA students – prospective, current and alumni),[89] but also leads the way towards innovations in industry.

2.6 Learnings from history

In this section, only a selected few learnings from history will be discussed, those which may have an impact on the overall theme of the Review of the Discourse by Business School Academics namely: Strategic options for graduate business schools – concepts and proposals by academics from around the world.

In 1948, the Trustees of the Ford Foundation commissioned a task team to make recommendations on how best to utilise its resources for the benefit of human welfare.[90] A seven-part programme was approved, of which one part was termed "The improvement of the structure, processes, and administration of our economic organisations: business firms, industries, labour unions, and others" (Carroll, 1959: 155). Over the next decade, the Ford Foundation led, encouraged and supported influential research which became known as the Foundation Reports)[91] pursuing the following three research questions: a) What is the current status of business education? b) In what direction is business education moving? and c) What image of the future business school may be gleaned?

From 1948 to 1959, a total of $14,5 million was allocated to strengthen business education to achieve the following programme objectives:

1. To increase the quality and quantity of doctoral research in business science, and to create a culture of research at B-schools;

2. To support and encourage fundamental curriculum revisions;

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[89] Are there any other stakeholders out there? Society? The Earth? The next generation?

[90] By 'human welfare' the trustees meant 'American welfare'. Hasn't the time come re-research the term 'human welfare'? What about the full spectrum of Prahalad (2005) human pyramid?

[91] Has the time not come after some 50 years for such-like research to re-position the MBA in new post-WW2 world order?

3. To integrate social and behavioural sciences into the B-school curriculum;[92]

4. To promote innovation and quantitative techniques to aid management decision making (Carroll, 1959).

Duncan (1971) argued that an understanding of the history and the pioneering works of the heroes of a profession grounds a person in the tradition, values and practices of the profession. He cited[93] the debate in USA on whether management is a profession or not,[94] and did his own informal investigation into the teaching of history in various professions, as summarised in Table 12.

Table 12: A comparison of history courses in selected professional curricula*

	Schools in which the history of a discipline is …		
	required (%)	available as an elective (%)	required or available as an elective (%)
Pharmacy (n=30)	40,0	37,0	77,0
Medicine (n=50)	56,0	18,0	74,0
Law (n=44)	4,5	25,0	29,5
Engineering (n=40)	0,0	25,0	25,0
Management (n=50)	2,0	10,0	12,0

__Note__: A total of 214 programmes in various disciplines was examined. All business schools examined offered an MBA, or equivalent degree (n = number of programmes examined). __Source__: Duncan (1971).

From the above, Duncan (1971: 517) concluded that "Its only point is that the availability of such a course (the history of management thought) in the 'professional management curriculum' could assist future managers in acquiring a greater

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[92] Of interest here is the recognition that the social sciences, as applied in management, were still in the pioneering stages, and that inputs from psychology, sociology and social anthropology may be expected in future. There is very little sociology and social anthropology in the MBA curriculum of today.

[93] Referring to K.R. Andrews (1969. 'Towards professionalism in business management', *Harvard Business Review*, *47*(March-April): 49-60) and Bernard Barber (1967. 'Is American business becoming professionalized?' In E.A. Tiryakien, ed., *Sociological theory, values, and socio-cultural change: Essays in Honor of Pitirim A. Sorokin.* New York: Harper and Row. 121-145).

[94] In all fairness, the Author proposes that a distinction should be made between different kinds of managers, such as: the MBA-manager, the accidental manager, and the entrepreneur managing his business. Let's compare apples with apples in order to upgrade the quality of critical reasoning.

appreciation of the thoughts of management writers[95] and, thereby, give them a greater sense of tradition and deeper devotion. This knowledge, if nothing else, could provide an impetus to overcome some of the barriers to professionalism."

Miller and Vaughan (2001) addressed the following questions from the perspective of today's manager: Is management theory more than a conglomeration of contradictory fads? Are there enduring truths, or is management theory balancing on the edge of New Age mysticism? They concluded that practitioners are more influenced by management writings in the popular press and management fads than by critical analysis of management theory. In order to prove this point, they discussed the book, *The witch doctors: Making sense of the management gurus* by Micklethwait and Wooldridge (1996), where management theory was seen as immature, awaiting a John Maynard Keynes or a Milton Friedman. From this and other examples, Miller and Vaughan concluded that management appears to be that rare discipline where practice often leads theory. However, they provided the following context for their conclusion, namely that: 1) Management is very much an art driven by fear and greed; 2) Practicing managers[96] feel their way in the dark through the trial-and-error application of many theories.[97]

In order to provide an answer from classical management thought, Miller and Vaughan (2001) cited timeless management truths from the works of Lyndal F. Urwick and Mary Parker Follet.

Lyndal Urwick (1944) used a framework of six building blocks to engender clearer thinking about management issues at the time. These building blocks are equally

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[95] The Author wants to testify to the value of this: The doctoral program for Unisa's Graduate School of Business Leadership requires students to read some 50 classical management writings in the areas of strategy, leadership, finance and functional management. From this a Reading Report has to be submitted as part of one's application to enter the doctoral programme. This reading has opened the Author's eyes, and contributed greatly to his growth towards being a doctor in business leadership.

[96] It's a fallacy to consider all managers as a homogeneous group, as mentioned in a previous footnote. Sadly, in the experience of the Author, some MBA-managers go about their work as if they have never studied for a master's degree in management, thus operating on the same level as their uneducated colleagues – and downgrading the worth of the MBA qualification.

[97] What is the problem here? It's typical of practice-oriented disciplines (where practice sometimes leads theory) – the same applies to other practice-oriented disciplines, such as Law, Medicine, Engineering, and Agriculture.

valid for today's manager, namely: Purpose, Leadership, Teams, Planning, Reengineering, and Training.

***Purpose*:**

1. A firm's purpose must be consistent with the purpose of the group as a whole, not just that of a few individuals;

2. Profit as a purpose of the firm is akin to the view that eating is the purpose of life. Instead profit is a stimulus to those who participate in the firm, and used as a measurement tool;

3. Purpose must be clearly defined to ensure that individual interests, such as greed, ambition and personal power, do not interfere with the firm's purpose;

4. Purpose must be felt and absorbed by each member of the firm to ensure collective harmony and unity of spirit.

   All four of these points are at the heart of a modern Vision and Mission statement, and many productivity improvement fads, such as Total Quality Management.

***Leadership*:** The foundation of good leadership is fair play and. in particular, how leaders treat each other. In this regard, Urwick quoted from *Onward industry! The principles of organisation and their significance to modern society* by Mooney and Reilly (1931: 34): "One of the dangers involved in the growth of any industrial organization is the struggle and the lust for power that appear among leaders themselves with the subsequent loss of fine discipline and the subordination of the ambitions of the men at the top to the good of the group." Thus, he made a case against self-serving interests, instead advocating striking a balance between personal interests and the overall interest of the firm. In this, he laid the foundation for modern transformational leadership, as opposed to transactional leadership.

Teams may have structural peculiarities, such as encouraging irresponsibility among members (today known as 'social loafing'), which contributes to an expensive form of administration. If such irresponsibility can be eliminated, committees can have a very strong unifying purpose to ensure collective enthusiasm for implementing a policy. Thus, Urwick laid the foundation of the modern team-based management approach.

Planning is an intellectual exercise before taking action, and leverages on the principles of investigation, appropriateness and order. These three principles remain at the core of any management planning tool, technique or function today.[98]

Reengineering is a continuous management effort because, like a machine, the human institution needs 'run in', 'decarbonising' and 're-boring' from time to time in order to wash out human deposits such as bad habits, inefficiencies and internal resistance. During the 1990s, reengineering as a management tool was popularised by various management gurus.

Training towards 'a similarity of outlook essential for true cooperation' is akin to today's shared vision and a strategy-supportive culture*.*

Urwick concluded by advising managers in the 1940s that "the raw material in which administrators work is human beings – human beings with hopes and passions, loves and hates, fears and divine courage of the spirit: a mixture much like the administrator's" (1944: 117-118).

Mary Parker Follet[99] outlined six themes for managers,[100] which still apply today, namely:

1. ***Dynamism*:** Static analysis of organisations is not feasible, because an organisation is a complex of dynamic social relations influenced by reciprocal reactions. Managers cannot separate themselves from the dynamic situation as each action changes its own context. This gives rise to the 'law of the situation', which states that one person should not take an order from another person, but that both should agree to take their orders from the requirements of the situation. Ignoring the uniqueness of the situation is to court disaster.

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[98] Why then are these basic building blocks (planning, organising and control) not included in many MBA courses? Is Mintzberg (2004) right in saying that MBAs are simply unfit to manage? In the Author's experience, many final-year MBA students grapple with the basics of a manager's task. The Author is of the view that many (if not most) corporate failures can be linked to poor planning, poor organising and poor control – overseen by a hollow business leader.

[99] Samuel, S. 1996. 'Mary Parker Follett – Prophet of management: a celebration of writings from the 1920's' [Book Review]. *Academy of Management Journal, 21*: 863-867.

[100] It's interesting to note that these six themes are all fundamental to modern systems thinking.

2. ***Empowerment*:** Managers should give employees the opportunity to discover and develop their own power in the workplace. This is consistent with today's concept of empowerment.

3. ***Participation*:** This was viewed as the coordination of the contributions of each individual. It involves, not only the bringing together of all the parts, but also the organisation of the parts into a working unit. This is consistent with today's valuing diversity and the use of teams.

4. ***Leadership*** in practice involves showing that orders are necessary as a result of the situation, which may or may not yet be visible to the followers. Follet's downplay of the command element in leadership is consistent with the modern concept of using a shared vision to inspire the team.

5. ***Conflict*:** Follett argued that conflict can only be resolved by domination, compromise or integration, the latter being the ideal in practice. This is consistent with today's creative conflict resolution.

6. ***Experience*:** Follett had respect for experience and what one learns from it. She asserted that learning from experience and learning from business science should count in equal measure towards the development of a manager, just as for any other profession.

Miller and Vaughan (2001) concluded from the above that management is not an exact science, but rather a mix of art, scientific method, intuition, investigation and, above all, experimentation. If the management principles of classic management thought are used as 'useful generalisations' (or as 'lighthouses', as Henry Fayol described his administrative principles), the professional manager[101] will be guided towards clearer thinking about complex issues, leveraging on enduring truths.[102]

Dunning (2006), reflecting on his lifetime as an IB scholar since the 1950s, concluded that future IB research would explore the interaction between MNCs and the changing physical and human environments in which they operated, and its implication for global economic welfare.

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[101] It is interesting to me that both Duncan (1971: 517) and Miller and Vaughan (2001) concluded with inferences to "professionalism in management" as a desired state. Why is this wise council being excluded from the discourse on the future of the MBA?

[102] And not fall prey to management slogans and fads! May this be a consequence of the classics in management and philosophy being excluded from the MBA curriculum?

2.7   A gap in the body of knowledge

This literature review of the discourse by B-school academics' on the future of the MBA shows ample evidence that it is repetitive and inward-looking, with the key agenda points being: a) critique of the MBA; b) closing the relevance gap with industry and ranking agencies; c) address seeking (university or industry orientation, local or global orientation?); d) curriculum change driven by inward-looking parameters; e) improved subject and B-school efficiencies; and f) a variety of financial survival strategies.

No evidence could be found of a fundamental repositioning of the MBA within an emerging new world order. However, visionary questions indicative of a yearning for deeper, wider and further thinking about the future role of business leaders in a new world of work are being asked by prominent B-school academics. A selection of these visionary questions are:

- What is the new role of management and business in a changing society? What constitutes and drives this new society? (Drucker, 1987).

- Why have business schools lost their leadership position in business? (Stevens, 2000).

- What is a business for? (Handy, 2002).

- Why have business schools failed themselves and society? (Ghoshal, 2005).

- What kind of education is needed to deliver what kind of manager for what kind of future? (Ohmae, 2005).

- What new dominant logic is required to drive the benefits of globalisation to the bottom of the pyramid of global society? (Prahalad, 2005).

Unfortunately, these questions remain questions in the discourse on the future of the MBA.

No evidence could be found in the literature review that any B-school, B-school academic or academic journal is facilitating a methodical questioning process, such as Socrates' dialectic method of inquiry, to find the truth to which these visionary questions point. Collectively, these visionary questions beg a deeper, wider and further thinking about the MBA of tomorrow. Collectively, these unanswered visionary

questions also constitute a gap in the body of knowledge that the Author intends to explore in the remaining chapters.

2.8   Conclusions from the literature review

Four distinct themes in the future of the MBA were explored in the review of business school academics' discourse, namely: a) critique of the MBA; b) closing the relevance gap, i.e., aligning the MBA with business needs and the pursuit of knowledge creation by B-schools; c) strategies to remain financially viable, i.e., B-schools' strategic and operational positioning; and d) compelling questions that are being asked.

Theme 1: Critique of the MBA. This first theme is well publicised, and well summarized by Blass and Weight (2005a) in a framework they called "6 diseases that may cause the death of the MBA".

Whilst this type of contribution has value as a critical element of the debate, some doubts have been raised over the underlying motives for the endless list of publications under this theme. For example, it can be asked whether they are intended merely to promote personal agendas (Buono, 2005), to gain easy publication credits, or to make a genuine contribution to improving the MBA of the future. The counter argument to the huge body of criticism of the MBA remains largely unanswered; namely, if the MBA is that bad, why does it continues to grow in popularity the world over – isn't the customer always right, as Peters and April (2007) argue?

Thus, although it is indeed necessary to have such a theme, it could be that it has progressed beyond the point of diminishing returns – with too much repetition and recycling of old concerns.

Theme 2: Aligning the MBA with business needs and the pursuit of knowledge creation by B-schools. This second theme is characterised by disputes as to the relevance of business education in practice and includes constant challenges to its applicability (e.g., Starkey and Madan, 2001; Pfeffer and Fong, 2002; Tiratsoo, 2004).

It would seem that this is an ongoing bread-and-butter discourse to please various stakeholders in B-schools. However, what seems to be lacking is the challenge to seek a cooperative vision between the academic and business stakeholders. Perhaps a lesson can be learned from legal and medical schools – which also serve practice-oriented professions with academics and practitioners as stakeholders (Duncan, 1971). Thus, although this theme may be an irritation to B-school academics, it is healthy as it keeps the MBA in balance between the two worlds of business science and industry – with not too much theory and not too much skills training.

Theme 3: B-schools' strategic and operational positioning in order to remain financially viable, and to grow market share. It seems that most articles in this third theme provide tactical advice on organic growth by either catching up with competitors or leveraging on industry experiences. For example, Friga *et al.* (2003) leveraged from the rationalization strategies applied by American airline, healthcare and financial services to introduce new geographical and competitive landscapes in which B-schools need to survive. A suite of strategic options were proposed that would enable them to survive and even to prosper in the areas of new primary markets, new partnerships and new products. Blass and Weight (2005b) leveraged from the five mindsets proposed by Mintzberg and Gosling (2002) to propose the introduction of a Masters in Business Leadership to supplement the current MBA in order to best address the new demands of graduate business education. Thomas (2007) proposed a PEST (political, economic, social and technological) framework that can be used to analyse the future roles and strategic choices open to B-schools. When reflecting on the merits of these three examples, the Author recalled Mary Parker Follet's warning from the 1920s that not to understand the context of a problem is to court disaster (Samuel, 1996), and the warning by Anshoff (1987) of the dangers of entering a research phenomenon at too low a level.

Whilst the first three themes are useful for the ongoing improvement and survival of B-schools and the MBA qualification, they also perpetuate the current paradigm of inward-looking, repetitive thinking that largely ignores the emerging new world order. Further testimony to the inward-looking nature of the discourse on the MBA is the phenomenon that all of the 50 doctoral studies on the MBA over the past decade focused on internal B-school issues, such as improving subject, pedagogical and

delivery mode efficiencies (*Proquest Dissertations and Theses: 1999–2006*). Only Risi (2005) ventured slightly towards an outward-looking research theme for her doctoral study entitled *The MBA in transition: factors driving curriculum change*. She looked at 1) accreditation requirements, 2-4) feedback from industry, students and alumni, 5) competitive rankings, 6) programme innovation and improvement, 7) globalisation of the MBA market, 8) technological advances in business, 9) internal business school resources, and 10) maintaining a competitive market share. Interestingly, yet sadly, her research concludes that factors external to B-schools play a minimal role in shaping curriculum design.

Daniel (1998: 288) concluded that the mainline MBA discourse during the twentieth century may be considered an endless cycle of the same arguments: "The most recent comments and criticisms, as well as the most innovations by the schools, all have the same parallels in the past, often as far back as 1910 and 1915." Interestingly, yet sadly, the literature review in Chapter 2 reveals that Daniel's 1998 view is still valid in 2008 for the first three themes.

Theme 4: Compelling questions that have been asked outside the other three themes. Whilst these questions are discussed directly or indirectly on a stand-alone basis, they are not articulated into the discourse on the future of the MBA. The following is a selection of the visionary questions that have been asked over the past twenty years:

- What is the role of management and business in society? (Drucker, 1987).
- What is the quality of academic leadership at B-schools? (Stevens, 2000).
- What is a business for? (Handy, 2002).
- What kind of future contextualizes your vision and mission? (Ohmae, 2005).
- Why have business schools failed themselves and society? (Ghoshal, 2005).
- What dominant logic is required to eradicate poverty at the bottom of the human pyramid? (Prahalad, 2005).

The results of the literature review of business school academics' discourse are presented graphically in Figure 9.

Figure 9: Structure of the MBA discourse
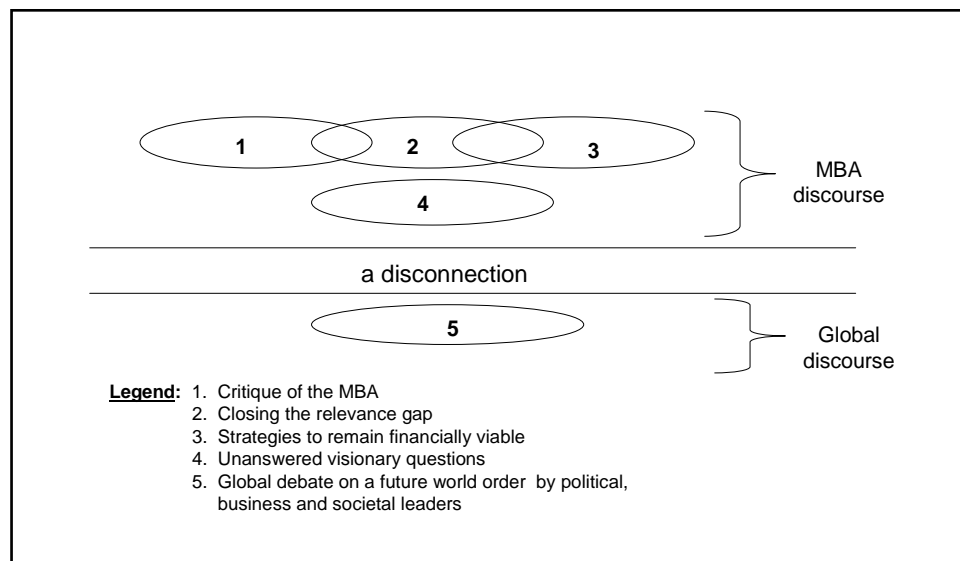
The internal discourse on the future of the MBA indicated by the first three emerging themes is presented in the top half of Figure 9 (Ellipses 1-3) while the fourth theme is indicated by Ellipse 4.

The literature review in Chapter 2 of "strategic options for graduate business schools – concepts and proposals from academics from around the world" concludes:

- that, while the first three themes have received ample attention, the fourth theme has not yet received the same level of attention;

- that, while the first three themes seem mutually reinforcing and interconnected, they are relatively unconnected to the fourth theme; and

- that the debate has until now largely ignored the emergence of a new world order (Ellipse 5). This means that the counterpoint in the debate's internal focus, namely focus on the global, external discourse, creates a disconnection between the MBA discourse and the global discourse, as indicated in Figure 9. This observation is explicated in the remaining part of this section, as it provides pointers to further discussion of the roles of B-schools and the design of a research methodology.

Discussion on a way forward

The content from theme 4 points to a new global context for the future MBA, concretized in *Global Trends 2015: a dialogue about the future with nongovernmental experts* (Global trends, 2000). This study, commissioned by the US National Intelligence Council, provides a flexible framework for long-term strategic planning

and debate. The study also provides insight into the probable future deflection points of a global socio-economic and geo-political nature, which will ultimately shape a post-WW2 world order. It is based on the following assumptions: a) US global influence will wane; b) moderate, but steady economic growth is required; and c) countries negatively affected by population growth, resource scarcity and bad governance are prone to internal conflict and state failure. It concludes that there are two key variables that will ultimately shape the world of tomorrow, namely a) the extent to which the globalisation benefits the world's population, and b) the extent of security on a global and regional scale. Depending on the ratio in which these two variables may unfold in future, four probable world orders emerge, namely regional competition, destructive globalisation, a postpolar world, or a world order of inclusive globalization. Each of the probable future world orders would spawn a distinctly different society, with its own values and norms, graphically presented in Figure 4.

The current study assumes that humankind yearns for the Heaven on Earth scenario, where peace and stability are the norm and one can live a happy and purposeful life (satisfying the universal needs of humankind of Aristotle [384–322 BC] and Plutarchus [ca 46–127 AD]). Such a state of being can only be achieved through the global pursuit of the Golden Rule of Humanity, namely respect for, and reaching out to, one's neighbour – as advocated by all major religions of the world (Küng, 1998). Evidence that this trend towards a world order of inclusive globalization is already emerging might be found in the following examples:

1. Lazlo (2006) suggested that humankind is at the dawn of a new societal shift from a 'logos civilization' to a 'holos civilization'.

2. Prahalad (2005) made a convincing case to eradicate poverty through profits.

Firstly, **Lazlo** (2006), a leading figure in systems philosophy and general evolution theory, theorised that human society is starting to shift from a 'logos civilization' to a 'holos civilization' The characteristic of a logos civilization is a short-term mentality that produces more negative social, economic and ecological side effects than positive achievements. The characteristic of a holos civilization is a harmonious human/nature interface in a systemic whole. The trend towards a holos civilization is best portrayed by the growing acceptance of global warming as a threat to humankind, and a consequent call to recommit to stewardship and a respect for life on the Earth (Berry, 1997; Hart, 1997; Küng, 1998; Gore, 2006).

Secondly, **Prahalad** (2005) convincingly argued that poverty can be eradicated profitably. Some 70% of humankind lives in a state of systemic poverty, earning less than $2/day. He asked why we ignore the world's biggest market of some three billion people, and proposed to enter this market through a process of inclusive globalisation – the second wave of globalisation. This would require a fundamental shift in the dominant logic of business leaders (and their MBA educators). However, doing just this earned the Chairman of the Grameen Bank in Bangladesh, Muhammad Yunus, the Nobel Peace Prize of 2006 (see <www.nobelprize.org>).

Considering the scenarios referred to above and the emergence of a world order of inclusive globalisation, the debate regarding the MBA needs serious attention – which the current review shows it is not yet receiving. A discontinuity seems to exist between the internal B-school discourse and the global discourse on post-WW2 world order (indicated graphically in Figure 9 as the gap between Ellipses 4 and 5).

This 'gap' begets a number of questions, including: How can we unlock the current paradigm of thinking about the MBA of tomorrow, and how can we connect it with the global debate on a post-WW2 world order – the future workplace of the MBA manager? What are the underlying truths pointed to by the visionary questions of the fourth theme?

2.9   A trial run of Socrates' dialectic method of systematic inquiry

In order to find an answer to the questions at the end of the previous paragraph, the Author reviewed literature outside the domain of business science, mindful of Einstein's observation that the answer to a problem seldom lies on the same level as the problem.

The Author, also mindful of his education in philosophy, constructed a Socratic dialogue using cues from the unanswered visionary questions from Theme 4 in the literature review (see Figure 9). This trial run of logic resulted in a vision of a new agenda for the discourse on the MBA in order to fill the gap in the literature. This construct is portrayed graphically in Figure 10, contrasting the existing inward-looking MBA discourse, with a new discourse that is aligned with the global discourse between political, societal and business leaders on a post-WW2 world order – the future place of work of the MBA-graduate.

Figure 10: A new agenda for the discourse on the future of the MBA
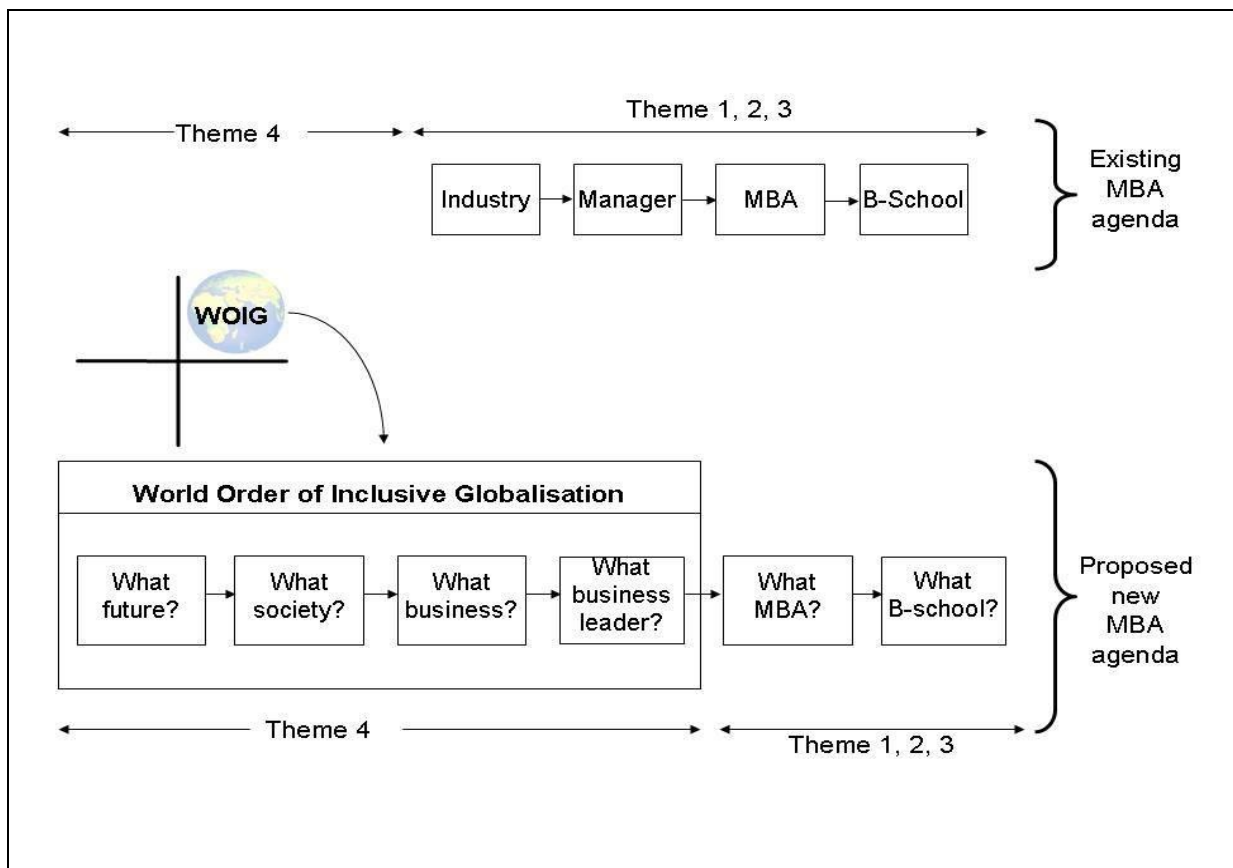
The outcome of this trial run of logic based on the Review of Business School Academics' Discourse in Chapter 2 is now given below:

1st Socratic question: *What kind of future do we want?*

Ohmae (2005) concluded his research on doing business beyond globalisation by stating that tomorrow's managers will have to apply *kosoryoku* in their strategy development – meaning that managers need to develop the ability to envision the world to come and then to shape their reality towards that vision. The Author proposes that the future we want is a world order of inclusive globalisation because it is best aligned with humankind's fundamental value system.

This poses a question about humankind's fundamental value system: Is the kind of future a business leader desires for his/her company and for his/her family the same? These two desires need to be mutually inclusive and reinforcing (unless a schizophrenic mindset guides the business leader of the future). Thus, the….

2nd Socratic question: *What kind of society will create this kind of future?*

Prahalad (2005) proposed a second wave of globalisation to take the techno-economic benefits of globalisation to the bottom 70% of mankind as a sustained means of eradicating poverty and countering global civil unrest. To achieve this future, would require a new kind of society, one that aspires to a world order of inclusive globalisation that incorporates the Golden Rule of Humanity and global stewardship.

This poses the question*: What kind of society will incorporate the Golden Rule of Humanity and global stewardship as its dominant values to guide businesses? Thus, the…

3rd Socratic question: *What kind of business does this kind of society need?*

Handy (2002) referred to Saint Augustine (354-430), who said that one of the greatest sins is to mistake the means for the end. Just as the sole purpose of a human being is not to eat, but to eat in order to live a purposeful life, the sole purpose of a business in a society that aspires to a world order of inclusive globalisation should be, not to make a profit, but to make a profit in order to do something meaningful. Therefore, such businesses should strive to make a profit in order to serve all stakeholders. Handy proposed that "We should, as charitable organizations do, measure success in terms of outcomes for others as well as for ourselves" (2002: 54).

This poses the question*: What business leader can deliver economic prosperity as well as the values of society? Thus, the…

4th Socratic question: *What kind of business leader does this kind of business need?*

It could well be the kind of business leader (management) described by Drucker (1987) when he observed a) that there may be as much 'management' outside business as inside; b) that modern society has become a construct of many different organisations from which members derive their livelihood, of which business is only one such societal construct; and c) that, given the success of management, society expects more from management than that it simply generate profit. From all this, he

concluded that the role of management has changed due to societal expectations, and that the consequences of this phenomenon for management theory and management practice would constitute the focus of management problems and research for the next 50 years.

This poses the question: What social contract is required between management and society in order to deliver such leadership? Thus the…

5th Socratic question: What kind of MBA does this kind of business leader need?

One that is different from the MBAs available today, which evolved to meet modern times and trends[103]   The MBA of the future must prepare its graduates for postmodern times and a world order of inclusive globalisation because, as Stevens (2000) asserted, top quality academic leadership is the key to coping with the global social, political and economic trends that impact on B-schools. Even in 2000, he questioned the quality of academic leadership at the B-schools of the day.

Ghoshal (2005) asked why B-schools had failed themselves and society, and called on his fellow B-school academics to reconsider the quality of their academic discourse and paradigm in order to realign them with business reality. He ascribed the necessity mainly to the constantly changing expectations of the role of organizations and managers in society.

This poses the question: Why do B-schools only promote liberal market capitalism, and not other political philosophies, such as social democracy or ecological conservationalism, which envisage a different future for humankind (Berry, 1997) – *thus closing the loop of logic by going back to the first Socratic question (i.e., what kind of future?).*

The successful outcome of this trial run of logic gave the Author confidence to proceed with the design of the research proposal outlined in the next chapter.

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[103] – e.g. see Footnote 65, commenting on the duality of business leadership competence arising from Figure 6

STRUCTURE OF THE THESIS

Chapter	Description	Key outcomes
	PROLOGUE	Introducing the overall research context, and the Author as researcher by way of personal footnotes
1	CONTEXTUAL SETTING	Historical overview of the MBA since 1881
		Research dilemma
2	REVIEW OF BUSINESS SCHOOL ACADEMICS' DISCOURSE	Strategic options for graduate business schools
		A gap in the body of knowledge
		Conclusions
		A new agenda for the discourse on the future of the MBA
		A trial run of the Socrates' dialectical method of inquiry
3	RESEARCH PROPOSAL	Assessment of 50 doctoral studies on the MBA
		The thesis statement
		Two research questions
4	RESEARCH DESIGN	A new research methodology: Critical metasynthesis
		Pre-control to ensure academic rigour
5	RESEARCH FINDINGS	Trustworthiness assessment
		1st Intellectual moment: A new archaeology of knowledge
		2nd Intellectual moment: A new genealogy of knowledge
		3rd Intellectual moment: ○ The Social Contract with Business ○ The postmodern MBA ○ A new context ○ A new vocabulary ○ A new curriculum
6	CONCLUSIONS	Closing the research loop
		Contributions to postmodern MBA stakeholders
7	RECOMMENDATIONS	Vistas of follow-up research themes
	EPILOGUE	The Author's personal learnings from this research
		An oracle of the world order of inclusive globalisation
	LIST OF REFERENCES	
	APPENDIX	125 MB Research data on a CD-ROM
		Evolution of the research
		Profiles of each of the 88 Global Icons
		Research Steps 1–7
		Trustworthiness audit

CHAPTER 3.   RESEARCH PROPOSAL

> *A research paradigm needs to be entered at the highest possible entry point. If not, partial insight will be mistaken as full insight.*
>
> *Igor Ansoff, 1987*

This research proposal was structured along the guidelines proposed by Mouton (2005) and Hofstee (2006).

Framework	Description
Title	*A social contract with business as the basis for a postmodern MBA in a world order of inclusive globalisation – a critical metasynthesis.*
Context of research problem	• The MBA today is mostly still based on the Foundation Reports of the 1950s, and their validation by the AACSB-sponsored Porter and McKibbin Report in 1988. • The Foundation Reports focussed essentially on the advancement of the American domestic economy in the wake of WW2. • The Porter and McKibbin Report confirmed that the recommendations of the Foundation Reports have mostly been implemented and made further recommendations, namely to: a) to improve on the integration of courses, and b) to introduce international business in the MBA curriculum. (Benson, 2004; and others)
	Change of business landscape since the 1950s, such as: • increased globalisation; • major advances in technology; • emergence of formerly closed economies; • a new world order emerging to replace the WW2 global structures; • a different business dynamic due to the increased awareness arising from global learnings, such as global cultures, global accountability and global warming; and • society has evolved to become organised through a constellation of organisations, of which 'business' is one such organisation. (Drucker, 1987; and others)
	Organic changes to the MBA curriculum have been introduced by many B-schools in response to external events, such as: • corporate scandals: then, introduced ethics and governance courses. • outcry for accountability: then, introduced triple bottom line accounting. (Ghoshal, 2005; and others)
	The current research and discourse about the future MBA by B-school academics is focussed on improved internal efficiency, financial survival, retaining market share, differentiation, reacting to the media, rankings or business opinion and closing the relevance gap as an ongoing quest. To a very large extent, this is the same as the discourse during the past century. (Daniel, 1998; and others)

Framework	Description
	Between 1999 and 11 August 2008, 50 doctoral studies were done on the MBA around the world – all focussed at improving the internal efficiency of the MBA,[104] except to some extent by Risi (2005) who probed the future trend of the MBA with her research titled *The MBA in transition: factors driving curricular change.* She looked at 1) accreditation requirements, 2-4) feedback from industry, students and alumni, 5) competitive rankings, 6) programme innovation and improvement, 7) globalisation of the MBA market, 8) technological advances in business, 9) internal business school resources and, 10) to maintain competitive market share. To validate these 10 forces impacting on curricular change, she cited 23 sources[105] from the body of knowledge on the MBA. (*Proquest Dissertations and Theses* and the *South African Current and Completed Projects databases*)
	Visionary questions are asked about a future MBA, such as: • Drucker (1987): What is the new role of management and business in a changing society? What constitutes and drives this new society? • Stevens (2000): Why no leadership role for B-schools in business? • Handy (2002): What is a business for? • Prahalad (2005): What new dominant logic is required to drive the benefits of globalisation to the bottom of the human pyramid? • Ghoshal (2005): Why have B-schools failed themselves and society? • Ohmae (2005): What kind of education to deliver what kind of manager for what kind of future? (Literature review of Chapter 2)
Dilemma	• The discourse about a future MBA is almost exclusively inward-looking, repetitive and incomplete. It also ignores the powerful forces shaping a new world order – the future workplace of the MBA-manager. • The visionary questions remain unanswered in the discourse on the future of the MBA. There is also no evidence in the literature of any endeavour or systematic inquiry to find an answer to the truth to which these visionary questions point. • Outside the B-school discourse on a future MBA, there is a fierce discourse raging on the global stage on what shape a future world order should take. Such a new (post WW2) world order will fundamentally re-define the business landscape in which tomorrow's MBA-manager will have to work. • Whilst Milton Friedman's view that "the social responsibility of business is to increase profits" may be true (*The New York Times Magazine*, September 13, 1970), Mary Parker Follett's view in the 1920s that, if the context of a matter is not fully understood, disaster is looming, is equally true (Samuel, 1996). What is the whole truth of the end-purpose of the business/society interface?

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[104] All 50 doctoral studies have been listed at the end of this Chapter.
[105] All 23 references have been listed at the end of this Chapter.

Framework	Description
Gap in body of knowledge	Collectively, these unanswered visionary questions constitute a gap in the body of knowledge addressed by the discourse about the future of the MBA. The Author concluded from the literature review in Chapter 2 that these unanswered questions point to a world order of inclusive globalisation, as illustrated by *Global Trends 2015: a dialogue with non-governmental experts* (2000).
Research scope	*Limitations* • Only the world order of inclusive globalisation as per *Global Trends 2015*. • Only the English language. • Only official public domain publications on the Internet, and lead articles in *The Financial Times* and *The Economist*. *Exclusions* • Country-level higher education policies. • MBA accreditation guidelines. • MBA ranking criteria. • MBA qualification curriculum design. • MBA subject-specific curriculum design. • MBA pedagogy. • MBA delivery modes. • Executive education for managers. • All social contract theory, except that of John Locke (1690).
Thesis statement	*A social contract with business as the basis for a postmodern MBA in a world order of inclusive globalisation.*
Research questions	• What are the nature and dynamics of a social contract with business? • How does such a social contract with business constitute a basis for a postmodern MBA in a world order of inclusive globalisation?

Research objectives	The research objectives were structured in Socrates' dialectic method of systematic inquiry to find the truth (Stumpf and Abel, 2002) pointed to by the unanswered visionary questions from the review of business school academics' discourse in Chapter 2. The sequence of the questions follows the logic of the Japanese vision-building process known as *kosoryoku* – which asks what the end-purpose of a vision is (Ohmae, 2005) and the relevant research objective is listed below each question (i.e., stating in effect, to answer this question, the research objective is to…):
	
	1) *What kind of future?*
	    To construct an image of the future world order of inclusive globalisation as envisioned by key Global Icons chosen from:
	    ○ Global Leaders (i.e., from business, politics and society); and
	    ○ Nobel Laureates (i.e., global thinkers, pioneers and paradigm-shifters) as a control group.
	
	2) *What kind of society for such a future?*
	    To construct an image of the kind of society that can build and sustain such a future.
	
	3) *What kind of business for such a society?*
	    To construct an image of the kind of business such a society needs.

Framework	Description

Research objectives (continued)	5) ***What kind of MBA for such a business leader?***
	  ○ To construct the nature and dynamics of a postmodern MBA as a basis for this kind of business leader's education; and
	  ○ To provide a link for research into curriculum design of the postmodern MBA as a follow-up to this thesis.

Key constraints/ Key limitations	• There are large variations in the curricula and modes of delivery of MBAs from around the world. B-schools also have a wide variety of visions in order to differentiate themselves for competitive reasons. • The body of knowledge on the world order of inclusive globalisation is large, and its span is outside the normal scope of business science. • The research was restricted to publications in the English language.
Key assumptions (respective to the key limitations above)	• All MBA graduates will have to work and compete in one global economy, irrespective of which B-school they attended. Hence, there is only one common outcome for the postmodern MBA, namely business leadership competence in the global economy – particularly in a world order of inclusive globalisation. • The Author designed a suite of selection criteria to yield a reasonable sample of Global Icons to research. If saturation of insight (according to the Law of Diminishing Returns) is not reached, then the sample size will be increased in a phased manner until saturation of insight is reached. • English is the dominant global language at present so all major works of a Global Icon would become published in English.
Theoretical foundation	The full spectrum of knowledge incorporated in the liberal education of a typical MBA qualification will be used. However, the Author may have to leverage from sciences related to business science, given the complexity of the thesis statement.
Research design	In order to construct an appropriate qualitative research methodology, the Author will follow the advice from Denson and Lincoln (1994), and act as a *bricoleur* to fuse metasynthesis, critical management research and Socrates' dialectic method of systematic inquiry into a new tailor-made research methodology, termed 'critical metasynthesis' to argue the thesis statement.

Envisaged contributions	• ***To the body of knowledge***:
	  ○ Answers to the unanswered visionary questions from the review of business school academics' discourse.
	  ○ A new relationship between business and society.
	  ○ Direction to research on the business/society interface by crafting an end-purpose (i.e., a world order of inclusive globalisation), and the means thereto (i.e., the Social Contract with Business).
	  ○ Research space for a new canon of knowledge for a postmodern MBA.
	  ○ A new research methodology, known as 'critical metasynthesis.'
	To graduate business schools:
	  ○ A new agenda for a discourse on the future of the MBA.
	  ○ A framework for a postmodern MBA for a world order of inclusive globalisation.
	  ○ Intellectual leadership to proactively deal with another external deflection point in the evolution of the MBA.

Framework	Description
	To business, society and politics: ○ Enhancing the drive to a world order of inclusive globalisation through: - crafting a common end-state vision for business, societal and political leaders; - a Social Contract with Business to inspire and direct corporate social responsibility to a higher level; - MBA-graduates who are appropriately educated to take on postmodern business leadership challenges; and - providing strategic building blocks for the turn-around to a world order of inclusive globalisation.
Chapter layout	1: ***Contextual setting*** This chapter introduces the origin and evolution of the MBA, possible future deflections in the further evolution of the MBA, and the current dilemma facing the MBA qualification today.
	2: ***Review of business school academics' discourse*** The literature review is structured around the theme *Strategic options for graduate business schools – concepts and proposal by academics from around the world.* This chapter concludes by identifying a gap in the body of knowledge addressed by the academics' concepts and proposals, a proposed new agenda for the discourse on the MBA, and a trial run of logic to prepare for the Research Proposal of Chapter 3.
	3: ***Research proposal*** This chapter proposes a robust research approach to address the gap in the business school academics' body of knowledge.
	4*: **Research design*** This chapter starts with an overview of each of the key research methodologies proposed in the previous chapter. Thereafter, the optimality of the research design is demonstrated. The chapter concludes with a step-by-step description of the chosen critical metasynthesis research methodology, aligned with the criteria for a trustworthiness assessment.
	5: ***Research findings*** The chapter discusses the outcome of each of the steps in the critical metasynthesis research. A self-assessment is done to demonstrate the trustworthiness of the research. The chapter concludes by arguing the thesis statement and answering the two research questions.
	6: ***Conclusions*** This chapter is structured in four parts: a) a summary of the new vocabulary and terms of the postmodern MBA; b) conclusions on the new critical metasynthesis research methodology; c) conclusions on the social contract with business and the postmodern MBA; and lastly d) conclusions on the contributions to business science, business schools, society, politics and humanity.
	7: ***Recommendations*** This chapter describes the vistas for follow-up research and how to implement it.

Framework	Description
	The Appendix • This is CD-ROM containing all the research data required by the critical metasynthesis research methodology. The data is structured in a user-friendly manner using an information engine to guide the reader through 125 MB of data. • For the sake of completeness, the following additional information has also been included: ○ The evolution of this thesis over a three-year period. ○ A photo album and summarised profile of each of the 88 Global Icons used in the metasynthesis.

LIST OF DOCTORAL STUDIES ON THE MBA (listed in descending date order)

Source: *Proquest Dissertations and Theses* (1999 – 11 August 2008) [from an electronic database search with the strike word 'MBA' in the title of the doctoral thesis].

1. Holmgren, M.A. 2008. Assessment of student learning in MBA programs: a study of Higher Learning Commission accredited institutions. The University of Nebraska, USA. AAT 3303692.

2. Fogerty, G. 2008. College rankings: impact on MBA admissions policy and practice. Arizona State University, USA. AAT 3304833.

3. Waller, A.D. 2008. Perceptions of emotional intelligence preparation and industry expectations for Utah State University MBA graduates. Utah State University, USA. AAT 3297494.

4. Welzant, J.H. 2007. A case study exploring online MBA problem-bases learning courses' impact on learner experience. Capella University, USA. AAT 3268609.

5. Lamer, M. 2007. A description of the perceptions of human resources professionals regarding the MBA degrees from for-profit and traditional universities in terms of Rogers' Diffusion of Innovation theory. Oklahoma State University, USA. AAT 3297503

6. Esland, K.V. 2007. Business schools and the construction of management knowledge: an analysis of the MBA. Open University, United Kingdom. AAT C828943.

7. Brooks, LM. 2007. Corporate and academic views on the importance of an MBA graduate skill set and the effectiveness of the United States Master's of Business Administration. The University of Nebraska, USA. AAT 3243517.

8. Armstrong, H.B. 2007. Perceptions of value derived from an accelerated MBA program: a study of graduates and their managers. Columbia University, USA. AAT 3259239.

9. Woods, W.G. 2007. The effect of leadership practices on organisational commitment: an analysis of MBAs in their individual workplace setting. Capella University, USA. AAT 3250066.

10. Hyatt, K. 2007. The influence of leadership practices on subordinate' perceived organisational support in MBA students. Nova South Eastern University, USA. AAT 3260186.

11. Brennan-Rowe, N.A. 2006. A case study of the perceptions of faculty and students in a selected MBA academic program, of the leadership practices and challenges inherent in organisational mergers and acquisitions. University of Hartford, USA. AAT 3196708.

12. Akarapanich, S. 2006. Comparing customer loyalty intentions using trust, satisfaction and commitment of online MBA students versus traditional MBA students. Nova Southeastern University, USA. AAT 3240853.

13. Wang, W. 2006. Middle manager leadership competencies in China: perceptions of MBA and EMBA students at Nankai University. Pennsylvania State University, USA. AAT 3231911.

14. Horney, M.A. 2006. Organisation men: a qualitative study of personal and professional issues amongst male MBA students. University of New York, USA. AAT 3204963.

15. Acker, W.L. 2006. Should I stay or should I go? A question of job loyalty of part-time MBA graduates who receive tuition reimbursement. The University of Kansas, USA. AAT 3216285.

16. Liu, X. 2006. Socio-cultural factors affecting the success of an online MBA course. Indiana University, USA. AAT 3204533.

17. Hussey, A.J. 2006. The effects of advanced education on labour market outcomes: an analysis of MBAs. Duke University, USA. AAT 3265269

18. Scism, D.C. 2005. An analysis of job placement variables of foreign Master of Business (MBA) students. Texas A&M University, USA. AAT 3189554.

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STRUCTURE OF THE THESIS

Chapter	Description	Key outcomes
	PROLOGUE	Introducing the overall research context, and the Author as researcher by way of personal footnotes
1	CONTEXTUAL SETTING	Historical overview of the MBA since 1881
		Research dilemma
2	REVIEW OF BUSINESS SCHOOL ACADEMICS' DISCOURSE	Strategic options for graduate business schools
		A gap in the body of knowledge
		Conclusions
		A new agenda for the discourse on the future of the MBA
		A trial run of the Socrates' dialectical method of inquiry
3	RESEARCH PROPOSAL	Assessment of 50 doctoral studies on the MBA
		The thesis statement
		Two research questions
4	RESEARCH DESIGN	A new research methodology: Critical metasynthesis
		Pre-control to ensure academic rigour
5	RESEARCH FINDINGS	Trustworthiness assessment
		1st Intellectual moment: A new archaeology of knowledge
		2nd Intellectual moment: A new genealogy of knowledge
		3rd Intellectual moment: ○ The Social Contract with Business ○ The postmodern MBA ○ A new context ○ A new vocabulary ○ A new curriculum
6	CONCLUSIONS	Closing the research loop
		Contributions to postmodern MBA stakeholders
7	RECOMMENDATIONS	Vistas of follow-up research themes
	EPILOGUE	The Author's personal learnings from this research
		An oracle of the world order of inclusive globalisation
	LIST OF REFERENCES	
	APPENDIX	125 MB Research data on a CD-ROM
		Evolution of the research
		Profiles of each of the 88 Global Icons
		Research Steps 1–7
		Trustworthiness audit

CHAPTER 4.   RESEARCH DESIGN AND METHODOLOGY

> *The solution to a problem is seldom found on the same level on which it has been created in the first place*
>
> *Einstein*
>
> *New knowledge and insights are created at the interface between separate knowledge domains*
>
> *CK Prahalad [Lecture at a Global Leaders conference], Johannesburg, 27 March 2007*

4.1   Introduction

This chapter is structured into four sections as follows:

1. An overview of critical management research contextualises the chapter. Then metasynthesis is introduced as a relatively new research methodology in management science.

2. The rigour and trustworthiness of qualitative research is discussed. As a pre-control measure, 53 criteria are applied to the research in this thesis to prove its academic rigour and trustworthiness compliance.

3. The research design is depicted in cascading and in decision-tree form in order to explore suitable possibilities, and then to select an optimal research methodology to address the unanswered visionary questions that constitute the gap in the body of knowledge that was identified in the literature review of Chapter 2.

4. The research methodology is discussed step-by-step so that the reader can easily follow its logic and rationale.

Although this chapter discusses the above four sections sequentially, they are the end-product of complex and iterative thought processes during the conceptual phase of the research design and methodology.

The inspiration and courage for what follows in this chapter were found in the wisdom of Einstein and Prahalad quoted above, and from Sandelowski (1993) who

encouraged scholars in practice-oriented disciplines to find ways to comprehend and present them differently in order to achieve the 'fuller knowing' that advances both knowledge and practice.

4.2   An overview of the core research methodologies

4.2.1   *Critical management research*

Critical management studies aim to broaden the agenda of management, as it is too potent to be limited to the rational confines of business (Alvesson and Willmott, 1992), At a basic level, critical management studies aim to unmask the power relations between society and organisational life as a whole (Fournier and Grey, 2000).

Alvesson and Deetz (2000) argued that the objective of critical research is to challenge the status quo for the sake of providing impulses leading towards new insights or new paradigms. In order to do this, critical research has adopted two basic approaches, namely a) to put a particular issue in a wider cultural, economic and political context, and b) to articulate a relationship between two diverse intellectual streams. These two intellectual streams are 1) critical theory and postmodern work, both of which challenge established social orders, and dominant practices, ideologies, discourses and institutions, and 2) qualitative interpretive research aiming to understand the micro-practices of everyday life.

Critical research focussing on management sees management as a social resource put to many uses by both business and non-business entities (Drucker, 1987; Alvesson and Deetz, 2000).

Typically, critical management research conclusions are derived through inductive reasoning and critical-philosophical insights arising from a loosely structured 3-step research process (also referred to as three 'intellectual moments') as follows:

Step 1: **Research to gain insight**: hermeneutic understanding and the archaeology of knowledge;

Step 2: **Critique**: deconstruction and the genealogy of knowledge;

Step 3: **Transformative re-definition**: concept formation, resistance, and *conscientização*.

The above is the context for an overview of metasynthesis, which follows next.

4.2.2   *Metasynthesis*

Metasynthesis stands in the interpretive research paradigm, integrating the results of different but related qualitative research. Metasynthesis research methodology has both hermeneutic and dialectic components. Hermeneutic research portrays individual studies accurately, and dialectic research compares and contrasts individual studies. The outcome is a theory or a model seeking to understand and explain the trends or phenomena arising from the metasynthesis (Jensen and Allen, 1996; Walsh and Downe, 2005).

Metasynthesis (MS) is a relative new technique for examining qualitative research. The term was first coined by Stern and Harris (1985) as cited by Walsh and Downe (2005), who also cite the application of MS in nursing by various authors (Sherwood, 1997a and b; Paterson, Thorne & Dewis, 1998; Beck, 2002; Campbell, Pound, Britten, Morgan & Donovan, 2003; Clemmens, 2003; Kennedy, Rosseau & Low, 2003). MS has also been used in education by Sipe (1995) and Bair (1999), and in management by Pielstick (1998) and Dixon-Krause (2006).

Given the relative newness of MS in management sciences, Table 13 is given to compare and contrast MS with the better-known meta-analysis research methodology.

Table 13: Comparison between meta-analysis and metasynthesis research

	Meta-analysis	**Metasynthesis** (Metasynthesis evolved from meta-analysis)
Research focus	Qualitative research Quantitative research	Quantitative research
Research context	To synthesise results from comparable studies	To synthesise results from different, but related studies
Objective	Analytic: seeking to increase certainty in cause and effect	Hermeneutic: seeking to understand and explain trends or phenomena as wholes, or at least in ways to reflect their complexity
Approach	Reductionist in the positivist tradition	Integrative and expansionistic

	Meta-analysis	Metasynthesis (Metasynthesis evolved from meta-analysis)
Criteria for rigour	Reliability Validity	Trustworthiness, determined by: truth value, applicability, consistency and neutrality
Key synthesis technique	Categorisation of data Statistical analysis Deductive reasoning	Categorisation of data Critical-philosophical reasoning Inductive reasoning
Truth considered as…	Singular, and calculated Truth described as an unambiguous metric	Multiple, and constructed by the synthesist Multiple truths leading to open vistas from which different kinds of knowledge can emerge

Derived by the Author from Noblit and Hare (1988), Krefting (1990, citing Guba, 1981),

Jenson and Allen (1996), Sandelowski, Docherty & Emden (1997), Pielstick (1998), Bair (1999, citing

Glass, 1976 and 1977, and Guba, 1978: 14), Campbell et al. (2003), Walsh and Downe (2005), and

Dixon-Krause (2006).

MS fields the same criticism as any other research technique in the interpretive research paradigm, namely that it is not as rigid as research arising from positivist or qualitative research. However, this criticism is not applicable to interpretative research, where "reality is assumed to be multiple and constructed, rather than singular and tangible. Just as Dali's art is no less valid than Picasso's by virtue of different re-presentations of common phenomena" (Sandelowski, 1993: 3) and "There is no one correct way to draw a face" (Tesch, 1990: 305, cited in Sandelowski, 1993).

Another criticism is that synthesis is reductionist, devaluing the worth of the original research and destroying the integrity of individual research[106] (Silverman, 1997; Walsh and Downe, 2005, citing the critique of Sandelowski *et al.,* 1997). The counter argument is that synthesis should be viewed as a research methodology that opens up space for new insights and understandings to emerge – and that synthesis is an ever-expanding, boundary-breaking exercise. MS seeks the 'truth value' of what is being examined, assuming there is a stable, fixed reservoir of knowledge waiting to

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[106] Such a narrow view of the knowledge creation process is challenged by eminent B-school academics such as Prahalad, who said at a lecture in Johannesburg on 27 March 2007 that "new knowledge is created at the interface between separate knowledge domains", and by Hamel (2007: 185), who said that "uncommon insights come from uncommon places", encouraging management scientists to learn from the fringes.

be tapped in order to understand the underlying trends or phenomena (Jensen and Allen, 1996; Walsh and Downe, 2005).

However, a wide body of researchers, such as Denzin and Lincoln (1994) and Leedy and Ormrod (2005), recommend that the careful up-front design of the account on which the MS will be based is mission-critical, i.e., the outcome of the MS is only as good as the account on which it is based. (This is analogous to 'pre-control' in Executive Project Management and Strategy Implementation, where the objective of pre-control is to structure the project up front for eventual quality compliance [Kerzner, 1998; Bateman and Snell, 2007]).

For this reason, the next section crafts just such an up-front quality assurance methodology as a pre-control measure for the research process.

4.3   Quality assurance towards academic rigour

Given that, in the interpretive research paradigm, truth is considered as multiple and constructed by the researcher, the key concern is that of bias and the integrity of the account where the truth is sought. Therefore, trustworthiness has become the criterion for academic rigour in interpretive research (Krefting, 1990; Sandelowski, 1993; Denzin and Lincoln, 1994; Pielstick, 1998; *et al.*).

The guidance of Krefting (1990), Sandelowski *et al.* (1997), and Walsh and Downe (2005) directed this research towards academic rigour compliance.

Firstly, Guba's Model of Trustworthiness (Guba, 1981, cited by Krefting, 1990), defines trustworthiness in terms of four criteria, namely truth value, applicability, consistency and neutrality.

1. **Truth value** asks whether the researcher has established confidence in the truth of the findings. What **credibility** would the findings have?

2. **Applicability** asks to what degree the findings can be applied to other contexts. Can the findings be **transferred** to other applications?

3. **Consistency** asks whether the findings would be consistent if the inquiry were replicated, either with the same studies or in a similar context. How **dependable** are the findings from the input?

4. **Neutrality** asks to what extent the researcher's personal bias has been hedged. Can the findings be **confirmed** by way of an external audit?

Secondly, the quality assurance guidance from both Sandelowski *et al.* (1997), and Walsh and Downe (2005) focus on the best practice that should be followed for each step of the research process to underpin it and deliver academic rigour:

1. Scoping the MS;
2. Locating relevant studies;
3. Deciding what to include;
4. Appraising the rigour of individual studies;
5. Analysing the database using the most appropriate techniques; and
6. Synthesising the findings.

Following these six steps adds value to Guba's Model of Trustworthiness.

From the above two approaches, 53 quality assurance criteria for academic rigour were identified. They are summarised below in Tables 14, 15 and 16.

Table 14: A summary of the criteria to assess academic rigour

Criteria for rigour	Sub-criteria for rigour	Main code	Sub-codes
Trustworthiness of the MS research.	1. Truth value (credibility?)	T1	a–j
	2. Applicability (transferability?)	T2	a–d
	3. Consistency (dependability?)	T3	a–f
	4. Neutrality (confirmability?)	T4	a–c
Best practice in each of the MS research steps.	1. Scoping the MS	S1	a–b
	2. Locating relevant studies	S2	a–f
	3. Deciding what to include	S3	a–b
	4. Appraise rigour of individual studies	S4	a
	5. Analytic techniques	S5	a–h
	6. Synthesising the findings	S6	a–c
Total quality compliance indicators		**10**	**53**

Source: Constructed by the Author from Krefting (1990) and Walsh and Downe (2005).

Codes and sub-codes: *In Table 14, the main code T = Trustworthiness and S = Research Step. They refer to the thesis-specific strategies in Table 15 and the MS best-practice research steps in Table 16. In Table 15, the four criteria for trustworthiness in the left-hand column are related to four thesis-specific strategies in the right-hand column (via the codes T1 to T4). They are broken down in the*

centre column into detailed criteria that are alphabetically referenced. These alphabetic references relate back to the sub-codes in Table 14. They are referred to later by marginal notes in the text to match research design with trustworthiness criteria.

Table 15: Detailed criteria to assess trustworthiness

Guba (1981), cited by Krefting (1990)		
Recommended criteria towards rigour	Recommended research strategies to ensure TRUSTWORTHINESS	Thesis-specific strategies
1) *Truth value*	To establish **credibility** by way of:	**T1**
	a) prolonged engagement,	T1a
	b) time sampling strategy,	T1b
	c) reflexivity,	T1c
	d) triangulation,	T1d
	e) member checking,	T1e
	f) peer examination,	T1f
	g) interview technique,	T1g
	h) establishing authority of the researcher,	T1h
	i) structural coherence, and	T1i
	j) referential adequacy.	T1j
2) *Applicability*	To establish **transferability** by way of:	**T2**
	a) nominated sample,	T2a
	b) comparison of data to demographic data,	T2b
	c) time sample, and	T2c
	d) dense description of sources of reference.	T2d
3) *Consistency*	To establish **dependability** by way of:	**T3**
	a) dependability audit,	T3a
	b) dense description of research methods	T3b
	c) stepwise replication (not applicable),	T3c
	d) triangulation,	T3d
	e) peer examination, and	T3e
	f) code-recode procedure.	T3f
4) *Neutrality*	To establish **confirmability** by way of:	**T4**
	a) confirmability audit,	T4a
	b) triangulation, and	T4b
	c) reflexivity.	T4c

Note: The criteria recommended by various authors for MS best-practices are listed in the left-hand column of Table 16 below and are related in the right-hand column to the relevant MS best-practice research steps that are listed as main codes S1 to S6 in Table 14. The recommended criteria are broken down in the centre column of Table 16 into detailed criteria that are alphabetically referenced and relate back to the sub-codes in Table 14. They are referred to later by marginal notes in the text in order to match research design with MS best-practice criteria.

Table 16: Detailed criteria to assess compliance with best practice

Jensen and Allen (1996)		
Recommended criteria towards rigour	Recommended research strategies to ensure compliance with best practice in MS research steps.	MS research step
Intelligent data collection	a) To conduct studies that are in relation to the phenomenon.	S2a
	d) To state inclusive and exclusive criteria clearly.	S2d
	e) To use original studies in order to retain integrity and intent.	S2e
	f) To understand and disclose inconsistencies.	S2f
	g) To understand why discrepancies occur, and whether they really matter within the overall context of the phenomenon.	S2g
	h) To decide how much data and how many studies are optimal.	S2h
	i) To conduct comparable studies.	S2i
Planning for a quality synthesis process	c) **For the hermeneutic component**: To select data from each study to enable individual study analysis.	S5c
	d) **For the dialectic component**: To select data from all studies to enable a compare-and-contrast analysis.	S5d
Viewing the phenomenon from different perspectives.	a) Multiple synthesis methods are acceptable to get a multi-dimensional, holistic perspective of the truth.	S6a
Retaining the context of the phenomenon under investigation	e) As with individual subjects within one study, one can, through the reciprocal translation of one study into another, create a holistic understanding of the new synthesised whole.	S5e

Sandelowski *et al.* (1997)		
Recommended criteria towards rigour	Recommended research strategies to ensure compliance with best practice in MS.	MS Research Step
Determining topical similarity of studies	a) To ensure that the studies selected for the metasynthesis are really related to the same substantive phenomenon.	S2a
Setting inclusion criteria for selection of studies	b) To avoid overly large samples of studies (+10), which impede deep analysis, and therefore threaten the interpretive validity of findings. In such a case, synthesists have to be true 'connoisseurs' to ensure the validity of findings.	S2b

Sandelowski *et al.* (1997)		
Recommended criteria towards rigour	Recommended research strategies to ensure compliance with best practice in MS.	MS Research Step
Determining methodological similarity of studies	c) To have comparable methodological and conceptual underpinnings.	S2c
Explicating methods and techniques for synthesis	a) To put the findings together and to communicate the 'magic' thereof to stakeholders, which is the *raison d'être* of MS research – i.e., good report writing.	S5a
	b) To analyse culturally divergent facts, metaphors, stories and images from different studies. Therefore, synthesists must be skilled in semantic (literal) and idiomatic (meaning) translation.	S5b

Walsh and Downe (2005)		
Steps in the MS research process	Recommended research strategies to ensure compliance with best practice in MS research steps.	MS Research Step
1. Framing the MS exercise through a research question, purpose or aim.	Walsh and Downe make a case for tighter focus at the outset, in order: a) to ensure manageability of the entire research; and b) to structure the finding for transferability.	S1a S1b
2. Locating relevant papers.	j) **Conduct a broad search**: Select all papers relating to a phenomenon – from journal papers to books; k) **Conduct a deep search**: (due to the general non-availability of detailed accounts of MS) by backtracking for obscure papers or commentary to fill the gaps, and by using different sources of information, e.g., library, electronic data bases. l) Do not do one single retrieval, but a series of smaller retrievals that become more specific/detailed as the researcher grows in understanding. m) Search for 'refutational' papers: papers that critique the main body of understanding about an issue.	S2j S2k S2l S2m

Walsh and Downe (2005)		
Recommended criteria towards rigour	**Recommended research strategies to ensure compliance with best practice in MS.**	**MS Research Step**
2. Locating relevant papers. (continued)	n) Structure for transparency to enable auditing for the sake of establishing trustworthiness.	S2n
3. Deciding what to include (MS Research Step 2 in this thesis)	a) Select a 'purist' approach to MS, namely a single synthesist using multiple studies in a related field.	S3a
	b) Select a multiple suite of studies, to underpin the interpretive paradigm, where truth is seen as multiple, and knowledge is constructed.	S3b
4. Appraising the rigour of the individual studies. (MS Research Step 3 in this thesis)	a) Each synthesist must compile his/her own suite of criteria to ensure optimality, as well as to deliver on the trustworthiness of the MS. However, each MS study should disclose its selection criteria to stakeholders.	S4a
5. Using analytic techniques (MS Research Step 4 in this thesis)	f) ***Phase 1***: The reading of the studies ends with a grid of key concepts, juxtaposed to identify:	S5f
	○ homogeneity of categories/codes/themes; ○ discordance of categories/codes/themes; ○ dissonance of categories/codes/themes.	S5g
	g) ***Phase 2***: **In the hermeneutic process**, care should be taken to retain the original context and content of each study.	S5h
	h) ***Phase 3***: **In the dialectic process**, the identified concepts are subjected to a compare-and-contrast exercise in order to strengthen concepts or to build new concepts. Synthesists should expect some concepts to be complementary, whilst others may be 'refutational', emergent or supportive.	
6. Synthesizing the findings to elucidate more refined meanings, exploratory theory or new concepts. (MS Research Step 5 in this thesis)	The final phase is to synthesise the above three phases to elucidate increasingly refined meanings, exploratory theory and new concepts. Consensus emerges as to core themes, mid-level or substantive theory, with the following key deliverables:	S6
	b) The synthesis needs to reflect the tension between contradictory explanations if there is a lack of congruence.	S6b
	c) The synthesis needs to demonstrate explicitly how the whole is greater than the constituent parts.	S6c

Source: *Constructed by the Author from Krefting (1990), and Walsh and Downe (2005).*

Note: In the rest of this chapter, the quality assurance criteria towards academic rigour given in Tables 14, 15 and 16 are indicated with {code and sub-code} in the right margin. For example, the first marginal note is T4a, where 'T4a' is the code for 'neutrality' in both Table 14 and Table 15 and the 'a' is shown in the centre column of Table 15 to be the sub-code for 'establishing confirmability by way of a confirmability audit'.

Sandelowski (1993) cautioned researchers not to contaminate the pursuit of academic rigour with *rigor mortis*. In the interpretive research paradigm, the pursuit of academic rigour should allow latitude for versatility in the research approach and for the artfulness required to escape the confines of the *status quo* to search for new truths and new knowledge, which is the *raison d'être* of interpretive research. However, as the marginal notes show, each of the 53 quality assurance criteria has been applied at least once as a pre-control measure to structure the research design and methodology up-front for eventual academic rigour.

4.4   Research Design

Each researcher has to craft the optimal research design to address the specific research questions at issue. Sifting through the maze of qualitative options is a daunting yet crucial phase of the research design (Denzin and Lincoln, 1994).

Communicating the qualitative design criteria and output to peers is a major challenge to researchers (Yardley, 2000). Therefore, the author has structured this section into two subsections: Firstly, the context of the research design is depicted both as a top-down cascading flow of logic in Figure 11 and as a decision tree in Figure 12; and then the logic used to arrive at the chosen optimal research design is explained and justified according to the Cascade Levels A to H from Figure 11.

Neutrality {T4a}

Figure 11: Overall research design – cascading structure

A	RESEARCH ENTRY LEVEL	Plato Ansoff (1987)

B	RESEARCH CONTEXTUALISATION	Mouton (2005)

C	RESEARCH DESIGN	Lee (1999) Denzil and Lincoln (1994) Leedy and Ormrod (2005)
D	STRATEGY OF INQUIRY	

E	RESEARCH METHODOLOGY	Jensen and Allen (1996) Sandelowski (1993)

F	RESEARCH STEPS TO GAIN INSIGHT	Alvesson and Deetz (2000) Walsh and Downe (2005)
G	RESEARCH STEPS TO CRITIQUE	
H	TRANSFORMATIVE REDEFINITION	

Figure 12: Overall research design – decision tree structure
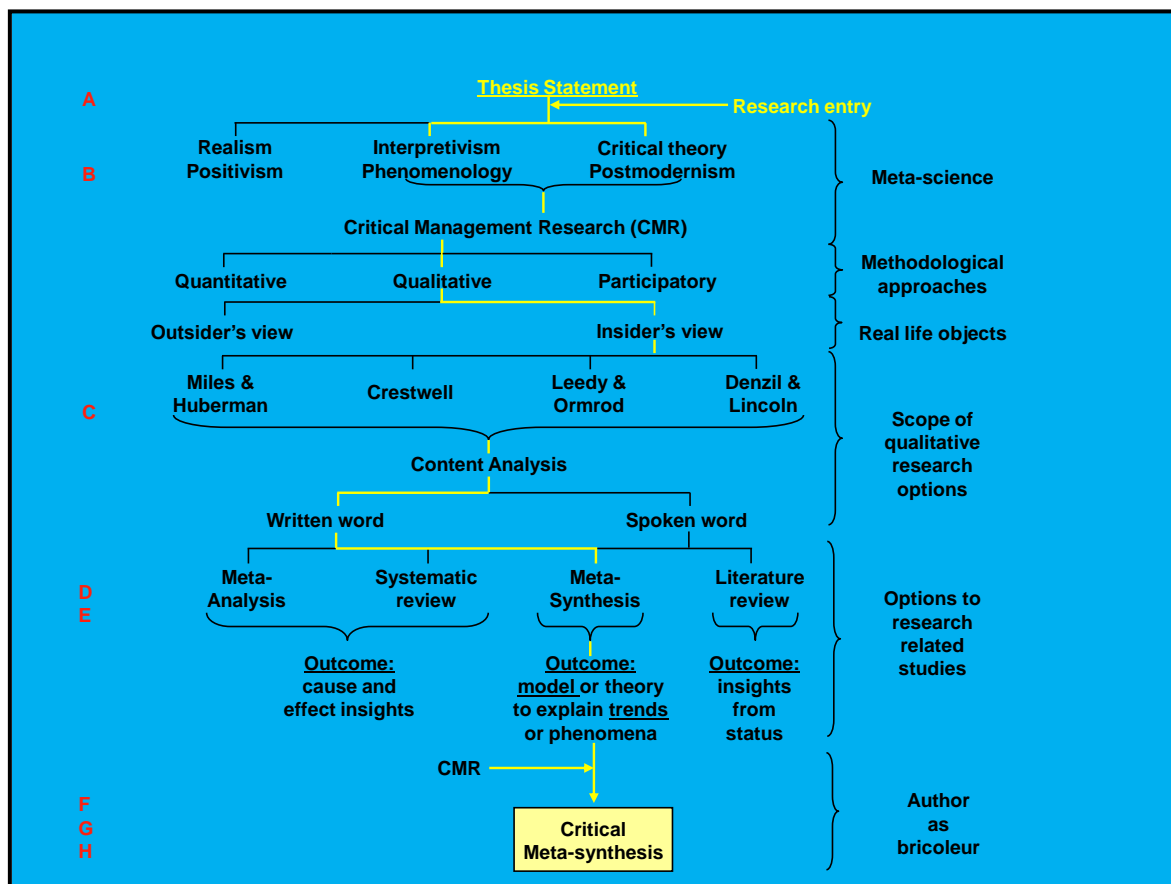
Cascade Level A: Research entry level

Ansoff (1987: 503) cautioned against the 'blind man's bluff game' of entering the research problem (paradigm) at too low a level, which precludes the strategist/researcher from fully comprehending the complete nature of the whole.

Stumpf and Abel (2002) explained Plato's theory of knowledge, which distinguishes between two modes of thought, namely a higher mode called 'knowledge' (i.e., intelligence [philosophy] and thinking [research]), and a lower mode called 'opinion' (i.e., beliefs and imaginings).

Because much of the MBA discourse takes place in the world of opinion (public media and emotional personal opinions), the Author decided to enter the research problem at the knowledge level, i.e., at a very high level, in order to capture the nature and dynamics of the whole within which the MBA discourse should be positioned. For this reason, only peer-reviewed research articles published in recognised academic journals, research-based reference books, research from recognised global research institutions, official reports written by Global Icons and the work of world class investigative journalism in *The Financial Times* and *The Economist* were used as sources of reference for this thesis.

Cascade level B: Research contextualisation

Mouton (2005) proposed a Three Worlds Framework to guide the researcher from observing a phenomenon as real life problem into observing it as a research problem. From this framework, the following strategic research choices emerge:

In World 1, the world of meta-science, there are three strategic choices, namely realism (positivism), interpretivism (phenomenology) and critical theory (postmodernism). The Author selected critical management research, which is an articulation of interpretivism and critical theory. Critical theory is aimed at questioning established social orders and dominant practices, ideologies and institutions. Interpretivism aims at understanding the practices of daily life (Alvesson and Deetz, 2000).

In World 2, the world of science and scientific research, there are three strategic choices, namely whether to conduct research in the quantitative, qualitative or

participatory paradigm. The Author selected qualitative research to underpin the choice of critical management research from World 1.

In World 3, the world of everyday life and lay knowledge, there are three strategic choices, namely whether to view the world with an outsider's, insider's or participant's perceptions. The Author selected the insider's perspective, given his personal experiences at a graduate business school and in business, which were referred to in the footnotes in Chapter 2.

Truth value {T1h}

Cascade level C: Research design

Although the scope of qualitative research options has been classified by various researchers, the Author found the following classifications appropriate for consideration in the current context:

- Miles and Huberman's domains (1994, cited by Lee, 1999):
  - Participant observer
  - Non-participant observer
  - Interviewing
  - Archival
- Creswell's domains (1994, cited by Lee,1999):
  - Ethnography
  - Grounded theory
  - Case studies
  - Phenomenological studies
- Denzin and Lincoln (1994):
  - Phenomenology
  - Ethnography
  - Grounded theory
  - Discourse analysis
- Leedy and Ormrod (2005):
  - Case studies
  - Ethnography
  - Phenomenology
  - Grounded theory

○   Content analysis

From the above classifications, the Author selected content analysis as an optimal research design, enriched by the lessons derived from the other options, if and where appropriate.

Truth value {T1g}

Cascade level D: Strategy of inquiry

The Author selected the written word as the only means to capture the true intent of the original researcher, thinker or philosopher.

Truth value {T1g}

Cascade level E: Research methodology

When integrating the results of different but related research, there are essentially four options to choose from (Walsh and Downe, 2005):

- *Literature review*, which aims to capture the status of a given discourse;

- *Systematic review*, which is a robust way of comparing qualitative research, by means of specific steps towards a statistical analysis of the pooled results;

- *Meta-analysis*, which aims to increase the certainty of cause and effect; and

- *Metasynthesis*, which aims to develop a theory or model that can explain the findings of a group of related avenues of qualitative research. The approach is hermeneutic and seeks to understand and explain phenomena.

The Author selected metasynthesis as the optimal research methodology for arguing the thesis statement.

4.5   Research Methodology

The author selected the comprehensive literature review on metasynthesis by Walsh and Downe (2005), and the classic work of Alvesson and Deetz (2000) on critical management research as the two leading references for the design of the research methodology. This is depicted schematically in Figure 13. In order to best address the research problem, the Author decided to combine metasynthesis (MS) and critical management research (CMR) into a new research methodology, which he termed 'critical metasynthesis' (CMS). Thus, the Author decided to take the role of *bricoleur* as described by Denzin and Lincoln (1994: 2), with the formula:

MS step 6 {S6a}

Critical metasynthesis = CMS = MS + CMR

Figure 13: Structure of critical metasynthesis

CRITICAL METASYNTHESIS Σ 7 Research Steps		
CRITICAL MANAGEMENT RESEARCH (Alvesson and Deetz, 2000)		METASYNTHESIS (Walsh and Downe, 2005)
F	RESEARCH STEPS TO GAIN INSIGHT	1. Formulate the purpose of metasynthesis 2. Construct the database 3. Populate the database 4. Hermeneutic and dialectic interpretation 5. Model the synthesised findings
G	RESEARCH STEPS TO CRITIQUE 6. Deconstruction and reflection	
H	TRANSFORMATIVE REDEFINITION 7. Argue the thesis statement	

Source: Constructed by the Author from Alvesson and Deetz (2000) and Walsh and Downe (2005).

Context for Research Steps 1 to 5

The Author decided to contextualise the MS within the 'first intellectual moment' of the CMR research process, namely: ***Research to gain insight: hermeneutic understanding and the archaeology of knowledge***.

Alvesson and Deetz (2000) described 'insight' as the process of seeing into the various ways in which new knowledge is formed by the accumulation of known knowledge – a practice of most modern social sciences. Insight can also be explained as the process by which we derive meaning from our knowledge, and discern how the things we know fit together. Insight is closely related to (integral to and an outcome of) interpretation, which aims to read meaning into something ambiguous or something complex, thus opening up understanding. Therefore, insight can be seen as successful interpretation – and the criteria for the success of an interpretation as: a) that it addresses something non-obvious; b) that it makes sense of something; and c) that it enriches understanding.

In terms of the archaeology of knowledge, insight is seen as the first step of a much larger analysis, which includes the second and third intellectual moments (i.e.,

Research Step 6, Deconstruction and reflection, and Research Step 7, Argue the thesis statement). Insight, in a hermeneutic and archaeological sense, detaches knowledge from mainline truth claims, paradigms and established practices. Therefore, insight re-opens old considerations and introduces new considerations in order to rediscover knowledge, or to enrich known knowledge (Alvesson and Deetz, 2002).

For the purpose of this MS, insight is produced through five research steps:

Consistency {T3b}

1. Formulate the purpose of the MS;

2. Construct the database;

3. Populate the database;

4. Interpret the data hermeneutically and dialectically; and

5. Model the synthesised findings.

Research Step 1: Formulating the purpose of the MS

MS starts with an appropriate research question, purpose or aim. As this sets the scope for the MS, careful consideration should be given to ensuring that the research remains manageable, sometimes at the expense of the depth and/or breadth of the research (Walsh and Downe, 2005).

MS step 1 {S1a,b}

Therefore, the Author decided to address the purpose of the research with a thesis statement, framed as: ***A social contract with business as the basis for a postmodern MBA in a world order of inclusive globalisation*** as the starting point of the CMS research process.

This choice gave the CMS a narrow, workable scope, namely: a) it looks at a world order of inclusive globalisation (WOIG), which is only one of the four probable world orders outlined by *Global Trends 2015*; b) it looks at the MBA qualification only and not at the broad spectrum of management education; and lastly c) it looks only at the social contract between society and business.

Research Step 2: Constructing the database

Given the uniqueness of the thesis statement, the Author decided to design a tailor-made 3-dimensional database using Microsoft Excel as follows:

MS step 2 {S2b}

MS step 3 {S3a,b}

- The Y-axis consisting of 88 data entry fields, as per Table 17;

- The Z-axis consisting of 5 data entry fields, as per Table 18; and

- The X-axis consisting of 3 data entry fields, as per Table 19.

This 3-dimensional matrix also presents the three measuring instruments spatially.

The database was to be used mainly to store data (fully coded and categorised) and to provide a documented paper trail of all references and logic streams. The "data" referred was to be the wisdoms, insights and experiences of Global Icons that, in the judgement of the Author, underpin or support the thesis statement.

Applicability {T2d}

Truth value {T1h}

If the database were 100% utilised, the total number of data entries would be   1 320 (88 x 5 x 3). However, it is not expected that the entire database would be filled by inputs from the various Global Icons, given the specialised focus of the thesis statement.

Research Step 2.1: Constructing the Y-axis of the database

Objective: to capture the inputs from each Global Icon.

MS step 2 {S2h,i,j,k,m }

The overall objective was to achieve representativeness of the nature of a WOIG. In order to achieve this the Author decided to split the sample of Global Icons into two broad categories, namely: a) those with the authority and means to shape a new world order, b) those who had achieved global recognition for individual excellence, paving the way towards a new paradigm of thinking and doing. The latter group of Global Icons also served as a control group for the former group of Global Icons. This logic of this is depicted in Table 17 for further clarification.

Table 17: Criteria for the Y-axis of the database – categories of Global Icons

Main categories	Sub-categories	No.	Key selection criteria
Global Leaders Drivers of a new world order of inclusive globalisation (those with the authority and the means to shape a WOIG)	Global business leaders	16	Striving for a balance between: • Geo-economics: G3, BRICS • "Old" and "New" Worlds • North/South, and East/West • Culture and gender • Levels of socio-economic development
	Global political leaders	16	
	Global societal leaders	16	
Global thinkers (those who pioneer new paradigms required for a WOIG)	Peace	10	Nobel Laureates from 1998–2007. These individuals have achieved global recognition for pioneering leadership in practice.
	Literature	10	
	Economics	10	
	Science	10	
	Total sample size	**88**	

Truth value {T1a,b}
Applicability {T2a,b,c}

Note: The Author's selection of the G3 and the BRICS countries gives a representative sample of the world as per the following reasoning: The G3 countries represent the developed world. The G3 produces 64% of the Global GDP, with 14% of the global population. The BRICS countries represent the emerging world. The BRICS countries represent 43% of the global population, producing 7% of global GDP. Figures from <www.wikepedia.org> [Accessed on 22 August 2008]).

The detailed breakdown of each of the sub-categories is given below in the following format:

Truth value {T1e}

a) The criteria for selecting each Global Icon;

Applicability {T2a}
MS Step 2 {S2a,c,d,n}
MS Step 6 {S6a}

b) The rationale for their selection;

c) The sources from which their wisdom, insight and experience were taken; and

d) The time span within which their inputs was gathered.

For Global Business Leaders: (See Table 21 for the outcome)

- **Selection criteria**: Two largest listed companies in each country's stock exchange. If more than one such company was in the same industry sector, then the next largest company was selected in order to get a diversified selection of industry sectors.

- **Rationale**: They were essentially the drivers of the Y-axis of a WOIG, with the authority and means to implement their vision.

- **Sources of information**: Chairman's statement in the published annual report. Editorial comment and lead articles on each Chairman's global leadership from the *Financial Times* and *The Economist* in order to get a business and geo-political perspective (the Author's selection from the top 100 articles).

- **Time span**: 2007.

For Global Political Leaders: (See Table 22 for the outcome)

- **Selection criteria**: The current, and immediate past political leaders of each country.

- **Rationale**: They were essentially the current drivers of the X-axis of a WOIG, with the authority and means to implement their political vision.

- **Sources of information**: "State of the Union" speech, or an alternative high-level speech(es) outlining their political vision. Editorial comment and lead articles on their global leadership from the *Financial Times* and *The Economist* in order to get a business and geopolitical perspective (the Author's selection from the top 100 articles).

- **Time span**: 2007. For immediate past presidents, their last year in office, or a reflective speech/credible obituary during 2007.

For Global Societal Leaders: (See Table 23 for the outcome)

- **Selection criteria**: The Author selected societal leaders from academia. For each of the G3 and BRICS countries, a university and a business school was selected by the Author, using a best fit between the following criteria: a) the largest student intake, b) being recognised as influential in each country, and c) whether the academic institution's website was available in the English language.

- **Rationale**: They were essentially the drivers of the Y-axis of a WOIG, championing societal values, aspiration and intellectual thought.

- **Sources of information**: From each university's official website in English, the following was taken from each leader: His/her welcome address to the students, vision and mission statement, and one speech/publication dealing with societal values and aspirations. Editorial comment and lead articles from the *Financial Times* and *The Economist* in order to get a business and geo-political perspective on their leadership (the Author's selection from the top 100 articles).

- **Time span**: 2007.

For Nobel Laureates: (See Tables 24 to 27 for the outcome)

- **Selection criteria:** The past 10 Nobel Laureates for each of the peace, literature, economics and science categories: 1998–2007.

- **Rationale**: Their work essentially drove the X-axis of a WOIG – either complementary or counter to the global political leaders. They pioneered new thinking and doing regarding world peace and stability.

- **Sources of information**: <www.nobelprize.org>. Official press statement, the formal presentation speech by the Nobel Committee, and the formal acceptance speech of the Nobel Laureate.

Research Step 2.2: Constructing the Z-axis of the database

Objective: to structure the inputs from each Global Icon per each of the five Socratic questions.

<div style="text-align:right">**MS step 4 {S4a}**</div>

As a research *bricoleur* (Denzin and Lincoln, 1994), the Author decided to use the Socratic method of examining the thesis statement. This is a powerful dialectic method (from the Greek *dialectos*, "dialogue") of seeking answers to questions the questioner does not know, by probing towards the truth in an increasingly focussed (funnelled, or cascaded) manner, where the next question arises from the answer to the previous question (Stumpf and Abel, 2002). The specific Socratic questions were crafted by the Author and, within the context of the *kosoryoku* method of vision building, starting by asking what kind of future is desired before vision, mission and strategy development can commence (Ohmae, 2005).

<div style="text-align:right">**Truth value {T1d}**</div>

Table 18: Criteria for the Z-axis of the database – list of Socratic questions

	Socratic questions framed in the *kosoryoku* method of vision building	Sources from which the Socratic questions are leveraged
1	What kind of future?	Ohmae, 2005
2	What kind of society for such a future?	Lazlo, 2006; Brugmann and Prahalad, 2007
3	What kind of business for such a society?	Berry, 1997; Hart, 1997; Drucker, 1987; Handy, 2002; Prahalad, 2005.
4	What kind of business leader for such a business?	
5	What kind of MBA for such a business leader?	Nodoushani and Nodoushani, 1996; Stevens, 2000; Drotter and Charan, 2001; Ghoshal, 2005; Ohmae, 2005

Research Step 2.3: Constructing the X-axis of the database

Objective: to structure the inputs for each Socratic question according to each of the three building blocks (and the nine sub-building blocks) required for the turn-around to a world order of inclusive globalisation (see Table 19 below).

As a research *bricoleur* (Denzin and Lincoln, 1994), the Author crafted specific building blocks to give business leadership meaning to each Socratic question. These building blocks are the strategic outcomes in the turn-around to a world order of inclusive globalisation. They are leveraged from the knowledge domains of strategy (David, 1995; Thompson and Strickland, 1998) and executive project management (Kerzner, 1998; Graham and Englund, 2004).

MS step 4 {S4a}

Table 19: Criteria for the X-axis of the database

Building blocks	Sub building blocks	
1. The current state	1. Comparison with humanity's core values.	
2. The end state of WOIG	2. Vision	What do we want to become?
	3. Mission	What are the attributes of that we want to become?
	4. Values	What principles will guide us towards those attributes?
3. The turn-around towards WOIG	5. Uncertainties	What do we not know?
	6. Obstacles	What do we have to overcome?
	7. Trends	What works in our favour, and what against?
	8. How	What should we do to overcome obstacles?
	9. Triggers	What *kairos* event(s) will move us forward?

Research Step 3: Populating the database

In order to keep the research process manageable, the Author decided on an initial sample of 88 Global Icons. It was anticipated that this sample size would provide a representative account on which to build the MS. However, should the point of diminishing returns not be reached, then the Author would increase the sample size in 5% increments until the point of diminishing returns was reached.

MS Step 2 {S2b,h}

The initial sample was read in four cycles, i.e., for each sub-category, the inputs from 25% of the Global Icons were read and categorised in the database before the next cycle was read. In this way, a progressive and balanced understanding of the Global

MS Step 2 {S2l}

MS Step 5 {S5a,b}

Icon's inputs was gained – i.e. the Author, as the synthesist, grew in understanding as the synthesis model was built step by step.

The Author used his judgement as to what insights from each global icon belonged where in the database. Insights were considered those wisdoms, insights and experiences relevant (directly or indirectly) to the five Socratic questions and the three building blocks underpinning the turn-around to a WOIG.

Truth value {T1h}

As illustrated in Figures 14 and 15, care was taken when summarising each Global Icon's input to each Socratic question (Z-axis), and its building blocks (X-axis) in order not to lose the original contextual meaning and intent thereof. Full referencing was given to enable trustworthiness audits.

Consistency {T3a}

Truth value {T1j}

The last phase of this step was to recheck the correctness of the coding and interpretation of each Global Icon's inputs.

Consistency {T3f}

Research Step 4: Hermeneutic and dialectic interpretations and findings

The objective of this research step was to prepare a basis for the metasynthesis in Research Step 5. For this, a three-step reciprocal approach was followed, as shown schematically in Figure 14, in order to build-up a holistic understanding of the synthesised whole.

Neutrality {T4a}

MS step 5 {S5a,b,e}

Research Step 4a: The inputs from Global Icons were grouped into sub-categories, as per Table 17. These groupings were then juxtaposed to identify homogeneity, discord, and dissonance.

MS Step 2 {S2f,g}

MS step 5 {S5f}

Research Step 4b: In this hermeneutic process, the focus was on categories, seeking to identify, and then to understand, emerging concepts and themes.

MS Step 5 {S5c,g}

Research Step 4c; In this dialectic process, the truth underpinning each emerging concept and theme was sought through the lessons learned by the Author himself from the Global Icons.

MS Step 5 {S5d,h}

Care was taken to preserve the original context and meaning, so that a representative global view could begin to emerge, and any unexplained inconsistencies or minority views were revealed.

Truth value {T1c,i}

Figure 14: Schematic view of Research Steps 3 and 4

Populate the data base & hermeneutic and dialectic interpretation
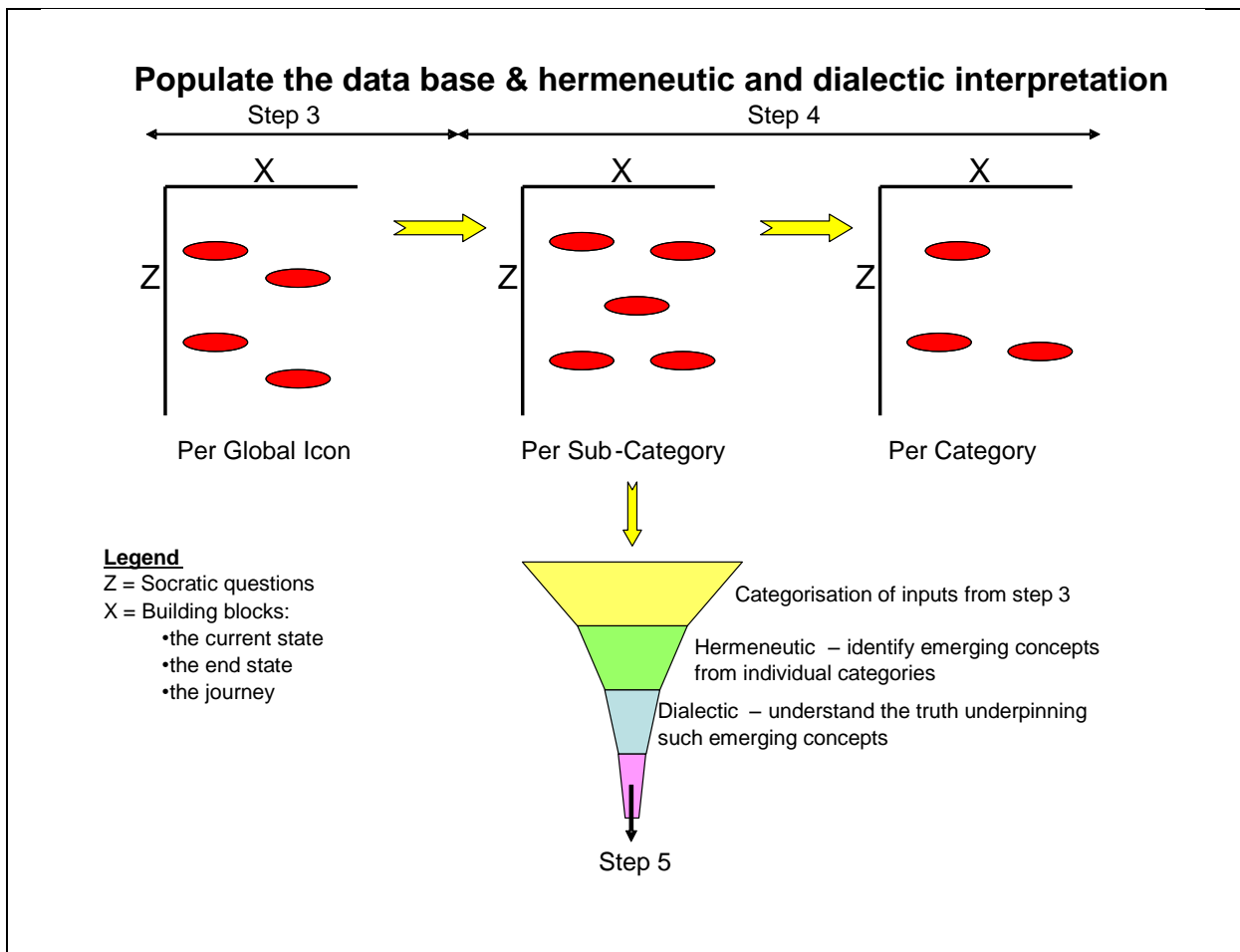
Figure 15: The metasynthesis model from Research Steps 3 and 4
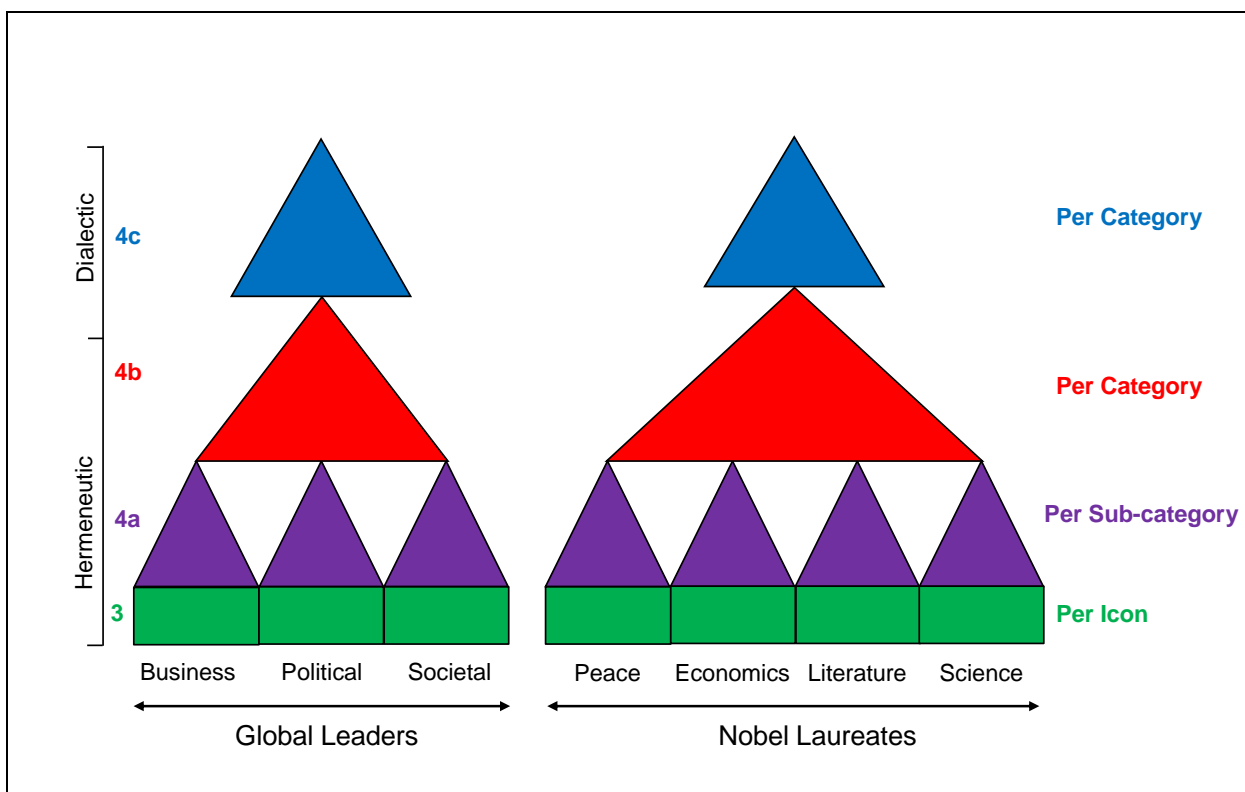
Research Step 5: Modelling the synthesised findings

The Author used the dialectic interpretation of the previous research step to construct a model to present core themes, the tension between contradictory explanations if there was a lack of congruence, and to demonstrate explicitly how the whole was greater than the constituent parts (see Figure 16).

Although this represented the Author's synthesised interpretation of the collective wisdom, insight and experiences of the Global Icons, care was taken to ensure that the original context and intent remained easily recognisable…

Thus, a new archaeology of knowledge was crafted – the 1st intellectual moment.

The output of Research Step 5 was a model explaining the synthesised view of the Global Icons for each Socratic question about each building block of the WOIG.

Truth value {T1c}

Applicability {T2d}

Consistency {T3d}

Neutrality {T4b,c}

MS Step 6 {S6b,c}

Figure 16: A schematic view of Research Step 5
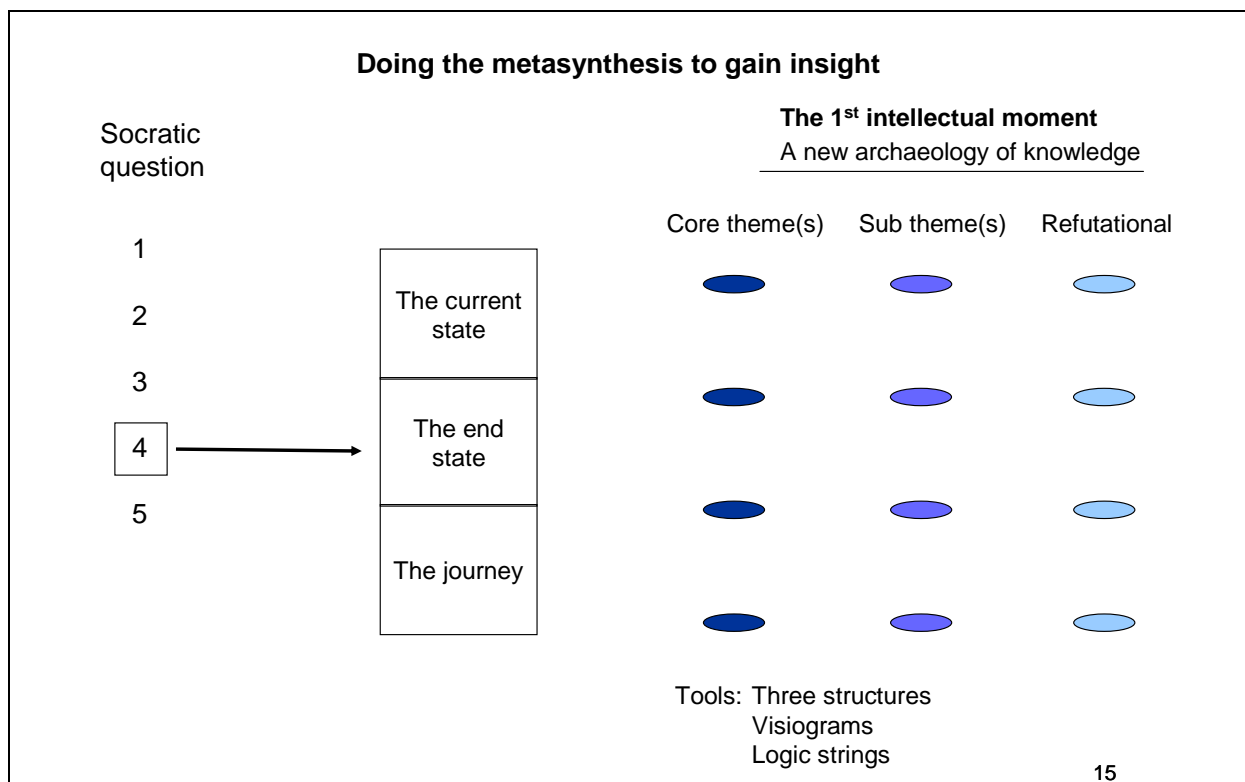
This output concluded the MS part of the overall research process, and served as an input to the critical management research phase of the research process, namely Research Steps 6 and 7.

Research Step 6: Deconstruction and reflection

This research step was the second intellectual moment in the CMR process, termed by Alvesson and Deetz (2000) as *Critique: deconstruction and the genealogy of knowledge*. See Figure 17 for a schematic overview of the text below.

Critique cannot be separated from insight but should be seen as an extension of it. It builds on insight by seeking to undo the more structural and ideological underpinnings of established insights. The Derridian conception of deconstruction extends the concept of critique by acknowledging the 'voice' behind a centred text as one of many voices, which become the hidden background for the centred text. In this regard, Alvesson and Deetz (2000) cited Culler (1983: 131) who explained deconstruction thus: "As a critical undoing of the hierarchical oppositions on which theories depend, it demonstrates the difficulty of any theory that would define meaning in a univocal way: as what the author intends, what convention determines, and what the reader experiences." Alvesson and Deetz looked at genealogy to complement the archaeology of knowledge, drawing on the works of Foucault (1980).

From the above reasoning, the Author decided that, in Research Step 6, the new archaeology of knowledge in Research Step 5 would be deconstructed towards finding an answer(s) to the Socratic questions framed in Table 18. This deconstruction would be enriched by the wisdoms from the literature review of Chapter 2, and the Author's own lived experiences – bringing together three knowledge streams into one whole… **Trustworthiness {T1-T4}**

Thus, crafting a new genealogy of knowledge – the 2nd intellectual moment.

Figure 17: Schematic view of Research Steps 5, 6 and 7
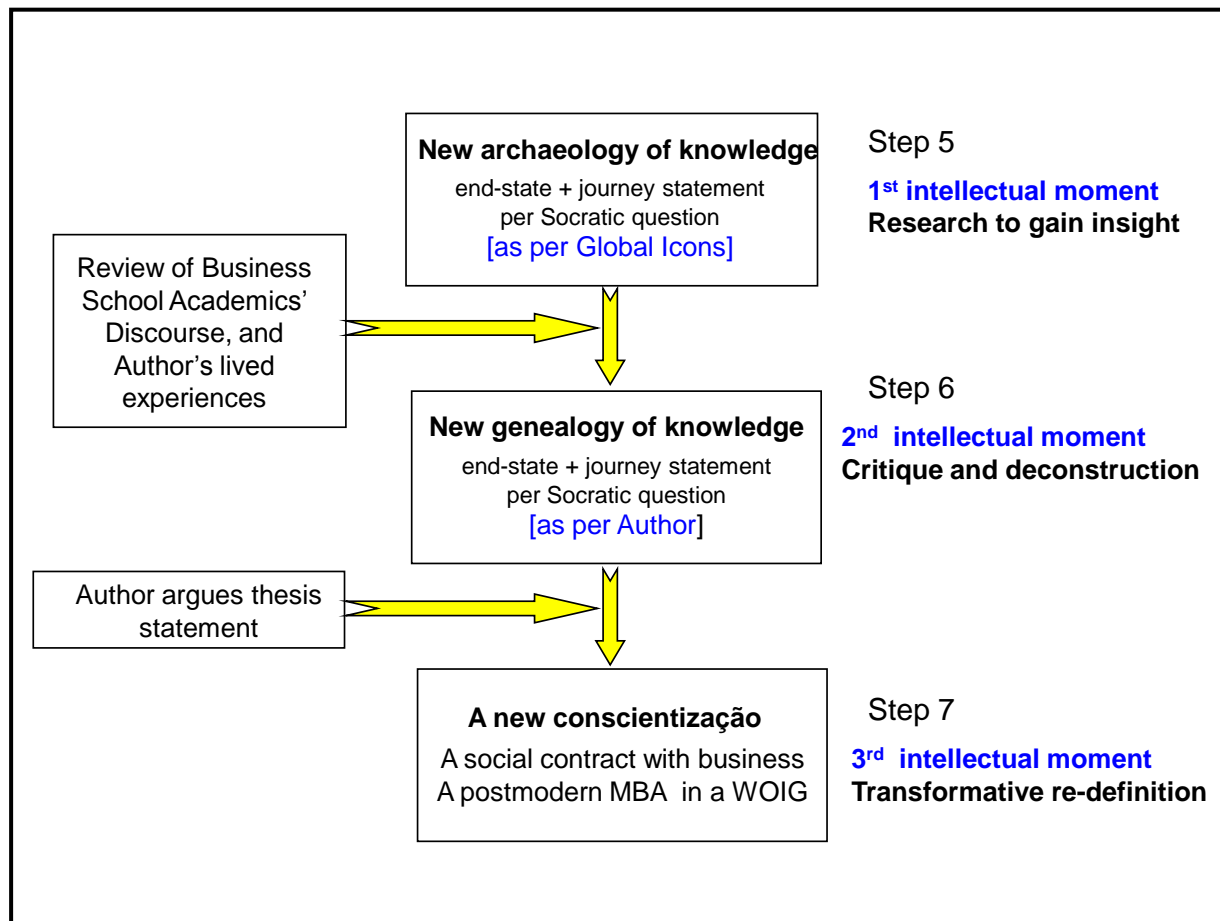
Research Step 7: Arguing the thesis statement

This research step is the 3rd intellectual moment in the CMR process, described by Alvesson and Deetz (2000) as *Transformative redefinition: concept formation, resistance, and conscientização*. See Figure 17. ('Transformative redefinition' is considered the natural counterpart to insight and critique. It was introduced because critical writings in the Enlightenment and post-Enlightenment traditions place too much attention on awareness and understanding, and not enough on enabling alternative responses to current situations.) Alvesson and Deetz (2002: 146) continued their line of reasoning by saying:

> *"The final goal [of this research step] is the formation of new concepts and practices for social members and researchers in such a way as to enhance understanding of social life. Living and working is a social activity for members. The choices in the everyday context require a type of practical consciousness or adequate knowledge as suggested*

**Trustworthi-
ness
{T1 – T4}**

**Consistency
{T3e}Truth
value
{T1f}**

by Giddens (1979) or phronesis (practical wisdom) as suggested by Gadamer (1975). Certainly the modern intellectual can aid the production of this. Concepts developed by the academic community need not be privileged to give voice to concerns and understandings which have been expressed in everyday contexts, and such can be generative thus questioning and reconstituting social experience (see Gregen, 1982; Giddens, 1979). To fulfil this function our concepts must be recovered from operational and textbook definitions and reconnected to ways of seeing and thinking about the world. In the dialectics of the situation and the talk of individuals with different perspectives, the emergence of new ways of talking becomes possible. Such a process both enhances the natural language of social members and leads the development of new concepts to direct the attention of the research community. [This] is important for the participative conception of communication which underpins political democracy in the modern context."

Given the above philosophical guidance, the Author decided to use the new genealogy of knowledge from Research Step 6, and his personal lived experiences, as the basis to argue the thesis statement:

A social contract with business as the basis for a postmodern MBA in a world order of inclusive globalisation

By crafting a new vocabulary, a new *phronesis* and a new dominant logic, the Author provided *conscientização* (intellectual leadership) to inspire and to guide the crafting of a Social Contract with Business, and a postmodern MBA for a WOIG.

Note: Throughout the research process, the Author continually checked the research process and its findings through the peer review system inherent to the doctoral programme at University of South Africa's Graduate School of Business Leadership.

·†††††††††††††††††††††††††††††

The reader can now proceed to Chapter 5, Research Findings, with the assurance that: a) a specific gap in the body of knowledge has been exposed after an extensive Review of Business School Academics' Discourse; b) an optimal research strategy has been crafted to address this gap in the body of knowledge; c) a trial run of logic

has been completed successfully to pre-test the optimality of the research strategy; and, lastly d) that each step of research design and methodology has been thoroughly pre-controlled for academic rigour and metasynthesis best practices.

† †

STRUCTURE OF THE THESIS

Chapter	Description	Key outcomes
	PROLOGUE	Introducing the overall research context, and the Author as researcher by way of personal footnotes
1	CONTEXTUAL SETTING	Historical overview of the MBA since 1881 Research dilemma
2	REVIEW OF BUSINESS SCHOOL ACADEMICS' DISCOURSE	Strategic options for graduate business schools A gap in the body of knowledge Conclusions A new agenda for the discourse on the future of the MBA A trial run of the Socrates' dialectical method of inquiry
3	RESEARCH PROPOSAL	Assessment of 50 doctoral studies on the MBA The thesis statement Two research questions
4	RESEARCH DESIGN	A new research methodology: Critical metasynthesis Pre-control to ensure academic rigour

5	RESEARCH FINDINGS	Trustworthiness assessment
		1st Intellectual moment: A new archaeology of knowledge
		2nd Intellectual moment: A new genealogy of knowledge
		3rd Intellectual moment:
		   ○ The Social Contract with Business
		   ○ The postmodern MBA
		   ○ A new context
		   ○ A new vocabulary
		   ○ A new curriculum

6	CONCLUSIONS	Closing the research loop Contributions to postmodern MBA stakeholders
7	RECOMMENDATIONS	Vistas of follow-up research themes
	EPILOGUE	The Author's personal learnings from this research An oracle of the world order of inclusive globalisation
	LIST OF REFERENCES	
	APPENDIX	125 MB Research data on a CD-ROM Evolution of the research Profiles of each of the 88 Global Icons Research Steps 1–7 Trustworthiness audit

CHAPTER 5.   RESEARCH FINDINGS

> *For a more peaceful, just and humane world, a basic new orientation towards the Golden Rule of Humanity, and a new sense of global responsibility is required*
>
> *Hans Küng,1998*
>
> *Calling on a "new capitalism" that works both to generate profits and to solve the world's inequities*
>
> *Bill Gates: Time Magazine, 18 August 2008*

5.1   Outcome of the metasynthesis phase[107]

The metasynthesis research was divided into steps as follows:

1. Formulate the purpose of the MS.

2. Construct the database.

3. Populate the database.

4. Interpret the data hermeneutically and dialectically;

5. Model the synthesised findings.

6. Deconstruct and reflect on the metasynthesis.

7. Argue the thesis statement.

The outcomes of Research Steps 1 to 7 are summarised below.

5.1.1   *Research Step 1: The purpose of the critical metasynthesis*

In order to fill the gap in the body of knowledge identified in Chapter 2: Review of Business School Academics' Discourse, the Author constructed the thesis statement as:

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[107] The metasynthesis research data from Research Steps 1 to 7 is presented in the Appendix as a CD-ROM – 125 MB of data; 205 files. The Appendix also includes a description of the evolution of the research process, the overall research process, a photograph and a short curriculum vitae of each Global Icon, as well as a trustworthiness assessment.

> *A social contract with business as the basis for a postmodern MBA in a world order of inclusive globalisation.*

From this thesis statement, two research questions arose, namely to discover:

1. What are the nature and dynamics of a social contract with business?

2. How does such a social contract with business constitute a basis for a postmodern MBA in a world order of inclusive globalisation?

5.1.2   *Research Step 2: Constructing the database*

Because critical metasynthesis had not been done before in management research, there were no templates or design packages to apply. Consequently, the Author constructed a metasynthesis research database from basic principles. The database was constructed in Microsoft Word (2007) table format, guided by the research strategy and research design from Chapter 4: Research Design and Methodology.

The database is 3-dimensional, with the:

> **X-axis:** the 3 main building blocks (consisting of 9 sub-blocks) for the turn-around to a WOIG.
>
> **Y-axis:** the 2 research questions, broken down into 5 Socratic questions.
>
> **Z-axis:** the 88 Global Icons.

The construct of the database is illustrated in Table 20 to assist the reader to follow the data-trail. The same construct is used in Research Steps 3, 4a, 4b and 4c.

Table 20: The layout of the database for the metasynthesis

The 3 main building blocks for the turn-around to a WOIG

The 9 sub-building blocks for the journey to a WOIG

RESEARCH QUESTIONS	SOCRATIC QUESTIONS	Current State	The End State			The Journey				
			Vision	Mission	Values	Uncertainties	Obstacles	Trends	How	Triggers
		Comparison with humanity's core values	What do we want to become?	What are the attributes of what we want to become?	What principles will guide us to these attributes?	What do we not know?	What do we have to overcome?	What works in our favour?	What should we do to overcome obstacles?	What kairos event(s) w... mov... forv...
The contextual setting is…	What future?	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	
The social contract with business is...	What society?	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9
	What business?	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9
The basis for a new MBA is…	What business leader?	4.	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9
	What MBA?	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9

The 2 research questions

The 5 Socratic questions

The codes in the above database provide the link to trace the inputs backwards from Research Steps 4c ➔ 4b ➔4a ➔ 3, where the source data is available.

Cell code 3.6 implies:
3 = Socratic question 3
6 = Building block 6

5.1.3 Research Step 3: Populating the database

The sample design criteria for the metasynthesis yielded 88 Global Icons, made up of 48 Global Leaders and 40 Nobel Laureates. The Global Leaders were 16 Business Leaders, 16 Political Leaders and 16 Societal Leaders – 2 from each of the G3 and BRICS countries. There were 10 Nobel Laureates from each of the categories Peace, Economics, Literature and Science in the ten years between 1998 and 2007.

The Nobel Laureates acted as a control group for the Global Leaders – adding value or being refutational.

The 88 Global Icons are a diverse group with the following characteristics: they are split 50/50 between First World and emerging market economies; they have an indicative cultural orientation distribution of 32% Western, 23% Eastern, 23% American and 18% Southern; and 10% are female.

The 88 Global Icons are identified in Tables 21–27 below, so that readers can recognise them from the sample design criteria of Chapter 4.

Table 21: Global business leaders[108].

No.	Country	Chairman and Company name	Industry sector	~Market cap. on 10 June 2007 (US$b)	Ranking
1	USA	Rex Tillerson - ExxonMobil	Energy	414	1st
2	(New York SE)	Jeffrey Immelt - General Electric	Diversified industrials	338	2nd
3	Europe	Jorma Ollila - Royal Dutch Shell	Oil and gas	247	1st
4	(London SE)	Stephen Green - HSBC	Finance	224	3rd
5	Japan	Akio Mimura - Nippon Steel	Steel	16	1st
6	(Tokyo SE)	Terunoba Maeda - Mizuho Financial Group	Finance	14	2nd
7	Brazil	José Sergio Gabrielli de Azevedo - Petrobas	Oil and gas	112	1st
8	(São Paulo SE)	Lazaro de Mello Brando - Bradesco	Banking	50	2nd
9	Russia(Moscow Interbank Currency Exchange)	Dmitry Medvedev - Gazprom	Natural gas extraction	225	1st
10		Michael Prokhorov - Polyus Gold	Mining	3	4th
11	India	Azim Premji - Wipro Technologies	IT	13	1st
12	(National SE of India)	Harish Manwani - Hindustan Lever	Diversified retail	12	3rd
13	China (Shanghai SE)	Jiang Jianqing - Industrial and Commercial Bank of China	Finance	183	1st
14		Su Shulin - Sinopec	Petroleum	118	2nd
15	South Africa	Sir Mark Moody-Stuart - Anglo American	Diversified mining	91	1st
16	(Johannesburg SE)	Meyer Kahn - SABMiller	Brewery	36	4th
				US$2,1 trillion	

[108] **Selection criteria:** Two largest listed companies in each country's stock exchange (SE). If more than one such company is in the same industry sector, then the next largest company is selected in order to get a diversified selection of industry sectors.

Rationale: Essentially the drivers of the Y-axis of a WOIG, with the authority and means to implement their vision.

Sources of information: Chairman's statement in the company's published annual report. Editorial comment and lead articles on each Chairman's global leadership from the *Financial Times* and *The Economist* in order to get a business and geo-political perspective (the Author's selection from the top 100 articles).

Time span: 2007.

Table 22: Global political leaders[109]

No.	Country	Heads of State	Immediate past president
17 - 18	USA	George Bush	Bill Clinton
19 - 20	European Union	Jose Barroso	Romano Prodi
21 - 22	Japan	Yasuo Fakuda	Shinzo Abe
23 - 24	Brazil	Luiz da Silva	Fernando Cardozo
25 - 26	Russia	Vladimir Putin	Boris Yeltzin
27 - 28	India	Pratiba Patil	Abdul Kalam
29 - 30	China	Hu Jintao	Jiang Zemin
31 - 32	South Africa	Thabo Mbeki	Nelson Mandela

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[109] **Selection criteria:** The current, and immediate past political leaders of each country.

Rationale: Essentially the drivers of the X-axis of a WOIG, with the authority and means to implement their political vision.

Sources of information: "State of the Union" speech, or an alternative high-level speech(es) outlining their political vision. Editorial comment and lead articles on their global leadership from the *Financial Times* and *The Economist* in order to get a business and geo-political perspective (the Author's selection from the top 100 articles).

Time span: 2007. For immediate past presidents, their last year in office, or a reflective speech/obituary during 2007.

Table 23: Global societal leaders[110]

No.	Country	Name	Position, and academic institute
33	USA	John B Clark	Interim Chancellor: State University of New York
34		Jay O Light	Dean: Harvard Business School
35	Europe	Brenda Gourley	Vice-Chancellor: Open University of London
36		J Frank Brown	Dean: INSEAD
37	Japan	Hiroshi Komiyama	President: Tokyo University
38		Ikeo Kyoichi	Chair of Graduate Business School: Keio University, Tokyo
39	Brazil	Suely Vilela Sampaio	Rector: University of São Paulo
40		Isak Kruglianskas	Dean: School of Business Administration FGV, University of São Paulo
41	Russia	Ludmila Verbitskaya	Rector: St Petersburg State University
42		Sergey Myasoedov	Rector: Institute of Business Studies, Academy of National Economy in Moscow
43	India	VN Rajasekharan	Vice- Chancellor: Indira Ghandi National Open University
44		MK Chaudhuri	Founder and Director of the Indian Institute of Planning and Management, New Delhi
45	China	Gu Binglin	President: Tsinghua University, Beijing
46		Yingyi Qian	Dean : School of Economics and Management, Tsinghua University
47	South Africa	Barney Pityana	Vice-Chancellor and Principal: University of South Africa
48		David Abdulai	Executive Director: University of South Africa's Graduate School of Business Leadership

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[110] **Selection criteria:** The Author selected societal leaders from the academia. For each of the G3 and BRICS countries, a university and a business school was selected by the Author, using a best-fit between the following criteria: a) the largest student intake, b) being recognized as influential in each country, and c) the academic institution's website being available in the English language.

Rationale: Essentially the drivers of the Y-axis of a WOIG, championing societal values, aspiration and intellectual thought.

Sources of information: From each university's official website in the English language, the following was taken from each leader: His/her welcome address to the students, vision and mission statement, and one speech/publication dealing with societal values and aspirations. Editorial comment and lead articles from the *Financial Times*, and *The Economist* in order to get a business and geo-political perspective on their leadership (the Author's selection from the top 100 articles).

Time span: 2007.

Table 24: Nobel Laureates for peace[111]

No.	Date	Name	Country, date of birth	Contribution
49	2007	IPCC and Albert Arnold (Al) Gore Jr.	Geneva, Switzerland, Founded in 1988 USA, 1948	"…for their efforts to build up and disseminate greater knowledge about man-made climate change, and to lay the foundations for the measures that are needed to counteract such change." [IPCC: Intergovernmental Panel on Climate Change]
50	2006	Muhammad Yunus	Bangladesh; 1940	"…for efforts to create economic and social development from below"
51	2005	Mohamed ELBaradei and IAEA	Egypt;1942 Austria; founded 1957	"…for their efforts to prevent nuclear energy from being used for military purposes, and to ensure that nuclear energy is used in the safest possible way" [IAEA: International Atomic Energy Agency]
52	2004	Wangari Muta Maathai	Kenya; 1940	"…for her contribution to sustainable development, democracy and peace"
53	2003	Shirin Ebadi	Iran; 1947	"…for her efforts for democracy and human rights. She has focussed especially on the rights of women and children"
54	2002	Jimmy Carter	USA; 1924	"…for his decades of untiring efforts to find peaceful solutions to international conflicts, to advance democracy and human rights, and to promote economic and social development"
55	2001	Kofi Annan and The United Nations	Ghana; 1938 USA; founded 1945	"…for their work for a better organised and peaceful world"
56	2000	Kim Dae-jung	South Korea; 1925	"…for his work for democracy and human rights in South Korea and in East Asia in general, and for peace and reconciliation with North Korea in particular"
57	1999	Médicines Sans Frontièrs	Belgium; founded 1971	"…in recognition of the organisation's pioneering humanitarian work on several continents"
58	1998	John Hume and David Trimble	Northern Ireland; 1937 Northern Ireland; 1944	"…for their efforts to find a peaceful solution to the conflict in Northern Ireland"

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[111] **Selection criteria:** The past 10 Nobel Laureates for peace.

Rationale: Their work essentially drives the X-axis of WOIG – either complementary to, or counter to the global political leaders. They pioneer new thinking and doing regarding world peace and stability - they are recognised paradigm-shifters.

Sources of information: <www.nobelprize.org>. Official press statement, the formal presentation speech by the Nobel Committee, and the formal acceptance speech of the Nobel Laureate.

Timespan: 1998–2007

Table 25: Nobel Laureates for literature[112]

	Date	Name	Country, date of birth	Contribution
59	2007	Doris Lessing	Persia (now Iran), 1919	"that epicist of the female experience, who with scepticism, fire and visionary power has subjected a divided civilisation to scrutiny"
60	2006	Orhan Pamuk	Turkey; 1952	" who in the quest for the melancholic soul of his native city has discovered new symbols for the clash and interlacing of cultures"
61	2005	Harold Printer	UK; 1930	"who in his plays uncovers the precipice under everyday prattle and forces entry into oppression's closed rooms"
62	2004	Elfriede Jelinek	Austria; 1946	"for her musical flow of voices and counter-voices in novels and plays that with extraordinary linguistic zeal reveal the absurdity of society's clichés and their subjugating power"
63	2003	John M Coetzee	South Africa; 1940	"who in innumerable guises portrays the surprising involvement of the outsider"
64	2002	Imre Kertész	Hungary; 1929	"for writing that upholds the fragile experience of the of the individual against the barbaric arbitrariness of history"
65	2001	Sir Vidiadhar Naipul	Trinidad; 1932	"for having united perceptive narrative and incorruptible scrutiny in works that compel us to see the presence of suppressed history"
66	2000	Gao Xingjian	China; 1940	"for an oeuvre of universal validity, better insights and linguistic ingenuity, which has opened new paths for Chinese novel and drama"
67	1999	Günter Grass	Germany; 1927	"whose frolicsome black fables portrays the forgotten face of history"
68	1998	José Saramago	Portugal; 1922	"who with parables sustained by imagination, compassion and irony continually enables us once again to apprehend an elusory reality"

[112] **Selection criteria:** The Nobel Laureates over the past decade.

Rationale: Their work essentially drives the X-axis of a WOIG. They pioneer new thinking and awareness about humanity in a WOIG - they are recognised paradigm-shifters.

Sources of information: <www.nobelprize.org>. Official press statement, the formal presentation speech by the Nobel Committee, and the formal acceptance speech of the Nobel Laureate.

Time span: 1998–2007

Table 26: Nobel Laureates for economics[113]

	Date	Name	Country, date of birth	Contribution
69	2007	Leonid Hurwicz and Eric S. Maskin and Roger B. Myerson	Russia, 1917 USA, 1950 USA, 1951.	"for having laid the foundations of mechanism design theory"
70	2006	Edmund Phelps	USA; 1933	"for his analysis inter-temporal tradeoffs in macroeconomic policy"
71	2005	Robert Aumann and Thomas Schelling	Germany; 1930 USA; 1921	"for having advanced our understanding of conflict and cooperation through game-theory analysis"
72	2004	Finn Kydland and Edward Presscott	USA; 1943 USA; 1940	"for their contributions to dynamic macroeconomics; the time consistency of economic policy and the drivers behind business cycles"
73	2003	Robert Engle III and Clive Granger	USA; 1942 USA; 1934	"for methods of analysing economic time series with time-varying volatility (ARCH), and common trends (cointegration) respectively.
74	2002	Daniel Kahneman	Israel; 1934	"for having integrated insights from psychological research into economic science, especially concerning human judgement and decision making under uncertainty"
		Vernon Smith	USA; 1927	"for having established laboratory experiments as a tool in empirical economic analysis, especially in the study of alternative market mechanisms
75	2001	George Akerlof, Michael Spence andJoseph Stiglitz	USA; 1940 USA; during WW2 USA; 1943	"for their analysis of markets with asymmetric information"
76	2000	James Heckman Daniel McFadden	USA; 1944 USA; 1937	"for their development of theory and methods for analysing selective samples, and discrete choice, respectively"
77	1999	Robert Mundell	USA; 1932	"for his analysis of monetary and fiscal policy under different exchange rate regimes and his analysis of optimum currency areas"
78	1998	Amartya Sen	India; 1933	"for his contributions to welfare economics"

[113] **Selection criteria**: The Nobel Laureates over the past decade.

Rationale: Their work essentially drives the Y-axis of a WOIG. They pioneer new thinking about economics in a WOIG - they are recognised paradigm-shifters.

Sources of information: <www.nobelprize.org>. Official press statement, the formal presentation speech by the Nobel Committee, and the formal acceptance speech of the Nobel Laureate.

Time span: 1998–2007

Table 27: Nobel Laureates for science (physics, chemistry and medicine or physiology)[114]

	Date	Name	Country, date of birth	Contribution
79	2007	Albert Fert and Peter Grünberg	France, 1938 Germany, 1938	*Physics: "…for the discovery of Giant Magneto-resistance"*
80		Gerhard Ertl	Germany, 1936	*Chemistry: "... for his studies of chemical processes on solid surfaces"*
81		Mario R. Capecchi, Sir Martin J. Evans, and Oliver Smithies	Italy, 1937 UK, 1941 USA, 1925	*Medicine or Physiology:* "…principles for introducing specific gene modifications in mice by the use of embryonic stem cells"
82	2006	John Mather and George Smooth	USA; 1946 USA; 1945	*Physics:* "…for their discovery of the black body from and anisotropy of the cosmic microwave background radiation"
83		Roger Kornberg	USA; 1947	*Chemistry:* "…for his studies of the molecular basis of eukaryotic transcription"
84		Andrew Fire and Craig Mello	USA; 1959 USA; 1960	*Medicine or Physiology:* "…for their discovery of DNA interference-gene slicing double-stranded DNA"
85	2005	Roy Glauber, John Hall and Theodor Hänsch	USA; 1934 Germany; 1941	*Physics:* "…for their contributions to the development of laser-based precision spectroscopy, including the optical frequency comb technique"
86		Yves Chauvin and Robert Grubbs	France; 1930 USA; 1942	*Chemistry:* "…for their development of the metathesis method in organic synthesis"
87		Barry Marshall and Robin Warren	Australia; 1951 Australia; 1937	*Medicine or Physiology:* "…for their discovery of the bacterium *Helicobacter pylori* and its role in the gastritis and peptic ulcer disease"
88	2004	Davis Gross, David Polizer and Frank Wilczek	USA; 1941 USA; 1949 USA; 1951	*Physics:* "…for the discovery of asymptotic freedom in the theory of strong interaction"

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[114] **Selection criteria:** The past 10 Nobel Laureates for science: physics, medicine and chemistry each year.

Rationale: Their work essentially drives the Y-axis of a WOIG. They pioneer new thinking about science and technology in a WOIG - they are recognised paradigm-shifters.

Sources of information: <www.nobelprize.org>. Official press statement, the formal presentation speech by the Nobel Committee, and the formal acceptance speech of the Nobel Laureate.

Time span: 1998–2007

5.1.4   *Research Step 4: Hermeneutic and dialectic interpretations*

From the above 88 Global Icons, a total of 660 observations of their learnings, wisdoms or insights, was synthesised, which yielded what the Author has called 28 emergent themes, 22 sub-themes, 35 themes, and 7 main themes. The Law of Diminishing Returns started to emerge from the 70th percentile, and was prevalent from the 90th percentile onwards. Hence, it was not necessary to enlarge the original sample size of 88 Global Icons, as provided for in Chapter 4 in the event that saturation of input was not achieved.

Hermeneutic interpretations – Research Steps 4a and 4b

The hermeneutic interpretations are given in the Appendix because of the large volume of data involved.

Dialectic interpretations – Research Step 4c

The objective of this research step was to identify the truth underpinning each theme that arose from the hermeneutic interpretations.

In order to identify the truth in each theme, the Author defined 'truth' as improved clarity and improved understanding.

1. He improved clarity by:
    a) crafting a label for each theme;
    b) rephrasing the wording of each theme into a brief statement, preparing for the Socratic dialogue in Research Step 5; and
    c) allocating to each theme:
        i.   a verb that would clarify the key performance areas for a postmodern MBA-graduate:
             ○ leadership make-up, described as: "To have"; and
             ○ leadership output, described as: "To do"; and
        ii. a WOIG statement that would clarify the key characteristics of a WOIG society:
             ○ "To become…" or
             ○ "Not to become…".

2. The Author improved understanding of the dynamics and interrelations between the themes by crafting the themes in:

    a) a table format – providing the metasynthesis linearly (Tables 28–31); and

    b) a visiogram format – providing the metasynthesis non-linearly, i.e., visually, using unified modelling language (Figures 19–23).

The dialectic interpretations are presented below in three different ways in order to guide the reader step-by-step towards the outcome of the metasynthesis. The thematic inputs from Global Leaders and Nobel Laureates and the relevant key performance areas for postmodern MBA graduates are therefore:

    A. listed in a linear, uncontextualised manner;

    B. tabulated in a linear, contextualised manner in Tables 28 - 31; and

    C. depicted in a non-linear manner using visiograms in Figures 19–23.

Although it is presented in three different ways, the dialectic interpretation must be understood as a whole, and as one outcome of the metasynthesis.

A. Dialectic interpretations are listed

The outcomes of the dialectic interpretations (Research Step 4c) are listed below in a linear, un-contextualised manner (the numbering in the right margin of the list is used as a code in Tables 28 and 29 to refer back to this list). The list is divided as follows:

The 28 emergent themes – an 'emergent theme' appears once or twice in each subcategory;

The 22 sub-themes – a 'sub-theme' appears three to five times in each subcategory;

The 35 themes – a 'theme' appears more than five times in each subcategory; and

The 7 main themes – a 'main theme' is one that appeared in at least two different subcategories.

The 28 emergent themes of the dialectic interpretations

From Global Leaders: (with sub-categories: business, political and societal leaders)

1. To become: A world order in compliance with the ideals of the United Nations.   1

2. To become: A society finding its greatness in humanity, not bellicosity.   2

3. Not to become: Ignorant of the holism of knowledge.   3

4. To have: A culture of giving.   4

5. To have: A strategy-implementation culture.   5

6. To have: The ability to leverage the power of knowledge.   6

7.   To have: An intensity that wins through creativity.   7

8. To do: To sell a vision or a purpose.   8

9. To do: To cultivate an entrepreneurial culture.   9

10. To have: The ability to apply intellectual thought beyond current limits.   10

11. To have: A taste for reading and art.   11

12. To have: Wisdom.   12

13. To do: Joint leadership courses for social, political and business leaders.   13

From Nobel Laureates: (with sub-categories: peace, literature, economics and science)

14. Not to become: Humankind's poor understanding of social issues.   1

15. To become: A well functioning economy.   2

16. To become: "Delightful organisations".   3

17. To have: Respect for religious values.   4

18. To have: Sound judgement.   5

19. To have: A stable environment for sustained business.   6

20. To have: Intergenerational responsibility.   7

21. To have: An understanding of what drives choices.   8

22. To have: Empathy for the poor.   9

23. To have: A love for reading and study.   10

24. To have: Courage to "be the first drop".   11

25. To do: To manage the innovation process.   12

26. To have: Courage to apply social entrepreneurship in a big way.   13

27. To have: An understanding of context.   14

28. To do: (Universities) To apply the Golden Rule of Humanity in curricula.   15

The 22 sub-themes of the dialectic interpretations

From Global Leaders: (with sub-categories: business, political and societal leaders)

1. Not to become: A future where human suffering is rife.   a

2. To have: An ability to find inclusive problem-solving approaches.   b

3. Not to become: A society marginalised in a globalised world.   c

4. To have: An ability to act in the best interests of the next generation.   d

5. To have: An ability to understand context.   e

6. To become: (Graduates) Globally astute business leaders.   f

7. To have: (Universities) An environment for global learning and innovation.   g

From Nobel Laureates: (with sub-categories: peace, literature, economics and science)

8. Not to become: Globally connected "threats without borders".   a

9. To become: Achievement of the UN's Millennium Goals.   b

10. To become: A society with courage "to fight the intruder".   c

11. To do: To decommission the tools and mindsets of war.   d

12. To do: To communicate clearly with all stakeholders.   e

13. To have: A realistic perception of the poor.   f

14. To do: To build strong democratic structures.   g

15. To have: A love for reading and learning.   h

16. To do: Making decisions that advance the cause of good.   i

17. To have: The ability to make complex decisions.   j

18. To have: A personal renaissance.   k

19. To have: An understanding of the interplay between theory and practice.   l

20. To have: A scholarly passion for learning.   m

21. To have: A diverse educational background.   n

22. To have: Respect for knowledge.   o

The 35 themes of the dialectic interpretations

From Global Leaders: (with sub-categories: business, political and societal leaders)

1. To become: Political leaders who live up to the ideals of the Social Contract.   A

2. To become: A society that is protective of its rights as per the Social Contract.   B

3. Not to have: A society with sociological deficiencies.   C

4. Not to become: Tolerant of an abusive political system.   D

5. To do: To sustain a modern economy, driven by social entrepreneurship.   E

6. To do: To develop a democracy with strong checks and balances.   F

7. To do: To implement improved policies timeously.   G

8. To do: To deliver improved services timeously to society's basic needs.   H

9. To do: To increase global connectivity and global learning.   I

10. To do: To earn societal trust through measurable actions.   J

11. To have: An entrepreneurial mindset, focussed on global stewardship.   K

12. To have: An ability to make holistic decisions.   L

13. To become: A business in the service of humanity.   M

14. To have: An ability to understand change, and cope with it.   N

15. To do: To grow through strategy implementation excellence.   O

16. To do: To grow through operational excellence.   P

17. To have: Dual leadership qualities (local and global competence).   Q

18. To become: A champion of the light.   R

19. To become: A long-term wealth builder.   S

20. To have: A global mindset.   T

21. To have: The full suite of leadership/management skills, tools and knowledge.   U

From Nobel Laureates: (with sub-categories: peace, literature, economics and science)

22. Not to become: A growing injustice confronting humankind.   A

23. To become: A society of human security in the broadest sense, and maintain it.   B

24. To become: A society whose values are deeply rooted in religious beliefs.   C

25. To become: An active civil society.   D

26. To have: A society that understands the interconnectedness of the world.   E

27. To have: An understanding of the drivers of context.   F

28. To do: To apply the Golden Rule of Humanity.   G

29. To have: An ability to approach problems holistically.   H

30. To do: Connecting like-minded people to work together for a WOIG.   I

31. To have: Heroes and mentors of the light.   J

32. To have: People making a choice for the light.   K

33. To do: Social entrepreneurship.   L

34. To have: The ability to make decisions.   M

35. To have: An ability to reason critically and philosophically.   N

The 7 main themes of the dialectic interpretations

From Global Leaders: (with sub-categories: business, political and societal leaders)

1. To be: A world class business.   Amt

2. To do: Real growth through research and innovation.   Bmt

3. To do: Real growth through collaborative strategies.   Cmt

4. To be: A business leader who can envision the future, and lead thereto.   Dmt

5. To have: The ability to make decisions.   Emt

From Nobel Laureates: (with sub-categories: peace, literature, economics and science)

6. To become: A society where fundamental human rights

   are upheld.   Amt

7. To have: Leadership qualities of the light.   Bmt

B. Dialectic interpretations are tabulated

The outcomes of the dialectic interpretations (Research Step 4c) are now shown in a linear, contextualised manner in Tables 28–31 below.

Note: The relevant sub-headings for a WOIG end state (vision, mission, values/principles) and journey conditions towards a WOIG (obstacles, how, triggers) for each theme are codified in Tables 29 and 31 as per the following Questions Legend.

Questions Legend:	**Vision?**	=	What vision?
	Principles?	=	What principles will underpin the vision?
	Obstacles?	=	What obstacles are there to overcome?
	How?	=	How can the obstacles be overcome?
	Trigger?	=	What trigger will move us forward?

Table 28: A metasynthesis of the Global Leaders' emergent themes, sub-themes, themes and main themes

RESEARCH QUESTIONS	SOCRATIC QUESTIONS	Current State	The End State			The Journey				
			Vision	Mission	Values	Uncertainties	Obstacles	Trends	How	Triggers
		Comparison with humanity's core values	What do we want to become?	What are the attributes of what we want to become?	What principles will guide us to these attributes?	What do we not know?	What do we have to overcome?	What works in our favour?	What should we do to overcome obstacles?	What kairos event(s) will move us forward?
The contextual setting is…..	What future?	a	1							
The social contract with business is ….	What society?		2	A, B		C, D b, c, 3		E, F, G, H, I, J		K, L, d, 4
	What business?		Amt	M, 5		N		Bmt, Cmt, O, P		Q, 6, 7
The basis for a new MBA is…	What business leader?		Dmt	R, S		e		Emt, 8, 9		10
	What MBA?		f					T, U, g, 11		12, 13

THEME LEGEND:

Amt	=	Main theme (+2 Themes from different sub-categories)
A	=	Theme (+5 observations from a sub-category)
a	=	Sub-theme (3–4 observations from a sub-category)
1	=	Emerging themes (1–2 observations from a sub-category)

Sub-categories: Global business, political and societal leaders

Table 29: A metasynthesis of the inputs from Global Leaders

						The contextual setting is…..
SOCRATIC QUESTION 1						**What kind of future does humankind want?**
Current State	End State		Journey			**Key Performance Area for Postmodern MBA Graduates: Global Leaders' Input**
	Vision?	Principles?	Obstacles?	How?	Trigger?	Description
a						Not to become: *A future where human suffering is rife.* Human suffering is rife... some 840 million people do have enough to eat... more than twice the number of people killed in the 2nd World War die every year of hunger and curable diseases...
	1					To become: *A world order, in compliance with the ideals of the United Nations.* To deliver on the call of people all over the world to establish an equitable and just new political and economic world order to advance peace and the development of humankind. Therefore, to work together with wisdom and courage to uphold the principles of the United Nations, promote democracy, uphold international law, strive for harmony and peace, respecting cultures and the environment...
RESEARCH QUESTION 1						**What are the nature and dynamics of a social contract with business?**
SOCRATIC QUESTION 2						**What kind of society will create and sustain such a kind of future?**
Current State	End State		Journey			**Key Performance Area for Postmodern MBA Graduates: Global Leaders' Input**
	Vision?	Principles?	Description	How?	Trigger?	Description
	2					To become: *A society finding its greatness in humanity, not bellicosity* People's greatness lies in humanity, not bellicosity... a universal vision...

	End State		Journey			Key Performance Area for Postmodern MBA Graduates: Global Leaders' Input
Current State	**Vision?**	**Principles?**	**Description**	**How?**	**Trigger?**	**Description**

RESEARCH QUESTION 1 — What are the nature and dynamics of a social contract with business?

SOCRATIC QUESTION 2 — What kind of society will create and sustain such a kind of future?

Current State	Vision?	Principles?	Description	How?	Trigger?	Description
		A				**To become: *Political leaders that live up to the ideals of the Social Contract*.** Where politicians serve the people's needs through efficient administration, wise policy development and implementation, making hard choices, to work within democratic rules (compete for votes, to abide by vote-count and then to co-operate for results) and being accountable to the people...
		B				**To become: *A society that is protective of its rights as per the Social Contract*.** A society that is democratic (all citizens to participate), just (fairness, equitable), harmonious (peaceful, stable, reduced inequality, no discrimination on base of gender, race, religion, heritage, drug free), being secure (in terms of basic human needs and physical security), and being prosperous... (moderately sustainable)... A society that places its trust in God... A society that is prepared to stand-up for its democratic rights...
			C			**Not to become: *A society with sociological deficiencies*** Societal deficiencies... a culture of entitlement, racism, extremism, casteism, xenophobia, intolerance, radicalism, groups using terror to stop the advance of democracy...
			D			**Not to become:** Tolerant of an ***abusive political system*** Peoples distrust in politicians due to deficiencies in political leadership, characterised by: self interest, surround by yes-men, family interests, ties with financial racketeers acting as political cronies, poor leadership, questionable priorities, lack of political will, inaction and accommodation, not walking the talk, not brokering the full truth to the electorate... *nomenclature* capitalism, in which ex-party apparatchiks emerged as the new capitalists, pursuit of policies that are proven failures (e.g., aid leading to create a culture of dependency, the state and business are two separate entities to contribute to social welfare, create wealth at the top – it will then trickle down)... illegal, uncontrolled immigration/migration of people pose a social and security risk... weak democratic structures...
			b			**To have: *An ability to find inclusive problem-solving approaches*** How to achieve an inclusive approach (between rich and poor countries, and between global leaders) to address global climate change? ... The impact thereof, and how to curtail and/or prevent...

RESEARCH QUESTION 1						What are the nature and dynamics of a social contract with business?
SOCRATIC QUESTION 2						What kind of society will create and sustain such a kind of future?
Current State	End State		Journey			Key Performance Area for Postmodern MBA Graduates: Global Leaders' Input
	Vision?	Principles?	Description	How?	Trigger?	Description
			c			**Not to become:** *A society marginalised in a globalised world* The accelerating pace of change in the twenty-first century has brought with it increasing tensions between technology and society, mankind and the environment, and among cultures... resulting in: 1) perceiving other nation's actions as being hypocritical, 2) what is to come in the place of a failed capitalist and communist approach?, 3) bewilderment: e.g., what does it mean to be African in a globalised world?... what has happened to our local knowledge?... how can it be revived?...
			3			**Not to become***: Ignorant of the holism of knowledge* The professionalisation and segmentation of knowledge over the last century has obscured its true value, preventing scientists and laymen alike from developing a truly comprehensive overview of the accumulation of human learning...
				E		**To do**: To sustain a *modern economy, driven by social entrepreneurship* To develop a free, entrepreneurial and sustained economy... socially responsible, robust, resilient, modern labour laws... promote 1st and 2nd economies within one country... large and small enterprises... a safe community attracts investment... sustainable growth can be achieved only by committing ourselves to macro level growth strategies that would encompass the bottom 80% of the population and not just the top 20%... to leverage on the country's competitive advantages, such as skills, technology, pride, heritage, culture... to expand the role of homemakers in the communities...
				F		**To do:** To develop a *democracy with strong checks and balances* To strengthen democratic structures... organisational, policies, efficiencies... entrench principles, such as freedom of speech... the political system to fit the fibre of society, e.g., a "one country, two systems" approach... to build an active civil society... to improve opposition politics...

Current State	End State			Journey		Key Performance Area for Postmodern MBA Graduates: Global Leaders' Input
	Vision?	Principles?	Description	How?	Trigger?	Description
				G		**To do:** To implement i*mproved policies timeously* Improved policy implementation... bigger sense of urgency... short term and over a very long period of time (~50 years)... to catch-up with the backlog of maintenance...
				H		**To do:** To deliver improved services timeously *to society's basic needs* To provide in the basic needs of people/electorate... physical, cultural, wellbeing... fairness, equity in distribution... a more secure and just society... internal threats (crime)... and from external (illegal border crossings, terrorism)... police, military, courts, justice system... to develop Human Capital... education, training... to ensure energy security... oil self-sufficiency... to involve children in nation building... reaching for the national dream...
				I		**To do:** To i*ncrease global connectivity and global learning* Increased global connectivity... globalisation, regionalisation... for the sake of the economy, environment, fighting dangers without borders, such as global warming, disease,... more collaboration with stakeholders, regional and global partners... bilateral treaties... in areas of economy, security, social, environmental... striving for a more influential role in global affairs... non-ideological... respecting international law... UN charters... to focus on improved environmental care... the technology development thereof... Japan has had to face many problems that other countries are now confronting in the twenty-first century: limited natural and energy resources, waste and environmental problems, population aging ... the new world can learn from Japan...
				J		**To do:** *To earn societal trust through measurable actions* To earn people's trust... to fight corruption... to work towards earning the people's trust... to initiate a system of easy feedback from people to government... as a mechanism to improve service delivery... positive and negative... roll-out technology... an improved communication strategy... improved clarity amongst stakeholder communities... a scorecard of socio-economic development... to appoint people who are progressive towards modern reform

RESEARCH QUESTION 1: What are the nature and dynamics of a social contract with business?

SOCRATIC QUESTION 2: What kind of society will create and sustain such a kind of future?

RESEARCH QUESTION 1					What are the nature and dynamics of a social contract with business?
SOCRATIC QUESTION 2					What kind of society will create and sustain such a kind of future?
Current State	**End State**		**Journey**		**Key Performance Area for Postmodern MBA Graduates: Global Leaders' Input**
	Vision?	Principles?	Description	How?	Trigger?	**Description**
					K	**To have: *An entrepreneurial mindset, focussed on global stewardship*** The global political wakening... global economy, threats, collaboration... the power of democracy and the power of freedom and power of the entrepreneurial spirit... as human bond... man's fate is interconnected... the entrepreneurial spirit will win over the regulatory spirit every time... minimise regulatory constraints in order to set entrepreneurship free...
					L	**To have: *An ability to make holistic decisions*** The power of holistic strategy-making... understanding the real issues... linked with implementation... The design of policies delivering on economic, social and environmental criteria... bring society and business also into the fold... to build on small successes... in South Africa, consultation and dialogue are part of our liberator ethic, part of our democratic idealism...
					d	**To have: *An ability to plan and act in the best interest of the next generation*** Intergenerational thinking... the Reflection Group (researching long term scenarios)... Clinton's Global Initiative (it's implementation time!)... to learn from history's mistakes and successes..., e.g., Roosevelt's learning for Bush...
					4	**To have: *A culture of giving*** To develop a culture of giving [what can I give India?]...

| Current State | End State | | Journey | | | Key Performance Area for Postmodern MBA Graduates: Global Leaders' Input |
	Vision?	Principles?	Obstacles?	How?	Trigger?	**Description**
	Amt					**To become*: A world class business** To be recognised as a world class institute... students free to choose... also being a regional force... education for leaders and managers... to become [remain] a modern, transparent, globally connected MNC...strive for a leadership position... sustainable growth – all planning and actions aimed at long term growth. Applying global best practice, e.g., a rigorous and systematic approach which delivers industry leading results over the business cycle... playing its part in global challenges... economic growth, environmental and social responsibility... deploy capital profitably for shareholders... firm's stakeholders educated in its vision and mission...
		M				**To become: *A business in the service of humanity*** ... in the service of humanity... to build a prosperous society and a harmonious world... in Africa... in Latin America... Compliance with local and global governance and SRI indices, together with evidence of delivering value to Tier 3 and 4 levels of society – done with sensitivity, responsibility and professionally...
			5			**To have: *A strategy implementation culture*** A culture of delivering on commitments . . . . while maintaining integrity
			N			**To have: *An ability to understand change, and cope with it*** Changes in the regulatory environment and people's outlooks and values, in addition to economic globalization and dramatic advances in information technology, are together transforming the business environment at bewildering speed... Reduce greenhouse emissions through a) alternative fuels, or b) improved efficiencies...
					Bmt	**To do: *Real growth through research and innovation*** To advance through research and innovation... improved analytic decision making...

| RESEARCH QUESTION 1 | What is the nature and dynamics of a social contract with business? |
| SOCRATIC QUESTION 3 | What kind of business would such a kind of society need? |

Current State	End State			Journey		Key Performance Area for Postmodern MBA Graduates: Global Leaders' Input
	Vision?	Principles?	Obstacles?	How?	Trigger?	
RESEARCH QUESTION 1						What is the nature and dynamics of a social contract with business?
SOCRATIC QUESTION 3						What kind of business would such a kind of society need?
						Description
				Cmt		**To do:** *Real growth through collaborative strategies* To grow through partnerships – global, regional and local... between the university, business and society... and intrapreneurship... national integration... alignment with national priorities...
				O		**To do:** *Real growth through strategy implementation excellence* Strategy implementation – flawless execution... project pipeline management... intergenerational leveraging... thinking... planning...
				P		**To do:** *Real growth through operational excellence* Operational excellence – soft and hard issues – to also earn social licence... improved globalisation efficiency... ... to achieve international accreditation... ... organisational reform... build competitive capabilities... initiative to become globally competitive...
					Q	**To have:** *Dual leadership capabilities (i.e. local and global competence)* To straddle the human pyramid with our products and services... ... to ensure broad access to education... ... build dual capability i.e. local and global competence...
					6	**To have:** *The ability to leverage the power of knowledge* To leverage knowledge as a profound source of power, with the potential to free one from one's circumstances and transform society; this transformational potential will without doubt determine the future direction of humanity – for a country and a continent... as it has throughout history...
					7	**To have:** *An intensity to win through creativity* An intensity to win - to reach beyond our current grasp... To re-invent the market in ways that both create profit, while doing good at the same time

Current State	End State		Journey			Key Performance Area for Postmodern MBA Graduates: Global Leaders' Input
	Vision?	Principles?	Obstacles?	How?	Trigger?	Description
RESEARCH QUESTION 2						How does such a social contract with business constitute a basis for a postmodern MBA in a WOIG?
SOCRATIC QUESTION 4						What kind of business leader would such a kind of business need?
	Dmt					**To become: *A business leader with an ability to envision the future, and to lead thereto*** Leadership... pioneering... path breaking... dealing with diversity... to be hungry to lead... to be physically/emotionally fit to reach for the dream/miracle... ... to also deliver on national priorities... promotes social justice... equal opportunity... to enhance human prosperity... market minded... entrepreneurial global perspective... socially responsible... ethical... to make a difference to organisations and mindsets... to be a pioneer for change in a fast changing world...
		R				**To become: *A champion of the light*** To personify courage, conviction, strength... a lodestar of the light towards we are working... to provide hope in turbulent times... "to feel your pain" [to recognise the voice of the people]... the critical act of reconciliation... a remarkable ability to refrain from corruption, abuse of power and the pursuit of good governance... to respond voluntary to create a better society... being thoughtful... a sense of responsibility... a genuine respect for others...
		S				**To become: *A long-term wealth builder*** To balance conflicting interests and resistance to change to deliver a new culture, various forms of value whilst exercising rigorous stewardship... resourcefulness... even intellectual resourcefulness... Patience. . . .to build wealth in small increments... to build a platform for growth... discipline... to invest prudently, patiently and professionally... to redirect strategy, if proven wrong... to understand the importance of timing... to work with Government and other stakeholders - - to align conflicting priorities- - - to build trust and confidence... high level operational excellence...
			e			**To have: *An ability to understand context*** Not realising the changing context for policy formulation... To understand things have to change, but not knowing what to do – then act on instincts... Future leaders must be aware of this [to be globally competitive -] and not remain intellectually handicapped... Protecting current business practices [in the face of mounting global environmental concerns]...

Current State	End State			Journey		Key Performance Area for Postmodern MBA Graduates: Global Leaders' Input
	Vision?	Principles?	Obstacles?	How?	Trigger?	Description
				Emt		**To have:** *The ability to make decisions* Complex decision making... flexicurity, complex knots of social, economic and business criteria... achieve a balance... a practical streak when implementing... to understand the context of a problem/situation... to balance profits and loss and human failure and survival... finding the balance between dependence and interdependence... to know when to compete and when to co-operate... Understand the link between socio-economics development and business needs... the nature and dynamics of the perfect storm and what to do about it . . . to understand the link between short term and long term solutions ..to envisage a future beyond today... to understand the link between survive and prosper... an ability to manage conflicting forces/interests – energy security, economic policy, and environmental deliverables... understanding the link between an idea and implementation... through research and to teach with skill and passion... to have authoritative, world class advisors with a global mindset... to teach the faculty...
				8		**To do:** *To sell a vision or a purpose* Being able to sell a vision or a purpose...
				9		**To do:** *To cultivate an entrepreneurial culture* To cultivate an enterprise culture... the entrepreneurial culture...
					10	**To have:** *The ability to apply intellectual thought beyond current limits* Through research to expand our frontiers of academic thought and influence...

Above table header rows:

RESEARCH QUESTION 2 — How does such a social contract with business constitute a basis for a postmodern MBA in a WOIG?

SOCRATIC QUESTION 4 — What kind of business leader would such a kind of business need?

Current State	End State			Journey		Key Performance Area for Postmodern MBA Graduates: Global Leaders' Input
	Vision?	Principles?	Obstacles?	How?	Trigger?	Description

RESEARCH QUESTION 2 — How does such a social contract with business constitute a basis for a postmodern MBA in a WOIG?

SOCRATIC QUESTION 5 — What kind of MBA would such a kind of business leader need?

Current State	Vision?	Principles?	Obstacles?	How?	Trigger?	Key Performance Area for Postmodern MBA Graduates: Global Leaders' Input
	f					**To become: *Graduates to become globally astute business leaders*** To educate leaders who can make a difference to the world... to shape any industry in any country... to educate leaders for China and the world... to develop managers with a) an entrepreneurial spirit, b) highly adaptable in the face of adversity, c) resourcefulness...
				T		**To have: *A global mindset*** To cultivate a global mindset... entrepreneurial... self-discipline... global view... confidence... competitive... social responsibility and commitment... To educate them the link between... public/private sector... national planning/firm objectives...
				U		**To have: *The full suite of leadership/management skills, tools and knowledge*** Leadership/management... skills, tools and knowledge... B-schools to increase the numbers of MBA graduates... To develop communication skills...
				g		**To have: *An environment for global learning and innovation*** To create an environment for global learning and innovation... They [our employees] are more innovative today … more global … more technical … than at any other time in our history... How to manage the innovation process... and, particularly the innovation in management itself... "Ecomagination" as a means to innovate new products...
				11		**To have: *A taste for reading and art*** To cultivate a taste for literature, fine art, etc...
					12	**To have: *Wisdom*** To develop judgement as a management/leadership ability

RESEARCH QUESTION 2					How does such a social contract with business constitute a basis for a postmodern MBA in a WOIG?
SOCRATIC QUESTION 5					What kind of MBA would such a kind of business leader need?
Current State	End State		Journey		Key Performance Area for Postmodern MBA Graduates: Global Leaders' Input
	Vision?	Principles?	Obstacles?	How?	Trigger?	Description
					13	**To do:** *Joint leadership courses to social, political and business leaders* To offer leadership courses to the WEF [thus aligning the education of global political, business and societal leaders...]

Table 30: A metasynthesis of the Nobel Laureates' emergent themes, sub-themes, themes and main themes

RESEARCH QUESTIONS	SOCRATIC QUESTIONS	Current State	The End State			The Journey				
			Vision	Mission	Values	Uncertainties	Obstacles	Trends	How	Triggers
		Comparison with humanity's core values	What do we want to become?	What are the attributes of what we want to become?	What principles will guide us to these attributes?	What do we not know?	What do we have to overcome?	What works in our favour?	What should we do to overcome obstacles?	What kairos event(s) will move us forward?
The contextual setting is…	What future?	A, a	B, b							
The social contract with business is ….	What society?	1	c, 2	Amt, C		D, E, F, d, e, f		G, H, I, J, g		K, h
	What business?		3	4		5		L		6
The basis for a new MBA is…	What business leader?		i	Bmt, 7		8, 9, 10, 11		j, 12		k, 13
	What MBA?					14		M, l, m		N, n, o, 15

THEME LEGEND:

Amt	=	Main theme (+2 Themes from different sub-categories)
A	=	Theme (+5 observations from a sub-category)
a	=	Sub-theme (3–4 observations from a sub-category)
1	=	Emerging themes (1–2 observations from a sub-category)
Sub-categories:		Nobel laureates in peace, literature, economics and science.

Table 31: A metasynthesis of the inputs from Nobel Laureates

Current State	End State		Journey			Key Performance Area for Postmodern MBA Graduates: Nobel Laureates' Input
	Vision?	Principles?	Obstacles?	How?	Trigger?	**The contextual setting is…..**
SOCRATIC QUESTION 1						**What kind of future does humankind want?**
						Description
A						**Not to become**: *A growing injustice confronting humankind* A growing injustice is confronting mankind... [specifications thereto are given in the source documents (see the Appendix - Research Step 3: dataset 1 for Nobel Laureates for peace - Pages 47, 62 and 67)]... consequent imbalances and unfairness... imbalances as a threat: information, wealth, living conditions, governance...
a						**Not to become**: *Globally interconnected "threats without borders"* Globally interconnected "threats without borders: 1) poverty, infectious disease, environmental degradation, 2) armed conflict, 3) organised crime 4) terrorism, weapons of mass destruction"... illiteracy... divide between rich/poor, powerful/powerless, free/fettered, privileged/humiliated...
	B					**To become**: *To achieve, and maintain human security in the broadest sense* A goal in our modern world must be to maintain "human security" in the broadest sense. Standing armies greatly abolished, or reduced... a peace rooted in man's heart and mind... human solidarity towards peace...where countless peoples work towards peace...
	b					**To become**: *Achievement of the UN's Millennium Goals* Where the Millennium Goals have been reached, to address the root causes of unresolved global problems....

RESEARCH QUESTION 1					What is the nature and dynamics of a social contract with business?
SOCRATIC QUESTION 2					What kind of society will create and sustain such a kind of future?
Current State	End State		Journey		Key Performance Area for Postmodern MBA Graduates: Nobel Laureates' Input
	Vision?	Principles?	Obstacles?	How?	Trigger?	Description

Current State	Vision?	Principles?	Obstacles?	How?	Trigger?	Description
1						**Not to become**: *Humankind's poor understanding of social issues* Despite technological advances, man's understanding of social issues has not advanced...
	c					**To become***: A society with courage to "fight the intruder"* A society with courage to fight the intruder... to be the first drop... to have an invincible spirit...
	2					**To become**: *A well functioning economy* A well-functioning economy is of utmost importance to the social and cultural development of society... two macroeconomies can move together in the same current, termed: cointegration...
		Amt				**To become**: *A society where fundamental human rights are upheld* A society where fundamental human rights are upheld and unafraid advocated... no hypocrisy tolerated... women and children respected, desire for peace, fundamental freedoms, democracy, tolerance, justice [diversity and especially religious tolerance], security, food, education... an affirmation of the dignity of man and respect for the three laws of human nature: 1) the right to possession; 2) its transfer by consent; 3) the performance of promises... Respect for the individual's voice and dignity [especially the marginalised]...
		C				**To become**: *A society whose values are deeply rooted in religious beliefs* Values deeply rooted in religious beliefs – balanced lifestyle, reach out, share wealth, strong family bonds, faith, religious tolerance, stewardship... to celebrate the achievements of the light... outbreaks of joyful celebrations, to give peace a parade... work is love made visible... work dedicated to the glory of God... to pass-on a healthy earth to the next generation...
			D			**To become**: *An active civil society* A "doing nothing culture" [inertia, apathy, too busy to care, silence, delayed actions, not knowing what moral sensibility means]... to break the silence of abuse of human values and oppression… global threats, such as an ever increasing global population... understanding the connection between human activities and global warming...

RESEARCH QUESTION 1					What is the nature and dynamics of a social contract with business?
SOCRATIC QUESTION 2					What kind of society will create and sustain such a kind of future?
Current State	End State		Journey		Key Performance Area for Postmodern MBA Graduates: Nobel Laureates' Input
	Vision?	Principles?	Obstacles?	How?	Trigger?	Description
			E			**To have**: *A society understanding the interconnectedness of the world* Not understanding the interconnectedness of the way the world works... how do forces arise? A systems understanding of society and politics [examples are given in text in the Appendix]... democracy, peace, environment, conflict, human rights, unjust economies and political orders... to understand the underlying premises of an ideology, a strategy, a policy... how to inculcate values into policies, laws and regulations... ?
			F			**To have**: *An understanding of the drivers of context* Not understanding the context of the time... cling to outdated perceptions, e.g., state sovereignty is absolute, human rights are a Western thing and "non-interference in a sovereign state" ...
			d			**To do**: *To decommission the tools and mindsets of war* How to decommission armies + the hearts and minds of man – rather than to die for your values, try living for your values... not understanding the driving forces of brutality and injustices...
			e			**To do**: To communicate clearly with *all stakeholders* Poor communication... being too diplomatic... the message gets lost... Global communication, based on credible scientific evidence... How to determine whether a society is developing for the better or the worse...
			f			**To have**: *A realistic perception of the poor* The perception of poor people – how they view themselves + how other view them – they are resourceful people, with dignity and an inborn ability to look after themselves and others – brainwashed to belief that help can only come from the "outside.".. Not understanding that 'hunger is war.".. – poverty is not a human destiny – poor people are not "bonsai people"- they just need the means/space to grow...
				G		**To do**: *To apply the Golden Rule of Humanity* [..love for, and to reach out to others] (Kung, 1998) To cultivate a culture of tolerance, respect, brother's keeper... making a choice for the light in planning and control.... respect for diversity

Current State	End State			Journey		Key Performance Area for Postmodern MBA Graduates: Nobel Laureates' Input
	Vision?	Principles?	Obstacles?	How?	Trigger?	**Description**
				H		**To have**: An ability ***to approach problems holistically***
						To approach problems holistically – the victim and perpetrator need to be helped... To be able to deal with contradicting demands/outcomes and ambiguity
				I		**To do**: ***To connect like-minded people to work together for a WOIG***
						Like-minded people need to be connected – across countries, cultures, religions, rich/poor divides…..intergenerational, big and small names, broadest possible international cooperation….a deeper sense of the values that bind mankind due to an increased sense of how fragile mankind is relative to e.g., global terror, global warming... a collective [global] effort to solve the global warning problem... an inclusive approach amongst many peoples... harness power of volunteerism...
				J		**To have**: ***Heroes and mentors of the light***
						We need heroes and mentors of the light… To have positive "builders of my life" …mentors, such as a father...
				g		**To do**: ***To build strong democratic structures***
						To build strong democratic structures... locally and globally, with checks and balances... strong leadership and institutional guarantees of basic human values... we need to put a price on carbon emissions...
					K	**To have**: ***People making a choice for the light***
						People to make a firm choice for the light... a movement... a mindset to craft what man wants... giving effect to the dream we carry secretly within ourselves... can dream it, means can do it... to build on the evidence of hope... to imagine the world we want…to entrench stewardship as a way of life...
					h	**To have**: ***A love for reading and learning***
						Literature allows a person to preserve a consciousness ….it connects, nations, cultures, history, religions, races….it enables you to understand the moment of the time and one-self…learning is in our world the true credible alternative to force...

RESEARCH QUESTION 1: What is the nature and dynamics of a social contract with business?

SOCRATIC QUESTION 2: What kind of society will create and sustain such a kind of future?

RESEARCH QUESTION 1					What is the nature and dynamics of a social contract with business?
SOCRATIC QUESTION 3					What kind of business would such a kind of society need?
Current State	End State		Journey		Key Performance Area for Postmodern MBA Graduates: Nobel Laureates' Input
	Vision?	Principles?	Obstacles?	How?	Trigger?	Description
	3					**To have**: *"Delightful organisations"* (Handy, 2002) Who can translate visions [of social upliftment] into sustained actions...
		4				**To have**: *Respect for religious values* The ancient Judeo Commandments: Thou shall not steal or covet thy neighbour's possessions, which provide the basis for the property right foundation for markets, and warned that petty distributional jealously must not be allowed to destroy them. Neither shall thou commit murder, adultery or bear false testimony, which provide the foundations for a cohesive society...
			5			**To have**: *Sound judgement* How to distinguish between bad and good information – how to avoid tricksters?...
				L		**To do**: *Social entrepreneurship* To redefine the concept of entrepreneurship – in line with other human desires – the poor also to participate… Entrepreneurship to have a dual motive – profit and doing good. To create economic empowerment from below - - e.g., Grameen Bank… Female empowerment… IT technology to be part of the roll-out of benefits to the poor…..we need to understand intergenerational economic conflict (how much should each generation consume and save) and the importance of human capital [education] in economic growth …To work independently, yet in concert with the army [government]...
					6	**To have**: A stable environment for *sustained business* Business to realise that making profits cannot be sustained in an unstable environment...

	End State		Journey			Key Performance Area for Postmodern MBA Graduates: Nobel Laureates' Input
RESEARCH QUESTION 2						How does such a social contract with business constitute a basis for a postmodern MBA in a WOIG?
SOCRATIC QUESTION 4						What kind of business leader would such a kind of business need?
Current State	Vision?	Principles?	Obstacles?	How?	Trigger?	Description
	i					**To do**: *Making decisions that advance the cause of good* Decisions that advance the cause of good... Choices that advance the welfare of mankind...
		Bmt				**To have**: *Leadership qualities of the light* Leadership qualities... courage, integrity and sustained commitment to carry out your beliefs in God... To acknowledge the role of the spouse…as a pillar of strength, a confidante, and inspiration... To have endurance, self-discipline, self-belief, true to inner convictions…..to understand the "struggle of the individual against the history of the masses."... to show reverence to the unknowable [being intelligently ignorant]... universalist, tolerant and rationalist ideals…... and have participated in the realisation of a 2000-year dream – the return to Jerusalem… to strive for a moral legitimacy by taking part in societal quest for fairness...
		7				**To have***: Intergenerational responsibility* Intergenerational responsibility...
			8			**To have**: An u*nderstanding of what drive choices* How to make fundamental choices that affect your life? E.g., what education? These decisions are called discrete choices, as you have to choose between a few options...
			9			**To have**: *Empathy for the poor* Is it so impossible to understand such bare poverty?...
			10			**To have**: *A love for reading and study* The tradition of reading – "reading maketh the man."... after many years of study to know nothing of the world, only some speciality topic, e.g., IT...

Current State	End State		Journey			Key Performance Area for Postmodern MBA Graduates: Nobel Laureates' Input
	Vision?	Principles?	Obstacles?	How?	Trigger?	Description
			11			**To have**: *Courage "to be the first drop"* Delay tactics – a culture of doing nothing – protecting vested interests...
				j		**To have**: *An ability to make complex decisions* To look for flexible solutions…and we promptly changed our views [when confronted by facts, which contradicted their firm beliefs]... to bring about an institutional solution... e.g., the Grameen Bank...
				12		**To do**: *To manage the innovation process* To manage the innovation process over time...
					k	**To have**: *A personal renaissance* To undergo a personal crisis... to feel what it means to be poor... the thirst for education by the poor, may define us [re-discovering who we are – to find the spiritual hole in our souls]... draws a parallel between love and politics, it is because both stand for the hope we must try to sustain if living is to be worthwhile... those who have suffered, only they can know what it means...
					13	**To have**: *Courage to apply social entrepreneurship in a big way* To introduce social entrepreneurship... the drive and passion to tackle big problems...

Above the table:

RESEARCH QUESTION 2	How does such a social contract with business constitute a basis for a postmodern MBA in a WOIG?
SOCRATIC QUESTION 4	What kind of business leader would such a kind of business need?

Current State	End State		Journey			Key Performance Area for Postmodern MBA Graduates: Nobel Laureates' Input
	Vision?	Principles?	Obstacles?	How?	Trigger?	Description
			14			**To have**: *An understanding of context* Every science has its summer and winter periods...
				M		**To have**: *The ability to make decisions* The ability to make decisions...asking the right questions, logical reasoning, game theory… for modern man, the prioritisation and selection of information has become a necessary part of his survival strategy...
				I		**To have**: *An understanding of the interplay of theory and practice* Understanding the interplay between theory [basic research] and application... But reading genetic script is one thing − understanding its significance is another.
				m		**To have**: *A scholarly passion for learning* To craft a scholarly passion for science...the wonder of discovery...the learning from each other ...to pass that learnings on…relationship between managers and their educators, mentors…
					N	**To have**: *An ability to reason critically and philosophically* By combining the tools of economics and philosophy, an ethical foundation to economic reasoning is established... To derive new insights from the interfaces between economics and psychology, statistics, welfare economics...
					n	**To have**: *A diverse educational environment* A diverse background enriched my research... Global systems thinking... Global risk assessment in a systems manner..

RESEARCH QUESTION 2	How does such a social contract with business constitute a basis for a postmodern MBA in a WOIG?
SOCRATIC QUESTION 5	What kind of MBA would such a kind of business leader need?

RESEARCH QUESTION 2					How does such a social contract with business constitute a basis for a postmodern MBA in a WOIG?
SOCRATIC QUESTION 5					What kind of MBA would such a kind of business leader need?
Current State	End State		Journey		Key Performance Area for Postmodern MBA Graduates: Nobel Laureates' Input
	Vision?	Principles?	Obstacles?	How?	Trigger?	Description
					o	**To have**: *Respect for knowledge* To become intelligently ignorant – only if you understand what you do not know, can the pursuit of new knowledge begin. An example would be: Green chemistry = introducing a new emphasis on traditional chemistry... To understand how people make choices – what micro data influence their choices…. The basic laws of science lead to the complexity of biology, and eventually to that incomprehensible consciousness that bring us together...
					15	**To do**: *Universities to apply the Golden Rule of Humanity in its curricula* Universities are challenged to underscore the world's need for peace, democracy, social and economic justice into their curricula...

C.   The dialectic interpretations are depicted

The dialectic interpretations of the metasynthesis (Research Step 4c) are now shown in a non-linear manner using visiograms in Figures 18–23 below – but first the objectives of and reasons for the figures must be explained.

Figure 18: *Theme distribution per Socratic question (Global Leaders)*

Objectives:

To indicate the relative density and the gaps in the inputs from the Global Leaders.

To indicate the relative distribution of the postmodern MBA curriculum drivers.

Why:

To increase readers' understanding of the inputs and themes.

To provide a basis for constructing the visiograms in Figures 19 and 20.

To provide a basis for Trustworthiness criterion 14 (comparison of the sample with demographic data).

Figure 19: *Visiograms per Socratic question (Global Leaders)*

Objectives:

To introduce dynamics into the dialectic interpretation by identifying the relationship between the themes.

To enable these relationships to be seen as phenomena – a higher level of understanding themes.

Why:

To increase readers' understanding of the emerging concepts and themes.

To provide structure for, and show the trustworthiness of, the Socratic dialogue in:

   A.   Research Step 5: The First Intellectual Moment, which introduces a new
       archaeology of knowledge; and

   B.   Research Step 6: The Second Intellectual Moment, which introduces a new
       genealogy of knowledge.

Figure 20: *Visiograms per research question (Global Leaders)*

Objective:

To take understandings arising from Figure 19 to a higher level of insight.

Why:

To provide structure and trustworthiness for the transformative redefinition of the relationship between business and society in Research Step 7: The Third Intellectual

Moment, which culminates in the definition of a Social Contract with Business and the Postmodern MBA in a World Order of Inclusive Globalisation.

Figure 21*: Theme distribution per Socratic question (Nobel Laureates)*

Objective:

To indicate the relative density and the gaps in the inputs from the Nobel Laureates.

To indicate the relative distribution of the postmodern MBA curriculum drivers.

Why:

To increase readers' understanding of the inputs and themes.

To provide a basis for constructing the visiograms in Figures 22 and 23.

To provide a basis for Trustworthiness criterion 14 (comparison of the sample with demographic data).

Figure 22*: Visiograms per Socratic question (Nobel Laureates)*

Objective:

To introduce dynamics into the dialectic interpretation by identifying the relationship between the themes.

To enable these relationships to be seen as phenomena – a higher level of understanding themes.

Why:

To increase readers' understanding of the emerging concepts and phenomena.

To increase the quality of either refuting or adding value to the inputs from the Global Leaders.

To provide structure for, and show the trustworthiness of the Socratic dialogue in:

A. Research Step 5: The First Intellectual Moment, which introduces a new archaeology of knowledge; and

B. Research Step 6: The Second Intellectual Moment, which introduces a new genealogy of knowledge.

Figure 23*: Visiograms per research question (Nobel Laureates)*

Objective:

To take understandings arising from Figure 22 to a higher level of insight.

Why:

To provide structure and trustworthiness for the transformative redefinition of the relationship between business and society in Research Step 7: The Third Intellectual

Moment, which culminates in the definition of a Social Contract with Business and the Postmodern MBA in a World Order of Inclusive Globalisation.

Figure 18: Research Step 4c - Dialectic Interpretation of Global Leaders
(Theme distribution per Socratic question)

Research objectives	Socratic questions	Current state	The end state			The journey				
			Vision	Mission	Values	Uncertainties	Obstacles	Trends	How	Triggers
		Comparison with humanity's core values	What do we want to become?	What are the attributes of what we want to become?	What principles will guide us to these attributes	What do we not know?	What do we have to overcome?	What works in our favour?	What should we do to overcome obstacles?	What kairos event(s) will move us forward?
The contextual setting is....	**What future?**	a	1							
The social contract is....	**What society?**		2	A B		C D b c 3		E F G H I J		K L d 4
	What business?		Amt	M 5		N		Bmt Cmt O P		Q 6 7
The basis for a new MBA is....	**What business leader?**		Dmt	R S		e		Emt 8 9		10
	What MBA?		f					T U g 11		12 13

Theme Categories:

Main theme   Theme   Sub-theme   Emergent theme

Postmodern MBA Curriculum Drivers:

Leadership make-up ["To have"]

Leadershp output ["To do"]

WOIG statement ["To become", or "Not to become"]

Figure 19: Research Step 4c - Dialectic Interpretation of Global Leaders
(Visiograms per Socratic question)

Research objectives	Socratic questions	Current state	The end state			The journey				
			Vision	Mission	Values	Uncertainties	Obstacles	Trends	How	Triggers
		Comparison with humanity's core values	What do we want to become?	What are the attributes of what we want to become?	What principles will guide us to these attributes	What do we not know?	What do we have to overcome?	What works in our favour?	What should we do to overcome obstacles?	What kairos event(s) will move us forward?
The contextual setting is....	**What future?**	a	1							
The social contract is....	**What society?**		2	A B		D C / c / 3 / b		E I J / H F G		d L K / 4
	What business?	Amt	5 M			N		Bmt Cmt / P O		Q / 6 7
The basis for a new MBA is....	**What business leader?**	Dmt	R S			e		Emt 8 9		10
	What MBA?	f						T U g 11		12 13

Legend

Theme Categories:

A and B are mutually exclusive

A and B are mutually supportive

A and B partly overlap each other

B is fully contained by A

Main themes

Figure 20: Research Step 4c - Dialectic Interpretation of Global Leaders
(Visiograms per research question)

Research objectives	Current state	The end state			The journey				
		Vision	**Mission**	**Values**	**Uncertainties**	**Obstacles**	**Trends**	**How**	**Triggers**
	Comparison with humanity's core values	What do we want to become?	What are the attributes of what we want to become?	What principles will guide us to these attributes	What do we not know?	What do we have to overcome?	What works in our favour?	What should we do to overcome obstacles?	What kairos event(s) will move us forward?
The contextual setting is....	a	1							
The social contract is....		Amt 2	M A B 5		C D c 3 b N		I J H F G E Bmt Cmt O P		d K L Q 4 6 7
The basis for a new MBA is....		f Dmt	R S		e		Emt g T 11 8 U 9		10 12 13

Theme Categories:

A   B
A and B are mutually exclusive

A——B
A and B are mutually supportive

AB
A and B partly overlap each other

B A
B is fully contained by A

▬▬▬ Main themes

Figure 21: Research Step 4c - Dialectic Interpretation of Nobel Laureates
(Theme distribution per Socratic question)

Research objectives	Socratic questions	Current state	The end state			The journey				
			Vision	Mission	Values	Uncertainties	Obstacles	Trends	How	Triggers
		Comparison with humanity's core values	What do we want to become?	What are the attributes of what we want to become?	What principles will guide us to these attributes	What do we not know?	What do we have to overcome?	What works in our favour?	What should we do to overcome obstacles?	What kairos event(s) will move us forward?
The contextual setting is....	What future?	A a	B b							
The social contract is....	What society?	1	c 2	Amt C		D E F / d e f		G H I J / g		K h
	What business?		3	4		5		L		6
The basis for a new MBA is....	What business leader?		i	Bmt 7		8 9 10 11		j 12		k 13
	What MBA?			14				M l m		N n o 15

Theme Categories:

Main theme   Theme   Sub-theme   Emergent theme

Postmodern MBA Curriculum Drivers:

Leadership make-up ["To have"]

Leadershp output ["To do"]

WOIG statement ["To become", or "Not to become"]

Figure 22: Research Step 4c - Dialectic Interpretation of Nobel Laureates
(Visiograms per Socratic question)

Figure 23: Research Step 4c - Dialectic Interpretation of Nobel Laureates
(Visiograms per research question)

Research objectives	Current state	The end state			The journey				
		Vision	Mission	Values	Uncertainties	Obstacles	Trends	How	Triggers
	Comparison with humanity's core values	What do we want to become?	What are the attributes of what we want to become?	What principles will guide us to these attributes	What do we not know?	What do we have to overcome?	What works in our favour?	What should we do to overcome obstacles?	What kairos event(s) will move us forward?
The contextual setting is....	A / a	B / b							
The social contract is....	1	C / 3 / 2	c&4 Amt		D E—F / d e f 5		g / G—H / L—J—I		K—h / 6
The basis for a new MBA is....	i	7 Bmt			8 9 14 10 11		I M&j m—12		n N o / 13 k / 15

Theme Categories:

A B
A and B are mutually exclusive

A—B
A and B are mutually supportive

A B (overlapping)
A and B partly overlap each other

B inside A
B is fully contained by A

(red bar) **Main themes**

5.1.5   Trustworthiness self-assessment

This trustworthiness self-assessment demonstrates academic rigour at the end of the metasynthesis phase, and provides a trustworthy basis for crafting new knowledge through critical reasoning in the next phase of the research. Guba's Model of Trustworthiness (Guba, 1981, cited and commented on by Krefting, 1990) has been used, with the results summarised below in Table 32:

Table 32: Compliance with metasynthesis trustworthiness criteria

Strategy	Criteria	Compliance?
TRUTH VALUE asks whether the researcher has established confidence in the truth of the findings. What **credibility** would the findings have?	1. Prolonged engagement	√
	2. Time sampling strategy	√
	3. Reflexitivity	√
	4. Triangulation	√
	5. Member checking	n/a*
	6. Peer examination	√
	7. Interview technique	√
	8. Authority of the researcher	√
	9. Structural coherence	√
	10. Referential adequacy	√
APPLICABILITY asks to what degree the findings can be applied to other contexts. What **transferability** do the findings have to other applications?	11. Nominated sample	√
	12. Comparison of sample to demographic data	√
	13. Dense description of participants.	√
	14. Adequate database	√
CONSISTENCY asks whether the findings would be consistent if the inquiry were replicated with the same studies, or in a similar context. How **dependable** are the findings from the input?	15. Dependability audit	√
	16. Dense description of research methods	√
	17. Stepwise replication	n/a
	18. Triangulation	√
	19. Peer examination	√
	20. Code-recode procedure	n/a
NEUTRALITY asks to what extent the researcher's personal bias has been hedged. Can the findings be **confirmed** by way of an external audit?	21. Triangulation	√
	22. Reflexitivity	√
	23. Conformability audit	√

*n/a = not applicable

Source: Guba, 1981, as cited and commented upon by Krefting, 1990.

Note: *The Author adjusted criterion 14 from Time Sample to Adequate Database due to a misprint in the source document – Time Sample was covered under criterion 2.*

The Author's detailed self-assessment is now given below.

TRUTH VALUE: **What credibility would the findings have?**

1. *Prolonged engagement*

    a) *Objective***:** To identify re-appearing patterns to enhance research findings through intimate familiarity and the discovery of hidden facts**.**

    b) *Guideline*: Spend an extended period of time with the informants.

    c) *Application*:

    For Global Leaders: Information gathered over the 2007 calendar year.

    For Nobel Laureates: Information gathered from the ten years between 1998 and 2007.

2. *Time sampling strategy*

    a) *Objective***:** To enhance research findings through persistent observations under various natural situations.

    b) *Guideline*: Use a flowchart to systematise observations in order to determine whether the researcher is sampling all possible situations.

    c) *Application*: The Author designed a 3-dimensional database to capture observations relative to 5 Socratic questions and 9 (sub-) building blocks for each Global Icon, resulting in 45 possible contributions (i.e., situations) for each Global Icon. This equates to 3 960 possible situations for the sample of 88 Global Icons.

3. *Reflexitivity*

    a) *Objective*: To ensure that the researcher does not become so enmeshed with the informants that he/she may have difficulty in separating his/her own experience from that of the informants.

    b) *Guideline*: As the researcher is part of the qualitative research process, not separate from it, the researcher is advised to keep a journal documenting his/her personal feelings and observations – thus keeping them separate from research observations.

    c) *Application*: The Author documented his personal learnings and comments as footnotes while populating the database (Research Step 3) and while

doing the hermeneutic phase of the metasynthesis (Research Steps 4a and 4b). However, these personal footnotes have been excluded from the dialectic interpretation in Research Step 4c – proof of this assertion is given in the confirmability audit below (criterion 23). These personal footnotes are available for inspection in the Appendix. There are 446 personal footnotes in total (262 for Global Leaders and 184 for Nobel Laureates).

4. *Triangulation*

   a) *Objective*: To converge multiple perspectives in order to ensure that all aspects of a phenomenon have been considered.

   b) *Guideline*: Triangulate data methods and/or data sources.

   c) *Application*:

   For Global Leaders: Three different categories of global leaders (i.e., business, political and societal) were fused into the term 'Global Leader'. Inputs from each leader were collected from three possible areas, namely his/her wisdom, insight and experience. Inputs were gathered from three different sources, namely an official statement (e.g., Chairman's statement in the firm's annual report), the *Financial Times* and *The Economist*.

   For Nobel Laureates: All four categories of Nobel Laureates (peace, economics, literature and science) were fused into one term 'Nobel Laureate'. Inputs from each Nobel Laureate were gathered from three sources, namely the official press release, the official presentation speech, and the official acceptance speech.

5. *Member checking*

   a) *Objective*: To ensure that the researcher has correctly interpreted the inputs from the informant.

   b) *Guideline*: Continually (or at critical points in the research process) re-confirm with the informant that his/her inputs have been correctly documented and interpreted.

   c) *Application*: Not applicable, because there was no contact with the Global Icons (informants).

6. Peer examination

a) **Objective**: As with member checking, to ensure that the researcher has correctly interpreted the inputs from the informant, but also to confirm the researcher's process and findings with impartial colleagues.

b) **Guideline**: Continually (or at critical points in the research process) re-confirm the researcher's process and findings with impartial colleagues.

c) **Application**: The Author presented his research process and his findings at three doctoral colloquia to the faculty of UNISA's Graduate School of Business Leadership on 22 February 2007, 5 July 2007, and 30 July 2008.

7. Interview technique

a) **Objective**: To increase the internal consistency of data gathering.

b) **Guideline**: Reframe or expand questions and/or be clear about the internal rationale for the interview.

c) **Application**: The internal rationale was framed as 'a world order of inclusive globalisation', which provided a clear focus for the types of input the Author decided to include in the research. In addition, some of the nine (sub)building blocks that provide insight about the key steps in the turn-around to a WOIG, can be seen as the interview technique of asking the same question in a different way, e.g., Mission and Values, Uncertainties and Obstacles, Trends and How.

8. Authority of the Author

a) **Objective**: To create confidence in the credibility of the researcher. The essence of the credibility issue is the uniqueness of the researcher, the "I was there" that strengthens the authority of the Author.

b) **Guideline**: Asses four characteristics of the human instrument, namely:

   i.   his/her degree of familiarity with the phenomenon and the setting under study;

   ii. the strength of his/her interest in conceptual or theoretical knowledge and of his/her ability to conceptualise large amounts of data;

   iii. his/her ability to take a multi-disciplinary approach in order to analyse the study from different perspectives; and lastly;

   iv. his/her investigative skills, which can be seen in the literature review, course work and experience in qualitative research.

c) **Application**: Respective to the four guidelines above:

    i.   the Author has 30 years' experience in business (the last 13 years as an international business executive), and 7 years experience as senior lecturer in international business;

    ii.   the Author has formal education in mathematics and philosophy, as well as experience in strategy design;

    iii.   the Author's formal education is multidisciplinary – as an engineer, a scientist and an MBA-graduate, which was a great help when managing multidisciplinary projects whilst in business;

    iv.   the Reading List Report and the literature review for this doctoral research centred around the theme of *Strategic Options for Graduate Business Schools – Concepts and proposals by academics around the world.* Also*,* since joining UNISA's Graduate School of Business Leadership, the Author has supervised 78 MBL3 qualitative research reports over a 7-year period as an academic.

9. Structural coherence

a) **Objective**: To ensure that there are no unexplained inconsistencies between the data and their interpretation.

b) **Guideline**: Although data may conflict, increase credibility by explaining the apparent contradictions.

c) **Application**: Data inputs have been interpreted in both a linear and a non-linear manner. Regarding the former: inputs were classified into four categories (main theme, theme, sub-theme, and emergent theme), thus separating data clusters that are substantially different. Regarding the latter: the different themes were grouped into four visiogram categories, namely mutually exclusive, mutually supportive, partly overlapping, and fully contained. The interplay between the linear and the non-linear interpretation provided powerful insight to increase structural coherence.

10. Referential adequacy

a) **Objective**: To link data to the informant, even if not explicitly.

b) **Guideline**: No guidelines are given (Guba, 1981, cited and commented on by Krefting, 1990).

c) **Application**: Each input was given one unique code indicating the source from which it was received, and another unique code indicating where the

data was going to in the next research phase. Evidence thereof is given in the Appendix for each of the 660 inputs from the 88 Global Icons.

APPLICABILITY: What transferability do the findings have to other applications?

11. **Nominated sample**

   a) **Objective**: To ensure the representativeness of the sample of informants.

   b) **Guideline**: Use one or more long-time members of a group, or an independent panel, to select the sample of informants.

   c) **Application**: In the assessment of the WOIG, the Author concluded that the key drivers of a post-WW2 world order are global leadership and global thinkers/paradigm shifters. Business, societal and political leaders were selected from the G3 and the BRICS countries to represent the global leadership. Nobel Laureates were selected to represent the global thinkers/paradigm shifters. The Author designed the following selection criteria, which yielded 88 Global Icons:

   For Business Leaders: The two largest listed companies in each country's stock exchange. If more than one such company was in the same industry sector, then the next largest company was selected in order to get a diversified selection of industry sectors (see Table 21); and

   For Political Leaders: The current, and immediate past political leaders of each country (see Table 21); and

   For Societal Leaders: The Author selected societal leaders from academia. For each of the G3 and BRICS countries, a university and a business school was selected by the Author, using a best fit between the following criteria: a) the largest student intake; b) being recognised as influential in each country; and c) the academic institution's website being available in the English language (see Table 23); and

   For Nobel Laureates: The past 10 Nobel Laureates (from 1998 to 2007) in each of the categories of peace, economics, literature and science (see Tables 24–27).

12. **Comparison of sample to demographic data**

   a) **Objective**: To fill gaps in the analysis.

b) ***Guidelines***: Look for suitable informants to fill the gaps as fieldwork continues and gaps become evident.

c) ***Application***: The 40 Nobel Laureates in the sample not only filled the gaps left open by the 48 Global Leaders, they also acted as a control and refutational group, thus making the metasynthesis robust and rich in interpretation. The visiograms in Figures 18 and 21 provide such visual evidence of gaps to be filled, and areas where there was a high density of contributions.

13. *Dense description of participants*

a) ***Objective***: To enable readers to judge for themselves how transferable the findings are.

b) ***Guideline***: Provide background information about each participant.

c) ***Application***: A photograph, a short CV, and internet references for each of the 88 Global Icons are given in the Appendix.

14. *Adequate data base*

a) ***Objective***: To empower the reader to make his/her judgement, rather than to rely on the researcher to provide an index of transferability.

b) ***Guideline***: Provide an adequate database to the reader.

c) ***Application***: The Author designed a 125 MB CD-ROM with an information engine to provide all research data in a user-friendly format (see the Appendix).

CONSISTENCY: How dependable are the findings from the input?

15. *Dependability audit*

a) ***Objective***: To enable another researcher to clearly follow the decision trail used in the research.

b) ***Guideline***: Audit both the consistency and the neutrality of the research.

c) ***Application***: Only one such audit is given, under the confirmability self-assessment (criterion 23) below.

16. *Dense description of research methods*

a) ***Objective***: To provide information as to how repeatable the study might be, or how unique the situation is.

b) *Guideline*: Give the exact methods of data gathering, analysis and interpretation.

c) *Application*: In the Appendix, the exact method of data gathering, the research data, the analysis and the interpretation thereof is given for each of the seven research steps.

17. *Stepwise replication*:

a) *Objective*: To emulate the split-half reliability test in quantitative research.

b) *Guideline*: Give the research data to two researchers to analyse, and then to compare results.

c) *Application*: Not applicable, because this is qualitative research.

18. *Triangulation*

a) Described under the truth value criteria above.

19. *Peer Examination*

a) Described under the truth value criteria above.

20. *Code-recode procedure*

a) *Objective*: To ensure consistency of coding during the analysis phase of the research.

b) *Guideline*: Code a segment of data and re-code the same data two weeks later, then compare the coding.

c) *Application*: Not applicable.

NEUTRALITY: Can the findings be confirmed by way of an external audit?

21. *Reflexitivity*

Described under the truth value criteria above.

22. *Triangulation*

Described under the truth value criteria above.

23. *Confirmability/Trustworthiness audit*

a) *Objective*: To enable another researcher to clearly follow the decision trail used in the research.

b) *Guideline*: Audit both the consistency and the neutrality of the research.

c) *Application*: A sample audit is given in the Appendix, because it is too detailed to include here.

††††††††††††††††††††††††††††

This concludes the metasynthesis phase of the research, and prepares the context, content, and the structure for the next phase of the research process, known as 'critical management research', which was developed by Alvesson and Deetz (2000). In this thesis, it is applied as a systematic inquiry to uncover the truth of the unique relationship between business and society, as well as the postmodern MBA in a WOIG, by crafting new knowledge about it in three sequential phases: firstly, a new archaeology of knowledge, and then a new genealogy of knowledge, and to conclude the knowledge creation process, a transformative redefinition.

The Author enriched this truth-seeking method by creatively blending the critical management research process with the Socratic method of systematic inquiry, a Socratic dialogue (Stumpf and Abel, 2002).

The readers are reminded that, in a Socratic dialogue (also known as Socrates' dialectic method of truth-seeking), a role play is simulated. Here the dialogue is first between Socrates, Global Leader and Nobel Laureate – each participating in the dialogue in the first person as if in real life and in real time. Thereafter, another dialogue takes place between Socrates and the Author, who also communicates in *his* first person!

The following research questions are asked and answered:

1. What is your vision for the future?
2. What kind of society will create this future?
3. What kind of business does this kind of society need?
4. What kind of business leader does this kind of business need?
5. What kind of MBA does this kind of business leader need?

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5.2   Outcome of the critical management research phase

5.2.1   *Research Step 5: A new archaeology of knowledge*

1st Intellectual Moment

> **{GL: a}** refers to a sub-theme from Tables 28 & 29 (in Research Step 4c) and in Figure 18 (i.e., inputs from **G**lobal **L**eaders)

Socrates: *What is your vision for the future?*

Global Leader (representing global business, political and societal leaders): Currently, human suffering is rife. Some 840 million people do not have enough to eat, while twice the number of people killed in WW2 die every year of hunger and curable disease. This clearly calls for a new world vision. **{GL: a}** ←

My vision for the future is a world order that is in compliance with the ideals of the United Nations. **{GL: 1}**

We must strive to deliver on the call of people all over the world to establish an equitable and just political and economic world order to advance peace and the development of humankind. Therefore, we must work together with wisdom and courage to uphold the principles of the United Nations, promote democracy, uphold international law, and strive for harmony and peace, as well as respecting cultures and the environment. **{GL: 1}**

Nobel Laureate (representing peace, economics, literature and science laureates): I can agree with the Global Leader vision but, in order to formulate a vision of a future for the world, an understanding of the current state of the world is required as a point of departure. **{NL: A, a}**

> ← **{NL: A}** is a theme and **{NL: a}** is a sub-theme in Tables 30 & 31 and Figure 21 (i.e., inputs from **N**obel **L**aureates)

Therefore, I want to introduce a factual and empathetic understanding of the global interconnectedness of threats to humankind, such as illiteracy, poverty, infectious disease, environmental degradation, armed conflict, organised crime and terror. All these threats can rightfully be called "threats without borders". **{NL: a}**

A growing injustice confronts humankind, which can be sketched as follows: **{NL: A}**

1. Three billion people (~50% of the world's population) live on less than two dollars a day; one billion people (~20% of the world's population) live on less than one dollar a day, which is considered as extreme poverty.

2. 94% of the world's income goes to 40% of the world's population. In other words, 60% of the world's population lives on 6% of the world's income.

3. 20% of the world's population consumes 80% of the world's resources.

4. US$1 trillion is spent on armament per annum. One percent of that could feed the world's poor for a year.

5. The 9/11 act of terror stunned the world and triggered a global war on terror. However, in the Democratic Republic of the Congo, 3.9 million people have lost their lives since 1998 due to political abuse [this is the equivalent of some 1 300 9/11s over the past ten years, or a 9/11 every three days] with very little global concern for this human tragedy.

The future world's borders are between the powerful and the powerless, the free and the enslaved, the privileged and the subservient – these borders are going to override the traditional geopolitical borders between countries, thus weakening the traditional power base of politicians. **{NL: a}**

Given this reality, my vision for the future is simply to achieve the United Nation's eight Millennium Goals (see Table 33 overleaf), driven by achieving "human security" in the broadest sense through the reduction of military tools, as well as to change the warring heart and mind of humankind. However, the achievement of this vision is not possible if humankind does not change its inclination to bellicosity. **{NL: B, b}**

Table 33: The UN's Millennium Goals

1. **Eradicate extreme poverty and hunger.**

   Target 1: **Halve, between 1990 and 2015, the proportion of people whose income is less than US$1 per day.**

   Target 2: **Halve, between 1990 and 2015, the proportion of people suffering from hunger.**

2. **Achieve universal primary education.**

   Target 3: **Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary education.**

3. **Promote gender equality and empower women.**

   Target 4: **Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.**

4. **Reduce child mortality.**

   Target 5: **Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate.**

5. **Improve maternal health.**

   Target 6: **Reduce by three-quarters, between 1990 and 2015, the maternal mortality ratio.**

6. **Combat HIV/AIDS, malaria, and other diseases.**

   Target 7: **Have halted by 2015 and begun the reverse of the spread of HIV/AIDS.**

   Target 8: **Have halted by 2015 and begun reverse of the incidence of malaria and other diseases.**

7. **Ensure environmental sustainability.**

   Target 9: **Integrate the principles of sustainable development into country policies and programs and reverse the loss of environmental resources.**

   Target 10: **Halve by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation.**

   Target 11: **Have achieved, by 2015, a significant improvement in the lives of at least 100 million slum dwellers.**

8. **Develop a global partnership for development.**

   Target 12: **Develop further an open, rule-based, predictable, non discriminatory trading and financial system.**

   Target 13: **Address the special needs of the least developed countries.**

   Target 14: **Address the special needs of landlocked countries and small island developing states.**

   Target 15: **Deal comprehensively with the debt problem of developing countries.**

   Target 16: **In cooperation with developing countries, develop and implement strategies for decent and productive work for young males and females.**

   Target 17: **In cooperation with pharmaceutical companies, provide access to affordable, essential drugs in developing countries.**

   Target 18: **In cooperation with the private sector, make available the benefits of new technologies and communications.**

Source: <www.devdata.worldbank.org> (Accessed: 10 October 2007)

† †

Socrates: *What kind of society will create this future?*

Global Leader: The end-state would be a society that finds its greatness in humanity, not bellicosity. **{GL: 2}**

The key societal values would be found in a society that: a) is democratic (all citizens to participate); b) is just (fair, equitable); c) is harmonious (peaceful, stable, with reduced inequality); d) has no discrimination (on the basis of gender, race, religion or heritage); e) is drug-free; f) is secure (in terms of basic human needs and physical security); g) is prosperous (moderately, sustainably); h) is God fearing; and i) is prepared to stand-up for its democratic rights **{GL: A}**

This type of society would generate political leaders who would come forward to serve the people's needs through: a) efficient administration; b) wise policy development and implementation; c) making hard choices; d) working within democratic rules (competing for votes, abiding by the vote-count, and then co-operating for results); and e) being accountable to the people. **{GL: B}**

The obstacles in the journey to such a type of society would be:

1. the opposite of the above, namely:

    a) preventing the development of a society with sociological deficiencies (a culture of entitlement, racism, extremism, casteism, xenophobia, intolerance, radicalism, racism, and groups that use terror to stop the advance of democracy) **{GL: C}**; which would spawn....

    b) the development of an abusive political system characterised by political leadership deficiencies, which promote *nomenklatura* capitalism (where ex-party political *apparatchiks* emerge as billionaires), self-interest and the pursuit of failed economics and ideological ideals. The challenge is to build trust between society and its political leaders. **{GL: D}**

2. not being able to make inclusive decisions that affect society. The challenge is to get rich and poor countries to work together to solve global problems – the same challenge applies to regional and country level problems. **{GL: b}**

3. being marginalised by the pace and demands of a globalised world. The challenge is to find the balance between being world class, and retaining local values, traditions and knowledge – not building a better past, but a better future. **{GL: c}**

4. being ignorant. The challenge is to gain a holistic understanding of knowledge and human learning – not being limited to competency in only one type of knowledge due to the segmentation and professionalisation of knowledge. **{GL: 3}**

In addition to overcoming the above obstacles, the following objectives would be key, mutually-supportive building blocks for the journey to such a kind of society:

1. To build and sustain a modern robust economy, driven by social entrepreneurship, safe communities and inclusive participation – straddling the human and economic pyramid. **{GL: E}**

2. To leverage on global connectedness and global learnings through collaborative strategies on a country-, firm- and personal level – the pursuit of global best/next practice. **{GL: I}**

3. To earn social trust, thus earning one's social licence through leading with integrity, delivering measurable results and quality communication with all stakeholders. **{GL: J}**

4. To improve the organs of government, by a) building an effective democracy with strong checks and balances **{GL: F}**; b) improving policy efficiency – formulating policy and implementing it **{GL: G}**; and c) delivering improved and timely service to society's basic needs. **{GL: H}**

In order to overcome the obstacles and to deliver the building blocks, two separate *kairos* events need to happen, namely: a) acquiring the ability to make holistic decisions driven by a global entrepreneurial mindset, leveraging on stewardship and intergenerational economics, **{GL: K, L, d}** and b) cultivating a culture of giving – as opposed to being self-serving. **{GL: 4}**

Nobel Laureate: Despite technological advances and the globalised world, our current society has a poor understanding of societal issues – the dynamics thereof and the interconnectedness of things. **{NL: 1}**

I agree with the Global Leader's view of the end state of society, but humankind will not find its greatness in humanity without having the courage to be the "first drop" and to "fight the intruder" **{NL: c}**, as well as having a well functioning, modern, robust and globally connected economy. **{NL: 2}**

I agree with the Global Leader's view of society's key values, but would like to state them slightly differently as follows: The key societal values are found in a society that is protective of its fundamental human rights **{NL: Amt},** which are deeply rooted in religious beliefs. **{NL: C}**

The specific fundamental human rights I have in mind are respect for: a) the individual's dignity (including women, children and the marginalised); b) his/her desire for peace, freedom, democracy, tolerance and justice; and c) the three laws of human nature – the right to possession, its transfer by consent, and the performance of promises**. {NL: Amt}**

The specific religious values I have in mind are: a) the pursuit of a balanced lifestyle; b) reaching out to one's neighbour; c) sharing wealth; d) strong family ties; e) religious tolerance; f) stewardship – in order to pass on a healthy world to the next generation; and g) a mindset of "work is love made visible". **{NL: C}**

The obstacles in the journey to such a type of society would be:

1. a passive civil society – where civil society is passive through inertia, being too busy to care, silent, tolerant of injustice, or not knowing any better. **{NL: D}**

2. not understanding the interconnectedness of the world **{NL: E}**, due to an ignorance of the premise, context and the dynamics thereof. **{NL: F}**

3. not knowing how to decommission the tools and mindsets of war. **{NL: d+}**

4. poor communication to local and global stakeholders. **{NL: e}**

5. not understanding the poor – the needs, abilities and dynamics of societies living on less than US$2 per day. **{NL: f}**

In addition to overcoming the above obstacles, the following are building blocks that would be required for the journey to such a kind of society:

1. A mutually supportive combination of: a) applying the Golden Rule of Humanity by cultivating a culture of tolerance, respect and making a firm choice for the light in daily activities **{NL: G}**; b) making holistic, multiple-choice decisions through balancing conflicting demands from stakeholders **{NL: H}**; c) connecting like-minded people to work together towards overcoming the above obstacles and delivering on the building blocks **{NL: I}**; and lastly d) crafting a new generation of heroes of humanity, and not heroes of bellicosity **{NL: J}.**

2. strong leadership to build strong democratic structures, with institutional guarantees to assure societal values, using the spirit of entrepreneurship in problem solving, such as putting a price on carbon emissions. **{NL: g}**

In order to overcome the obstacles and deliver the building blocks, two separate but mutually supportive *kairos* events need to happen, namely: a) individuals making firm choices to bring their dreams of a better world to reality in their daily activities **{NL: K}**, and b) individuals cultivating a love for reading and learning to facilitate a social conscience, thus developing a societal global stewardship mindset. **{NL: h}**

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Socrates: *What kind of business does this kind of society need?*

Global Leader: My end-state vision is of a business that is world class, measured in terms of: a) its role in the local and regional economy; b) whether it applies global best practice – e.g., a rigorous and systematic approach, delivering industry-leading results over the business cycle; c) its transparency; d) whether it is globally connected; e) whether all its planning and actions are aimed at sustainable growth; f) whether it deploys capital profitably for shareholders, while all stakeholders are well informed about, and educated in, the firm's vision and mission; and lastly g) whether it plays its part in global challenges, such as delivering environmentally sound and socially responsible economic growth. **{GL: Amt}**

The key business value would be the service of humanity. This requires: a) building a prosperous society and a harmonious world; while b) being compliant with all relevant local and global indices (e.g., corporate governance, Global Compact, the Kyoto Protocol); and c) sensitively, responsibly and professionally straddling the human pyramid with goods and services **{GL: M}**. The internal driving force of this value is a strategy implementation culture, without compromising on integrity. **{GL: 5}**

The key obstacle in the journey to such a type of business would be a lack of understanding of the drivers of change, and of how to apply prudent responses thereto. **{GL: N}**

In addition to overcoming the above obstacles, the following separate but mutually supportive building blocks need to be delivered:

1. real growth through research and innovation – requiring high levels of analytic decision-making skills; **{GL: Bmt}**

2. real growth through collaborative strategies – requiring partnerships with all stakeholders; **{GL: Cmt}**

3. real growth through strategy implementation excellence **{GL: O}**, including operational excellence. **{GL: P}**

In order to overcome the obstacles and to deliver the building blocks, two separate *kairos* competencies need to be developed, namely: a) dual leadership capabilities, i.e., the ability to manage and lead in both a local and a global environment, in both a high and a low technology environment, and in both a first and a developing world environment **{GL: Q}**; and b) an intense personal will to win through creativity **{GL: 6}**, ideally complemented by being able to leverage the power of knowledge. **{GL: 7}**

Nobel Laureate: My end-state vision is of a business that can translate visions of social upliftment into sustained actions. **{NL: 3+}**

The key business value would be respect for basic religious values as the foundations of society. The religious values I have in mind are the Judaeo-Christian Commandments: a) thou shalt not steal or covet thy neighbour's possessions – which is the basis for the property rights foundation for markets; and b) thou shalt not commit murder or adultery or bear false testimony – which are the basis for a cohesive society. Thus, business and societal values need to be aligned. This value statement underpins the Global Leader's value statement. **{NL: 4}**

The key obstacle in the journey to such a type of business would be not to have sound judgement, e.g., of how to distinguish between good and bad information, or how to avoid tricksters. **{NL: 5}**

In addition to overcoming the obstacle of poor judgement, the main building block for the journey to such a kind of business would be redefining 'entrepreneurship' as 'social entrepreneurship', which requires the dual motive of making a profit while also doing good. This is an inclusive entrepreneurial process (also known as the virtuous cycle), in which the part of society that is at the bottom of the human pyramid

participates. This creates economic empowerment from below; e.g., through a) leveraging on the empowerment of women; b) creatively and massively rolling out IT technology for the benefit of the poor; c) applying intergenerational economic responsibility; and lastly d) educating, and cooperating with, all stakeholders. **{NL: L}**

The *kairos* event for the above would only happen when businesses understand that a stable environment is required for sustained business. **{NL: 6}**

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Socrates: What kind of business leader does this kind of business need?

Global Leader: My end-state vision is of a business leader who can envision the future, and then lead to it. Such a business leader should be an entrepreneurial pioneer (path-breaking), able to work with political and societal leaders to enhance human prosperity and social justice. He/she should be a balanced person with a global mindset, and hungry to lead. **{GL: Dmt}**

The key leadership value would be a business leader who is a "lodestar of the light" we are working to spread. This implies that he/she must: a) have courage; b) have conviction; c) have physical, emotional and intellectual strength; d) have perseverance; e) be reconciliatory; f) be responsive to social justice; and g) have a remarkable ability to refrain from the abuse of power – in the pursuit of good governance **{GL: R}**. These values drive the business leader's primary task, namely to be a long-term wealth builder, for which he/she must: a) be able to balance conflicting interests and/or priorities; b) be able to deal with resistance to change; c) be resourceful, patient, disciplined and professional; and d) have a sense of good timing. **{GL: S}**

The key obstacle in the journey to becoming such a business leader would be the difficulty of learning to understand and to deal with changes in context. Being so foolhardy as to deny new trends in the favour of humanity is no way to deal with context. **{GL: e}**

In addition to overcoming the above obstacle, the following three separate but mutually supportive building blocks need to be delivered:

1. the ability to make decisions – holistic, multiple-choice, multiple-stakeholder, socio-entrepreneurially-, globally- and intergenerationally responsible decisions **{G: Emt}**;

2. the ability to sell a vision or a purpose to diverse stakeholders **{GL: 8}**; and

3. the ability to cultivate an entrepreneurial and/or an intrapreneurial culture. **{GL: 9}**

In order to overcome the above obstacles and deliver the building blocks, developing the business leader's ability to expand intellectual thought beyond the current limits will be a *kairos* achievement. **{GL: 10}**

Nobel Laureate: My end-state vision is of a business leader whose decisions advance the cause of good – making choices that advance the welfare of humankind. **{NL: i}**

The key values for such a business leader are: a) courage, integrity, endurance, self-discipline, a sustained commitment to carry out his/her beliefs in God; b) being universalist, tolerant, realistic and true to inner convictions; c) respect for his/her spouse, minorities in society and future generations; and d) pursuit of a dream that is bigger than self **{NL: Bmt}**. These leadership "values of the light" must be applied in the pursuit of intergenerational responsibility, and global stewardship. **{NL: 7}**

The key obstacles in the journey to becoming such a business leader would be:

1. not understanding what drives choices; **{NL: 8}**

2. not having an understanding of, and an empathy for, the poor; **{NL: 9}**

3. not reading beyond the narrow confines of his/her professional speciality; **{NL: 10}** and

4. not having courage to "be the first drop" to make this a better world. **{NL: 11}**

In addition to overcoming the above obstacles, the following two separate but mutually supportive building blocks need to be present:

1. the ability to make flexible, complex and long-term decisions, **{NL: j}** and

2. the ability to manage the innovation process over time – from an idea to commercialisation. **{NL: 12}**

In order to overcome the above obstacles and to deliver the building blocks, the *kairos* event for a business leader is to experience a personal renaissance to (re-) discover his/her own conscience (humankind's suffering, and his/her own *horror vacui*) **{NL: k}**, and then to have the courage to act upon his/her inner convictions to address small and large societal challenges. **{NL: 13}**

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Socrates: What kind of MBA does this kind of business leader need?

Global Leader: My end-state vision for such an MBA is that it should produce graduates who: a) can make a difference to the world; b) can shape any industry in any country; c) have local and global competence; d) have an entrepreneurial spirit; e) are highly adaptable; and f) are resourceful. **{GL: f+}**

The following separate but mutually supportive building blocks need to be delivered:

1. MBA graduates who have:

    a) a global mindset, being entrepreneurial, self-disciplined, confident, competitive, a commitment to social responsibility, with holistic thinking abilities; **{GL: T}**

    b) mastered the full suite of leadership and management skills, tools and knowledge; **{GL: U}** and

    c) a love for literature and art. **{GL: 11}**

2. B-schools that provide an environment for global learning and innovation. **{GL: g+}**

In order to deliver on these building blocks, two mutually exclusive *kairos* events are proposed, namely a) MBA graduates who have wisdom – i.e., mastery of philosophical reasoning **{GL: 12}**; and b) B-schools that provide education to future business, political and societal leaders in the same lecture room – thus aligning different global leaders towards a common understanding and vision. **{GL: 13}**

Nobel Laureate: The key obstacle in the journey to developing an MBA for this business leader would be his/her inability to understand context. **{NL: 14}**

The key building block in the journey to developing such an MBA would be to develop an ability to make decisions (having a holistic outlook, knowing what

questions to ask when, being able to prioritise and select the information required for decision making). Inclusive in this decision-making competence is an understanding of the interplay between theory and practice (this can only be achieved with full comprehension of the material read or studied), as well as a passion for learning. **{NL: M, I, m}**

In order to overcome the above obstacle and to deliver on the building block, two mutually exclusive *kairos* events are proposed, namely: a) MBA graduates who can reason critically and philosophically **{NL: N}**, arising from a diverse education **{NL: n}** and respect for knowledge **{NL: o}**; b) B-schools that are challenged to underscore the world's need for peace, democracy, social and economic justice in their curricula; **{NL: 15}**

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5.2.2 *Research Step 6: A new genealogy of knowledge*

2nd Intellectual Moment

The Author used his own lived experiences and wisdom gained from the Review of Business School Academics' Discourse in Chapter 2 to answer the five Socratic questions and thereby craft a new genealogy of knowledge.

Socrates: *What is your vision for the future?*

Author: Reflecting on the Global Icons' dialogue, I conclude that their answers are not in conflict, but mutually supportive, and even partly overlapping.

Issues that struck me from their dialogue are:

1. The Global Leader and the Nobel Laureate both leveraged their vision from the ideals and action plans formulated by the United Nations. In the original text, they cite various examples to illustrate that this desire is not a dream, but an emerging trend in the post-WW2 global society.

2. None of the Global Icons envisaged that all countries in the world would comply with the ideals and action plans of the United Nations; they spoke of the ideal end-state vision for the future. In reality, all countries would be in various stages of their own journey towards that end-state vision – just think of the contrast between Sweden and Zimbabwe today.

3. Although their statistics on the current state of the world were not intended to be complete, I missed reference to the threats posed by the global underworld's economy, estimated to be 10% of global GDP (Nain, 2006). This implies that the global underworld economy is the world's third largest economy after the USA's and the EU's! I also missed reference to the exponential expansion of the global population from 6,6 billion to 9,2 billion between 2005 and 2050, a global ethical and spatial catastrophe in the making that is largely being ignored (*Time Magazine*, 24 March 2008 – quoting UN research figures).

4. If nothing is done about growing injustice, a rebellion against tyranny and oppression seems inevitable – this happened on a country scale with the French Revolution in France some 200 years ago, and it has been repeated in many countries since then when societies stood up for their freedom. Why can this not happen on a regional or global scale in the future? At the time of writing (June 2008), global news shows civil protests against the rise of fuel and food prices in many countries!

5. I could not comprehend the global numbers involved, e.g.:

    a) If only 10% of the global annual spending of US$1 trillion on the military is cut, US$100 billion per annum would become available to deliver on the UN's Millennium Goals. How many scientists, engineers and managers would also become available to join the turnaround to a better world? How much is US$1 trillion? How much is US$1,000 billion?

    b) What is it like to live on less than $2 per day?

6. Global communication is poor and so is the buy-in to visions for the world future, e.g.:

    a) How many global and local leaders know of and actively pursue the achievement of the Millennium Goals within their spheres of influence?

    b) Why are the Millennium Goals excluded from the Global Compact's Ten Principles, which Global Business embraced? See Table 34.

Before deconstructing the Global Icons' vision for the world, I remind readers of the following from the Review of Business School Academics' Discourse of Chapter 2:

1. Küng (1998), who made a case for global responsibility through the pursuit of the Golden Rule of Humanity (love for, and reaching out to one's neighbour, as subscribed to by all the world's great religions);

2. the work of Dallmayer (2002) on Chandra Muzaffer's "trinity of global inequality", namely the grotesque disparities between people's/organisations'/nations' power, wealth and knowledge;

3. Ghoshal (2005), proposing a new intellectual agenda for B-schools that would drive towards the vision of "the rational reconstruction of society" (quoting the work of Coleman, 1992);

4. the work of Prahalad (2005) on building a new global middle class, by reducing the percentage of people living on less than $2/day from 70% to 30% by way of a second wave of globalisation – that is, by taking 3 billion people out of poverty;

5. Ohmae (2005), who introduced the vision-building technique of *kosoryoku* – the process of contextualising a vision, i.e., asking what end the vision serves;

6. *Global Trends 2015*, a US National Intelligence Council study proposing four probable future world-order scenarios as a function of globalisation and geo-political security as the two main variables driving the fate of humankind.

Given the above, my deconstruction of the Global Icon's vision for the future world order is that it should be ***a world order of inclusive globalisation (WOIG).***

To achieve this, humankind needs a turnaround from its current state – something never done before on a planetary scale. This WOIG will be shaped by two powerful global forces, which are of humankind's own making, namely: a) to strive for human security in the broadest sense – arising from of all drivers of conflict, such as war, terror, environmental degradation, global warming, injustice and disease; and b) to strive for making the benefits of globalisation available to the bulk of humanity (by creating a global middle class through the second wave of globalisation – driving the benefits from the first wave of globalisation for Tiers 1 and 2 down the human pyramid towards Tiers 3 and 4 (Figure 6)).

This calls for a fundamentally different business paradigm, a mindset of global responsibility and the implementation of the Golden Rule of Humanity in all areas of life.

What end-purpose would this vision of a WOIG serve?

It would create a global environment where humankind can strive for the pursuit of happiness as the highest good, at which all things aim. Aristotle reasoned that the

characteristics of a person who pursues the highest good are friendship, fairness, self-discipline, courage, and seeking the truth in every matter (Stumpf and Abel, 2002). In postmodern terms, this can be extended to humankind's pursuit of a free, purposeful and dignified life in a safe, fair and clean environment, using the means of stewardship, courage and love.

This vision for a WOIG embraces the visions proposed by both Global Leaders and Nobel Laureates. It proposes an answer to humankind's worst fear (a meaningless life – a spiritual void – *horror vacui*), which is frantically being filled with hollow substitute values and futile objectives (Küng, 1998).

This vision of a WOIG challenges humankind's courage to strive for the dream it carries within itself (namely to fill humankind's *horror vacui).*

In his poem, "It's the dream"*,* Norwegian poet, Olav H. Hauge, encourages humankind to strive for the dream with the words:

It's the dream we carry in secret

that something miraculous will happen

that must happen

that time will open

that the heart will open

that doors will open

that mountains will open

that springs will gush –

that the dream will open

that one morning we will glide into

some harbour we didn't know was there."

Table 34: The UN's Global Compact – the ten principles

The United Nation's Global Compact is derived from the following declarations:
- **The Universal Declaration of Human Rights**
- **The International Labour Organisation's Declaration of Fundamental Principles and Right at Work**
- **The Rio Declaration on Environment and Development**
- **The United Nation's Convention Against Corruption.**

The Global Compact asks companies to embrace, support and enact, within their sphere of influence, a set of core values in the areas of human rights, labour standards, the environment, and anti-corruption.

These ten principles are:

HUMAN RIGHTS

Businesses should

1. support and respect the protection of internationally proclaimed human rights; and

2. make sure that they are not implicated in human right abuses.

LABOUR STANDARDS

Businesses should

3. uphold the freedom of association and the effective recognition of the right to collective bargaining;

4. the elimination of all forms of forced and compulsory labour;

5. the effective abolition of child labour; and

6. the elimination of discrimination in respect of employment and occupation.

ENVIRONMENT

Businesses should

7. support a precautionary approach to environmental challenges;

8. undertake initiatives to promote greater environmental responsibility; and

9. encourage the development and diffusion of environmentally friendly technologies.

ANTI-CORRUPTION

Businesses should

10. work against corruption in all its forms, including extortion and bribery.

Source: <www.unglobalcompact.org> (Accessed on 10 September 2007)

† †

Socrates: What kind of society will create this future?

Author: Reflecting on the Global Icons' dialogue, I conclude that both desire a society that finds its greatness in humanity, and in protecting it – by fighting "the intruder". Their collective view is that the mutual reinforcement of the Social Contract between society and politicians defined by John Locke (1632–1704) needs to be a dominant societal value. They list separate but mutually supportive obstacles, and

the building blocks and *kairos* events required to overcome them, on the journey to the end-state vision of society (the kind of society that will create a WOIG future).

Issues that struck me from their dialogue are:

1. the relationship between society and the economy;

2. the importance of understanding the interconnectedness of issues;

3. the importance of implementation to make societal aspirations happen;

4. how incapable the capitalist and communist political ideologies are of delivering the end-state vision of society, namely to find greatness in humanity and not bellicosity – and, paradoxically, that the same applies to today's MBA, which is a construct of capitalism;

5. the importance of a religious anchor in society – articulated as a reverence for God by followers of the Abrahamic religions, and reverence for the 'light' or the 'good' by others; and

6. that there is no mention of the role of labour unions in society.

Before deconstructing their view of a WOIG, I remind readers of the following from the Review of Business School Academics' Discourse of Chapter 2:

1. the need to consider political ideologies other than capitalism and communism, ideologies that are better aligned to the Golden Rule of Humanity, such as an economic (and ecological) conservationism ideology (Berry, 1997);

2. John Locke's Social Contract between society and politics (Stumpf and Abel, 2002);

3. the shredding of the Social Contract by politicians (Chompsky, 2006); and

4. the evolution from a *logos* to a *holos* society (Laszlo, 2006).

Given the above, my deconstruction of the WOIG kind society is that it should be: ***a society that finds its greatness in the courage of protecting both its humanity and its economy as a whole.***

The core societal values would be classic, modern and postmodern human rights, i.e.:

1. ***Classic, timeless values***, namely the right to acquire property, the right to live one's life as one sees fit, and the right to liberty of conscience and opinion;

2. ***Modern values***, namely the right to a society that is just (fair, equitable), harmonious (peaceful, stable and drug-free, with religious freedom, reduced inequality and no discrimination on the basis of gender, race, religion or heritage), secure (in terms of both basic human needs and physical security), and prosperous (moderately, sustainably);

3. ***Postmodern values***, namely the right to a safe and clean living environment, access to information, knowledge and opportunity, being protected from "threats without borders", and being able to appeal to the world in the case of political abuse.

Readers are reminded that, in the Dialectic Interpretations of Section 5.1.4, Research Step 4c, the Author allocated a verb to each theme. For the key performance areas of a postmodern MBA-graduate, the verbs were 'To have' (leadership make-up) and 'To do' (leadership output). For the key characteristics of a WOIG society, the verbs were 'To become', or 'Not to become'. Therefore, the obstacles in the journey towards this end-state society are categorised below using the same verbs:

1. ***According to the WOIG statement***:

   a) ***To become*** a healthy and balanced society – a society without the sociological deficiencies that spawn an abusive political system (deficiencies such as racism, extremism, casteism, xenophobia, intolerance and radicalism). The challenge is to build trust between society and its political leaders – because both parties to the Social Contract need redeeming.

   b) ***Not to become*** marginalised or confused by the pace and demands of a globalised world. The challenge is to find the balance being world class and retaining local values, traditions and knowledge – not building a better past, but a better future.

   c) ***Not to become*** ignorant. The challenge is to gain a holistic understanding of knowledge and human learning – not being limited to competency in only one type of knowledge due to the segmentation and professionalisation of knowledge.

   d) ***Not to become*** a passive civil society with a do-nothing culture, silent and tolerant of injustice, through inertia, being too busy to care, or through not knowing better.

2. ***According to the leadership make-up*** (which is missing at present):

   a) ***To have*** an ability to make decisions that include all the affected sections of society. The challenge is to get rich and poor countries to work together to solve global problems – the same challenge applies to regional and country level problems.

   b) ***To have*** an understanding of the interconnectedness of things and their context – the premise and its dynamics.

   c) ***To have*** an understanding of the poor – the needs and dynamics of the 70% of humankind living on less than US$2 per day.

3. ***According to leadership output*** (which is a deficiency in modern society at present):

   a) ***To know*** how to decommission the tools and mindsets of war.

   b) ***To communicate*** clearly and well with local and global stakeholders.

In the journey towards an end-state society that will create a WOIG, the following building blocks are critical:

1. ***In leadership make-up*** (to be developed for the journey to a WOIG):

   a) ***To have*** an ability to make holistic, multiple-choice decisions balancing conflicting demands from stakeholders.

   b) ***To have*** new heroes of humanity, and not heroes of bellicosity.

2. ***In leadership output*** (in order to be on the critical path of the journey to a WOIG):

   a) ***To apply*** the Golden Rule of Humanity by cultivating a culture of tolerance, respect and making a firm choice for the light in daily activities.

   b) ***To connect*** like-minded people to work together towards overcoming the above obstacles and to deliver on the building blocks.

   c) ***To build*** strong democratic structures through strong leadership, with institutional guarantees to assure societal values.

   d) ***To use*** the spirit of entrepreneurship to solve the problems of "threats without borders", such as putting a price on carbon emissions.

   e) ***To build*** and sustain a modern robust economy, driven by social entrepreneurship, safe communities and inclusive participation – straddling the human and economic pyramid.

f)   ***To leverage*** on global connectedness and global learnings through collaborative strategies on a country, firm and personal level – the pursuit of global best/next practice.

g)   ***To earn*** social trust, thus earning one's social licence through leading with integrity and delivering measurable results and quality communication with all stakeholders.

h)   ***To improve*** the organs of government by building an effective democracy with strong checks and balances, by improving policy efficiency – improving the formulation and the implementation of policy – and by improved and timely service delivery to society's basic needs.

The *kairos* event that would overcome the obstacles and deliver the critical building blocks in the journey to the end-state society is a fundamental new basic orientation on two levels: **firstly**, business, political and societal leadership decisions underpinned by holistic thinking about social, entrepreneurial, global stewardship and about intergenerational economics; and **secondly**, a personal choice to advance the good of humankind in all decisions, thus exercising ethical courage.

<div align="center">† †</div>

Socrates: *What kind of business does this kind of society need?*

Author: Reflecting on the Global Icons' dialogue, I conclude that it is not surprising to note that the Global Leader had a much clearer view of what kind of business society needs. Surprisingly however, it was the Nobel Laureate who provided the deeper philosophical underpinnings for the Global Leader's views in the end-state and value statements, which creates apparent tension with the Global Leader's broader end-state vision of a business, but is in reality a sub-set (or even a WOIG nuance) of the Global Leader's end-state vision for business.

Issues that struck me from their dialogue are:

1.   The Nobel Laureate's value statement that societal and business values should be aligned. The question is, Which values come first? Logic calls for societal values to dictate business values, and not the other way around! I am reminded that the end-state vision for society is "to find its greatness in the courage to protect its humanity and its economy as a whole". Therefore, there is no conflict in society's dictating the kind of business values it desires – this is a

characteristic of a WOIG. This is also analogous to John Locke's Social Contract, where societal values drive political conduct.

2.   I am concerned that the same word may have different meanings, e.g., "a world-class business" may have different meanings in world orders of destructive globalisation and of inclusive globalisation. One way to overcome this would be to develop a new language for business – this will be addressed in the 3rd Intellectual Moment below, where the Social Contract with Business and the postmodern MBA are discussed.

Before deconstructing the Global Icons' view on the kind of business a WOIG society needs, I remind readers of the following from the Review of Business School Academics' Discourse of Chapter 2:

1.   the Ford Foundation recommended the incorporation of social sciences in the MBA curriculum as far back as the 1950s (Carroll, 1959);

2.   the four entrepreneurial services (versatility, ingenuity, ambition and judgement) that underpin the classic *Theory of the Growth of the Firm* (Penrose, 1959), examining the success drivers of business enterprises withstanding the test of time – doing business in excess of 50 years;

3.   Drucker (1987) concluded that business is a construct of society, that there may be more management going on outside business than inside, and that understanding the societal demands on business would remain a business research focus for the next 50 years;

4.   the glaring omission of sociology from MBA curricula surveyed and from future scenarios for the development of B-schools (thus making the drive to incorporate corporate social responsibility into the MBA curriculum a hollow endeavour – how can you be socially responsible if you do not know society? Societal needs are not reflected in the requirements of an MBA Placement Agency [Neelankavil, 1994]);

5.   Handy (2002) coined the term "delightful organisations" for enterprises who add value to all stakeholders, and not only to the shareholders;

6.   humankind's conscience has been designed out of the MBA curriculum, a fatal flaw that has created an environment for massive corporate governance failures to happen (such as Enron), and has created a perception of the MBA-graduate as *homo economicus* – a rational self-interest maximiser (Ghoshal, 2005);

7. the emerging trend of business and non-governmental organisations entering into co-creation alliances is to take goods and services to the bottom of the human pyramid (Brugmann and Prahalad, 2007).

Given the above, my deconstruction of the kind of business a WOIG society needs is: ***a world-class business – financially robust across business cycles, with global stewardship as the dominant business logic.***

The purpose (*kosoryoku*) of this end-state vision is to serve humanity by building a prosperous and harmonious society living in a WOIG.

The core business values of the kind of business a WOIG society needs are:

1. that all business values and actions should be aligned with and supportive of societal values – including all classic, modern and postmodern values as one whole;

2. that compliance with all key local, regional and global indices of excellence, such as the Global Compact, Kyoto Protocol, Corporate Governance, Millennium Goals should be exceeded;

3. that the business should provide 'solutions without borders' to counter "threats without borders" on a local, regional and global level;

4. that the business should straddle the human pyramid with its goods and services;

5. that the business should be globally interconnected, while delivering superior goods and services through innovative, beyond-global-best practices; and

6. that the business should have a strategy implementation culture, without compromising on integrity.

In the journey towards this end-state business, the key obstacles are the absence of the four entrepreneurial services from Edith Penrose's *Theory of the Growth of the Firm* (1959), which have subtly permeated through the metasynthesis and evolved into the following – **To have**:

1. *Entrepreneurial **versatility***: moving beyond management and technical competence to build an enterprise for tomorrow (i.e., for a WOIG);

2. *Fund-raising **ingenuity*** [adjusted by the Author to *Trust-building ingenuity]:* convincing a sceptical and conservative audience about the merits of your endeavours (i.e., the turn-around to a WOIG);

3. *Entrepreneurial **ambition***: moving beyond being a 'product builder' and an 'empire builder', but building an enterprise in the service of humanity by building a prosperous and harmonious society (i.e., underpinning a WOIG); and

4. *Entrepreneurial **judgement***: having an enterprise-wide ability to make decisions through analysis and judgement (i.e., in the journey to WOIG, many contradicting demands and ambiguity must be handled with patience, prudence and skill).

In the journey towards the kind of business a WOIG society needs, the following building blocks are critical – **To do**:

1. To *deliver* real growth through research and innovation;

2. To *deliver* real growth through strategies and social entrepreneurship:

    a) strategies – growing through collaborative partnerships with all stakeholders;

    b) social entrepreneurship – implementing intergenerational economics and global stewardship;

3. To *deliver* real growth through excellence: strategy implementation excellence and operational excellence.

The *kairos* event that would trigger overcoming the obstacles and delivering the critical building blocks would be the development of dual leadership capabilities:

1. being able to manage and lead in both a local and a global environment, in both a high and a low technology environment, and in both a first and a developing world environment – working effectively in Tiers 1, 2, 3 and 4 of the human pyramid; and

2. cultivating an intense personal will to win through creativity and leveraging the power of knowledge.

<div align="center">† †</div>

Socrates: *What kind of business leader does this kind of business need?*

Author: Reflecting on the Global Icons' dialogue, I conclude that their views and intentions are mutually supportive. However, there may be tension in their divided beliefs, either that wealth creation is helpful or that it is threatening to the welfare of humanity. This divide may be seen as the Rubicon for Global Leader to cross from a world order of destructive globalisation to a world order of inclusive globalisation.

Issues that struck me from their dialogue are:

1. crossing the Rubicon, as reflected upon above, needs to be incorporated in the design of the postmodern MBA, as this is fundamental in the turn-around to a WOIG – see Figure 31;

2. the importance of *kosoryoku* in leadership – a leader needs to be able to envision whereto he/she intends to lead. Today, too many business leaders rely on consultants to advise them where to lead – the hollow leader phenomenon;

3. the core values of the business, given by both Global Icons, centre around courage, pioneering to a better world, and those values that spin off from the Golden Rule of Humanity – love for, and reaching out to one's neighbour as enshrined in all the world's main religions;

4. the importance of understanding context;

5. the importance of holistic decision making, deriving from good judgement and/or from analytical decision-making techniques;

6. the importance of implementation on all levels of the organisation; and

7. the importance of a personal renaissance as a *kairos* event after which one discovers one's conscience and becomes aware of issues outside one's own self-interest (escaping from narcissism).

Before deconstructing the Global Icons' view on the kind of business leader required by a WOIG society, I remind readers of the following from the Review of Business School Academics' Discourse of Chapter 2:

1. that man is mostly incapable of understanding the context of his time (Mills, 1959);

2. that a basic new orientation is needed for global responsibility (Küng, 1998);

3. that decision making is a science and an art (Mintzberg, 2001);

4. that very little in an MBA curriculum prepares a CEO for the realities and limitations of business leadership (Porter *et al.*, 2004);

5. that Montgomery (2005) commented, after reading the London Business School's 2004 global survey of what global executives expect from MBA recruits, that they need to be moulded into global business executives who are more thoughtful, more aware, more sensitive, more flexible and more adaptive.

Given the above, my deconstruction of the kind of business leader a WOIG society needs is: ***a global business leader with an ability to envision the WOIG, and then to lead thereto, in an entrepreneurial and path-breaking manner while exerting leadership qualities associated with the Golden Rule of Humanity***.

The core values for such a global business leader come from an inner belief in the Golden Rule of Humanity, which requires balance, courage, conviction, strength (physical, emotional and intellectual strength), perseverance, a reconciliatory attitude, responsiveness to social and environmental justice, the pursuit of good governance, and a remarkable ability to refrain from the abuse of power. These values must guide his/her ability to build sustained wealth to advance the good of the WOIG society.

In the journey towards becoming such an end-state business leader, the key obstacles to overcome would be: a) the need to cultivate an ability to understand business, political and societal context on a local, regional and global level; b) the need to cultivate a global mindset; and c) the need to cultivate a spirit of courage in thinking and in doing.

In the journey towards becoming the kind of business leader a WOIG society needs, the key building blocks to deliver are mastery of five entrepreneurial services:

1. entrepreneurial versatility to turn around current vision, current practice, current mindsets, current technology and current success criteria towards a WOIG;

2. ingenuity to get buy-in to the turn-around to the WOIG;

3. entrepreneurial ambition to build an enterprise in the service of humanity;

4. entrepreneurial judgement and decision-making powers; and

5. entrepreneurial innovations in technology, lifestyle and mindsets, supportive of a WOIG.

In order to overcome the obstacles and to deliver the key building blocks in the journey towards such an end-state business leader, the *kairos* event would be when he/she experiences a personal renaissance to (re)discover his/her own conscience, and then has the courage to make the world a better place within his/her sphere of influence through actions arising from expanding intellectual thought beyond current limits.

<p align="center">†††††††††††††††††††††††††††††</p>

Socrates: What kind of MBA does this kind of business leader need?

Author: Reflecting on the Global Icons' dialogue, I conclude that their views are mutually supportive, even partly overlapping. However, I sense tension in two areas of their dialogue with the reality of today's MBA.

The first area of tension is between the capitalist framework of today's MBA and the Global Icons' view that the MBA should underscore making a difference to the world's need for economic, social and environmental justice, and sustainability.

The second area of tension is between the modes of thought of the Global Icons and the typical MBA programme. The thoughts of the Global Icons are at a high level, anchored in philosophical and scientific knowledge. Today's MBA is at the bottom end of the modes of thought in order to get good rankings from the media, with lowering of academic standards to achieve a high throughput of graduates, and the pursuit of quick-fix, contextless, problem-solving skills. This divide in modes of thought can be illustrated by a broad analogy with Plato's Theory of Knowledge in Figure 24. In this broad analogy, Global Icons dwell primarily in the domain of *knowledge,* while today's MBA dwells primarily in the domain of *opinion.*

Figure 24: Aligning Plato's Theory of Knowledge with the Global Icons' views
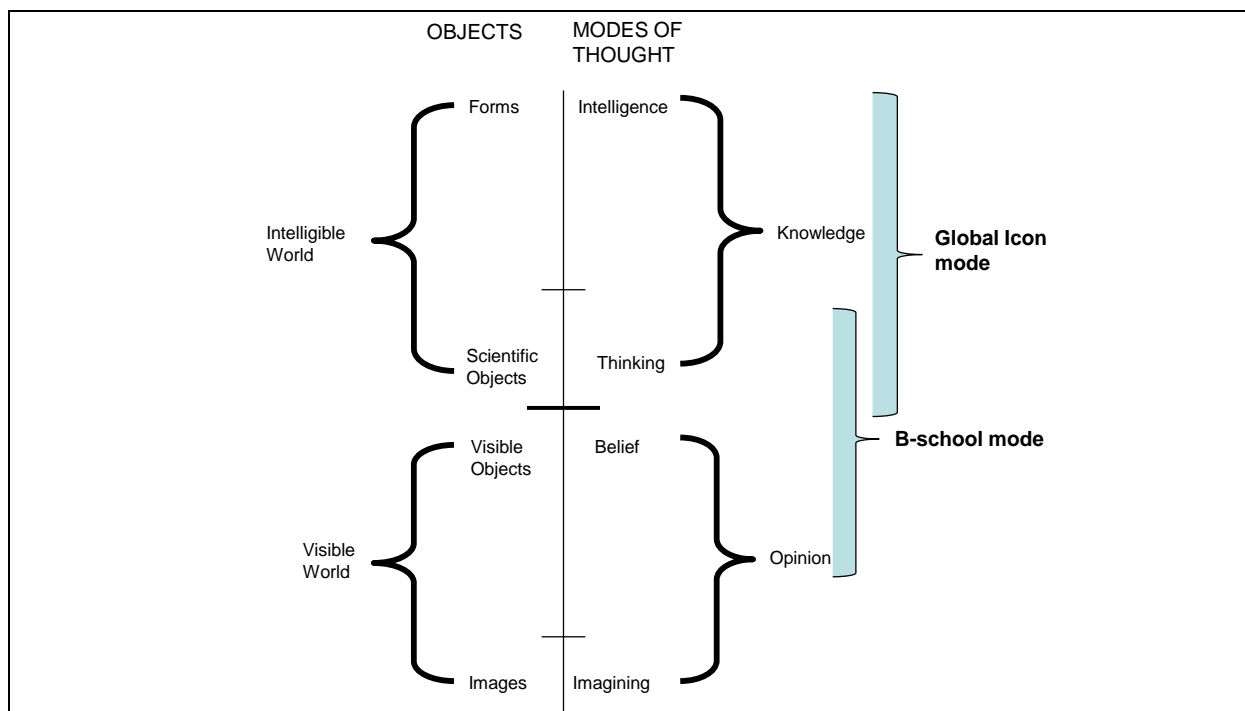
Legend – the Author's deconstruction of Plato's Modes of Thought to business modes of thought:

> *Intelligence*   Ξ   *Philosophy;*
>
> *Thinking*   Ξ   *Business science;*
>
> *Belief*   Ξ   *Business experience;*
>
> *Imagining*   Ξ   *Business trial-and-error*

Source*: Plato's Theory of Knowledge (Stumpf and Abel, 2002).*

Issues that struck me from the Global Icons' dialogue are:

1. They paid little specific attention to the development of leaders in their communication to stakeholders. Consequently, their synthesised views on leadership education are not as complete, and not as rich, as their views on the previous Socratic questions. In my deconstruction of their views, I have therefore had to leverage from their answers to the other Socratic questions, where they do provide a wealth of clues on leadership education.

2. The Global Icons emphasise a leader's ability to think critically, philosophically, holistically and globally, while diving deep into the richness of humankind's knowledge to search for deeper understanding. This stands in contrast to today's MBA curriculum, which is under pressure to provide vocational management training and increased output of mid-level managers, as well as simplistic, mono-dimensional, contextless, quick-fix solutions (Ackoff's interview by Allio, 2003) [the Case Study method of teaching?]. This divide in mode of thinking, illustrated in Figure 24, needs attention when educating the postmodern business leader.

Before deconstructing the Global Icons' views on the kind of MBA required to educate the business leader required by a WOIG society, I remind readers of the following from the Review of Business School Academics' Discourse of Chapter 2:

On the negative side: a) Louw *et al.* (2001) wrote of the lowering of standards due to the proliferation of B-schools; b) Pfeffer and Fong (2002) questioned the relevance of the MBA; c) Starky and Madan (2001) questioned its relevance outside the classroom; d) Ackhoff asked "Why is it so easy for purveyors of platitudes (self-promoting management gurus with their slogans and their maxims) to dupe managers?" (Allio, 2003: 19-20); e) Mintzberg (2004a) asked for managers, not MBAs; f) Blass and Weight (2005a) wrote on the six diseases of the MBA; g) DeAngelo *et al.* (2005) expressed concern that the B-school rankings, whilst good for short-term recruitment of students, diluted academic integrity over the long term;

h) Ghoshal (2005) spoke about the pretence of knowledge and amoral business theories that drive B-schools, and the consequent outcome of MBA graduates as a *homo economicus* – people who are rational self-interest maximisers.

At the time of writing, *The Economist* (8 April 2008) published an article on the 100th birthday of the Harvard Business School, asking why the bulk of its MBA graduates chose management consulting as a career, rather than management itself? Is this testimony to Mintzberg's (2004a) assertion that MBA-managers should carry a warning sign saying that they are certified unfit to manage?

On the positive side: The counter argument to the huge body of criticism of the MBA remains largely unanswered; namely, if the MBA is that bad, why does it continue to grow in popularity the world over? As Peters and April (2007) ask, isn't the customer always right? The successful USA model of the MBA became the "management education import of choice" due to a critical shortage of professional managers in the wake of WW2. Then it became an increasingly useful tool for equipping managers, due to rapid globalisation and, since the 1980s, due to the opening up of previously closed command economies, and the rise of emerging economies.

Given the above, my deconstruction of the kind of MBA that would educate the business leader for a WOIG society is: ***an MBA that educates and inspires the business leader to lead (and to co-lead with societal and political leaders) the planetary turn-around to a WOIG***.

For this, firstly: **such an MBA need to deliver graduates who are able to lead any business in any industry in any country towards sustained positive results for all stakeholders**. For this, the MBA graduate must be highly adaptive and resourceful to become the kind of business leader, to craft the kind of business as an organ of a society which is able to deliver and sustain a WOIG (as described in the previous respective Socratic questions).

For this, secondly: **a fundamental turn-around of context for the MBA is a prerequisite**, as illustrated in Table 35.

Table 35: The change in the contextual setting of the postmodern MBA

Criterion	From...	... To
Mindset orientation	A *logos* civilisation	A *holos* civilisation
	The Earth is infinite	The Earth is finite; restraint
	Self interest	Golden Rule of Humanity
	Bellicosity, greed	Global stewardship
Political ideology	Democracy	Democracy
Economic delivery system	Capitalism	Economic conservationism
	Free market	Free and fair market
	Entrepreneurship	Entrepreneurship; virtious cycle
Raison d'être of business	Supply goods and services	The Social Contract with Business
Economic timeline	Quarterly results	Intergenerational results
Business vision	Value to shareholders	Value to stakeholders
Business *kosoryoku* (the end-purpose of the vision)	More value to shareholders	To contribute to a society that finds its greatness in protecting its humanity and economy as a whole
Principle modes of business thought (Plato's Theory of Knowledge)	–	Philosophy
	Business science	Business science
	Business experience	Business experience
Business scope (dominant business logic)	Top end of human pyramid (Tiers 1 and 2: 30% of humankind)	Straddling the entire human pyramid (Including Tiers 3 and 4: 70% of humankind)
	1st wave of globalisation	1st and 2nd waves of globalisation
Canon of knowledge	Western-based	Global-based (Western, Eastern, Southern)
B-school leadership focus	Financial robustness	Financial robustness, *Conscientização*
Outcome	Alignment with the 1950s MBA, organically adjusted as a result of unexpected, externally inflicted deflection events	Alignment with the global trend towards a WOIG – thus pre-empting the next deflection event in the evolution in the MBA.
	Alignment with business needs	Alignment with a planetary turn-around to a WOIG
	Intrernal conflicting inconsistencies	Harmonised with 'business as an organ of a WOIG society"
	A world order of destructive globalisation	A world order of inclusive globalisation
	Horror vacui	A change agent towards a WOIG
	Homo economicus	Postmodern business leader

The key obstacles to implementing such a new context may be found in structural resistance to change, seen in the Review of Business School Academics' Discourse of Chapter 2. The key areas of resistance to change arise directly or indirectly from: a) a 50-year legacy of amoral MBA business education (Ghoshal, 2005), quick-fix decisions void of context as an MBA key performance area (Allio, 2003), a disregard for management in management education (Mintzberg, 2004a), and the prevalence of a locally orientated mindset in the B-school faculty members who educate MBAs for a global economy (Benson, 2004); b) the fact that entire civilisations may see the values of a WOIG as new or unacceptable (Curtis and Lu, 2004); c) the shredding of the social contract and democracy by politicians (Chompsky, 2006); d) poor leadership at B-schools (Stevens, 2000); e) a religion of greed that is intolerant of economic conservationism (Berry, 1997); and lastly f) tolerance of, collusion with, and dependence on the global underworld – the world's third largest economy (Naim, 2006).

Despite the above areas of systemic resistance to change, I am encouraged to continue with crafting the postmodern MBA in a WOIG by fellow B-school academics, such as Nodoushani and Nodoushani (1996), who remind the B-school faculty of their moral responsibilities to produce knowledgeable young managers who will have a profound long-term impact on their organizations and on society. B-school faculty members should be acutely aware that they engender a profound economic and socio-political impact on contemporary [and future] society.

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Socrates: But how would you put your deconstruction of the Global Icons'
synthesised wisdoms, insights and learnings into a model to guide and inspire
business leaders towards implementing the outcome of this dialogue.

A. Author: Through a transformative redefinition of the new genealogy of knowledge to craft a Social Contract with Business, and a postmodern MBA.

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5.2.3   Research Step 7: Transformative redefinition

3rd Intellectual Moment

The transformative redefinition is aimed at arguing the thesis statement, **A social contract with business as the basis for a postmodern MBA in a world order of inclusive globalisation**. The argument structure is:

...**premise** "the current, post WW2 world order is untenable for humanity", for the

...**sub-conclusion** "a world order of inclusive globalisation", which then becomes the

...**premise** "in a world order of inclusive globalisation", for the

...**sub-conclusion** "the social contract with business", which then becomes the

...**premise** "the social contract with business as the basis for", the

...**main conclusion** "a postmodern MBA".

See Figure 31 for an illustration of the argument structure above.

The first two premises and first two sub-conclusions have been sufficiently argued in the crafting of the new archaeology and the new genealogy of knowledge. Only the premise and main conclusion about the social contract with business and the post-modern MBA are outstanding. The remaining argument is contextualised by the outcome of the dialogue between Socrates and the Author, which specifically guides and inspires business leaders in an End-purpose (kosoryoku) Statement of Visions:

to deliver a world order of inclusive globalisation (WOIG); **requiring**...

a society that finds its greatness in protecting both its humanity and its economy as a whole; **requiring**...

world-class businesses – financially robust across business cycles, with global stewardship as the dominant business logic; **requiring**...

global business leaders with an ability to envision the WOIG, and then to lead thereto, in an entrepreneurial and path-breaking manner while exerting leadership qualities associated with the Golden Rule of Humanity; **requiring**...

an MBA that educates and inspires the business leader to lead (and to co-lead with societal and political leaders) the planetary turn-around to a WOIG. For this, a fundamental turn-around of context for the MBA is a prerequisite, as illustrated in Table 35; **requiring**...

conscientização from Graduate Business School faculties.

The Social Contract with Business

This part of the argument arises from the genealogy of knowledge, with the end-state visions of a) the WOIG society, and b) the WOIG business described above.

The logic arising from Socrates' dialectic method of systematic inquiry states that b) is tasked to deliver a), or alternatively put in strategy dynamics terms: b➜a, while recognising that a) and b) are mutually supportive and mutually reinforcing. This implies a more comprehensive dynamic, namely: b➜a➜b➜a.

The implications of this dynamic are that WOIG businesses have to provide a means for the WOIG society to protect its humanity and economy as one whole. The WOIG businesses do this by being world-class businesses that are financially robust across business cycles and have a dominant business logic grounded in global stewardship. Being a world-class business that is financially robust across business cycles calls for global best practices and sustainability. Having a dominant business logic grounded in global stewardship calls for global responsibility, the Golden Rule of Humanity, intergenerational responsibility, environmental and social responsibility, and all the other behaviours necessary to take care of life on the Earth for the sake of future generations. The end-purpose is to build a harmonious and prosperous WOIG society. If a WOIG society knows that its WOIG businesses can and will deliver the above, its ability to protect its humanity and its economy as a whole is enhanced. It therefore provides a stable environment for the WOIG businesses to flourish. This confirms the above dynamic that b➜a➜b➜a.

Now that the overall scene has been set, the argument begins with the statement that the WOIG society would need John Locke's Social Contract between society and government as the fundamental basis for democracy. This has been stated in various ways by all the Global Icons. In a WOIG society, there is no room for dictators of any kind to govern society. Hence, democracy is the only possible form of government in a WOIG society.

A social contract with business is already emerging as a modern trend, manifesting itself in a variety of ways, such as social responsibility indices on the world capital markets, corporate social responsibility, corporate philanthropy, the triple bottom line approach to reporting corporate results, pledging compliance with the Global

Compact, and co-operative ventures between businesses and NGOs to deliver goods and services where politicians fail.

This emerging trend has also been amply confirmed and illuminated by the metasynthesis of the sample of Global Icons' inputs, as well as the new archaeology and new genealogy of knowledge. These new knowledge areas are now enriched by asking what business can do for society. The answer to this question lies in the extrapolation of the Global Icon's wisdoms, insights and learnings into a mosaic of areas (see Figures 26 and 27) where business can contribute to society – exclusively, indirectly or jointly with political and/or societal leaders. These contributions to society could take many forms, such as management skills, systems and procedures, technology, global business architecture, the ability to enforce WOIG values by screening 2nd, 3rd and x^{th} party deliverers of goods and services to see whether they are in good standing in the WOIG society (e.g., not from the global underworld, not from an environmental terrorist).

This transformative redefinition reveals that there is not a main theme, theme, sub-theme or even an emerging theme in any of the building blocks required for the turn-around to a WOIG where business cannot make a contribution – the practical extent of the contribution is only capped by the imagination and inner will of the postmodern business leader. Practical examples are given by Brugmann and Prahalad (2007) on the co-creation of business/NGO partnerships, by Global Icon 32: "The business sector could make a valuable contribution in supporting Government in combating crime and the causes of crime, by the transfer of knowledge and the development of skills and capacity through public private partnerships" (Nelson Mandela: <www.bac.co.za> [Accessed on 3 July 2008]), and by Bill Gates' promotion of "creative capitalism" that works both to generate profits and to solve the world's inequities (*The Financial Times*, 25 January 2008).

This transformative redefinition of the unique relationship between business and society is now taken further by reasoning that, as business is a construct of society, it has a duality of responsibility to itself and to society – to itself as an organ of society (to become and remain world class – financially robust across the business cycle), and to the society whose harmony and prosperity it envisages as the end-purpose of its vision.

However, the WOIG society's postmodern values convert the duality of business responsibility to a trichotomy of responsibility, namely to society, to politics and to the Earth. The main reasons for this are that: a) political leaders' influence is decreasing in a postmodern world due to a loss of their traditional instruments of power as a result of increased globalisation, and b) the Earth as the sustainer of life is increasingly under threat due to rogue political and business leaders. Thus, the relationship between business and society needs to extend further into domains that directly affect society, namely politics and the Earth.

This trichotomy of business responsibility provides a solution without borders to the "threats without borders" facing society. Unfortunately, political leaders are essentially locked within geopolitical borders – a fatal constraint in delivering on their good intentions. They can provide the means to address global threats without borders, but are notorious for inefficiency, self-serving and poor cross-border leadership. Societal leaders are effectively the conscience and the gatekeepers of societal aspirations, values and injustices, as well providers of short-term relief. Unfortunately, societal leadership is essentially local, poorly managed and notoriously disorganised – a fatal constraint in delivering on their good intentions. It is only business leaders who have global mobility, global interest, and the global architecture to deliver borderless solutions to borderless threats – exclusively, indirectly or jointly with societal and/or political leaders. This is a higher calling to business leadership, whether leading a small, medium or large enterprise doing business on a local, regional or global level.

At this point in the argument, readers are reminded of the meaning of "threats without borders" and the WOIG society's postmodern values:

From Mohammed ElBaradei (Global Icon 51):

- a collection of globalised threats impacting on local communities, who are powerless to defend themselves against their impact – where traditional notions of national security have become obsolete;

- poverty, infectious disease and environmental degradation; and

- armed conflict – both within and amongst states, organised crime, terrorism and weapons of mass destruction.

From the new genealogy of knowledge: The core societal values are classic, modern and postmodern.

1. **Classic, timeless values** include the right to acquire property, the right to live one's life as one sees fit, and the right to liberty of conscience and opinion;

2. **Modern values** include the right to a society that is just, harmonious, secure and prosperous; and

3. **Postmodern values** include the right to a safe and clean living environment, access to information, knowledge and opportunity, being protected from threats without borders, and being able to appeal to the world to stop political abuse.

In addition to the above insights from the archaeology of knowledge, readers' attention is drawn to a recent initiative by global civil society on establishing a Coalition of the Global Commons on 8 March 2008 (www.global-commons.org). Quilligan (2008) makes a case for co-operation between stakeholders (e.g., society and business) to take on a planetary stewardship role with respect to the following global common areas [that have "no boundaries"] as listed in Table 36 below.

Table 36: Examples of global commons issues

World hunger and malnitrition	Water access and sanitation	Disease prevention and public health reform
Education and unemployment	Global human rights and civil liberties	Ethics and values
Language and culture	Indigiousness heritage and customs	Agriculture and land reform
Collective knowledge and wisdom	Past inheritance and future generations	International aid and income
Global credit and debt	Global business and production	Science and population growth
Cloning and biotechnology	Refugees and displaced persons	Arms tradingand peacekeeping
Migration and trafficking	Terrorism and failed states	Biological, conventional and nuclear weapons
Global trade and finance	Money and currency values	Energy conservation and energy security
Technology and patents	Trademarks and copyrights	Humanitarian interventions in sovereign states
Open software and wifi access	Conservation and wilderness preservation	International law and corporate responsibility
Acid rain and pollution	Militarisation of space and space debris	Media and the electromagnetic spectrum
The Arctic and the Antartic	Ozone depletion and climate stabilisation	Global warming and greenhouse gases
Oceans and seabeds	Rivers and forests	The gene pool of humans and non-humans

Source: Quilligan, 2008

Table 36 above has striking similarities to the UN's Millennium Goals (Table 33), the Global Compact (Table 34) and Brugmann and Prahalad's (2007) concept of cocreation alliances between business and NGOs. To the Author, these similarities indicate that the time has come for business and society to formalise their

postmodern relationship, i.e. instead of business and society talking about each other, they should start talking to each other!

From this reasoning, the transformative redefinition culminates into a model where business leaders are uniquely positioned to act as co-trustee, co-protector, co-advancer, co-innovator, co-facilitator, co-manager, and co-leader of the WOIG society's end-state humanity. This model, **the Social Contract with Business** (see Figure 25), has a global business responsibility towards society, politics and the Earth – which, if fulfilled, is the ultimate guarantee of long-term sustained business. Thus, applying the Social Contract with Business makes compelling business sense.

The Social Contract with Business differs radically from current social responsibility initiatives, as it is not aimed at any type of society (or at reacting to a specific societal problem). But, it guides and inspires business leadership, specifically towards the outcome of Socrates' dialogue with the Author – the new genealogy of knowledge: an End-purpose (kosoryoku) Statement of Visions.

Figure 25: Social Contract with Business
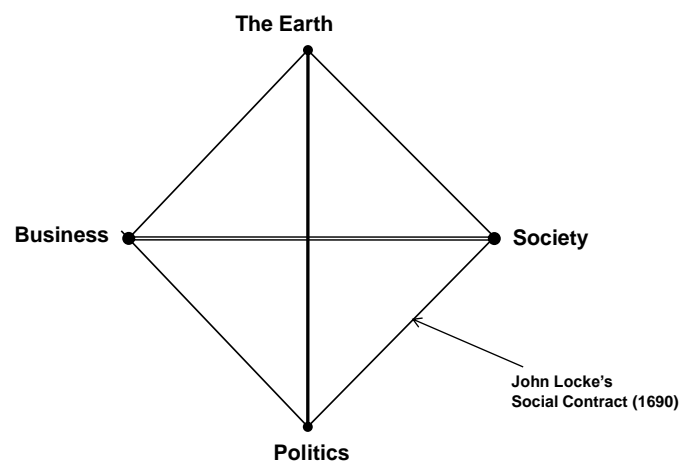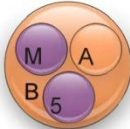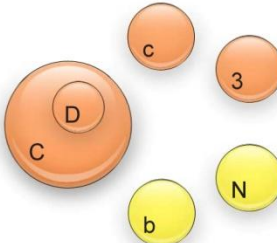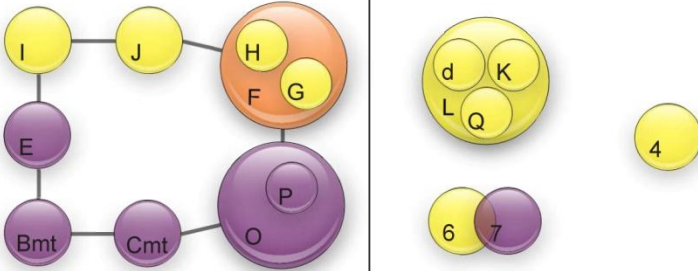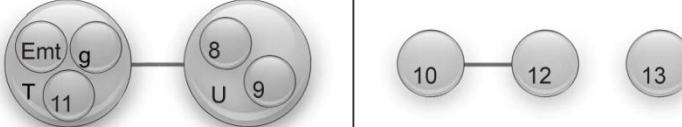
Figure 26: Research Step 6 - Contributions of business to society as per Global Leaders
(Visiograms per research question)

Figure 27: Research Step 6 - Contributions of business to society as per Nobel Laureates
(Visiograms per research question)

Research objectives	Current state	The end state			The journey				
		Vision	**Mission**	**Values**	**Uncertainties**	**Obstacles**	**Trends**	**How**	**Triggers**
	Comparison with humanity's core values	What do we want to become?	What are the attributes of what we want to become?	What principles will guide us to these attributes	What do we not know?	What do we have to overcome?	What works in our favour?	What should we do to overcome obstacles?	What kairos event(s) will move us forward?
The contextual setting is....	A / a	B / b							
The social contract is....	1	C / 3 / 2		c&4 / a	D E—F / d e f 5		g / G—H / L—J—I		K—h / 6
The basis for a new MBA is....	i	7 / Bmt		8 9 / 14 / 10 11		l / M&j m —12		n / N o 13 / k / 15	

Theme Categories:

A   B — A and B are mutually exclusive

A—B — A and B are mutually supportive

A B — A and B partly overlap each other

B / A — B is fully contained by A

Contributions by business to society:

Exclusively
Indirectly
Jointly

The Postmodern MBA

Continuing with the argument that the "Social Contract with Business" is the premise for the main conclusion, "a postmodern MBA", the new genealogy of knowledge will now be transformatively redefined from three different angles to provide a framework for the postmodern MBA, anchored in the Social Contract with Business as its *raison d'être*.

1. The key phenomena arising from the new genealogy of knowledge are converted into MBA key performance areas in order to set the scene for curriculum design;

2. These key MBA performance areas are crafted into one visiogram in order to get a non-linear perspective thereof; and

3. The postmodern MBA is crafted into a longitudinal impression to put it in context with the turn-around towards a WOIG.

Firstly: Arising from the new genealogy of knowledge, five phenomena are observed, which encapsulate the whole of the 28 emergent themes, 22 sub-themes, 35 themes and 7 main themes in the metasynthesis. These five phenomena (or, five 'requirements' – thus, moving away from philosophical terminology to application terminology) may broadly be described as: a) a new orientation is required to move away from where society is now towards a WOIG; b) prudent and holistic decision making is required for the turn-around to a WOIG, given the complex interconnectedness of all things on the Earth; c) a robust economy must be created to deliver a prosperous and peaceful society in a WOIG; d) plans must be implemented to deliver WOIG's tangible and intangible assets; and, e) the WOIG's tangible and intangible assets must be sustainable to benefit tomorrow's generation.

Recoded into MBA-speak, these five requirements are: a) cultivation of a global (WOIG) mindset; b) competence in critical reasoning; c) competence in designing wealth; d) competence in building wealth; and e) competence in managing wealth. The Author terms them the five *key performance areas for the postmodern MBA in a WOIG*.
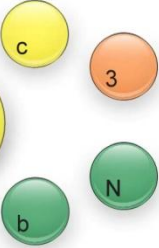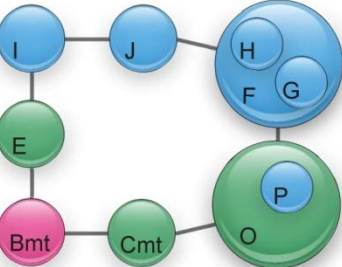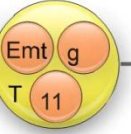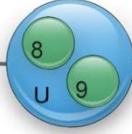
The outcome of this non-linear transformative redefinition is depicted in Figures 27 and 28 through the language of visiograms in order to illustrate the complexity of the five key performance areas for the postmodern MBA in a WOIG. They are complex

because they are distributed across all Socratic questions, research questions, and the building blocks in the turn-around towards a WOIG. They are also complex in their various degrees of interdependency, overlapping and mutually reinforcing inter-action. However, this complexity demonstrates how difficult (and inappropriate) it is to compartmentalise knowledge.

Unfortunately, for the purpose of conceptual MBA curriculum design, it is necessary to downgrade this beautifully complex mosaic of knowledge from one whole into manageable units, which include subjects and topics as well as key performance areas.

However, fortunately the new genealogy of knowledge has provided practical guidance for such a transformative redefinition, namely that postmodern B-schools need to deliver MBA graduates who are able to lead any business in any industry in any country towards sustained positive results for all stakeholders. For this, the MBA graduate must be highly adaptive and resourceful to become the kind of business leader, to craft the kind of business as an organ of a society which is able to deliver and sustain a WOIG (as described in the respective Socratic questions as answered by the new archaeology and genealogy of knowledge).

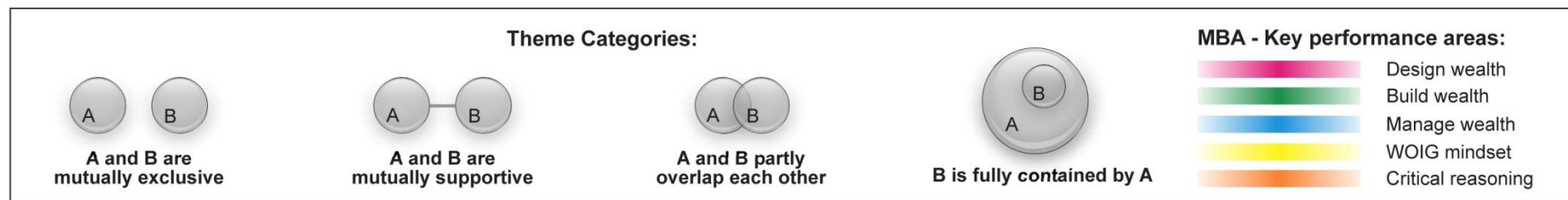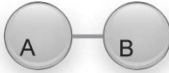**Figure 28: Research Step 6 - MBA key performance areas per Global Leaders**
(Visiograms per research question)

Figure 29: Research Step 6 - MBA key performance areas per Nobel Laureates
(Visiograms per research question)

Secondly: The MBA key performance areas are now crafted into one visiogram (Figure 30) in order to give a non-linear understanding of their integrative nature. Designing, building and managing wealth are interconnected and mutually supportive, while being embedded in the ability to reason critically with a global mindset.

Figure 30: Integration of the five key performance areas for the postmodern MBA

A = Global mindset
B = Critical reasoning
C = Design wealth
D = Build wealth
E = Manage wealth
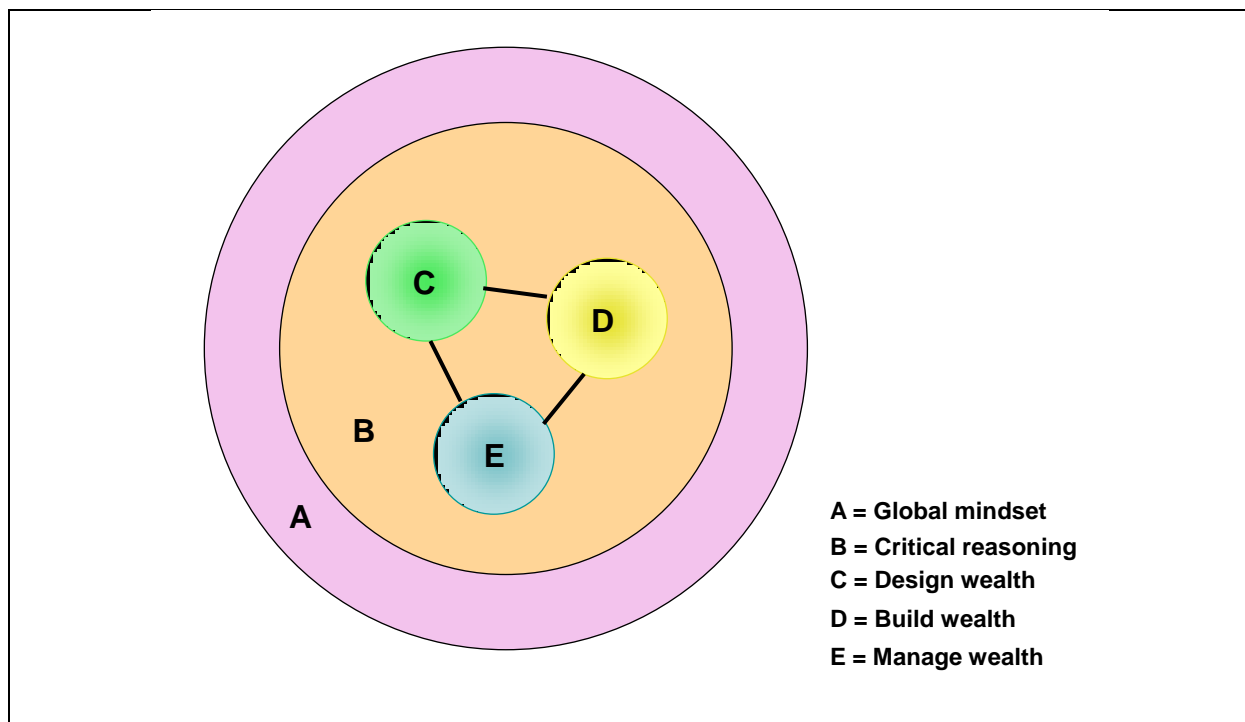
Thirdly: A longitudinal impression is now crafted to put the postmodern MBA in context with the turn-around towards a WOIG – see Figure 31.

The turn-around to a WOIG is presented in the traditional 'to be" statement in strategy, with the 'current state' and the 'end-state' being a world order of destructive globalisation and a world order of inclusive globalisation respectively.

[Readers are reminded that in Research Step 4c, the Author said he would allocate to each theme a verb that would clarify what the key performance areas are for a postmodern MBA-graduate: i.e., leadership make-up = "To have"; leadership output = "To do"; and a WOIG statement that would clarify what the key characteristics are of a WOIG society = "To become", or "Not to become"].

The first step towards the 'end-state' is a personal buy-in to the Social Contract with Business, which is considered the prerequisite context for the two *kairos* events in business leadership development, namely: 'To have' a global mindset and 'To have' competency in critical reasoning. These two *kairos* educational events are needed to cross the Rubicon ('To become') to the values and the aspirations of society in a WOIG as the end-state – thus, a fundamentally new orientation towards the task and meaning of business leadership breaks through! The postmodern MBA's educational challenge is now 'To do': to design wealth, to build wealth, and then to manage wealth in order to 'To become' a WOIG society with world-class businesses that are financially robust across the business cycles and predominantly concerned with global stewardship.

Figure 31: A longitudinal perspective of the postmodern MBA
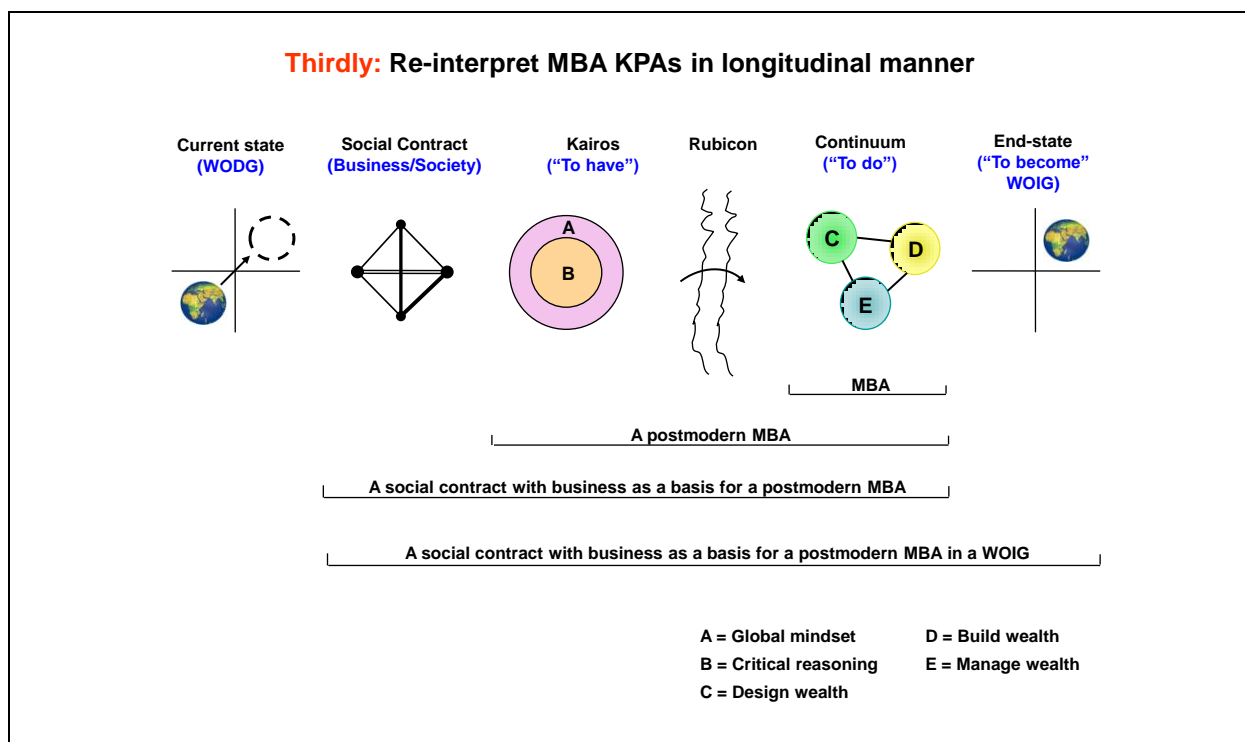
Deriving from the three insights above, the transformative redefinition is now concluded with a framework for the postmodern MBA in a WOIG. For each of the five key performance areas, specific subjects are proposed, which are firmly embedded (directly or indirectly) within the new genealogy of knowledge. The topics under each subject are given merely to clarify the intended scope and thrust thereof as a bridge/link to detailed curriculum design, which is outside the scope of this thesis.

1. **Cultivation of a global mindset** (Outcome: a mindset orientated towards a WOIG)

   A. *Globalisation*

      a. The current state of globalisation, and future trends

      b. An economic history of the world

      c. The nature and dynamics of a world order of inclusive globalisation

   B. *Sociology*

      a. The current state of humanity, and key issues facing it

      b. The structure and dynamics of humankind

      c. The social contract and other societal compacts

   C. *Global stewardship*

      a. The current state of the Earth, and key issues facing the Earth

      b. Ethics driving global stewardship

      c. Business, political and societal strategies for a sustainable world

   D. *Intergenerational economics*

      a. Local, regional and global economics

      b. Developmental economics

      c. Sustainability economics

   E. *The social contract with business*

      a. *The raison d'être for business – concepts and the rationale*

      b. *Learnings from case studies*

      c. *Site visits and meetings with Social and Political leaders*

   F. *Personal renaissance*

      a. Structured reading from heroes of the light

      b. Finding one's inner conscience and courage

      c. Ethical perspectives on business, management and leadership

2. **Competence in critical reasoning** (Outcome: global entrepreneurial judgement)

   A. *Philosophy*

      a. Individualist philosophical thinking (i.e., Western philosophy)

      b. Collectivist philosophical thinking (i.e., Eastern and Southern philosophies)

   B. *Systems thinking*

      a. On a qualitative level

      b. On a quantitative level

      c. Global learning

   C. *Logic*

      a. Critical reasoning (i.e., reasoning through words)

      b. Calculus (i.e., reasoning through numbers)

   D. *Decision making*

      a. The science: analysis, modelling – facts

      b. The art: visioning, imagining – ideas

      c. The craft: venturing, learning – experiences

   E. *Business analysis*

      a. Business mathematics

      b. Business diagnostic techniques

      c. Risk, opportunity and uncertainty analysis

   F. *Business research*

      a. Qualitative

      b. Quantitative

      c. Philosophical inquiry

3. **Competence in designing wealth** (Outcome: global entrepreneurial ambition)

   A. *Creativity*

      a. The creativity process

      b. Cultivating and managing creativity

      c. Innovation

   B. *Strategy* (i.e., at corporate and business level)

      a. Pre-strategy (e.g. Intelligence gathering; scenario planning)

      b. Strategy fundamentals

      c. Strategy dynamics

C. *Finance*

    a. Financial fundamentals

    b. Raising capital

    c. Deploying capital

D. *Marketing*

    a. Marketing fundamentals

    b. Market development

    c. Marketing across the human pyramid

E. *Business development*

    a. Entrepreneurship

    b. Intrapreneurship

    c. Social entrepreneurship

F. *Holistic innovation management*

    a. Innovation through technology

    b. Innovations through business processes and resources

    c. Innovation through intellectual and mindset

4. **Competence in building wealth** (Outcome: global entrepreneurial versatility and trust-building ingenuity)

A. *Path-breaking business leadership*

    a. Leadership fundamentals

    b. Competence on a local, regional and global level

    c. Competence to straddle the entire human pyramid

    d. Competence in co-leading with political and societal leaders

    e. Competence in turn-around (i.e. towards a WOIG, organisational revival)

B. *Strategy implementation*

    a. Project development (i.e. feasibility studies, due diligence, project management, project finance, contract law)

    b. The global business plan (i.e. portfolio risk management, the global architecture, cross-border efficiencies, stakeholder buy-in, raising finance, control)

    c. Business law (i.e. the local and global legal landscape)

    d. Country and cultural astuteness

    e. CEO astuteness (i.e. negotiation, influencing and communication skills)

C. *Building the enterprise*

   a. Anatomy (i.e., the internal organisational structure)

   b. Physiology (i.e., the flow of internal goods, services and intelligence)

   c. Psychology (i.e., the organisational culture)

   d. Brain (i.e., organisational decision-making procedures)

   e. Footprint (i.e., the external organisation design)

D. **Holistic risk management**

   a. Corporate governance

   b. Enterprise-wide risk management

   c. Risks arising from the macro and market environment

   d. Risks arising from the Social Contract with Business

5. **Competence in managing wealth** (Outcome: global operational excellence)

A. *Management*

   a. Mechanistic functions: planning and organising

   b. Dynamic functions: leading and controlling

B. *Functional management*

   a. Compliance management; Cost management

   b. Conflict management; Diversity management

   c. Human resource management

   d. Information management; Innovation management

   e. Investor and public relations management

   f. Logistics management; Technology management

   g. Occupational health and safety management

   h. Operations management; Sustainability management

†††††††††††††††††††††††††††

This transformative redefinition has argued the thesis statement: *"A social contract with business as the basis for a postmodern MBA in a world order of inclusive globalisation",* and answered the two research questions: a) What are the nature and dynamics of a social contract with business? and b) How does such a social contract with business constitute a basis for a postmodern MBA in a world order of inclusive globalisation?

To introduce the conclusions that follow in the next chapter, the Author presents the overall research process, with the key outcomes in Figure 32 below:

Figure 32:　The overall research process with key outcomes

Metasynthesis of 88 Global Icons	1st Intellectual Moment A new archaeology of knowledge

1st Intellectual Moment

A new archaeology of knowledge

Review of the Business School Academics' Discourse Strategic options for graduate business schools – concept and proposals from academics around the world The Author's lived experiences	2nd Intellectual Moment A new genealogy of knowledge †††††††††††† An End-purpose (*kosoryoku*) Statement of Visions of a new world order, society, business, business leadership, the postmodern MBA: *to deliver a world order of inclusive globalisation (WOIG); requiring...* *a society that finds its greatness in protecting both its humanity and its economy as a whole; requiring...* *World-class businesses – financially robust across business cycles, with global stewardship as the dominant business logic; requiring...* *global business leaders with an ability to envision the WOIG, and then to lead thereto, in an entrepreneurial and path-breaking manner while exerting leadership qualities associated with the Golden Rule of Humanity; requiring...* *an MBA that educates and inspires the business leader to lead (and, to co-lead with societal and political leaders) the planetary turn-around to a WOIG. For this, a fundamental change of context for the MBA is a prerequisite; requiring...* *conscientização from Graduate Business School faculty; delivering MBA graduates who can lead any business in any industry sector in any country towards positive sustained results for all stakeholders.*	3rd Intellectual Moment A transformative re-definition †††††††††††† The Social Contract with Business: A trichotomy of global responsibility The postmodern MBA in a WOIG: Cultivation of a global mindset 　Globalisation 　Sociology 　Global stewardship 　Intergenerational economics 　A personal renaissance Competence in critical reasoning 　Philosophy 　Systems thinking 　Logic 　Decision making 　Business analysis 　Business research Competence in designing wealth 　Creativity 　Strategy 　Finance 　Marketing 　Business development 　Holistic innovation management Competence in building wealth 　Path-breaking business leadership 　Strategy implementation 　Building the enterprise 　Holistic risk management Competence in managing wealth 　Management 　Functional management

STRUCTURE OF THE THESIS

Chapter	Description	Key outcomes
	PROLOGUE	Introducing the overall research context, and the Author as researcher by way of personal footnotes
1	CONTEXTUAL SETTING	Historical overview of the MBA since 1881
		Research dilemma
2	REVIEW OF BUSINESS SCHOOL ACADEMICS' DISCOURSE	Strategic options for graduate business schools
		A gap in the body of knowledge
		Conclusions
		A new agenda for the discourse on the future of the MBA
		A trial run of the Socrates' dialectical method of inquiry
3	RESEARCH PROPOSAL	Assessment of 50 doctoral studies on the MBA
		The thesis statement
		Two research questions
4	RESEARCH DESIGN	A new research methodology: Critical metasynthesis
		Pre-control to ensure academic rigour
5	RESEARCH FINDINGS	Trustworthiness assessment
		1st Intellectual moment: A new archaeology of knowledge
		2nd Intellectual moment: A new genealogy of knowledge
		3rd Intellectual moment: ○ The Social Contract with Business ○ The postmodern MBA ○ A new context ○ A new vocabulary ○ A new curriculum
6	CONCLUSIONS	Closing the research loop
		Contributions to postmodern MBA stakeholders
7	RECOMMENDATIONS	Vistas of follow-up research themes
	EPILOGUE	The Author's personal learnings from this research
		An oracle of the world order of inclusive globalisation
	LIST OF REFERENCES	
	APPENDIX	125 MB Research data on a CD-ROM
		Evolution of the research
		Profiles of each of the 88 Global Icons
		Research Steps 1–7
		Trustworthiness audit

CHAPTER 6.   CONCLUSIONS

> *The social responsibility of business is to increase its profits*
>
> *Milton Friedman (Times Magazine,13 September 1970)*
>
> *Many people assume, wrongly, that a company exists simply to make money. While this is an important result of a company's existence, we have to go deeper and find the real reasons for our being... people get together and exist as...a company so that they are able to accomplish something collectively that they could not accomplish separately – they make a contribution to society.*
>
> *Dave Packard: Chairman of Hewlett Packard, 1960 (Time Magazine, 11 August 2008)*

This chapter presents conclusions:

- regarding a new vocabulary associated with the postmodern MBA;
- regarding the new method of management research that has been developed;
- regarding how the thesis statement was argued and the research questions were answered; and
- regarding the contributions of the thesis to stakeholders in the postmodern MBA.

The conclusions regarding the Review of Business School Academics' Discourse were given at the end of Chapter 2, to set the scene for a trial run of logic before the commencement of the Research Proposal in Chapter 3.

The Socratic dialogue with the Global Icons in Chapter 5, Research Step 5: A new archaeology of knowledge, is both the conclusion of the metasynthesis phase of the critical metasynthesis research methodology, and the starting point of crafting the new genealogy of knowledge.

For the sake of brevity, to avoid repetition, and to deliver one flow of report-writing logic, the above two conclusions are not repeated here.

6.1   Regarding a new vocabulary

During this research, a range of new words and terms became unique to and/or associated with the postmodern MBA. These words and terms enable a different discourse to take place when discussing the future of the MBA. This also opens new guidelines for follow-up research, in particular for a new canon of knowledge for business education required for the postmodern MBA.

Although these new words and terms are explained in the Definitions and Quotations sections at the beginning of the manuscript, as well as in the preceding text, they are summarised below for clarity in this conclusion:

1. **From the thesis statement**:

   ○   A social contract with business

   ○   A postmodern MBA

   ○   A world order of inclusive globalisation.

2. **From the social contract with business**:

   ○   .....inclusive of John Locke's social contract

   ○   Classic, modern and postmodern human rights/values/aspirations

   ○   A trichotomy of responsibility towards society, politics and the Earth

   ○   A "solution without borders" for "threats without borders"

   ○   The global commons

   ○   The Social Contract with Business

   ○   ...a business case to take three billion people out of systemic poverty and to resolve the world's inequities, thus crafting the world's largest new market

   ○   ...the ultimate guarantee of long-term business sustainability.

3. **From a new context for the postmodern MBA**:

   ○   A *holos* civilisation

   ○   The Earth is finite

   ○   Global stewardship

   ○   "Ecomagination"

   ○   Golden Rule of Humanity

   ○   Economic conservationism

   ○   Ecological conservationism

   ○   Social entrepreneurship

- ○ The virtuous cycle of business
- ○ Ethics fully includes the business sphere
- ○ Intergenerational (...economics, ...results, ...responsibility)
- ○ A higher mode of business thought
- ○ Straddling the human pyramid – Tiers 1, 2, 3 and 4
- ○ The 1st and 2nd waves of globalisation
- ○ *Conscientização.*

4. **From the conceptual curriculum of the postmodern MBA**:

- ○ Cultivating a global mindset oriented towards a WOIG, to enable a *kairos* event for the MBA student to gain global insight, awareness and courage
- ○ Competence in critical reasoning, to enable a *kairos* event for the MBA student to be able to make holistic decisions through analysis and reasoning, the outcome of which is excellence in global entrepreneurial judgement
- ○ Competence in designing wealth, with the outcome of excellence in global entrepreneurial ambition
- ○ Competence in building wealth, with the outcome of global entrepreneurial versatility and trust-building ingenuity
- ○ Competence in managing wealth, with the outcome of global operational excellence
- ○ Path-breaking business leadership
- ○ Leadership qualities associated with the Golden Rule of Humanity.

5. **From a world order of inclusive globalisation**:

- ○ Y-axis: the variable indicating the degree to which the benefits of globalisation reach Tiers 3 and 4
- ○ X-axis: the variable indicating the degree of global and regional human security
- ○ Changing the human pyramid from a triangular to a diamond shape
- ○ Building blocks for the planetary turn-around to a WOIG
- ○ *Kairos* events.

6. **An End-purpose (kosoryoku) Statement of Visions for a new world order, society, business, business leadership, and the postmodern MBA**:

- ○ to deliver a world order of inclusive globalisation; *requiring*...
- ○ a society that finds its greatness in protecting both its humanity and its economy as a whole; *requiring*...

- ○ world-class businesses – financially robust across business cycles, with global stewardship as the dominant business logic; *requiring*...

- ○ global business leaders with an ability to envision the WOIG, and then to lead thereto, in an entrepreneurial and path-breaking manner while exerting leadership qualities associated with the Golden Rule of Humanity; *requiring*...

- ○ an MBA that educates and inspires the business leader to lead (and to co-lead with societal and political leaders) the planetary turn-around to a WOIG. For this, a fundamental turn-around of context for the MBA is a prerequisite, as illustrated in Table 35; *requiring*...

- ○ *conscientização* from Graduate Business School faculty.

6.2   Regarding a new method of management research

The main conclusions are:

1. The importance of a trial run before the real research commences – even for interpretative research, as was demonstrated in section 2.9. The importance of this trial run of logic was that: a) it bridged the literature review and the research design, b) it provided a pause in the Author's mind to reflect on the theory, c) it optimised the eventual research strategy, and lastly d) it provided an opportunity to assess academic rigour before the real research commenced.

2. The importance of searching for research strategies outside the traditional domain of management science. After the success of the trial run of logic, the Author was encouraged to continue his search for an appropriate research strategy outside the domain of traditional business science. He was struck by the relevance and robust fit of the following research methodologies: a) from philosophy, the Socratic method of systematic inquiry; b) from nursing and education science, the metasynthesis research methodology; and c) from critical management research, critical reasoning. From these three research methods, as a research *Bricoleur*, the Author constructed the research methodology he termed *critical metasynthesis research*. To the best knowledge of the Author, this is a method of management research that has not been seen before, and it is therefore an original contribution to knowledge.

3. The importance of pre-control to ensure delivery of academic rigour. A suite of 53 trustworthiness and metasynthesis best practice criteria was designed by the

Author. Each step of the research process was designed and measured against these criteria to ensure that the research did not lose its trustworthiness – truly a case of applying project management best practice to deliver on Metasynthesis Best Practice Criterion S4 (i.e., Each synthesist must compile his/her own suite of criteria to ensure optimality, as well as to deliver on the trustworthiness of the metasynthesis. However, each metasynthesis study must disclose such criteria to the stakeholders – see Table 16).

4. As this was pioneering research, no templates or research aids were available so the Author had to design the entire research process from basic principles. In this, he was helped by his diverse education in engineering, mathematics, management and philosophy. This reinforced the value of a diverse education for business.

5. The selection of Global Leaders incorporated business, societal and political leaders who are individually, and collectively responsible for shaping a post WW2 world order. Their synthesised insights, wisdoms and experiences provided an enriched construct for each of the building blocks in the turn-around towards a WOIG. In this regard, the thesis benefited from the following two factors:

    a) Business Leaders do not work in isolation in a globalised world. At the World Economic Forum and the UN's global forums, business, political and societal leaders work together towards a better world (although they *are* sometimes in bitter conflict). Hence, the incorporation of business, political and societal leaders into one sample of Global Leaders was a powerful representation of today's global leadership – in all its rich diversity.

    b) The Global Leaders from the G3 countries collectively represent some 64% of the global GDP (by some 14% of the global population), despite differences in their respective political economies. Conversely, the Global Leaders from the BRICS countries collectively represent some 43% of the global population (producing some 7% of the global GDP), despite differences in their respective political economies. Thus, the Global Leaders represent the reality of today's global economy – in all its rich diversity. (Figures from <www.wikipedia.org> [Accessed on 23 August 2008]).

6. The selection of Nobel Laureates as a control group added value by either enriching or refuting the insights, wisdoms and experiences of the Global Leaders. Using the Nobel Laureates as a control group also added to the

trustworthiness of the critical metasynthesis because: a) Nobel Laureates are considered worldwide as credible icons pioneering the way forward towards a better world; b) they represent the finest of human endeavour and thought in peace, economics, literature and science; c) they represent the diversity of humanity from all cultures, professions and age groups, and both genders; d) they are recognised path-breakers and paradigm shifters; and lastly e) since all the Nobel Laureates over the past 10 years were included, their insights, wisdom and experiences span the recent history of humankind longitudinally.

7. The importance of gaining insight in both a linear and a non-linear understanding of insights during research. The application of visiograms contributed to understanding of the structure and dynamics of the different themes arising from the Global Icons – i.e., they were an aid to truth-seeking. This assisted the Author to craft a suit of WOIG statements, as the common ground between the divides of humanity (e.g., culture, education, gender, history, political ideology, religion, socio-economic development) arising from the fact that the sample of Global Icons represents humanity. The Author believes that this common ground will greatly enhance global buy-in to the WOIG statements, the Social Contract with Business and the postmodern MBA.

8. The importance of using footnotes as a means to record the Author's own insights, eureka moments and questions in Chapters 1 and 2 and the hermeneutic phases of the research:

   a) As the construct is in the mind of the constructor (Guba, 1990, cited by Jensen and Allen, 1996; Walsh and Downe, 2005), it is important that the Author introduce himself to the reader. Using footnotes at key junctions in the text and research proved to be a much more powerful means of revealing the Author's angle of approach, values, lived experiences and mindset than a simplistic/boring curriculum vitae in an Appendix.

   b) During the transformative redefinition in the last phase of the research, the Author benefited from reviewing his own learnings over the past three years, thus being reminded of insights that might otherwise have been forgotten. Thus, it also served as a record of the evolution of the Author's understanding of the Thesis Statement – from the research idea through to the final manuscript.

c) The footnotes also contribute to establishing the authority of Author as the synthesist, which underpins Trustworthiness Criterion T1h – see Table 16.

9. The importance of the Reading List Report prescribed for the doctoral programme of Unisa's Graduate School of Business Leadership. The Author benefited tremendously from reading the classics in management science before doing his doctoral research. It was a unique learning experience to appreciate the vitality of classic management research during this research. In particular,

a) the entrepreneurial services from Edith Penrose's *Theory of the growth of the firm* were re-validated by the synthesised inputs from the Global Icons – unforced, unintentionally, and some 50 years after the theory was first published. This is an unintended contribution to knowledge – that the theory remains valid today, in a widely different socio-economic environment as was the case in the 1950s!

b) the wise advice of Ansoff (1987) to enter the research paradigm at the highest possible level led the Author to Socrates' dialectic method of systematic inquiry, and the *kosoryoku* method of vision-building. Without his wisdom, the Author may have mistaken partial insight for full insight, and produced yet another inward-looking discussion of the future of the MBA, or yet another mechanistic extension of the "great awakening of the MBA....of social responsibility and ethics" (Montgomery, 2005: 153). Instead, a fundamental re-positioning of the MBA qualification emerged as an original contribution to knowledge.

10. Not withstanding the outcomes of this thesis, the Key Limitations, and the Key Assumptions identified in Chapter 3 (Research Proposal) may encourage further micro-level research, such as:

a) Research how an individual B-school could differentiate itself from other B-schools that also offer the postmodern MBA. This would be welcomed as healthy competition amongst B-schools.

b) Select icons from within a country, rather than on a global level to do the metasynthesis. This would be welcomed as a 'glocalised' variation to the research outcome.

c) Identify wisdoms, insights and learnings from Global Icons published in languages other than English. This would be welcomed a) as a further

enrichment of inputs from the Global Icons, and b) to assist Global Icons to expand their influence outside their local or regional reach.

It is believed that such micro-variations to the overall research theme would enrich the outcomes of this thesis, and even contribute to global, regional and local buy-in to the WOIG statements, the Social Contract with Business and the postmodern MBA.

6.3   Regarding the thesis statement

The thesis statement: *A social contract with business as the basis for a postmodern MBA in a world order of inclusive globalisation* has been argued comprehensively, and within the guidelines of critical metasynthesis.

This would not have been possible had the Author stayed within the traditional domain of business science. The search for additional knowledge in the related fields of philosophy, as well as in nursing and education sciences, yielded valuable insights to construct a robust, trustworthy and path-breaking argument.

The Author acknowledges that his values and lived experiences influenced his deconstructions and transformative redefinitions. However, this is recognised (and encouraged) in the interpretative research paradigm where, "reality is assumed to be multiple and constructed, rather than singular and tangible. Just as Dali's art is no less valid than Picasso's by virtue of different re-presentations of common phenomena...there is no one correct way to draw a face" (Sandelowski, 1993: 3).

The Author personally experienced how the synthesised argument opened up vistas for new insight and understanding to emerge – an ever-expanding, boundary-breaking exercise just as is described by Jenson and Allen (1996) and Walsh and Down (2005).

Thus, a new boundary, a new context and a new vocabulary have emerged from answering the two research questions: a) What are the nature and dynamics of a social contract with business? and b) How does such a social contract with business constitute a basis for a postmodern MBA in a WOIG?

These new vistas for the Social Contract with Business and the Postmodern MBA in a WOIG are now described below.

6.3.1   *The Social Contract with Business*

Regarding the social contract with business, the conclusions are:

1. The term "Social Contract with Business" is used to distinguish it clearly from John Locke's Social Contract between society and politics. The Social Contract with Business includes, strengthens and revitalises John Locke's Social Contract.

2. The Social Contract with Business is not a compact between any kind of business and any kind of society, but between:

    a) a society that finds its greatness in protecting both its humanity and its economy as a whole – the kind of society that can deliver and sustain a world order of inclusive globalisation; and

    b) a business that is world class, financially robust across business cycles, and has global stewardship as its dominant business logic.

3. Business, as a construct of society, is an organ of society that acts as co-trustee, co-protector, co-advancer, co-facilitator, co-manager and co-leader of society's end-state humanity, with the following core values:

    a) *Classic, timeless values* include the right to acquire property, the right to live one's life as one sees fit, and the right to liberty of conscience and opinion;

    b) *Modern values* include the right to a society that is just, harmonious, secure and prosperous; and

    c) *Postmodern values* include the right to a safe and clean living environment, access to information, knowledge and opportunity, being protected from threats without borders, and being able to appeal to the world to stop political abuse.

4. The Social Contract with Business is aligned with the emerging trend towards doing business in more humane ways, such as the triple bottom line way of reporting corporate results, in accordance with the Global Compact, corporate social responsibility indices, and "creative capitalism". The value it adds to these well-meaning initiatives is in giving them meaning, structure, direction, and an end-purpose.

5. The Social Contract with Business can facilitate a shift in mindset from bellicosity and greed to the Golden Rule of Humanity as the key driver of political and

business leadership – thus, being **the** *kairos* event that drives the turn-around to a world order of inclusive globalisation.

6. The Social Contract with Business embodies a common vision for humanity – all sharing a desire for a better world – so it can be the glue that keeps society, business and politics together in the joint pursuit of a better post-WW2 world order. Therefore it can become one of the cornerstones of the initiatives of global institutions, such as the UN or the WEF – acceptable to business, societal and political leaders.

7. The Social Contract with Business can be pursued by large, medium and small enterprises on a local, regional or global scale – each firm working within its sphere of influence, and within its abilities.

8. Business can make contributions to society directly, indirectly or jointly with societal and/or political leaders. Although a number of visionary firms are already doing this, the challenge is to make it a broad-based global trend.

9. In order to distinguish this Social Contract with Business from other research into the society/business interface/contract/compact, a term such as "The Diamond-shaped Social Contract with Business" could be used as a brand name.

10. The Author's definition of the Social Contract with Business is an original contribution to business science, namely: *A contract between society and business that is inclusive of John Locke's social contract. Business, as an organ of society takes on the responsibility of co-custodian and co-advancer of societal values and aspirations towards a world order of inclusive globalisation. This calls for a trichotomy of global business responsibility towards society, politics and the Earth. The end-purpose is an intergenerational, stable business environment, within a harmonious and prosperous society. Therefore, the Social Contract with Business is a solid business case.*

6.3.2   *The postmodern MBA*

Regarding the postmodern MBA, the conclusions are:

1. The postmodern MBA is neither an organic adjustment to the current MBA, nor is it a function of another opinion survey, but a fundamental redefinition of the MBA arising from the synthesised insights, wisdoms and learnings of Global Icons already working in or towards a WOIG.

2. In order to align the postmodern MBA with the global discourse on a WOIG, a new context, a new vocabulary, and a new business paradigm had to be crafted. Also, guidelines for a new canon of business education and curriculum had to be crafted. This is fundamental to discovering the new role and meaning of business leadership in a WOIG.

3. The postmodern MBA aims:

   a) to pre-empt another external deflection point in the evolution of the MBA;

   b) to develop top-level business leadership practitioners, not business scientists or business consultants – this can be done on a doctoral level;

   c) to cultivate a new orientation towards a WOIG, which is aligned with the higher levels of thought and path-breaking actions of the Global Icons;

   d) to direct business leadership towards a higher level of responsibility, namely global stewardship in a WOIG;

   e) to serve as a common qualification for global business, societal and political leadership in order to jointly lead the turn-around to a WOIG; and

   f) to find its *raison d'être* from the Social Contract with Business.

4. Regarding the 1st key performance area (KPA), "cultivating a global mindset":

   a) Alternative terminology may be used, such as 'cultivating a WOIG mindset'.

   b) Its outcome is a global mindset, understanding the WOIG.

   c) Achieving a global mindset is a *kairos* event, and a prerequisite for the postmodern MBA graduate to lead, and to co-lead towards a WOIG.

   d) From Chapter 2, Review of Business School Academics' Discourse, this KPA is underpinned by Küng (1998), Gupta and Govindarajan (2002), and others.

5. Regarding the 2nd KPA, "competence in critical reasoning":

   a) Alternative terminology may be used, such as 'holistic and analytic decision making'.

   b) Its outcome is global entrepreneurial judgement.

   c) Achieving a unique competence in decision making is another *kairos* event, and a prerequisite for the MBA graduate to lead, and to co-lead in a WOIG.

   d) This KPA is aligned with Penrose's (1959) 'entrepreneurial judgement' (i.e., having an enterprise-wide ability to make decisions through analysis and judgement [to make holistic decisions affecting all stakeholders in a WOIG]).

e)   From Chapter 2, Review of Business School Academics' Discourse, this KPA is underpinned by Ansoff (1987), Ackoff (Allio, 2003), and others.

6.   Regarding the 3rd KPA, "competence in designing wealth":

a)   Alternative terminology may be used, such as 'global strategy'.

b)   Its outcome is global entrepreneurial ambition.

c)   Wealth designing is a creativity-driven process.

d)   This KPA is aligned with Penrose's (1959) 'entrepreneurial ambition' (i.e., moving beyond being a 'product builder' and an 'empire builder' [building an enterprise in the service of humanity by building a prosperous and harmonious society for a WOIG]).

e)   From Chapter 2, Review of Business School Academics' Discourse, this KPA is underpinned by Hart (1997), Handy (2002), and others.

7.   Regarding the 4th KPA, "competence in building wealth":

a)   Alternative terminology may be used, such as 'global strategy implementation'.

b)   Its outcome is global entrepreneurial versatility, and entrepreneurial trust-building ingenuity.

c)   Strategy implementation is a leadership-driven process.

d)   This KPA is aligned with Penrose's (1959) 'entrepreneurial versatility' (i.e., moving beyond management and technical competence to build an enterprise for tomorrow [in a WOIG]), and her 'fund-raising ingenuity': (i.e., convincing a sceptical and conservative audience about the merits of your endeavours [about the turn-around to a WOIG]).

e)   From Chapter 2, Review of Business School Academics' Discourse, this KPA is underpinned by Bartlett and Ghoshal (1989), Brugmann and Prahalad (2007), and others.

8.   Regarding the 5th KPA, "competence in managing wealth":

a)   Alternative terminology may be used, such as "global management."

b)   Its outcome is global operational excellence.

c)   Management is a sustainability-driven process.

d)   There is a myriad of functional management subjects and mastering management is the common denominator of them all. Therefore, competence in management would lead to the elimination of duplication in courses.

e) From Chapter 2, Review of Business School Academics' Discourse, this KPA is also underpinned by Drucker (1987), Mintzberg (2004a), and others.

9. It is unlikely that the 5 key performance areas (with its proposed 20 subjects and 90 topics) of the postmodern MBA qualification could be offered as an educational event over a 1 to 2-year period. Rather, it would be prudent to align the qualification with the experience and mindset growth of the business leader – thus an educational process. If, for instance the leadership model of Drotter and Charan (2001) is applied, then the postmodern MBA would be offered over the 7 passages of growth of a business leader. This would imply a step-wise continuing educational model over a, say 5 to 10-year period – a kind of internship as you would find in the legal, medical, engineering and chartered accountant professions. This learning from history is from Duncan (1971), who added that such an approach may also increase the professional status of the business leader. With today's educational technology such a pedagogical and delivery model may have become feasible now.

10. The postmodern MBA can be delivered in any one, or a combination of the delivery modes discussed in Chapter 2. The implementation thereof will require postmodern B-school intellectual leadership – conscientização in action.

6.3.3 *Regarding contributions to stakeholders in the postmodern MBA*

The conclusions regarding the contributions arising from this thesis to the body of stakeholders in the postmodern MBA are now highlighted below:

To business science

- The critical metasynthesis research methodology, combining critical management research with metasynthesis, and Socrates' dialectic method of systematic inquiry;

- A new archaeology of knowledge;

- A new genealogy of knowledge;

- A *kosoryoku* End-purpose Statement of Visions for a new world order, society, business, business leadership, and the postmodern MBA.

- The Social Contract with Business;

- The Postmodern MBA;

- A new vocabulary to enable a postmodern discourse on the MBA;

- New vistas for doctoral research on the MBA; and

- Confirmation of the importance of the 'entrepreneurial services' from Edith Penrose's *Theory of the growth of the firm*, which she published in 1959.

To B-schools

- ***Regarding the discourse on the future of the MBA***: a) answering the previously unanswered visionary questions from the Review of Business School Academics' Discourse of Chapter 2, and b) crafting a new agenda to align the B-school discourse with the global discourse on the post WW2 world order.

- ***Regarding the Social Contract with Business***: a) a new win-win dynamic between business and society, b) a model to guide and inspire business leaders towards a trichotomy of global responsibility, and lastly c) a solid business case as the *raison d'être* for the postmodern MBA.

- ***Regarding the postmodern MBA***: The first research-based, fundamental repositioning of the MBA since the Foundation Reports of the 1950s – with a new context, and guidelines for a new canon of business education knowledge and new curriculum.

To business

- Through the Social Contract with Business, meaning, structure, direction and an end-purpose for its social responsibility activities, as well as a solid business case to ensure long term stability of the business environment.

- Through the postmodern MBA, a new generation of business leaders capable of designing, building and managing world-class enterprises to underpin a WOIG.

To society

- Through the Social Contract with Business, a new mechanism to strengthen its pursuit of societal values, rights and aspirations towards a WOIG.

- Through the postmodern MBA, educating business, societal and political leaders towards implementing a common vision of a WOIG.

To politics

Through the Social Contract with Business, a "solution without borders" to address humanity's "problems without borders" in order to lead to a WOIG.

To humanity

Alignment of business, societal and political leadership through a common vision of a WOIG, the values thereof, and the building blocks required in the journey thereto – spanning the divides of history, culture, religion, gender, education and socio-economic development.

Instead of just yearning for an amorphous better post-WW2 world order, a specific way forward has emerged, namely:

- to deliver a world order of inclusive globalisation; *requiring*...

- a society that finds its greatness in protecting both its humanity and its economy as a whole; *requiring*...

- world-class businesses – financially robust across business cycles, with global stewardship as the dominant business logic; *requiring*...

- global business leaders with an ability to envision the WOIG, and then to lead thereto in an entrepreneurial and path-breaking manner, while exerting leadership associated with the Golden Rule of Humanity*.*

<div align="center">† †</div>

STRUCTURE OF THE THESIS

Chapter	Description	Key outcomes
	PROLOGUE	Introducing the overall research context, and the Author as researcher by way of personal footnotes
1	CONTEXTUAL SETTING	Historical overview of the MBA since 1881 Research dilemma
2	REVIEW OF BUSINESS SCHOOL ACADEMICS' DISCOURSE	Strategic options for graduate business schools A gap in the body of knowledge Conclusions A new agenda for the discourse on the future of the MBA A trial run of the Socrates' dialectical method of inquiry
3	RESEARCH PROPOSAL	Assessment of 50 doctoral studies on the MBA The thesis statement Two research questions
4	RESEARCH DESIGN	A new research methodology: Critical metasynthesis Pre-control to ensure academic rigour

5	RESEARCH FINDINGS	Trustworthiness assessment
		1st Intellectual moment: A new archaeology of knowledge
		2nd Intellectual moment: A new genealogy of knowledge
		3rd Intellectual moment:
		  ○ The Social Contract with Business
		  ○ The postmodern MBA
		  ○ A new context
		  ○ A new vocabulary
		  ○ A new curriculum

6	CONCLUSIONS	Closing the research loop Contributions to postmodern MBA stakeholders
7	RECOMMENDATIONS	Vistas of follow-up research themes
	EPILOGUE	The Author's personal learnings from this research An oracle of the world order of inclusive globalisation
	LIST OF REFERENCES	
	APPENDIX	125 MB Research data on a CD-ROM Evolution of the research Profiles of each of the 88 Global Icons Research Steps 1–7 Trustworthiness audit

CHAPTER 7.   RECOMMENDATIONS

> *Call on fellow B-school faculty to "transcend the history they inherited in the service of those futures we wish to inherit".*
>
> *Clegg and Ross-Smith (2003: 96)*
>
> *Every field of study has its summer and winter seasons, and must be reborn from time to time.*
>
> *Global Icon 85: Roy Glauber, Nobel Laureate in Physics, 2005*

Critical metasynthesis is a research methodology that opens up vistas for new insights and understanding to emerge in an ever-expanding, boundary-breaking manner (Jenson and Allen, 1996; Alvesson and Deetz, 2000; Walsh and Downe, 2005). It is in this spirit that the Author structured the following recommendations around the discourse on the future of the MBA, and the two research questions:

1. What are the nature and dynamics of a social contract with business?

2. How does such a social contract with business constitute a basis for a postmodern MBA in a world order of inclusive globalisation?

These recommendations for follow-up research are structured around a new paradigm of scholarship, with the scholarships of discovery, integration, application and teaching as four interlocking priorities of the professoriate (Boyer, 1990).

7.1   Regarding the discourse on the future of the MBA

Recommendations under this heading are embedded in *the scholarship of discovery* (of the global discourse on the post WW2 world-order, the new archaeology and the new genealogy of knowledge, the Social Contract with Business, and the postmodern MBA with its new context and new vocabulary), and then in *the scholarship of integration* (with the current discourse on the future of the MBA).

As the world today is experiencing its biggest economic and socio-political change since the Industrial Revolution (*The Economist*, 2006), B-schools are well advised to steer clear of opinion surveys and ratings in the media when charting their way forward (Blass and Weight, 2005a). Fundamental and real-time research are needed to reposition the MBA for the post-WW2 world order.

Whilst academic freedom is valued, it was shocking to learn that all 50 doctoral studies on the MBA over the past 10 years in the world had an internal orientation. This exclusively inward-looking research mentality of the MBA should change to a more balanced approach, aligned with the global business environment.

It is recommended that the discourse on the future of the MBA be linked to the global discourse between business, political and societal leaders shaping a post-WW2 world order. For this, a paradigm shift in thinking is necessary – to consider the MBA (and the B-school) as an element of the global whole, and not **the** whole. If not, history may be repeated when another unexpected external event deflects the course of the MBA, as was the case with the intervention of the Ford Foundation in the 1950s (to teach American business leaders to strengthen their economy) and the corporate scandal of Enron in the 1990s (which introduced business ethics to the MBA curriculum) as reported by Carroll (1959) and Daniel (1998).

Recognising that today there is more management outside business than inside (Drucker, 1985), B-schools are well advised to search for new theory and new practice outside business. Whilst learning from the fringes is nothing new in management science (Hamel, 2007), it is recommended that they identify new fringes to learn from. This research has demonstrated such new fringes, e.g. metasynthesis as a research methodology from the nursing and education sciences; new role models for business leaders, such as Nobel Laureates; new civilisations entering global business with different cultural orientations and ways of doing business, such as the BRICS countries; the richness of philosophical inquiry such as the Socrates' dialectic method of systematic inquiry; and learnings from history, such as the *Theory of the growth of the firm* (Penrose, 1959).

It is recommended that the discourse on the future of the MBA inculcate the end-state vision, the values, the obstacles, the building blocks and the *kairos* changes required for the turn-around to a WOIG in the following areas:

1. in the turn-around for society to a WOIG;

2. in the turn-around for business to a WOIG;

3. for business leadership to lead the journey to a WOIG; and

4. in developing a postmodern MBA for a WOIG.

For the sake of brevity, only the *kairos* events from the new genealogy of knowledge are now discussed below as topics for the discourse on the MBA.

In order to overcome the systemic obstacles in the turn-around for society to a WOIG, the *kairos* change recommended is a fundamental, new basic orientation on two levels: a) business, political and societal leadership decisions should be underpinned by holistic thinking in a social entrepreneurial, global stewardship and intergenerational economic manner; and b) a personal choice should be made to advance the good of humankind in all decisions, thus exercising ethical courage.

In order to overcome the systemic obstacles in the turn-around for business to a WOIG, the *kairos* changes recommended are: a) the development of dual leadership capabilities to manage and lead in both a local and a global environment, in both a high and a low technology environment, and in both a first and a developing world environment – working effectively in all four tiers of the human pyramid, and b) the cultivation of an intense personal will to win through creativity and leveraging the power of knowledge.

In order to overcome the systemic obstacles for business leadership to lead the journey to a WOIG, the *kairos* change recommended for a business leader is to experience a personal renaissance to (re)discover his/her own conscience and awareness, and then to have the courage to make the world a better place within his/her sphere of influence through expanding intellectual thought beyond current limits.

In order to overcome the systemic obstacles in developing a postmodern MBA for a WOIG, the *kairos* changes recommended are: a) that MBA graduates have a global mindset conducive to a WOIG; b) that MBA graduates have an ability to reason

critically, philosophically and holistically as the basis for quality decision making; and c) that a new context for the MBA qualification is implemented, as per Table 35.

For this new discourse on the future of the MBA, the new vocabulary and terms associated with the postmodern MBA (summarised in Chapter 6) should be used to escape from the current paradigm of thinking.

7.2   Regarding the Social Contract with Business

Recommendations under this heading are embedded in ***the scholarship of integration*** (with the emerging trend of socially and environmentally responsible business practices), and ***the scholarship of application***.

The Social Contract with Business calls for a trichotomy of business responsibility towards society, politics, and the Earth. Research is required into the practical implications of the new meaning and the new role for business leadership arising from this new construct.

Firstly, research with respect to the ***scholarship of integration***:

- How to integrate the Social Contract with Business with existing socially and environmentally responsible business practices, such as the Global Compact, the UN's Millennium Goals, SRI indices of the capital markets, and firm-level visions.

- How to obtain global buy-in across divides, such as culture, socio-economic development and mindset.

- How to integrate the trichotomy of business responsibility (towards society, politics, and the Earth) with responsibility towards the firm's stakeholders.

- How to integrate societal values and aspirations towards a WOIG with the firm's vision of building a world-class enterprise – financially robust across the business cycles, with global stewardship as the dominant business logic.

- How to integrate compliance with the Social Contract with Business with the firm's annual report to shareholders.

Secondly, research with respect to the ***scholarship of application***:

- How to balance the financial viability of the firm, with the trichotomy of responsibility towards society, politics, and the Earth – particularly if the firm is struggling with financial survival.

- How to respond to the global underworld and rogue politicians who undermine society's values and aspirations towards a WOIG.

- How to provide a "solution without borders" to society's "threats without borders".

- How to advance the global commons with societal and political leaders.

- How to be a co-custodian and a co-advancer of society's values and aspirations towards a WOIG. How could this become reflected in the firm's business plan?

- How to respond to threats to society as a result of the degradation of the Earth arising from business activities.

- How to respond to threats to society arising from grotesque inequalities, population growth and internal societal deficiencies.

- How to advance the X-axis and Y-axis variables of the WOIG (human security and globalisation respectively) positively in daily business practices.

7.3 Regarding the postmodern MBA in a WOIG

Recommendations under this heading are embedded in *the scholarship of discovery* of a new paradigm (i.e. the new archaeology and the new genealogy of knowledge, the End-purpose Statement of Visions, the Social Contract with Business, and the postmodern MBA with its new educational context and new vocabulary, as well as guidelines for a new canon of knowledge for business education and curriculum), and *the scholarship of teaching* the postmodern business leader for a world order of inclusive globalisation*.*

The following main research themes are recommended:

Firstly, research into developing a new canon of knowledge for business education for the postmodern MBA will be required. Developing such a new canon of would probably emerge along two development lines, namely: a) adjusting exciting knowledge domains, such as Project Management, and b) fundamental research into new knowledge domains such as Logic and Sociology for B-school purposes.

Both these development lines would require doctoral and post-doctoral research to ensure high level knowledge creation, and not falling prey to the pretence of knowledge, as cautioned by Ghoshal (2005).

Together with the development of a new canon, new teaching aids need to be developed, such as case studies and biographies of new role models whose values are associated with the Golden Rule of Humanity (like Muhammad Yunus: Chairman of the Grameen Bank in Bangladesh, and Nobel Laureate for Peace in 2006).

Secondly, research into curriculum design for each subject in the MBA qualification, as expanded on below:

7.1.1   *From an MBA-subject perspective*

A core research challenge would be to design the curriculum on two levels, namely: a) from basic principles for completely new subjects, e.g., Logic and Sociology, and b) to align existing MBA subjects with the new context, e.g., aligning global marketing with economic conservationism (which stands in contrast to the consumption lifestyle of the capitalist ideology – the cornerstone of global marketing).

Another core research problem would be to inculcate the values of a WOIG society, a WOIG business, and WOIG leadership into each of the 5 key performance areas, 20 subjects, and associated 90 proposed topics.

7.1.2   *From an MBA-qualification perspective*

The end-state vision for a postmodern MBA was defined as: "an MBA that educates and inspires the business leader to lead (and to co-lead with societal and political leaders) the turn-around to a WOIG". For this outcome to materialise, a five-pronged research approach is recommended, which should be run in parallel:

1. research into the selection criteria for admission to deliver top-level global business leader practitioners;

2. research into the optimal tuition hours for each of the postmodern MBA subjects. It also needs to be considered which of the subjects/topics can be outsourced to executive education, and which should be prior-learning subjects;

3. research into postmodern pedagogy for educating the postmodern business leader, e.g., is today's case study method of MBA tuition appropriate?

4. research into the optimal delivery mode of the postmodern MBA, which can be leveraged from the multitude of options discussed in the Review of Business School Academics' Discourse of Chapter 2, e.g.: Should the MBA come first, then the MBL (or Executive MBA) as per Blass and Weight (2005b); or should

there be an alliance of similar-thinking B-schools, each offering one area of mastery – leveraging from Mintzberg (2004a); or should the MBA be structured in a continuing education mode along the seven passages of leadership development described by Drotter and Charan (2001), namely: managing self, then managing others, then managing managers, then functional management, then being a business manager, then being a group manager, and then managing an enterprise [and then managing enterprises];

5. research into the (re)development needs of B-school faculty.

7.4   Regarding implementation of the postmodern MBA

Recommendations under this heading are embedded in *the scholarship of application*.

The following research areas are recommended:

1. In 1959, the Ford Foundation allocated $14,5m (in 2008 money terms, this equates to some $280m) to strengthen business education into the MBA of the US through programmes with the following end-purpose: a) strengthening the quality and increasing the output of doctoral programmes in business education; b) promoting a research orientation in B-schools; c) promoting effective curriculum revision; and lastly d) integrating social and behavioural sciences into business education (Carroll, 1959). Following from this historical cue, the research task is to develop similar, global implementation programmes and budgets for the postmodern MBA;

2. research into finding the optimal champion to drive the implementation. The two extreme choices are from inside (B-schools, collectively or individually) or from outside (private sector or a global institution, such as the World Economic Forum);

3. research into the tempo of implementation. The two extreme choices are organic (an evolutionary process) or radical (a global launch);

4. research into aligning the postmodern MBA into country-specific educational regulations;

5. research into an appropriate global brand name for the postmodern MBA in a world order of inclusive globalisation.

† †

If these research challenges seem daunting, remember that the vision of a WOIG, challenges humankind's courage to strive for the dream it carries within itself.

The Norwegian poet, Olav H. Hauge's "It's the dream" encourages humankind to do this with the words:

It's the dream we carry in secret

that something miraculous will happen

that must happen

that time will open

that the heart will open

that doors will open

that mountains will open

that springs will gush –

that the dream will open

that one morning we will glide into

some harbour we didn't know was there."

† †

STRUCTURE OF THE THESIS

Chapter	Description	Key outcomes
	PROLOGUE	Introducing the overall research context, and the Author as researcher by way of personal footnotes
1	CONTEXTUAL SETTING	Historical overview of the MBA since 1881
		Research dilemma
2	REVIEW OF BUSINESS SCHOOL ACADEMICS' DISCOURSE	Strategic options for graduate business schools
		A gap in the body of knowledge
		Conclusions
		A new agenda for the discourse on the future of the MBA
		A trial run of the Socrates' dialectical method of inquiry
3	RESEARCH PROPOSAL	Assessment of 50 doctoral studies on the MBA
		The thesis statement
		Two research questions
4	RESEARCH DESIGN	A new research methodology: Critical metasynthesis
		Pre-control to ensure academic rigour
5	RESEARCH FINDINGS	Trustworthiness assessment
		1st Intellectual moment: A new archaeology of knowledge
		2nd Intellectual moment: A new genealogy of knowledge
		3rd Intellectual moment:
		• The Social Contract with Business • The postmodern MBA • A new context • A new vocabulary • A new curriculum
6	CONCLUSIONS	Closing the research loop
		Contributions to postmodern MBA stakeholders
7	RECOMMENDATIONS	Vistas of follow-up research themes
	EPILOGUE	The Author's personal learnings from this research
		An oracle of the world order of inclusive globalisation
	APPENDIX	125 MB Research data on a CD-ROM
		Evolution of the research
		Profiles of each of the 88 Global Icons
		Research Steps 1–7
		Trustworthiness audit

EPILOGUE

The Author's personal learnings from this research

Firstly, in this research odyssey I have learned how exciting global learning is – learning from other cultures, from other mindsets, and from other histories. Equally exciting was to learn from knowledge-without-borders, i.e., uncompartmentalised knowledge – as a scientist and engineer, this was a unique learning point for me!

Secondly, I learned how important it is to enter a research phenomenon at the highest possible point. Had I not done this, this thesis would have been part of the current paradigm of doctoral studies on the MBA – inward-looking like all 50 PhDs over the past 10 years!

Thirdly, I learned that a better world order is already emerging as a new reality. The Global Icons, representing the finest of today's global leaders, thinkers and scientists are already busy with the turnaround towards such a better world.

Fourthly, how inspired I have been by business leaders who are already changing their dominant business logic in order to build a world order of inclusive globalisation, such as Bill Gates (Chairman of Microsoft), who embraced "creative capitalism" that works to both generate profits and solve the world's inequities; and Richard Branson (Chairman of Virgin Atlantic), who intends to be the first owner of an airline fleet that uses biofuel.

Fifthly, I learned that the implementation of a planetary turnaround to a world order of inclusive globalisation is, on the one hand, not possible due to its magnitude. On the other hand, how simple it can be – if only all business, political and societal leaders implement the basic values and building blocks from this thesis in their own spheres of influence – their family, their community, their business, their country, or their global stage. All that's called for is a new basic orientation to global stewardship, and the Golden Rule of Humanity – the bond that glues humanity together.

An oracle of the WOIG

> *No one has a vision for the world today. No one can say what should happen or what the long-term future should bring. A sense of helplessness pervades cultural life, and there is an oppressive void.*
>
> *Marion Gräfin Dönhoff (Die Zeist, 24 November 1995)*

Media headlines of a WOIG to give Gräfin Dönhoff a new vision for the world:

Successes along the X-axis of the WOIG scenario (human security):

China, now world leader in environmental management!

The world's 200th country has adopted democracy today!

Rainforests back to 1950s level! The Earth breathes again!

Global business' carbon footprint reduced by 30%, and going down!

Global underworld economy reduced from 10% of global GDP to 5%!

Global military spending reduced by 30% – unleashing $3 000 billion pa, and hundreds of thousands of scientists and engineers for global ecological rehabilitation

Humanity's "threats without borders" gone! Decisive role by postmodern business leaders!

Successes along the Y-axis of the WOIG scenario (benefits of globalisation):

American consumerism replaced by ecological conservatism – the new dominant logic!

The wetlands of the Tigris and Euphrates rivers in Iraq – the latest in ecotourism!

The new global market of 3 billion people previously left behind – flourishing!

India casts off caste – 500 million people join global economy!

'Fairness' – the global driving force of the free market!

Global human population growth now stabilised!

Africa – now, a net exporter of food!

The UN's Millennium Goals met!

† †

My place in the turn-around towards a WOIG over the past three years!

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STRUCTURE OF THE THESIS

Chapter	Description	Key outcomes
	PROLOGUE	Introducing the overall research context, and the Author as researcher by way of personal footnotes
1	CONTEXTUAL SETTING	Historical overview of the MBA since 1881 Research dilemma
2	REVIEW OF BUSINESS SCHOOL ACADEMICS' DISCOURSE	Strategic options for graduate business schools A gap in the body of knowledge Conclusions A new agenda for the discourse on the future of the MBA A trial run of the Socrates' dialectical method of inquiry
3	RESEARCH PROPOSAL	Assessment of 50 doctoral studies on the MBA The thesis statement Two research questions
4	RESEARCH DESIGN	A new research methodology: Critical metasynthesis Pre-control to ensure academic rigour
5	RESEARCH FINDINGS	Trustworthiness assessment 1st Intellectual moment: A new archaeology of knowledge 2nd Intellectual moment: A new genealogy of knowledge 3rd Intellectual moment: • The Social Contract with Business • The postmodern MBA • A new context • A new vocabulary • A new curriculum
6	CONCLUSIONS	Closing the research loop Contributions to postmodern MBA stakeholders
7	RECOMMENDATIONS	Vistas of follow-up research themes
	EPILOGUE	The Author's personal learnings from this research An oracle of the world order of inclusive globalisation
	LIST OF REFERENCES	
	APPENDIX	125 MB Research data on a CD-ROM Evolution of the research Profiles of each of the 88 Global Icons Research Steps 1–7 Trustworthiness audit

APPENDIX:RESEARCH DATA ON A CD-ROM, consisting of:

- A longitudinal evolution of the thesis;
- An overall view of the research process;
- Profiles of each Global Icon;
- Research Steps 1–7;
- Confirmability audit.