

Humanities and Social Sciences in Management Education

Writing, Researching, Teaching

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Document Version

Final published version

Publication date:

2013

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Citation for published version (APA):

Beyes, T., & Johnsen, R. (2013). *Humanities and Social Sciences in Management Education: Writing, Researching, Teaching*. Department of Management, Politics and Philosophy, CBS.

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HUMANITIES AND SOCIAL SCIENCES IN MANAGEMENT EDUCATION
WRITING RESEARCHING TEACHING

COPENHAGEN JUNE 5TH - 7TH, 2013

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INTRODUCTION

Timon Beyes, Rasmus Johnsen and Mathias Adam Munch, CBS

Following the workshop “Practicing Humanities and Social Sciences in Management Education” at the University of St.Gallen in November 2012, the Copenhagen Business School was happy to host the follow-up workshop “Humanities and Social Sciences in Management Education – Writing, Researching, Teaching”. Yet again we were proud to welcome international scholar adding great ideas and perspectives and initiating fruitful discussion concerning the debates around management education.

This booklet contains the program, paper abstracts as well as articles from the online journalism incubator Studentreporter.org and the online Grasp-Magazine, summarizing various aspects of the workshop.

We would like to thank all scholars and participants for their great contributions as well as the Haniel Foundation for making the events possible.

For further information about the workshops, projects and ongoing discussions please visit our online-platform: www.practical-reasoning.eu.

Would you like to contribute or be part of our discussions? Please contact Rasmus Johnsen: rj.mpp@cbs.dk

KEY CHALLENGES IN MOVING FORWARD

■ A business school must do more for its students than they can achieve in a corresponding period of actual business experience. **Which humanities and social sciences competences address this challenge properly?**

■ A business school education must not postpone responsible action. **Which teaching strategies can bring the ‘real’ world into the classroom and make responsible action take place already here?**

■ A business school must venture beyond teaching classic disciplines and leaving the task of integration to its students. **How is integration achieved at faculty level?**

■ A business school must address dilemmas in its time and be able to offer teaching material to assist its teaching staff in framing them. **How do we develop and share teaching material?**

■ A business school should assess its students according to what they have learned and go beyond assessment as reproduction of knowledge. **How can we develop new problem oriented methods and initiatives for assessment?**

SUMMARY ON THE CURRICULUM AND CASE-BASED TEACHING WORKSHOPS

Rasmus Johnsen, Copenhagen Business School

As part of the 2013 Copenhagen workshop "Humanities and Social Sciences in Management Education – Writing, Researching, Teaching", two workshops were arranged, dedicated to curriculum building and case-based teaching. Assisted by Bill Sullivan (Wabash College), Rob Austin (University of New Brunswick) and student representatives from the BSc/MSc in Philosophy and Business Administration (FLØK) at Copenhagen Business School, participants were invited to reflect on the opportunities and the practical challenges associated with the integration of social sciences and humanities in business school curricula. The exemplary background for both workshops was the FLØK-program. Although well known in Denmark, this program, which has existed since (***) at Copenhagen Business School, is still an exception in an international business school context, providing its candidates with a double degree in Business Administration and Philosophy. At FLØK, the general understanding that a company's main objective is to generate responsible growth is recognized, but is coupled with the understanding that this process takes place in interaction with the surrounding community and its social needs and challenges. While so-called "soft" themes, like Business Ethics and Corporate Social Responsibility have found their way into the curricula of most contemporary business schools, the FLØK program takes the question about how corporate and organizational self-regulation is integrated into a business model a step further, concentrating on the philosophical questions and dilemmas that arise within the different business disciplines. Drawing on both classical and contemporary philosophical theory, the program focuses for example on such themes as the existential and ethical challenges of work-life, the humanity of the Human Resource, the concept of money and profit, and the aesthetics of organization. Such themes are meant to supplement the understanding of business and management practices through an economical discourse alone.



While both workshops drew on experiences made at FLØK, this did not mean that the debates only contributed to developing this program further. Rather – and this was the intention – the dilemmas associated with integrating philosophy with more mainstream business themes, and the questions about what can be achieved with case teaching, gave participants the opportunity to discuss with like-minded colleagues also some of the more general, practical challenges related to the implementation of social sciences and humanities in management education. As the summary of the discussions that took place during the workshops makes clear, there already exists a fairly good conception of the direction we should be taking, but many questions still remain open.

SUMMARY OF THE WORKSHOP "ENHANCING PROGRAM ANALYSIS AND IMPROVEMENT: FLØK"

Facilitated by Bill Sullivan (Wabash College), Anders Møller, and Kasper Worm-Petersen (both MSc in Philosophy and Business Administration), this workshop revolved around how to construct curricula that responsibly engage with the challenge of implementing social sciences and humanities into management education. Prevalent themes were the challenge of integration (the open-endedness of philosophical vs. more problem-solving oriented teaching approaches), the question of teaching methods and examination, but also themes like faculty, student involvement and contemporaneity were touched upon.

INTEGRATION

One of the greatest challenges of integrating philosophy with business and management-oriented programs is the different methods of the disciplines. There appears to be at least some consensus about the qualities needed by people in professional life, like the ability to see clearly the potential meanings and relationships between different matters of concern; the capacity to make sound and responsible decisions and judgments based on the interpretation of such matters; and the skill of accounting for and communicating these interpretations to others so as to produce desired results in joint and collective practice. But it was clear from the debates taking place during the breakout sessions, that ideas about how to nurture such qualities in people are very different. While most management education curricula do reflect that the business school must be able to do more for its students than they could accomplish in a corresponding period of actual business experience, they also in practice uphold a rigorous distinction between the formalities of professional education and the "real world" out there, for example by insisting that education necessarily postpones the time of responsible action and that business cases merely "simulate" the much more complex reality existing beyond the classroom. So-called "applied" philosophy appears to suffer from some of the same problems: by separating the subject from its applications, such a perspective maintains the existence of a more "real" world beyond the one engaged with in the classroom. Both disciplines, in spite of sharing some teleological interests, stay safely within their own field, preparing for the "right" time for application. A fundamental challenge then, as it was addressed during the breakout sessions, was the problematic of creating a context that neither rests upon the assumption of "philosophy-in-business" or vice versa, but upon a reciprocal relationship between the two fields. Some of the reflections on what such a relationship entails were the following:

- Such a relationship goes beyond interdisciplinarity. It demands of both fields that they explore pedagogical means of getting rid of the ontological difference between 'the world out there' (the factual or 'natural' world that we did not create) and 'the world in here' (the suspended world of the classroom that we are constructing). The performative activity, which creates the distinction,

itself becomes a source of knowledge and a teaching objective. How and to what ends is it maintained?

- Philosophy is more than its concepts. It is also the practice and critique of rhetoric, philology and history. One aspect that philosophy must deal with, is whether it can engage critically with the business school, where 'critique' goes beyond the social critique of current models of economic thought and practice to systematic inquiry into the limits and possibilities of a doctrine or a set of ideas.
- Philosophy at the business school must critically explore, historically as well as not, the elements of social practices, for example legal or aesthetic, which constitute the economical frame of mind.
- Integration of philosophy (as well as human and social sciences in a broader sense) must be initiated at a faculty level. One of the challenges is that, just like the students, educators are not experts in two fields, but more often just in one. A faculty challenge then is also to bring educators out of their initial comfort zones. While this is difficult, teaching classes together to start an exchange of ideas may be a way to go. Do faculty members have colleagues, whom they feel would complement them well?
- While history is an essential part of philosophy and can be used to strengthen this aspect in management education, teaching philosophy as a history of ideas is also a trap. This is not only because it reduces philosophy to a discipline preparing us for how to go about the world ("what people used to do was this"), but also because it may fail to address the more practice oriented aspects of management education ("what to do and how to do it").
- The contemporaneity of the problematizations at stake in class is imperative. A good idea is to base classes on "teaching opportunities" and cases of immediate relevance, rather than to come from one field or the other. Can we teach accounting by asking how value is 'made' in a concrete context?
- Philosophical theories do not provide answers; they are responses to dilemmas arising in social practices and may help us to account for why we do as we do or why organizations are structured the way they are. Hence they cannot be applied.
- Multiframing is an integrative aspect. When students are able to "rediscover" one practice in another, the philosophical aspects of management education come to the fore. While the modification of learning is achieved as the learning process becomes 'packaged' as a uniform, interchangeable and standardized good, the ability of students to recognize structural likenesses in different social processes is itself an important learning objective.

GETTING STUDENTS INVOLVED

- The paradox of 'applied philosophy': Students expect to be presented with theories. But how can we find a way to teach theory and to teach philosophical reflection if theories are just to be 'applied' to practice? How can we interest students in philosophy broadly speaking if there is a pre-conception of how and what kind of philosophy is relevant to business situation?
- It is paramount to accept that the kind of students we are talking about here, the best of them perhaps, are neither philosophy students, nor business students. This must be reflected in the curricula and in the examinations. To successfully involve students, we need to create and share more learning material internationally, which does not begin at one end or the other, but addresses the integrative aspect immediately.
- Faculty networks should be used to make openings in the programs for internships specifically directed towards integrative fields. It is a good idea to get students to work in practice with some of the ideas that have developed at university.

NEW TEACHING FORMATS AND MATERIAL

- Case based learning offers a great opportunity to break the students out of the classroom. But cases right now are all 'business cases'. Would it be possible to develop new teaching material by turning case based learning upside down: Can philosophical problems be analyzed from a business perspective?
- Co-teaching should be implemented at a faculty level. Not only to get people acquainted, but also to force "new bastards from the womb of the departments." (!)
- We seriously need problem oriented teaching material to solve this issue. While they can sometimes be helpful, scientific journal articles are seldom helpful to students in understanding a problematic, simply because they are enmeshed in a discipline and too specialized.
- Creating a social experience with the group students may prove very helpful. This can be done by visits to companies, by having them seek out their own 'problems' and report back on it and/or by using the alumni network. Can you first make an experience and then start to analyze it afterwards?
- 'User-friendliness' is not the same as reducing content by creating an aura of innovation and spontaneity out of something, which is in fact calculated in advance. Although new media can be helpful, power point and podcasting also contribute to an understanding of content as mere parts sliced from the whole. In such cases, the organization of the whole makes no impression whatsoever except as an extrinsic demand which determines the range of what it is permitted to contribute with.
- Someone should write Sophie's World for the manager.



CASE-BASED TEACHING

Case based teaching offers a good basis for creating philosophy as a social practice in the classroom. As an exercise in reaching a certain level of consensus in the “society of the classroom”, case based teaching, also beyond the ‘traditional’ methods, can supplement the learning process with innovative techniques. It is important to think ‘cases’ beyond the classic Harvard/Ivey style and perhaps open up to new formats that can help to engage students by meeting them on their home turf. Multimedia cases, real-time, hands on cases (live visits, face-to-face interviews), virtual environments, out-of-the-classroom experiences, fictional scenarios (e.g. new forms of output like graphic novels, plays, movies, etc.) all represent good ideas that can perhaps be more formalized over the next years.



- Part of the exercise is about creating “affective hooks” through narratives that students can relate immediately to. Part of the teaching objective in this respect is also to allow students to put into words the experience of how their affects are manipulated.
- For student to avoid being ‘caught up’ in affect – and the ‘sophistry’ that follows with it, teaching objectives, also in open ended cases should remain closely tied to the virtues of learning to discover, order, verbalize, remember and present good argument. Such objectives require students to learn the arts of disposition, style memory and presentation.
- Developing cases that expound reflection of the kind that we are after here entails developing ‘meta-reflections’ on the format and message with which the case presents itself. Part of this can be done by supplementing the cases with theoretical readings, giving students a philosophical vocabulary to work with.
- Philosophical cases should have a ‘Socratic’ basis; that is, they should focus on exploration, but also on the need to account for personal beliefs. This entails moving students from a student role (= What do the teacher want me to say?) to the adult/professional role (= What is my position?), that is moving from ideal to real situations.
- The dramatics of case based teaching: It should not be forgotten that the power of cases is that they are narratives. Hence the dramatic structure of the case and the discussion plays an important role (--> Aristotle’s Poetics).

ASSESSMENT

An important aspect of developing new competencies integrating philosophy and management education is the assessment processes. Today, most of the ‘hard core’ business courses are assessed in a traditional manner, either using essays or oral tests. This seems out of tune with the how such courses are used in an integrative context. Challenging management students to integrate.

- If the students, for example, do ‘accounting for non-accounting students’, then why are they assessed like they were accounting students? We must challenge ourselves to think of new ways to assess students.
- Assessment should be problem based, rather than oriented towards repeating knowledge that has already been produced. As such, thinking of ways that employ what the students have learned, rather than asking them to reproduce what they have been told is important. The reproduction of knowledge in the assessment process force students to think of learning as predictable and without surprise.

The views expressed here are not necessarily my own, but are based on the input gathered by student participants during the breakout sessions.

HUMANITIES AND SOCIAL SCIENCES IN MANAGEMENT EDUCATION: WRITING, RESEARCHING, TEACHING
PRELIMINARY PROGRAM - COPENHAGEN JUNE 5TH-7TH

| | |
|---|---|
| WEDNESDAY 5 TH Carlsberg Academy | THURSDAY 6 TH Kilen Building, Ks51, CBS |
| 12:00-13:00 STANDING LUNCH | <u>09:00-10:30 WRITING</u> Chapter presentations and Discussions Can Management Education Practice Ranci re ? Isabelle Huault and Veronique Perret (Universit  Paris-Dauphine) The new spirit of the classroom: A quest for dissensus and equality Martyna Sliwa (University of Essex) and Bent Meier S rensen (CBS) |
| 13:00-13:30 WELCOME Per Holten Andersen (President, CBS) Lotte Jensen (Head of the Department of Management, Politics and Philosophy, CBS) | 10:30-11:00 COFFEE BREAK <u>11:00-11:45 WRITING</u> Chapter presentation and Discussion Social Media and the Classroom G tz Bachmann (Leuphana University L neburg) and Nishant Shah (Centre for Internet and Society, Bangalore, and Leuphana University L neburg) |
| 13:30-14:00 INTRODUCTION WRITING, RESEARCHING, TEACHING Timon Beyes and Rasmus Johnsen (CBS) | <u>11:45-12:00 WRITING</u> Next steps Chris Steyaert (University of St.Gallen) and Timon Beyes (CBS) |
| <u>14:00-15:30 WRITING</u> Chapter presentations and Discussions Ellen O'Connor (Independent researcher) The Test of Time: Historical Perspec- tives on Management Education Reform Christian De Cock (University of Essex) Done and to be Done: Creativity, Man- agement Education and the Humanities | 12:00-13:30 LUNCH In FUHU Lounge, Solbjerg Plads |
| 15:30-16:00 COFFEE BREAK | <u>13:30-16:30 TEACHING</u> Workshop “Enhancing Program Analysis and Improvement: FL K” Bill Sullivan (Wabash College), Anders M ller, Kasper Worm-Petersen (MSc in Business Administration and Philoso- phy) and Rasmus Johnsen (CBS) |
| <u>16:00-17:30 RESEARCHING</u> Workshop on the project “Humanities’ Business: European Perspectives on Management Education” Ulrike Landfester and J rg Metelmann (University of St.Gallen) | 16:30-17:00 COFFEE BREAK <u>17:00-18:00 RESEARCHING</u> “The Human Turn” research project and university education Sverre Raffns e (CBS) |
| 17:30-18:00 DRINKS | 20:30 INFORMAL GET-TOGETHER Pierre Guillet de Monthoux Mynsters vej 8, 2nd floor Frederiksberg (Tel +45 24983770) |
| 19:15 DINNER Madklubben, Tivoli Gardens Meet at main entrance | |

WELCOME TO COPENHAGEN

Dear colleagues –

The Copenhagen Roundtable “Integrating the Humanities and Liberal Arts in Business Educa-
tion” in October 2011 marked the first part of an ongoing conversation, sparked by the publica-
tion of the Carnegie II Report Rethinking Undergraduate Business Education (Colby, Ehrlich,
Sullivan and Dolle, 2011). Focusing on the development of new types of educational curricula
that address the role of management and organization in society, this conversation has brought
together European and US-based faculty in debate about the integration of the humanities and
social sciences with business studies and about how to address a changing environment of man-
agement education. These debates have engaged with how to see management education as a way
to develop students’ capability of practical reasoning, but also with how to think of such educa-
tion as a way to tackle the major socio-economic challenges currently shaping the organizational
landscape.

After stops in Aspen, Boston and St. Gallen, we are happy to welcome you in Copenhagen
to the conference “Humanities and Social Sciences in Management Education: Writing – Re-
searching – Teaching”. We like to think that CBS and its Department of Management, Politics and
Philosophy (MPP) are a good place to continue and deepen the conversation. After all, MPP is an
interdisciplinary research department that seeks to create learning and knowledge at the intersec-
tions of management, social sciences and humanities.

The three main topics on the agenda – writing, researching and teaching – reflect ways to
further develop the debates in a concrete fashion that may allow us to make an impact on our re-
spective schools. First, “writing” refers to the upcoming Routledge Companion to the Humanities
and Social Sciences in Management Education edited by Timon Beyes, Chris Steyaert and Martin
Parker. We will present the structure of this volume and have invited some of the contributors
to discuss early ideas and drafts for chapters. Second, “researching” relates to the research proj-
ect on “Humanities’ Business: European Perspectives on Management Education”, the European
answer to the Carnegie Report (Ulrike Landfester and J rg Metelmann), as well as the CBS-based
research project The Human Turn (Sverre Raffns e) and its implications for university education.
Third, “teaching” will consist of two workshops dedicated to curriculum building and case-based
teaching initiated by Rasmus Johnsen.

Like its ‘sister workshop’ on “Practicing Humanities and Social Sciences in Management
Education”, which took place in St. Gallen in November 2012, the three Copenhagen days are
generously supported by the German Haniel Foundation and Horstmann Foundation. Moreover,
this summer – and thus the conference – marks the beginning of the “European Haniel Program
on Entrepreneurship and the Humanities”. The European Haniel Program will bring together
University of St. Gallen and CBS to develop and realize innovative teaching formats based on the
humanities and social sciences. On Sunday, June 9, 30 CBS students along with 3 members of
MPP faculty will be on their way to St. Gallen to meet 30 HSG Students and local faculty for the
European Haniel Program’s first summer school, of which at least three more are to follow in the
years 2014-2016.

We would like to thank Haniel Foundation and Horstmann Foundation for making all of
this possible. And we wish all of us fruitful and joyful days of exchange and thinking.

Rasmus Johnsen, Timon Beyes and Mathias Adam Munch

HUMANITIES IN BUSINESS EDUCATION: WHO'S GETTING A MOVE ON HERE?

Sunmin Kim, Studentreporter

PUBLISHED IN 2011, THE SECOND CARNEGIE REPORT EVOKED NUMEROUS DEBATES AMONG BUSINESS SCHOLARS. ACCORDING TO THE REPORT, BUSINESS SCHOOLS ARE IN NEED OF A MAKEOVER, SPECIFICALLY TO INCORPORATE MORE HUMANITIES AND SOCIAL SCIENCES. ALONGSIDE US-BASED CARNEGIE FOUNDATION AND ASPEN INSTITUTE, TEACHERS AT UNIVERSITY OF ST. GALLEN, BARCELONA'S ESADE BUSINESS SCHOOL AND COPENHAGEN BUSINESS SCHOOL ARE TRYING TO MOVE THE REPORT'S AGENDA FORWARD.

It wouldn't be the first time that a Carnegie Report changed business and management education. When the Carnegie Corporation of New York (which established the Carnegie Foundation for the Advancement of Teaching -- "Carnegie Foundation") commissioned and financed the first study on business education in 1959, the conclusion it drew was a lack of quantitative studies at business schools. With the simultaneous publishing of "Higher Education for Business" by the Ford Foundation with similar findings, business education was subsequently reformed according to the reports' findings and recommendations.

Today, over 50 years later, the Carnegie Foundation took another critical look at the current state of business education, publishing the second Carnegie Report ("CR II"). As Pierre Guillet de Monthoux, Professor of Philosophy in Management at the Copenhagen Business School puts it, "They basically found that they were wrong. And now we need to go the opposite way" -- meaning more humanities and the arts.

Guillet de Monthoux is one of the leading figures of the current movement, trying to address the findings of CR II with their fellow teachers at business schools, mostly in Europe. "He was really critical in Europe because he read the report and it just galvanized him. A year after he read it, he was still having these volcanic eruptions of enthusiasm," remarks Ellen S. O'Connor, a US historian on management education.

He credits his good friend and colleague, Matt Statler, Professor at Stern School of Business, NYU, for introducing him to the report and thus the Carnegie Foundation and their researcher and one of its authors, Bill Sullivan. Having visited CBS previously, Statler had "suddenly sent [Guillet de Monthoux] an email saying, 'Hey, yesterday, I had a group from the group of philosophers from Carnegie Foundation in my classroom, and they're doing a report on how to education people in philosophy. I think this is something for you guys and they should come and visit you because you are good at that.'" Statler's classroom was one of the 10 business programs in the US studied by Sullivan in producing the report.

The report was initiated from years of work by its authors, who "knew a lot already about education management at the undergraduate level," Sullivan says. By assessing the 10 US business programs, which "had in common that they had a serious attitude about bringing business education into liberal arts," they set out to "recognize common features and develop generalized principles that should be applied to any business program."

As head of the Department of Management, Politics and Philosophy, CR II, once published, gave Guillet de Monthoux a broader context of not only the state of current management education, but of the financial and economic crisis during the time as well, what he calls "a mess on a global scale."

He recounts dramatically in a departmental magazine editorial published in 2011:

Two years ago, [the department] was struck by a heavy blow. In an evaluation report, three international experts stated that we had become 'MAINSTREAM.' Mind you we never tried intentionally, we have adamantly published stuff we believe in in journals we like, we have taught courses in line with our convictions and tackled problems high on our agenda. So don't blame it on us! ...To our department of philosophers and historians, political scientists and innovation scholars, [the mess on a global scale] did not come as a real surprise. The only strange thing was that the Carnegie Foundation published a report turning their half a century old predecessor upside down. What now threatens us to go mainstream is the suspicion that those rational models and nice management tools might cause failure and not success.

After the report was published, Guillet de Monthoux and his department invited Sullivan to come to Copenhagen in October 2011 and talk about the findings at what was known as the first "Copenhagen Roundtable." Just when Sullivan returned to the states, the Aspen Institute approached him to arrange a "Carnegie Consortium." The Aspen Institute had been training political and business leaders in philosophical reasoning for the last thirty years (their most notable and relevant program at the time being Beyond Grey Pinstripes Ranking -- see our interview here). Bill agreed and proposed including CBS scholars as well. "Finally, ESADE and St. Gallen joined too," describes Guillet de Monthoux of the emerging network of progressive European business schools.

The workshop that recently took at CBS is the second in the series of workshops still carrying this conversation forward, funded by the Geschwister Horstmann Foundation and the Haniel Foundation, a small German foundation that has already been working with CBS and University of St. Gallen for 10 years with the Haniel seminars. Like many European foundations, the Haniel Foundation is linked to a large family firm in Germany, which shares the vision of a "respectable salesman," and aims to "educate young leaders and managers of the future," says Anna-Lena Winkler, the foundation's program manager. With their university collaborations, they "want to share this vision, by working very closely with [the universities], backing vision with [their] name and funding."



Even though they have consistently travelled to be present at these workshops, Winkler recognize though the importance of universities and key faculty like those at CBS and University of St. Gallen: “We are not the experts. We want to remain very close in contact, but it’s more important to be transparent what we both want to achieve. With trying to move systems, a lot of walls do come up, and it’s very important to have full confidence in [the faculty].”

On the stateside, this movement is still mostly led by Carnegie Foundation and the Aspen Institute, which has now created an Undergraduate Business Education Consortium, involving over 30 schools. Sullivan and James Walsh, Professor at the Ross School of Business, University of Michigan, have worked to bring much of the robust investigation and garner academic support. Walsh, an ex-president of the Academy of Management, was brought in by Statler in order to arrange workshops with similar themes sponsored by The Management and Education Division of the Academy of Management.

What’s next on the movement’s agenda? When asked about the future of this movement and any foreseeable roadblocks, Sullivan answers:

These things are always very uncertain. When these things happen, it’s easy enough to see in hindsight. It’s not clear what will develop in this, but I think it’s important that this has chimed with a number of universities. It validates the diagnosis that the report set out to confirm in the first place.

Sufficient emancipation of all stakeholder groups is at the core of what the Carnegie Report and what its continuative progressive movement stands for. For the Haniel Foundation, Winkler says, “A wall that we will face in the future is the many students and professors who will question our collaboration and what we are working for, as with any new programs. But it’s important to hear the critics and involve them. But we also need to talk to business people -- what do they need?” Whether fellow students and faculty, or employers and university partners, she says, “We have to relevant with the right stakeholders.”

She adds optimistically, “Of course, we could start to build up a lobby of family foundations, and firms. We need as many people we can have behind this movement. We could even start with cooperation between foundations. We are, after all, trying to change a lot together.”



ABSTRACTS - WRITING

THE TEST OF TIME: HISTORICAL PERSPECTIVES ON MANAGEMENT EDUCATION REFORM

Ellen O'Connor (Independent researcher)

This chapter interprets the volume and the related projects in teaching and research as one comprehensive initiative intervening in a long series of organized efforts to rethink and reform management education. This approach brings out the historical and strategic significance of the initiative, which reacts--consciously and unconsciously, directly and indirectly--to the form, content, purpose, values, and consequences of the previous large-scale intervention, the so-called New Look or Business-School Revolution of the mid-20th century. These reforms helped make the business degree into the most popular university offering of the last century, but they also raised expectations for professional managerial practice and for the practice of professional management education.

The present initiative comes to terms with this challenge by revisiting the roots of the promise of management education: to develop individuals such that they make a particular kind of contribution to society. Although the initiative is framed in disciplinary terms--integrating the humanities and social sciences into management education--the historical and strategic significance are both more visionary (e.g., bringing educational philosophy and theory to bear) and more concrete (in terms of rethinking and reinventing pedagogical practices).

DONE AND TO BE DONE: CREATIVITY, MANAGEMENT EDUCATION AND THE HUMANITIES

Christian De Cock (University of Essex)

“No word in English carries a more consistently positive reference than ‘creative’, and obviously we should be glad of this, when we think of the values it seeks to express and the activities it offers to describe. Yet, clearly, the very width of the reference involves not only difficulties of meaning, but also, through habit, a kind of unthinking repetition which at times makes the word seem useless.” (Williams, 1961: 3) Who would argue with Raymond Williams in times, when organisations categorised as ‘creative’ are assumed to exhibit characteristics leading to effective responses to environmental demands in order to compete and retain competitive advantages?

My talk and my proposed chapter will engage with the potential of ‘creativity’, which includes reflections on its difficulty and sometimes uselessness, in the context of management education and the humanities. It will follow three interrelated trajectories: First, drawing on my personal experience from having been involved in ‘creativity training’ in a business context for over 20 years; second, sketching a critical approach to ‘creativity in business’ literature and practice; and third, basing my thoughts on theoretical and historical reflections on the notion of creativity.

ABSTRACTS - WRITING

CAN MANAGEMENT EDUCATION PRACTICE RANCIÈRE?

Isabelle Huault and Veronique Perret (Université Paris-Dauphine)

This paper aims to contribute to the literature on Critical Management Education (CME) by engaging with Rancière's work on education, most notably "The Ignorant Schoolmaster" and the debates around it. Rancière's thinking raises fundamental questions regarding the position of authority and the expertise of the critical educator, while at the same time dispelling the illusion of collaboration and consensus with participants. By presenting equality as an assumption to be actualised, Rancière invites us to reject the appropriation harboured by expert knowledge and the assignation of positions that this implies.

However, the lack of interest shown in the issue of institutionalised emancipatory forms of education could imply that it is difficult for Rancière's work to be operational in the field of management education. Indeed, it fails to provide direct or mechanical answers to the questions raised by CME concerning the teaching method to be institutionalised. Neither does it suggest a solid educational device whose effects could be imagined in advance. Thus, our paper entails a reflection on what Rancière's thoughts would "do" to management education, and how they could be brought into it, and perhaps "taught". We show that Rancière focuses on the prerequisites –the hypothesis of equality– that are likely to lead to the emergence of fragments of emancipation. On this basis, we can restructure the place of management and management education as a fertile ground for the emergence of dissensus in order to politicise what was neutralised and to give voice to those who have no voice.

THE NEW SPIRIT OF THE CLASSROOM: A QUEST FOR DISSENSUS AND EQUALITY

Martyna Sliwa (University of Essex) and Bent Meier Sørensen (CBS)

The deployment of humanities and social sciences in management education has by now become, if not common, then at least sufficiently frequent for it to constitute a 'body of pedagogic interventions' that take place across business schools in different countries. The purpose of our chapter is to problematise the use of humanities in management education in the context of a number of phenomena underlying education within the contemporary business school. To start with, 'the new spirit of capitalism' has brought with it a cascade of changes in the world of work, for example: the installment of the passionate body and the assertive bodily comportments as central to labour on account of this passion's connection to creativity and excess; the eschewing of routines and the production of scenic emergence and unique character; and the shift from discipline to control, i.e., from the confined body to the excessive and continuous modulation. These have raised questions about which kind of subjectivity is deemed appropriate for such new labour market premises, and what role the business school can play in the formation of this subjectivity. In addition to the expectations that the 'brave new world of work' imposes on the 'body at work', and the possible implications these have for the form and content of management education, the composition of the 'student body' has also changed. Globalisation, economic growth and commodification of education have resulted in previously unprecedented flows of rather diversely educated students in need of what they believe to be a CV-strengthening master degree from a western university. As a consequence of this trend, many business school courses nowadays have become culturally diverse, and quite often, filled with students coming from a social and educational background very distant from the one to which they have come to study for their business-related degree. This has presented those management educators who nurture the ambition to

ABSTRACTS - WRITING

draw on humanities and social sciences in their educational practice with an additional dilemma: not only do they need to ponder the relevance of their pedagogy in the context of the contemporary labour market, but also in relation to a population of students who haven't previously been exposed to education in the spirit of Bildung and to universities of Humboldtian descent. In our chapter, we take as the point of departure a management course given at a UK university, in which we deployed novels as vehicles for exploring the world of organisation. Throughout the course and the assessment of students' work, it transpired that the inherent biopolitical frame of this endeavor had by no means been clear to the educators from the outset. It turned out that the 'values' of the European, humanistic tradition were not part and parcel of every student's socialisation, and the immanent attempt to impose these values upon the students did, to a certain extent, happen without having been recognised and explicitly acknowledged by the educators. The chapter will reflect on the insights gleaned from our 'pedagogic intervention' in the context of the western notion of Bildung and Rancièrian pedagogy of dissensus.

SOCIAL MEDIA AND THE CLASSROOM

Götz Bachmann (Leuphana University Lüneburg) and Nishant Shah (Bangalore University, and Leuphana University Lüneburg)

Our chapter looks at some recent experiments in media studies higher education, which re-articulate form, function and nature of digital technologies in contemporary classrooms: A Postgraduate Programme (Ma/MSc Creating Social Media at Goldsmiths, London), an Undergraduate Programme (BA Digital Media at Leuphana University, Germany), a Massively Open Online Course (Digital School at the same University) and a peer-to-peer-based offline and online learning experiment with 500 Undergrad students from nine Indian universities. The aim is to explore, how such experiments can contribute to new forms of management education in regards to its content, media, pedagogy, economics, and to the inseparable mix of all these.

THE HUMANITIES TICKET – A HITCHHIKER’S GUIDE FOR BUSINESS STUDENTS

Camilla Falkenberg, Grasp

THE DEMAND FOR GRADUATES WITH AN INTERCULTURAL UNDERSTANDING OF SOCIETY IS GROWING, THUS MAKING THE CONTEXTUAL STUDIES INCREASINGLY IMPORTANT. BUT HOW CAN THE HUMANITIES AND SOCIAL SCIENCES HELP BUSINESS EDUCATION AND HOW IS IT INTEGRATED AT THE INSTITUTIONAL LEVEL? WE SAT DOWN WITH ULRIKE LANDFESTER, VICE-PRESIDENT AT THE UNIVERSITY OF ST. GALLEN, TO GET AN INSIDE VIEW ON THE HOW-TO WHEN IT COMES TO INCORPORATING CONTEXTUAL STUDIES IN BUSINESS EDUCATION.

In the book Rethinking Undergraduate Business Education by the Carnegie Foundation for Advancement of Teaching, it is stated that business is the largest undergraduate major in the US. The book also states that the business sector plays a central role in the well-being and prosperity of society. This calls for quality education for business graduates moving beyond a narrow one-solution-oriented mindset to creative thinking with an enhanced understanding for social contribution.

Striking while the iron is hot, a partnership between the University of St. Gallen, Copenhagen Business School, and the Haniel Foundation Germany has taken form. Building on this Carnegie Foundation study the partners gathered at the Copenhagen Business School in June 2013, for the workshop “Humanities and Social Sciences in Management Education: Writing, Researching, Teaching” to discuss the future of European business education.

While other business schools have just begun implementing humanities and social sciences into their curriculum of business education in the last recent years, University of St. Gallen has been teaching it since its founding in 1898. At the workshop, we met with Ulrike Landfester, Professor and Vice-President at University of St. Gallen, to talk about why and how humanities should and can be incorporated into business education at the institutional level.

WHY WE NEED HUMANITIES

In the aftermath of the latest financial crisis, a need for self-examination was present in the business world. Rapid and violent changes in the prosperity of the economy changed the name of the game. Before the crisis, the demand for specialized business graduates with one-answer solutions was high. But after the financial crash of 2008, the demands have changed. Now, we are in need of

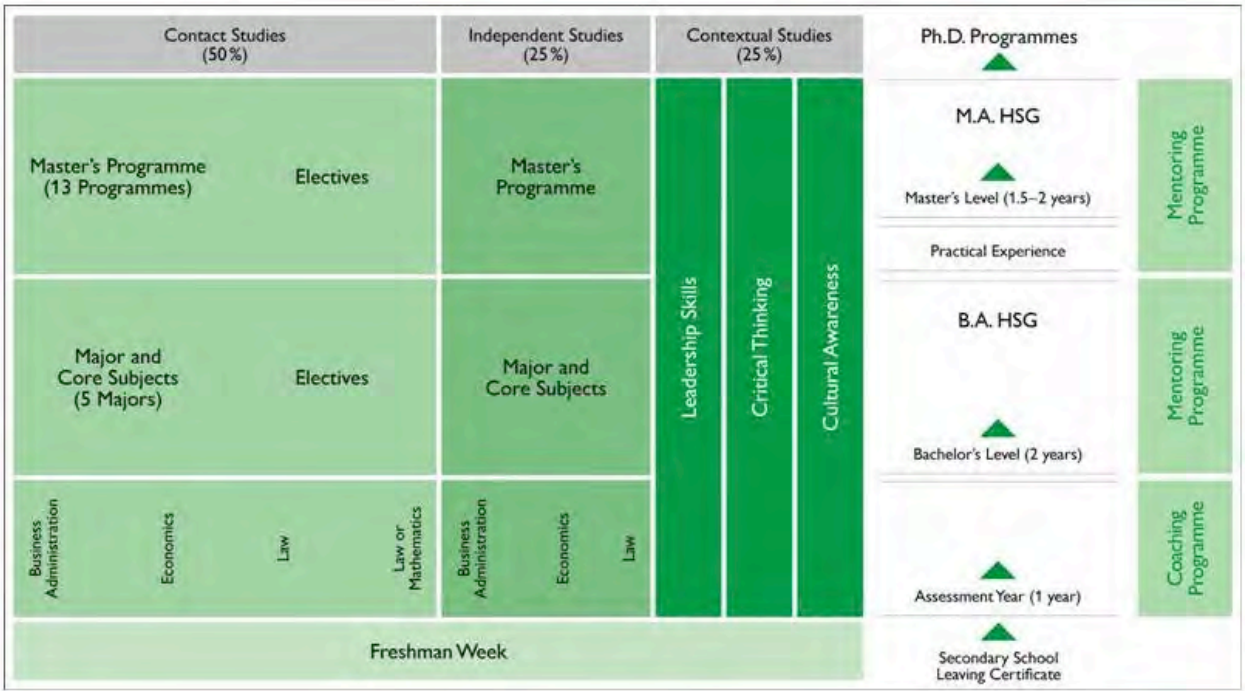


graduates with a deeper understanding of society, culture and more abstract thinking and problem resolving.

“There are few universities who, top-down, say that we require each and every student to take contextual studies,” Landfester says. “But there are more and more universities who realize that there is something missing in business education. As the blame for the recent crisis continued to be laid at the door of business schools and business universities, these institutions try to find out whether they did wrong or not – and if they did wrong, why, and how can they remediate it. In this development, I think there are huge dynamics into the direction of integrating the humanities and social sciences into business education.”

To enable students to understand management challenges in a broader context with all its complexities and different aspects, the University of St. Gallen integrates humanities and the social sciences with its business administration and economics curricula. The aim is both answering a growing demand in society for intellectually versatile graduates and developing the students personally in the spirit of humanistic education.

“What business can learn from the humanities is to endure the ambivalence of business, because business education is usually aimed at trying to teach you how to solve problems with one solution or one answer. Humanities teach you that there is no such thing as one answer, and even that there is no such thing as one question. We try to write a kind of hitchhiker’s guide to the galaxy for business students so they don’t run after that one answer. Ask yourself: What are the notions that have formed that question? What is the framework in which you want that question answered? Then you have what the humanities try to feed into the business education,” explains Ulrike Landfester.



THREE LEVELS OF EDUCATION – 25 PERCENT CONTEXTUAL
With more than 100 years of teaching, University of St. Gallen has made many reforms over the years to meet the ever changing demands of a growing society. The latest and most significant was after the Bologna Process in 1999, the resulting reform designed to ensure comparability in standards and quality of higher education qualifications and to prepare students for their future lives as contributing citizens to society.

“Before Bologna, we had a system where you could choose whether you wanted to do German literature in your finance bachelors or masters for example. Now it is a modular system, where you can choose between 350 different courses. It means that you can follow your own interests and you can go from journalism to including German language literature. It is not a complicated model and you can choose from semester to semester what suits you the best. We found that this would give our students more freedom and more range from their individual interest,” Landfester explains.

The University of St. Gallen offers a three-level and three-pillar model. The levels are the Assessment level, the Bachelor’s level and the Masters level, and cross cutting through them are the three academic pillars of Contact Studies, Independent Studies and Contextual Studies.

In the first year, also known as the Assessment Year, all the students must complete the same curriculum to meet the requirements for the Bachelor’s level. At the same time, this is a trial year, where the students can figure out if St. Gallen is the right school for them and vice versa.

“They can assess if they want to study at St. Gallen, and we can assess if they are the right students for us. In this assessment year they are already offered a number of contextual studies courses and during that year we explain to them, or try to explain to them why and for what they might need us.”

At the Bachelor’s level a wide range of courses are available to the students where they can focus on their individual interests. Finally at the Master’s Level the students can choose from thirteen different programs to sharpen their professional academic profile.

Of the three academic pillars the Contact Studies is the most significant. The main objective is to establish “contact” with the three core subjects of business: administration, economics and law. The contact studies make up 50 percent of the coursework, and one third of the lectures are elective courses chosen by the student according to his or her interests. The Independent Studies incorporate a variety of methods and individual lectures and seminars. They form an area of studies within the core subjects, thus allowing the student to dive deeper into the core subjects. Finally, the Contextual Studies contains three subjects – Cultural Awareness, Critical Thinking and Leadership Skills. This pillar is designed to prepare the students for their working life in society. Within these subjects, themes such as working methods, history, philosophy, ethics, psychology, sociology, cultural understandings and foreign languages are taught.

Landfester tells, “Roughly speaking, our experience is as follows: Students come in part of the contextual studies to the University of St. Gallen. During the course of their studies they are unwilling, rebellious and unnerved, that they have to spend so much time on something of which they cannot immediately see the cost of opportunity lying before them. But give them two or three years after they have received their diploma and they come back and say, ‘Now I’ve realized. Now I know what it is good for.’”

To make sure that the students receive the proper amount of humanities and social sciences, 25 percent of the student courses have to be contextual studies. The requirement for the 25 percent also includes foreign languages.

“It was a question of principle for the department for the humanities and social sciences of which I am part. But that decision implied that we would offer courses designed for the business education. That is, I will not have my students recite poems. I am doing courses on who is Europe, what is the cultural context of business models and so on. This is the plan, and it works pretty well I think,” says Ulrike Landfester.

ROOM FOR IMPROVEMENT

While it seems that acknowledging the need for change and implementing it is the first big step towards more balanced business education, there is still plenty of room for improvement.

“I see room for improvement on both sides of the chasm. Business students and business faculty have tended for a long time to business as reality, and humanities and social sciences as somewhere between fantasy and the icing on the cake of culture. On the other hand, the humanities and social sciences scholars think themselves to be the stakeholders of beauty and all that is good, and they have a kind of genius arrogance, which needs to be mastered if they don’t want to be marginalized. The humanities and social sciences got under pressure because they could not be bothered to explain their value to society. And I think that will have to change, just as well as the business education has to take into account, that there is a number of competences which they can get from the humanities and social sciences that they themselves do not teach,” Ulrike Landfester assesses.

The playwright Bertolt Brecht once said that “Mixing one’s wines may be a mistake, but old and new wisdom mix admirably”. And true to humanistic form, more and more business universities are starting to develop new ways of building business education with a touch of humanities and social sciences.

Changes are already visible. For instance, the Copenhagen Business School has a range of courses in anthropology, sociology and philosophy applied to business and the University of Essex has courses on creative thinking. But according to Landfester, there is still some ground to cover.

“Globally, it is a process of emergence. Questions are being asked; carefully framed part-projects are still timidly proceeding. Universities are not quite sure that they can get away with it, when really rigidly integrating humanities and social sciences. It is the first state of emergence of what I hope is going to be a change in the institutional attitude towards business education,” Ulrike Landfester concludes.



ABSTRACTS - RESEARCHING

INTRODUCING “HUMANITIES’ BUSINESS: EUROPEAN PERSPECTIVES ON MANAGEMENT EDUCATION”

Ulrike Landfester and Jörg Metelmann

To start, we will present our research project on European achievements in integrative management education. Funded by the presidency of the University of St.Gallen, our research seeks to research and formulate a European response to the Carnegie report on undergraduate business education. Based on quantitative and qualitative data, our aim is to map best practices all around Europe with regard to innovative and successful ways of bringing the Humanities and Social Sciences into Management Education. The project picks up ideas of our St.Gallen workshop in November 2012 and hopes to find the same encouraging spirit of bringing people and ideas together in Copenhagen.

THE HUMAN TURN: A NEW AGENDA FOR THE HUMAN SCIENCES

Sverre Raffnsøe

Humanity can no longer conceive of itself as a minor and inferior being, living within and exposed to a larger globe. In the Antropocene, human activity has become a major global factor in future developments with a decisive impact on the biological, physical, and chemical processes of the Earth. As a result of a long and protracted development, spanning millennia, the human condition has finally changed significantly within the last hundred years. The ‘humble creature living on earth’, ‘anthropos’, has become a powerful, situated and exposed being; and humans must be able to account for, face up to and claim responsibility for this favorable and unfortunate situation.

Concurrently with this global turn towards the human, a human turn is evident in a number of other regards within the last hundred years. The human factor is asserted to have acquired decisive importance for innovation and productivity, sustainability, and for the economic and social creation of value. Human activity and human existence appear to have become present everywhere as a recognized and unavoidable condition for management, organizational activity, and value creation.

This situation leads to an intense investigation of the human in research and education; and it necessitates a reflection on the scientific perspectives, knowledge, theories, and methods that help shape today’s image of and societal governing of human beings. The talk will reflect upon the role of, the challenges and possibilities for, the human sciences, as they have to face this human turn.

WHY FUTURE BUSINESS LEADERS NEED PHILOSOPHY

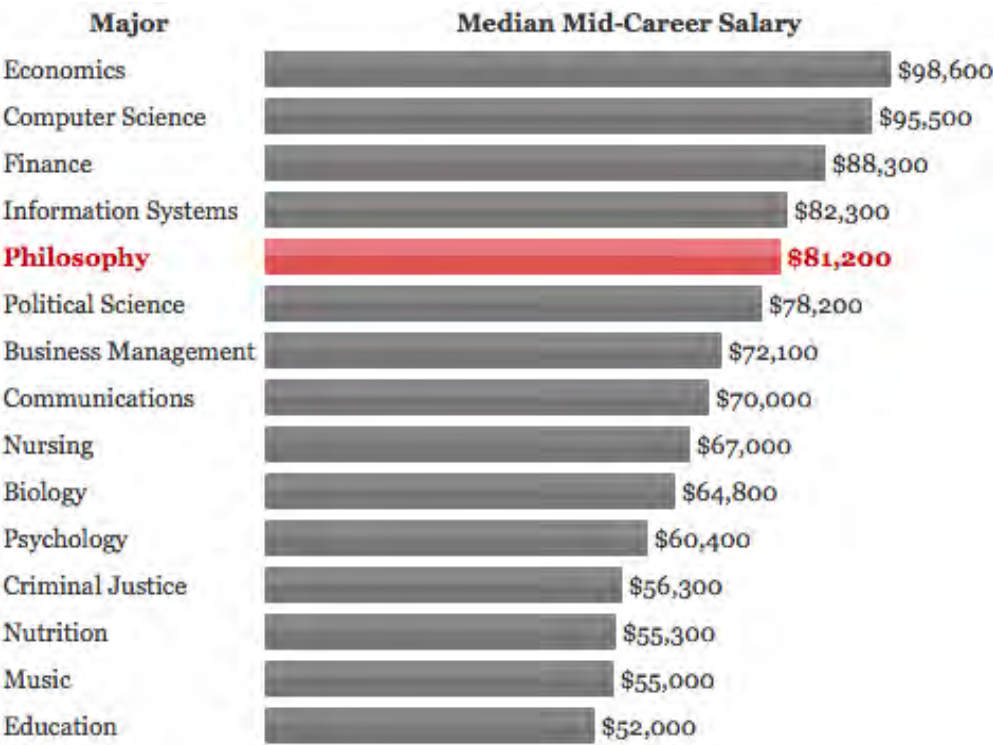
Anders Berg Poulsen, Grasp

WHEN ADDRESSING THE CHALLENGES PUT FORTH BY AN INCREASINGLY COMPLEX BUSINESS ENVIRONMENT, LOOKING TO TRADITIONAL BUSINESS MODELS WILL NOT SUFFICE. WHAT IS NEEDED IS AN INCREASED FOCUS ON CRITICAL REASONING TO CHALLENGE THE BASIC ASSUMPTIONS OF BUSINESS MODELS AND PRACTICES.

In the wake of the financial crisis, an era of severe turbulence, rapid changes and increasing complexity has emerged. A black cloud hangs over the past decade’s economic prosperity and global consumption habits, which fundamentally challenges the purpose of business. All too often the approach to business practices has been one-dimensional, lacking in richness and depth. This goes for both the cheerleaders and the critics of the current business practices. In these times, it is important to be able to view the world in different shades – one of possibilities, rather than constraints. While the discipline of philosophy can help pave the way forward, it remains to be widely regarded as irrelevant to formal education programs in business schools. But they might think differently, if they take a closer look.

“Once hired, philosophy majors advance more rapidly than their colleagues who possess only business degrees” writes Thomas Hurka, Professor of Philosophy at the University of Calgary. He strongly advises the younger generation to consider majoring in philosophy, if they want to be successful in business. This is supported by a recent study by Payscale, which shows that while starting salaries of philosophy graduates might be less than those with business degrees, by mid-career, the salaries of philosophy graduates surpasses those of marketing, communications, accounting and business management. Taking this into consideration, it appears that having the right business degree from a prestigious business school does not guarantee a successful career in business.

Following this line of thought, Matthew Stewart, former management consultant of the



By Mid-Career Philosophy Majors have a higher average salary than Business Management Majors – Photo credit USC Dornsife

Mitchell Madison Group tells, “If you want to succeed in business, don’t get an MBA. Study philosophy instead.” In his experience, MBA programs basically involved, “taking two years out of your life and going deeply into debt, all for the sake of learning how to keep a straight face while using phrases like “out-of-the-box thinking,” “win-win situation,” and “core competencies.” Even though this is arguably an exaggeration of the current state of business education, it is hard to neglect the verity: the concept of ‘business as usual’ in management education is swiftly becoming old-fashioned, while the socio-economic challenges of globalization only mature. In many countries, labour market conditions are deteriorating with unemployment rates worsened to an unprecedented level. For the younger generation, the prospects of employment are declining, as they are often the ‘last ones in’ and the ‘first ones out’ of a bleak job market.

“The world of work is currently out of sync with the world of education – meaning young people don’t have the skills needed to get jobs,” says Dominic Barton, Global Managing Director of McKinsey & Company, calling for urgent action. Instead of focusing on the lack of jobs out there, he argues that the available openings require skills that the younger generation simply do not possess. They face a distinctively new normal, as the operational capacities of business leaders are fundamentally changing. In order to successfully navigate in an uncertain, volatile and increasingly complex business environment, a supplementary approach to rational problem-solving and optimal decision-making is required.

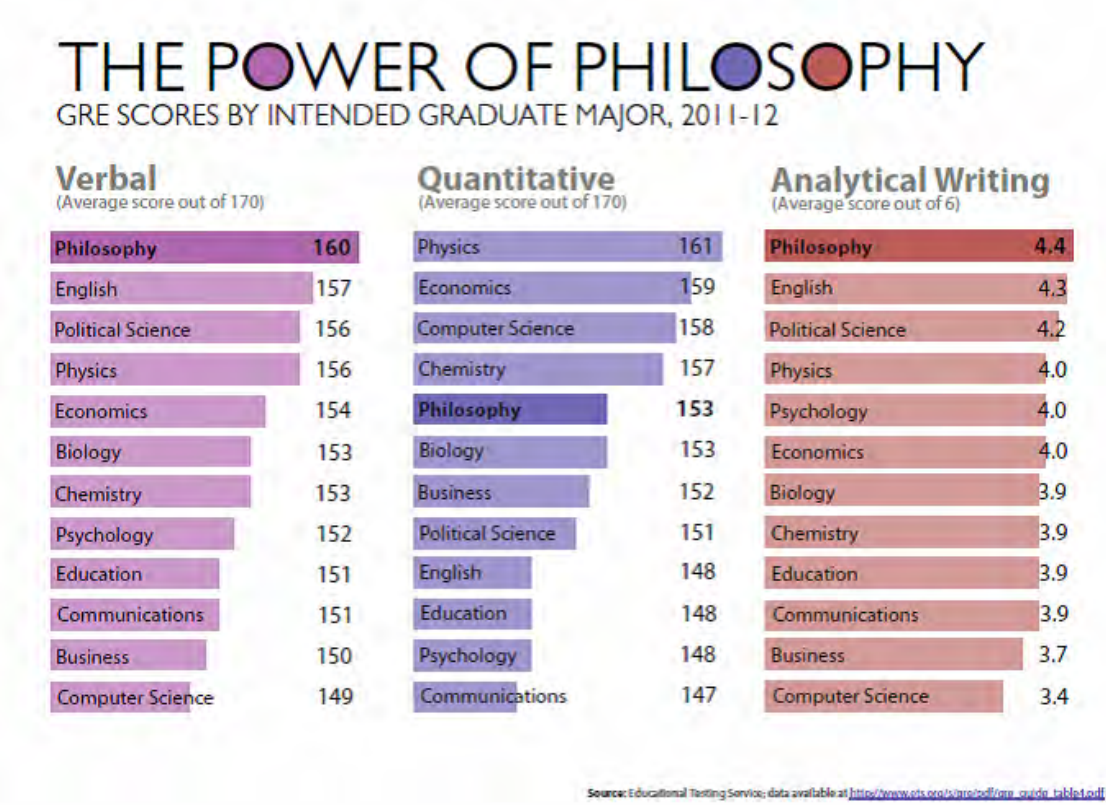
The rising demand for both creative and concrete problem-solving as well as abstract and strategic thinking indicates the necessity to broaden the reflectivity-horizon of the narrow business perspective that future business leaders will determine their decisions within. Business tends to seek one rationalised conclusion at the expense of others. This closes opportunities, rather than opens them. Philosophy, on the other hand, can through critical reasoning continually question

and rethink the assumed certainties and its basic premises. In this sense, business and philosophy might seem poles apart at first glance and their interdisciplinary potential has for long been largely unrecognized on traditional business schools, but this is about to change.

RETHINKING BUSINESS EDUCATION

In the book Rethinking Undergraduate Business Education, the renowned Carnegie Foundation for Advancement of Teaching took the lead in transforming the preparation of future business leaders. In the US, business is the most popular field of undergraduate study, reflecting the growing centrality of business in society today. According to the authors, it is therefore of utter importance that future business leaders function both productively and responsibly in a highly demanding and increasingly complex business environment. However, the results of the nationwide study of undergraduate business education cited in the book showed that it “is too often narrow, fails to challenge students to question assumptions, think creatively, or to understand the place of business in larger institutional contexts.” The implications of their observations suggest that business education neither guarantees success, nor prevents failures in business. So, what is to be done? In confronting the challenge, the authors argue for an integrative approach that combines the business disciplines with liberal arts and social sciences in order to help future business leaders have a better understanding of the other institutional sectors, the pluralism of values and operating logics that businesses depend on. This could prove to play a decisive role in the future business environment, when adapting to change is not enough.

Following the movement, Per Holten-Andersen, President of Copenhagen Business School, took action. “The market forces are so strong that they force us to go in a direction that some of us actually don’t favour,” he says. At the 2012 Academy of Management Annual Meeting in Boston, he delivered a provocative speech to the gathering of scholars and business leaders



Philosophy Majors are among the highest scoring graduates within Verbal, Quantitative, and Analytical Reading
Photo credit PLEAS AND EXCUSES



in the management discipline. In the wake-up call, he advocates that we must be willing to constantly challenge our traditional beliefs and perceptions in order to engage in the discussion of where we are heading, and where we want to head. The call to confront our habitual mindset is not grounded in the common anti-capitalistic bias, where business is evil and cannot be trusted, but in an assessment of the long-term socio-economic impact of short-term decision-making. He explains: "I am not an anti-capitalist. I should say that I am actually a great believer in the merits of capitalism myself. But I am certainly more in favour of democracy than the very raw capitalism that we are seeing at the moment changing Europe and also parts of America." These thoughts might not be new, but it is certainly a remarkable statement bearing in mind his influential position and the crowd of business-enthusiasts he was addressing.

WHY IS PHILOSOPHY USEFUL?

So what does all this have to do with philosophy? For too long, philosophy-bashing has been keen to follow the mantra of 'too much talk, not enough action' in the field of business. This is not, however, surprising if you approach philosophy with the same instrumentality that dominates business. Philosophy pursues questions rather than answers them. In this sense, the responsibility of philosophy is not so much to answer our questions, but to question our given answers. This raises the question: What is philosophy? Just to be clear, philosophy is not some kind of recipe or precept. You do not become a moral subject by studying Immanuel Kant or a good citizen by reading Plato's *The Republic*.

Nevertheless, the placement of the concept of morality or justice under an investigative lens can help us move beyond the confinements of prevailing knowledge. This is the essence of the discipline of philosophy – it teaches not what to think, but how to think. It examines the enduring fundamental questions concerning human life, society, ethics and knowledge, just to name a few. Whereas, the business discipline represents a definite ordering of the world through the fabrication of concepts, methods and models as a way to reduce complexity, philosophy explores its conceptual framework and developments. It goes without saying that Porter's Five Forces and almost every other generic framework for problem-solving are heuristics: they can speed up the process of finding a solution, but it is at the expense of autonomous thinking. In this way, philosophy can help articulate the blind-spots of business by looking behind its assumed certainties and theoretical preconditions. By pondering the questions which are beyond the scope of business, philosophy can broaden the reflectivity-horizon of future business leaders to help them manage complexity and make sound decisions, not only in the purview of good business, but also in accordance with the needs of society.

This, however, does not point to a future of philosopher-leaders, as Plato encouraged. This is because the pragmatic judgement and technical expertise of business is still very much needed to direct the philosophical reflections towards practical decisions and concrete actions. In this regard, business models, concepts and strategies are certainly still a necessity. But in order to keep improving them, philosophy demands attention. This is the interdisciplinary potential of business and philosophy. So don't worry, there will still be plenty of need for specialized business experts, which turns us back to the initial question: Is philosophy really a passport to a successful career in business? No, but it is definitely not irrelevant. Not for business. Not for career progress. Not for society.

THE NEW CONTENDER IN THE GAME OF RANKINGS

Anders Berg Poulsen, Grasp

BUSINESS SCHOOL RANKINGS PLAY A MAJOR ROLE IN THE HIGHER EDUCATION ENVIRONMENT. THE FIGHT FOR THE TOP SPOTS HAS INCREASED OVER THE PAST DECADE AND NOW RESEMBLES THE STRUGGLES OF A BOXING MATCH. BUT HOW CAN INTEGRATIVE MANAGEMENT EDUCATION AS THE NEW CONTENDER JOIN THE GAME OF RANKINGS?

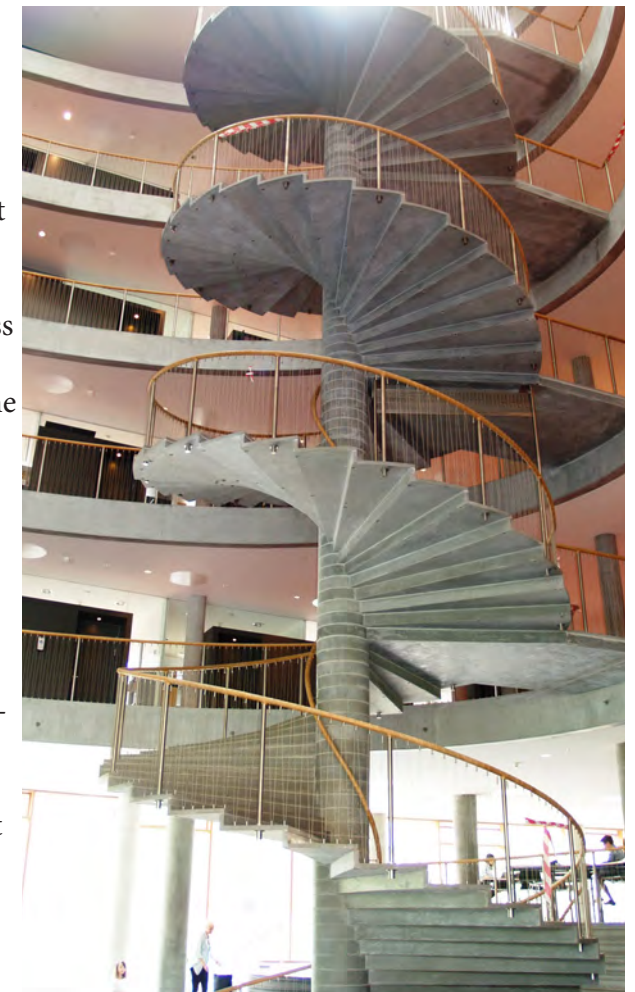
The international ranking systems of business school programmes have come to constitute an essential feature of the contemporary landscape of higher education. As rankings have risen greatly in prominence and influence over the past decade, the environment now resembles aspects of the ruthless competition and struggle of survival of a boxing ring. Conceptualized as a 'ranking game', there are rules to follow, a comparison of values shaping the modes of competition among business schools. But does this game have a leveled playing field for new candidates? The defending champions definitely seem to know their 'business' from the way their fists are swinging, but are they inadvertently hitting the targets of society? We visited the workshop "Humanities and Social Sciences in Management Education: Writing, Researching, Teaching" in Copenhagen to prospect the new contender in the game of rankings: Integrative Management Education.

THE GAME OF RANKINGS: FOLLOW THE MONEY

While, most business education critics and advocates alike would agree that the rankings of business schools programmes have many flaws, they are still continuously calling upon them to verify a top position in the market of business schools. So, the business schools are certainly not only left trapped in the game of rankings, but rather, their willingness to participate has driven it forward.

"Part of the mainstreaming of the business school into the academic order always needs to have an elite. That is a crucial thing. So for me, the rankings are part and parcel of the social order, where you need to have this elite that is setting a standard that is going down to the second and third tier institutions," explains Ellen O'Connor, who has taught in the most prestigious business schools in the US for over 30 years. As a part of the natural selection in the environment of business education, the rankings function as a classification mechanism that produces a hierarchical list, helping the advantageous business schools attract more eager applicants. However, the effect of rankings is a double-edged sword as the possibility of change is forced to take the backseat.

"Rankings play a large role in all of higher education and it has become a very important



mechanism that does more than just rank. It actually enforces certain kinds of norms de facto. It can have a positive role in supporting a baseline, but it also really inhibits anything that deviates importantly from those norms,” explains William Sullivan, co-author of the book *Rethinking Undergraduate Business Education*. As a result of the rankings drawing on a particular set of criteria that are perceived to reflect important and legitimate aspects of business education, it forms a kind of template used by business schools to shape their identity. In this sense, rankings have come to play an essential role in defining what a ‘true’ or ‘best’ business school is set out to be. But whenever we put on blinders to see one way as the way forward, it can drive decisions that may not be ideal in another light.

“One of the not so great features of mainstream rankings is that they include [the students’] starting graduate salary as a very important criteria, and that tends to reinforce the idea that the only purpose of the business education is to have a credential that [students] can trade in for a salary. It really detracts from it and in fact begins to reduce the intrinsic motivations,” argues Sullivan, calling for urgent action to orchestrate a real discussion about these issues.

Ranking systems, such as the Financial Times Global MBA Ranking, focuses heavily on the outcome of business education, as more than half of the assessment is based on salary increase and job opportunities. Since it largely tries to follow the money, the top-ranked schools are often referred to as a ‘golden ticket’ to success in the environment of business education. This is not, however, surprising considering the huge cost of an MBA, especially with the top business schools in the US costing an average of \$100,000.

Nonetheless, this discourages business schools to admit and inspire students to pursue less financially lucrative careers. While the potential post-graduate salaries of management consultants and investment bankers certainly would help to ensure the school a top ranking spot, pursuing a career in entrepreneurship, social enterprises or nonprofit organizations would most likely do more harm than good. Not to say that pursuing alternative careers with a ‘golden ticket’ would necessarily have a higher value, but dedicating such a large amount to purely financial considerations seems to be disregarding their purpose. The underlying reasoning is simple: the worth of a business degree is mainly determined by its value on the market. So, if prospective students are interested in a business career path less travelled than following the high average starting salary of the ‘best’ business schools will be largely misleading.

IF YOU CAN’T WIN, CHANGE THE RULES

In confronting this challenge, the Aspen Institute published the first *Beyond Grey Pinstripes Rankings* in 1999. (It was originally started by the World Resources Institute as “Grey Pinstripes with Green Ties” in 1998 before partnering with the Aspen Institute). Instead of fixating on the salary and job placement data, which tend to limit students to the role of passive consumers, it focuses where business and society issues are actually being taught and researched. By being entirely based on a detailed review of course descriptions, faculty research abstracts, and the students’ exposure to these topics, the methodology differs distinctly from the mainstream rankings’ decidedness to follow the money.

“We felt that the mainstream rankings put too much emphasis on the GMAT-scores of students going in and the possible salary increases that they would get going out,” explains Nancy McGaw, Deputy Director of the Business and Society Program at the Aspen Institute (the GMAT is a standardized test used for business school admission in the US). She continues: “I think students are reasonable asking, ‘If I spend this much money, can I turn it into an opportunity that will allow me to get value from what I have invested?’ But I think there is a bigger question of, ‘Will the education allow me to be the best possible business professional that I can be and step

up to the responsibilities that business has to help solve some of our most complex problems?’ The rankings didn’t help students figure out the second part, and neither did it do anything to help faculty and administrators to benchmark their programmes against these kinds of metrics for success.”

According to McGaw, business succeeds most when it is creating long-term positive change, not only for the stakeholders of the company, but for society as a whole. Although, the mainstream rankings can help students make a solid economic decision, it is too often a short-term one that does not help business to live up to its full potential.

Despite the timely nature of these rankings, Aspen Institute decided to suspend their rankings, leaving a void for prospective students looking for a business education with focus on social, environmental, and ethical issues. “We achieved our principle objective, which is to map the landscape of MBA-programmes, where business and society issues are being taught and researched. We have documented a substantial increase in business and society content, but now it’s time to look more deeply at some specific areas,” explains McGaw. “Even after reading and analyzing thousands of imports we couldn’t make a quality decision, only a content decision on what was being taught, and not a quality decision on whether it was being taught in a way that really had an impact on the students.” As a result, the Aspen Institute has shifted focus and initiated The Purpose of the Corporation and Undergraduate Business Consortium, to name a few of their new programmes.

IF YOU CAN’T JOIN THEM, BEAT THEM

So does integrative management education has what it takes to ‘float like a butterfly, sting like a bee’ in the game of rankings? In the ring corner of the new contender, a partnership between the Copenhagen Business School’s Department of Management, Politics and Philosophy, the University of St. Gallen’s Contextual Studies, and the Haniel Stiftung have taken form to address the challenges on how to integrate humanities and social sciences with business education.

According to Ulrike Landfester, Professor and Vice-President of the University of St.



Gallen, the integrative management model “certainly can and certainly will” be a hit in the ranking systems in the long run. But there are some major hurdles to overcome first: “One hurdle is that the humanities and social sciences have no, as of yet, proper system of measurement for their research output. That has always been a problem. We don’t count our influence in citation hits. The other part is that we will have to convince the rating agencies and mostly those who are behind them that humanities and social sciences indeed bring a significant added value to business education. When we can do that and find a good and stable system of measurement for research output, it will be one of the main stepping stones.”

Regardless of the suspension of the Beyond Grey Pinstripes Ranking and the urgent need for the humanities and social sciences to rethink how they present themselves, she remains optimistic to take on the challenges. “The CEMS and SIM Masters programmes from the University of St. Gallen have both been at the top of the Financial Times [Global Masters in Management] rankings, and they already have significantly complements in the humanities and social sciences,” she argues. “I can’t tell you whether that played any role in the high placement, but it certainly plays a role in the quality of the output. This is a small distinction, but a distinction that we need to be aware of. I’m not sure that all the components are so to speak ‘on the radar’ of the ranking agencies, but it is certain that those components are an important part of the high quality [of education].”

These are inspirational statements from Landfester worth remembering when trying to influence the current obsession on mainstream rankings. Turning back to the initial question of whether integrative management education has what it takes to challenge the status quo, it is probably not there yet. But it is definitely getting ‘ready to rumble’. She adds, “We will have to talk with them again and again. I have been doing so for quite some time and I intend to go on doing it. I can’t say whether or when that helps, but I really hope so.”



ABSTRACTS - TEACHING

ENHANCING PROGRAM ANALYSIS AND IMPROVEMENT: FLØK

Bill Sullivan (Wabash College), Kasper Worm-Petersen and Anders Møller (MSc in Business Administration and Philosophy, CBS)

A business school has broad purposes and responsibilities. For the business sector, it should improve the quality of business knowledge, skills, and leadership. For the larger society, national and global, it should enhance capacities of business leaders and personnel for deliberation and collective action toward democratic goals. That means the formation of citizens with business expertise. Both these aims entail cultivating engaged reflexivity, which is a major goal of humanistic thinking and education.

The FLØK program at CBS has been conceived to explicitly address both these ends. This workshop aims to contribute to current effort at CBS to enhance the effectiveness of the program by enlisting the workshop participants in an analysis and design exercise. An Organizing Tool based on the Carnegie model of integrated learning will provide a basis for the analysis and design of recommendations for FLØK, concluding with a reflection on the utility of the process as potential research model.

A CASE FOR THE HUMANITIES?

Robert Austin (University of New Brunswick), Rasmus Johnsen, and Morten Sørensen Thaning (CBS)

It was one of the famous pioneers of case-based teaching at Harvard Business School, Charles I. Gragg, who argued that “the business school must be able to do more for its students than could be accomplished in a corresponding period of actual business experience” (Gragg 1940: 3). While this statement can obviously be taken to mean many different things, one issue it makes clear is that case-based teaching was never just meant to “simulate” real-life experience and come up with models for appropriate action. But what is a “case” if it is not just a simulation of reality? For this workshop we have invited Robert Austin, dean of the faculty of business administration at the University of New Brunswick and a prolific case-writer and teacher both at Harvard Business School and CBS, to facilitate a discussion with us around this topic. The workshop will be in two parts. The first presents a case-study used to teach a course about the notion of human capital and opens up the discussion about how cases can be used to integrate elements from the humanities, the social sciences and management education. In the second part, we will discuss concrete questions like the general purpose of case-based teaching, which themes to teach, how to involve students, how to integrate new media, and what strategies there could be for opening up the classroom.

'THE RIGHT DECISION' IS AN ILLUSION

Kasper Worm-Petersen, Grasp

DECISION MAKING IS NOT ABOUT BEING ABLE TO ARRIVE AT THE RIGHT DECISION. IT IS ABOUT BEING ABLE TO ENDURE THE UNCERTAINTY AND AMBIGUITY OF TODAY'S BUSINESS ENVIRONMENT. A NEW APPROACH TO CASE-BASED TEACHING TRIES TO TEACH STUDENTS JUST THAT.

Making qualified decisions is to many a prerequisite for being successful in their professional, as well as private, lives. Decision making is a core competency for business professionals, the importance of which only grows larger the higher one gets in the hierarchy. It therefore does not come as a surprise that preparing students for making decisions in their professional careers is one of the key goals of any business school program. However, the question of how to best teach students this competency still remains largely unanswered.

QUESTIONING THE IDEA OF THE RIGHT DECISION

At the Humanities and Social Sciences in Management Education workshop in Copenhagen, Copenhagen Business School Assistant Professor Rasmus Johnsen and Associate Professor Morten Sørensen Thanning proposed that case-based teaching might be a viable approach to teach decision making. As such this is not a surprising statement. The case method has long been a preferred teaching method at business schools around the world for practicing decision making. But the traditional business school case method has also endured quite some criticism for being too simplistic and superficial – a characteristic that does not fit well with the increasingly complex business environment.

To address this shortcoming, Johnsen and Thanning proposed a new approach to decision making and case-based teaching: an approach that draws on the philosophical ambiguity and emphasizes the importance of asking the right questions and understanding the context rather than focusing on specific and predefined decision moments.

CASES ARE NOT REAL-LIFE SIMULATIONS

Johnsen and Thanning were assisted by Professor Rob Austin from University of New Brunswick, who brings a lot of experience in teaching business cases. According to Austin, case-based teaching is basically a pedagogical way of engaging students. It is a way of achieving the so-called deep learning, which is characterized as “more meaningful, connected to prior knowledge, and able to be applied,” as opposed to surface learning. By working with cases, Austin argues, students get a personal stake in the ideas presented, which in turn makes the experience and therefore the learning outcome more memorable and applicable.

Making the learning applicable for the students is, however, not about creating real-life simulations and role plays. At least not to Johnsen and Thanning. According to them, this would make the business school little less than an expensive playpen, protecting students from the ‘real world’ until they can handle the pressure of a professional career. Johnsen and Thanning have two main arguments against this approach.

First, the distinction between business school and the ‘real world’ is a theoretical abstraction. It is in essence the same world we live in, as are the conditions under which we make decisions. It therefore seems unreasonable for business schools to charge thousands of dollars for a safe environment in which the students can give decision making a try. If business schools only wished to provide students with a bit of practice before starting their professional careers, the stu-

dents would probably be better off simply getting a job and getting some actual work experience to begin with, they argue.

Secondly, the orchestrated role plays and simulations often assume that there exists a right decision that students should arrive at. But in most cases, this is an illusion. In hindsight, we might think that we can identify the right decision; but truth be told, this is often simply a matter of sensemaking. According to Johnsen and Thanning, what we are usually faced with is a situation where all possibilities have unfavorable outcomes. We rarely encounter ideal situations, while dilemmas and paradoxes seem to be ever present. Business schools that wish to provide valuable and applicable learnings for the students should therefore not focus on teaching them to arrive at the right decision, but instead seek to make the students comfortable with acting in uncertainty and making decisions in dilemma situations.

With their case method, Johnsen and Thanning wish to make students more comfortable with ambiguity and accept uncertainty as a given in their professional lives. They use philosophy to reveal some fundamental aspects of the human life but do not promote the philosophical concepts as guidelines. The students should realize the complexity that we all need to take into account when making decisions, and get acquainted with the fundamental conditions that influence our actions.



NOT YOUR TYPICAL BUSINESS CASE

As an example of their new approach to case-based teaching, Johnsen and Thanning, brought in a case they had written together with a student. The case (not yet published), called Cult-Girl, is centered on the alcoholic beverage company Cult which employs young women to sell the Cult products at parties and festivals. The women have scantily clad uniforms and are encouraged to flirt with male customers in order to sell as many products as possible. The case explores the theoretical concept of self-reification (the process of commodifying oneself by neglecting personal qualities to present oneself as a tradable object) and tries to get the students to reflect on the implications of self-reifying practices in the modern workspace.

The case is definitely not your typical business school case. It wishes to engage and provoke students, and are likely to succeed, with quotes from the Cult Company and the Cult-girls such as: “The customer is our salary on two legs”; “It was always easier to sell to those who were vulnerable and alone”; and “Simply keep smiling even if a guy went far beyond my personal limits. Otherwise I might have ended up not having sold a drink, and selling was, needless to say, imperative.”

Students working with the case are not asked to apply a certain theory to the problem in order to solve it – quite the opposite actually. The students will have to assess the validity of the theory by trying to understand it through the case. With the Cult-Girl case, this entails examining whether Axel Honneth’s thoughts on self-reification, as presented in his Tanner lectures, can say something valuable about the modern work-life. It is the theory that is put to the test and challenged, not the case itself.

The discussions that arise when teaching the case are likely to be both passionate and forceful, but the teaching goal is not the outcome of these discussions. Instead, the aim is to facilitate and encourage different modes of thinking among the students. And by not giving the theory a privileged position forcing the students to think for themselves, Johnsen and Thanning try to help the students develop an understanding for the complexity of the environment they will face in their professional career – thus, teaching the students not how to make specific decisions, but how to deal with having to make decisions in uncertainty.



A STUDENTS’ (S)TAKE: ON EDUCATION TODAY AND SOCIETY TOMORROW

Vinzent Rest, Studentreporter

AT FIRST SIGHT, COPENHAGEN BUSINESS SCHOOL (CBS), HOUSED IN MODERNIST CONCRETE PALACES AND LOCATED IN FREDERIKSBURG, EAST OF CENTRAL COPENHAGEN, SEEMS LIKE A TYPICAL BUSINESS SCHOOL, LARGELY POPULATED BY GUYS IN “BUSINESS CASUAL”, WITH GREAT AMOUNTS OF GEL IN THEIR HAIR AND PERFECTLY IRONED SHIRTS. “IN DENMARK, WE’RE LOOKED UPON AS BEING VERY CONSERVATIVE AND EXTREME BUSINESS FOCUSED. IT’S A STEREOTYPE,” SAYS SEBASTIAN FELICIAN, A CBS STUDENT STUDYING BUSINESS ADMINISTRATION AND PHILOSOPHY. TOGETHER WITH HIS FELLOW STUDENT JEPPE GROOT, HE IS ONE OF THE TWO BACHELOR’S LEVEL STUDENTS THAT PARTICIPATED AT A MOSTLY FACULTY WORKSHOP ON RETHINKING MANAGEMENT EDUCATION HELD AT CBS IN JUNE.

Students on the CBS campus seem to have clear ideas on why they picked a business school and what they want to do after their studies “I study entrepreneurship because I guess I’m not the kind of guy for working from nine to five for somebody else for the rest of my life,” says Kristian, one of the student we approached on the campus. For Jeppe, he changed his original plan to study just philosophy and decided to combine it with a business administration programme: “I found that, whether you like it or not, business is at the core of what you could say is the language of our time. It’s considered to be very, very important. It’s what it really comes down to in a way. So I thought, if you are to take that seriously, you would need to start it.”

For others, the decision to study business was a matter of practicality. Like most students who mention job opportunities as a motivation, Lina, another CBS student, put aside arts and architecture, which she initially wanted to study, as more of a hobby rather than a profession in order to study business. And Jan, an International Business and Politics student, adds, “If you study business, you can be almost certain that the tools that you learn are going to be the tools that you’ll apply afterwards.”

“We are more than 20.000 students. It would be too easy to say it’s just because we want to make a profit or because we want to die rich,” says Sebastian. So what motivates these students? Jeppe sees applicability of their studies as the main reason for people to study business. “I think the instrumental value is what motivates most business student. It’s my general conception that it is easy to apply and it’s easy to see from the outset how you’re going to benefit from that,” he says.

Jeppe and Sebastian both say they had a lot of prejudice against business schools and doubted whether they would be able to fit in. For them, the biggest surprise about CBS was the way the administration takes their students seriously and encourages them to get involved beyond the classroom. This offer is well received among students as they they are identified and treated as stakeholders. “It prompts the question who are the stakeholders [of education] and how do you take students seriously without just giving them a carte blanche in terms of what their studies should consist of,” says Jeppe. This idea of business school education is very hands-on, whether it means starting a business or discussing university’s matters in the one of the various student boards. And getting involved and thus becoming an active citizen, or student, is what a business school should stand for, according to Ellen O’Connor, an American historian of business education. Students here regard themselves as a vital part of their educational institution.

Just as much as these students want to have a saying in their education, they’re aspiring to influence a future society. And influencing and maybe even changing the society through know-

ing how to do business seems to be the motivational ground. This applies especially to the small group of CBS students who founded a think tank called Suitable for Business. Sfb underlines the importance of humanities and social sciences in studying business and doing business. The idea originally came up when two students of Business Administration & Philosophy “were sitting at the top of a hill in Sweden, overlooking the large Volvo factories and they were just discussing how do we, with our background, get in there and do business,” tells Mathias Munch from Sfb. Initially, they set up a conference and case competition, in which they focused on the ethical and philosophical issues of a business case. “It’s all students, who are doing this. We had a lot of fun setting up this conference, but we also, at the same time, addressed some hugely important points. It had to be the students who did it – nobody else did it. And I think this bottom-up movement mightn’t be bad at all! If we succeed we will be the ones showing that we can achieve something in business and that might actually be the right way.”

Right before Sfb held its first conference in 2011, the second Carnegie Report was published, promoting similar ideas. “It’s funny that what we came to find in the first conference was a lot on the same notions that the Carnegie Report touches upon, namely introducing humanities in business in order to have a more contemporary view on business,” finds Munch. It seems that teachers and students share the same concern in this matter.

What seems to motivate students is to be taken seriously and to given responsibilities in order to be able to prove one’s capable of performing well, both academically and professionally. This motivation and sense of responsibility can be seen all over campus, whether it’s those forming a student think tank, or those we interviewed around the school, mentioning a desire to find an instrumental value in the society that they want to be a part of. Taking responsibility means being an active citizen. And maybe that’s what most business students, just as much as their fellow students studying other disciplines, aspire to be, in both their education, and the careers they plan to pursue afterwards.



REFORMING THE BUSINESS SCHOOL, A PURE PRODUCT OF AMERICAN CULTURE

Sunmin Kim, Studentreporter

THE FACT THAT HIGHER EDUCATION, ESPECIALLY BUSINESS EDUCATION, IS IN NEED OF A REFORM IS NO NEW NEWS. HOWEVER, THE ROLE OF HUMANITIES IN SUCH REFORM HAS BEEN GAINING MOMENTUM IN THE US, MOSTLY IN REACTION TO A RECENTLY PUBLISHED REPORT BY THE AMERICAN ACADEMY OF ARTS & SCIENCES, A SORT OF “HUMANITIES RESCUE PLAN”. AS WE NOTICE IN OUR COVERAGE OF THE CARNEGIE ROUNDTABLES, THESE IS A CONVERSATION THAT HAS MATERIALIZED IN BOTH US AND EUROPE TO A MOVEMENT WITH GATHERING OF KEY DEPARTMENTS, FACULTY AND MAJOR UNIVERSITIES.

And when asked about the state of business education today, many turn back to the states. “Business education is a pure product of American culture,” states Romain Laufer, Professor at HEC Paris. This is no surprise, as both the history and emergence of today’s business school models is imprinted with American industry, institutions and players. But furthermore, issues that arise when reforming business education in both the US and Europe offer insights into the social and cultural contexts in which business education is currently embedded.

CODIFYING THE BUSINESS SCHOOL – “A PERPETUATING MARKETPLACE”

For business education, the call for humanities that today’s debates in the media question can be traced back to the latest major reforms of business schools, known as the 1950s “New Look” reforms, happening almost exclusively in the states. Ellen S. O’Connor, an American historian of management education says, “There was a concept that the business school was not academically legitimate, but a vocational school.”

The reforms, led by George Leland Bach at the Carnegie Graduate School of Industrial Administration, were funded by the Ford Foundation. It set out to raise the legitimacy of business schools by adding different sciences, mostly quantitative. O’Connor describes: “At that time, the solution that they came up with was, we won’t make management a science, but this general



marketplace of different disciplines. It was creating a scientific content for business schools by outsourcing to the different disciplines, one of them being social sciences.”

She says: “The humanities part is what’s new. The reform that established the elite school did not draw from the humanities. When I look at this particular movement now, I think, on the one hand, they are going back towards the marketplace of ideas, and they’re going back to filling a gap that the last reform did not address.”

Despite imperfections, the New Look reforms which today’s movements are reacting to helped create the business school as we know it today. “The emergence and crystallization of business schools as an institution for management education is in itself a remarkable achievement,” remarks O’Connor. Management education and the model for elite business schools is now “a perpetuating marketplace of sciences and disciplines.”

REFORMING WITHIN THE MODEL EXPORT

And in this growing consensus in the need for humanities in business education, what forces and contexts must reformers navigate in, to change this “pure product of American culture” as referred to by Laufer?

According to O’Connor, this landscape is shaped by two forces: “The first is the rise of the elite business school. There is a phenomenon that we associate with social status and the acceleration of social status. And the second is the rise of the model that was generally accepted as a standard of elite education. The logical premise of this model is very describable, and it has mechanisms. This model became generally accepted and disseminated out into the world and downward to the lower tier.”

Bill Sullivan, who co-authored a report by the Carnegie Foundation studying the state of US business education, remarks on the parallel development of business education in both Europe and the US, “Business has become more popular and more important to study in Europe, for some of the same reasons as in the US. Business is a rising institutional sector in the context of the global economy.”

He points out key differences in the socioeconomic context that business and business education operate in: “Europe is made up of states which typically provide their citizens with strong social supports. This makes the climate for business and business education different from the U.S. in several ways. The current currency crisis aside, it has meant that Europeans have faced less personal risk in regard to health, education, retirement, and poverty than Americans. At the same time, humanistic culture and the arts have continued to enjoy high prestige. That has made it seem reasonable to explore the perspectives of the humanities as aspects of a good preparation for a business career.”

Sullivan, as with O’Connor, was one of the two Americans flown into to Copenhagen for the series of workshops sparked in reaction to the aforementioned Carnegie Report.

The emergence of these Europe-focused workshops, led by Copenhagen Business School (CBS) and University of St. Gallen (HSG), also highlights the difference in how business school reforms are treated in the US versus the EU. Sullivan notes in reference to the CBS/HSG partnership: “These efforts have been under development for some years and the heightened collaboration between the institutions will likely increase the degree of integration between humanistic and business thinking in their undergraduate programs.”

INSIDE THE WALLS

These social and economic contexts have made marks within the school walls as well. For both Europe and the states, the importance of institutional backing cannot be stressed enough: “If you don’t have the institutional backing, you won’t make it. You need the dean, and the administrators,” says Jörg Metelmann, Professor at HSG.

Many turn to the state of funding for higher education as a key force shaping the institution. According to a statement published by Santiago Iniguez, President of IE University, many business schools were set up as independent institutions even though most major European universities are publically funded. The defining model for most of Europe’s top business schools is tuition-based. “Some European business schools have long been envious of the generous endowments bestowed on the big US schools,” he writes. (A quick search of endowment funding of top business schools in the states ranges from US\$800 million at Wharton to US\$2.8 billion at Harvard Business School). However, the plus side of being dependent on demand of the students is that, “European schools have had to become more responsive to the requirements of the market and more oriented to change.”

While many professors in Europe feel the tightening of state research funding, certain institutions and professors have enjoyed some academic freedom. Pierre Guillet de Monthoux, Professor and ex-head of the Department of Management, Politics, and Philosophy at CBS, says gladly, “In the states, they are very conformist. In Europe, we have lots of different people, we have here at CBS professors who are pure Marxists.”

But of course, no matter whether one is a European or American business school professor, there are conditions of academia that are more conducive to intellectual freedom and thus reforming. Guillet de Monthoux adds, “When you speak to [non-tenured] professors, they are always worried about their publication results. They are stuck in their disciplines and opt-out of these movements.”



BILDUNG AND ALMA MATER

But perhaps the US vs Europe differences in reforming management education goes deeper than today's economic and social contexts, whether within or outside the academic walls. For example, take the Americanized notion of alma mater, which originally in Latin means "mother of soul." Meaningful and deep as this sounds, this is one side of the cultural dimension that reforms in management education must consider.

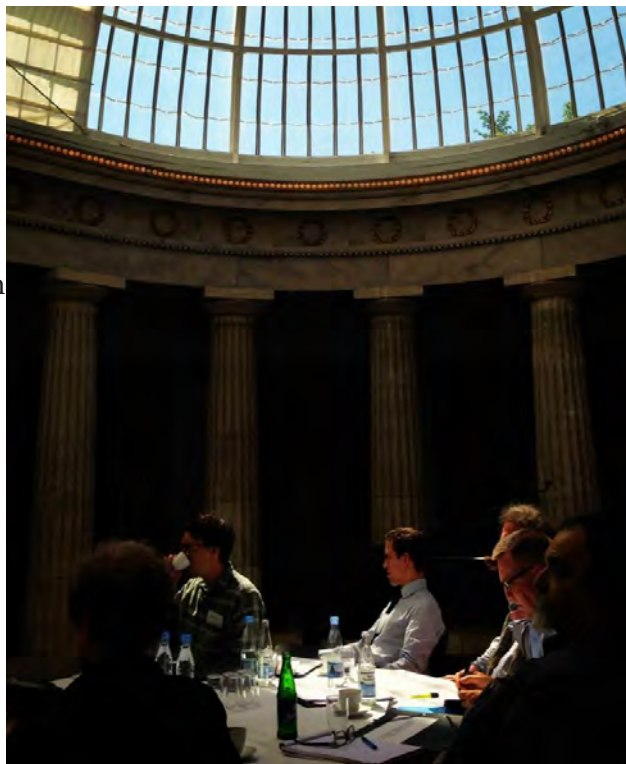
In the states, the alma mater is used interchangeably with the notion of being an alum. College (undergraduate) is a rite of passage for 18 year olds. With the infamous fraternities and sororities of Greek system, secret societies, collegiate athletes dawning upon as celebrities on campuses, students bond as they go through these "life-changing" experiences together at more or less similar stages. Post-graduates can easily mingle and still meet for the first time fellow recent graduates and even 80+ year old alumni at university clubs and various alumni events all over the world. One look down 44th St in Midtown Manhattan and you will see within three blocks, The Harvard Club, Penn Club, Cornell Club, and Yale Club (Princeton Club on the adjacent street), flying their university flags proud.

And this alma mater resonates more strongly than ever with elite schools through inter-collegiate relationships. For US schools, business school reforms are mostly about bettering oneself, which has its setbacks. O'Connor remarks: "These top tier schools are viciously competing with each other. When they reform, they're reforming their own agendas. They're very keen on differentiating themselves. What does that keep you from doing? That keeps [them] from seeing the bigger picture, you put your labour to doing your thing, rather than doing something more collective."

She recounts, "I was at Stanford one year and there was a student who took it upon himself to pledge, 'During my time at Stanford, we will have moved up two ranks.'" Alternatively, "Europeans have a very strong tradition of Bildung, which is a tradition of developing the person," O'Connor says, "and this is not skills or techniques, but who you are, what you are able to do with ideas, the way you live, how you approach the question of living. That has more staying power, and they're closer to that, chronologically and geographically, than we are."

"European participants tend to understand business as a greater part of society," Sullivan says. "What is missing in the [American] context is how a business person thinks of themselves in this enterprise. The real question is whether the institutional structure will enable this movement to stabilize as an integral part of the enterprise."

So can we bring this self-critical and reflective stance to the states? After all, this is where the elite business school originated and was exported from – the model that was crystallized by the last major reforms in the states. Let us hope that we Americans can make room for some Bildung in our love for alma mater.



FAIRY TALES OF THE FUTURE—EDUCATED FOR UNEMPLOYMENT

Camilla Falkenberg, Grasp

A RECENT STUDY SHOWS THAT THE REALITY THAT AWAITS BUSINESS AND MANAGEMENT STUDENTS AFTER GRADUATION DAY IS QUITE ANOTHER FROM THE ONE THEY ARE TAUGHT AT THE UNIVERSITIES. BUT THE PROBLEM IS NOT ADDRESSED BY UNIVERSITY STAFF, LEAVING THE STUDENTS IN A LIMBO OF DEBT, UNEMPLOYMENT AND INSECURITY.

Do you know your students? A question as simple as that challenged the academic minds of the participants at the workshop "Humanities and Social Sciences in Management Education" at Copenhagen Business School. The question was raised by Professor Bent Meier Sørensen and Dr. Martyna Sliwa when they gave a thought provoking presentation based on their (not yet published) study 'The new spirit of the classroom: A quest for dissensus and equality'.

The "new spirit of capitalism" changed the demands for the world of labour and new qualities such as creativity, passion, talent, and uniqueness have replaced the old virtues of discipline, routines, and narrow specialties. This development forced business schools to reinvent the way they prepare students for the labour market by introducing humanities and social sciences to business management education, among other things.

But the student body changed as well. Globalisation and economic growth have resulted in a culturally diverse student body with an array of varying social and educational backgrounds over the years. When the economic growth came to a brutal halt by the latest financial crisis, the conditions and motivations for the students were changed. Their line of work was no longer just determined by their passion and possible self-realisation, but also by their need to pay the bills.

The study shows that caught between a rock and a hard place the students are forced to take out loans to further educate themselves in an attempt to get ahead in the race to land a steady job. According to Sørensen and Sliwa's study, the universities assure the students that they will all have a job after graduation, but the unemployment rate tells a different story. Unaware of the predicament the students are in, the university teachers do not address the problem.

"When we read the empirical material more closely, the hopes, expectations and anxieties of the students were revealed. These things are not to be ignored, and we really need to be closer to our students," says Sliwa. We sat down with her and her co-author Sørensen to talk about students in debt, diverse backgrounds and uncertain futures, and the universities telling tales and preparing the students for a professional life they cannot afford to live.

THE STUDY – A THREE LAYER CAKE

The empirical study is based on a particular module, Introduction to Management, taught in a Masters programme in Britain, where many of the students came from abroad. Using novels, the students were introduced to theories on management. The students had to choose a novel that they were familiar with and thought relevant for the course. Afterwards they had to write an essay using theories of organization and management. They also had to write a reflective piece about what they learned about management through the use of novels.

"This study was not designed to be an actual study, but when we read the essays we found the reflective comments were so interesting that we asked for permission to use it in a paper. This empirical material was background to what has now become two and half years of reflecting on our part," says Sliwa.

The first paper focused on the cultural diversity of the classroom and the fact that stu-

dents with different cultural backgrounds engaged in their novels in different ways. The second paper focused on the actual teaching.

“We as teachers assume that everybody read literary fiction, that everybody is familiar with certain novels and that everybody can make sense of their education through this kind of lectures. These assumptions are really rooted in a specific type of Western thinking and type of European education, where everyone goes to school and has a certain amount of novels to engage in. So the second paper was a critique of our teaching methods and the assumptions that we as teachers make in the classroom and how those assumptions play out in our interactions with the students,” Sørensen explains.

In the third paper the pair went beyond the classroom and the role of education by including external factors such as society, employment and labour market demands.

“The fact is that not every graduate is going to get a job, and not everybody is going to have a linear career. In fact, many of them won’t. So what are we preparing them for? It is nice to say that they learn to read novels and analyse texts, but what correspondence does it have with the world in which they will graduate?” Sliwa asks.

THE LOSS OF INNOCENCE

The results of the study show that the life of a student might be somewhat troubled. First and foremost, they have to navigate through the uncharted territory that is the landscape of post-financial crisis.

“The students are living their lives in a set of conditions which is unprecedented. In the crisis in the seventies the uplift from the crisis was nuclear-power; afterwards it was a new market that helped us through an oil crisis. Then finance saved us; first by the it-bubble and then with the housing-bubble. You would only lose one, maybe two generations. Today, even the most blinded neo-liberalist will be uncertain if we will be able to pull up a new bubble somehow. The growth machine that sufficed in the earlier crisis has been dismantled,” Sørensen explains.

In an attempt to secure their own future, students steer away from the liberal arts in favour of business and management education in the hopes of a higher chance of finding a job after graduation. But even though the students play their cards safe education still comes with a price and for that reason many students loan money to put them through university.



“Maybe a student has worked somewhere for 30 years and is now taking a masters degree to ensure a better future for herself. Or maybe a student has parents who have taken out a bank loan to put him through university. Their hope is to position themselves in their future working life in order to pay their parents back when they get employment, but at the same time build a livelihood for themselves,” Sliwa explains.

The students might have different backgrounds and reasons for studying, but they all have the same aim; to educate themselves in order to get a job, earn money, pay back their debt, and be able to live their lives. But while the aim might be the same the time and effort the students put into their studies vary, depending on their age, their family situation, or social status.

“In a diverse classroom, there is a very different set of socioeconomic conditions depending on where you come from. It depends on your family situation, your social situation, if you have a job all ready to go to, a wealthy background and so on. This takes us back to a time in history, where there were no innocent children. Students are eighteen years old when they enter the universities in the United Kingdom. At that age they know perfectly well if they have to work part time to contribute to their lives. They make calculations to see if they can live on campus and have the full student experience, or if they have to stay at home to have less of a debt when they graduate. This reflectivity goes on even with people who are teenagers,” Sliwa explains.

The students educate themselves to secure their future not knowing what the next uplifting bubble is going to be. To play it safe they bet on management and business education, indebting themselves, their parents, or benefactors in the process. Therefore the concern for a future income becomes the primary concern, and this has an effect not only on the sentiments for studying but also on the university experience itself.

THE BUSINESS OF UNIVERSITIES AND THE FAIRY TALES THEY SELL

With the financial crisis came an increasing unemployment rate. And while the idea of growth has intertwined perfectly with the idea of knowledge production in earlier times of crisis, it might not be the saviour this time. The students get their degree, but the prospect of a steady full-time job after graduation day is a feeblar one. Nonetheless, universities still produce a much larger amount of graduates than needed.

“In some sense you keep people off the streets by putting them in universities, but there is no idea what to do with these people after graduation. The state allows the universities to grow into this kind of market situation, where they can multiply the courses and the positions if they have students who are willing to study with them. It is in the interest of the universities to have as many students as possible, especially in those countries, where students pay fees. But there is no clear relationship between the number of graduates and the number of workplaces available to them. In the United Kingdom there are 83 applicants per job. That tells us something about the real situation between the number of graduates and the number of workplaces. But as long as the students are prepared to pay the money we will offer them the educational product, and we think that there is something quite wrong with that,” Sliwa points out.

And the discrepancy between the need to get a job, fulfilling the demand for creativeness and entrepreneurship and at the same time having the pressure of bank loans, cripples the real opportunities of combining business management with humanities and social sciences.

“If you have a debt, you pay rent to the financial institution for living your own life. That is the great problem in the junction between the employability discourse and the unemployment rate. The idea that academics should be creative, get new ideas, go new places, that’s fine. But the thing is that once you have debt, you do not experiment. You stick with what you have. So the idea that a degree in creativeness or entrepreneurship makes us more creative actually has the

opposite effect,” Sørensen explains.

The university teachers are pointed out as central characters in preparing the students for the reality of their professional lives, but according to the authors the teachers are unaware of the situation the students are in.

“We try to stipulate a critique of the creative management education theorizing that it does not allow for some of the most pertinent societal problems to be addressed, like unemployment. It is easy for an educator to assume that because you are in the classroom you want a good education, good marks, and a good degree, because then you get a good resume so you can get a job. But when we look closely at it, not everybody comes with the same expectations, or have the same end point,” says Sliwa.

To exemplify their points the pair created characters that represented students from China, Britain, Southern Europe, Scandinavia and so on.

And the study shows that there might be a world of difference for the educational need of a 20 year old Chinese student, funded by his parents, under high pressure to succeed, requesting practical education in a Chinese context, and that of a British student with twenty years of working experience seeking for additional qualifications.

Especially the worries of a Southern European student show the diversity of the situation the students may find themselves in:

“I do not think I will be able to pay back the debts I owe for my education. Sometimes I think that when I die I will still have monthly payments to make for university. I currently have a repayment plan spread over 27 and a half year, but that is too ambitious since the interest is variable and I am only able to pay it back at a certain rate. I am very careful with my spending; I note any expense, from coffee to a bus ticket [...]. Everything has to be planned [...]. The thing that worries me the most is that I am incapable of saving, and my debt is always there looming over me.”

The importance and responsibility of the teachers knowing the reality their students live in and guide them not just through university but also to a better start in their post-graduation life is a crucial fact according to the study.

“There are countries in Europe, where 50 percent of young graduates cannot get jobs. We cannot go about our lives as academics, saying that we have no responsibility towards those people. We are telling them fairy tales saying that they will all become managers. All of these ideas are not rooted in our paper, but we are trying to at least start the discussion of who are these people? What are the conditions of the labour market and society? What are our responsibilities? What can we prepare them for and what should we not tell them all together,” Sliwa adds.



THE PARADOXES IN EDUCATING FOR THE LABOUR MARKET

Kasper Worm-Petersen, Grasp

BUSINESS EDUCATION IS OFTEN THOUGHT TO BE A FREE PASS TO A PROFESSIONAL BUSINESS CAREER. BUT HOW DO WE ENSURE THAT A BUSINESS EDUCATION PROVIDES THE RELEVANT QUALIFICATIONS FOR GETTING A JOB? ONE WAY MIGHT BE TO STOP THINKING SO MUCH ABOUT EMPLOYABILITY.

Talks of alarmingly high youth unemployment, increased global competition, and outsourcing of jobs have made most of the youth in Europe and the US painstakingly aware of the need for a good education in order to avoid the unemployment line and get a job. Politicians have also taken action calling for relevant education to fit the needs of the labour market.

But how do we ensure that an education is relevant for students in their careers and life following school? And what role do business schools play in preparing students for their future? These questions were raised at the Humanities and Social Sciences in Management Education conference in Copenhagen, and discussions suggested that thinking about employability might not be the best way to get employed.

IS EDUCATION A MEANS TO GETTING A JOB?

Kurt Jacobsen, Professor and Study Director of the BSc/MSc programme in Business Administration and Philosophy at Copenhagen Business School, attested that business school programmes in Denmark are being put under increased scrutiny from politicians who wish to ensure the applicability and relevance of the programmes to the labour market. The same tendency is seen in many other European countries with universities that are predominantly state-funded. The overarching assumption behind the political intervention is that education can and should translate into full-time employment for students after graduation.

Few would argue that full-time employment is a bad thing, as it also seems to be the motivation for most students pursuing a degree from a business school. It might therefore be reasonable that politicians oversee that business school programs provide tools and learnings that will prove useful to the students in the labour market. After all, attending a business school can be a lengthy and costly affair, so one should hope that it is worth the effort.

However, there is an inherent challenge with this approach. From an institutional point of view there arises a question of how to educate for a society that is dynamic and constantly changing. How can the desired skills be determined and what are the criteria by which these are selected? A business school education typically takes 3-5 years to complete, so in order to provide students with skills that matches the future employers' demands one would have to know the condition of labour market 3-5 years ahead. Admittedly many people engage in making these kinds of forecasts. But then again, few actually succeed.

At a conference in Oslo earlier this year, Sandbox co-founder Christian Busch gave a compelling argument against people who network to find solutions for their immediate challenges. Even though Busch's discussion focused on networking, his basic points might provide some insight into the challenges of foreseeing the labour market situation years ahead.

His main argument was that when you work in an innovative environment, which most businesses today claim to do, you cannot know what qualifications and resources you need just two years down the road. The very nature of innovation means that if you are successful in what you are doing, you will be in a completely new situation in a couple of years. And as a conse-

quence, you will be facing some challenges that you never even thought of.

Therefore, Busch claimed, you should not think of networking as a means to an end. Instead, you should engage in it simply because meeting new people is inspiring, a great way to challenge your own beliefs, and fun. The peculiar thing is that, according to Busch's experiences, exactly by not focusing on whether the people you meet have immediate gains for you and your projects, your network will become far more valuable to you in the long run. By not focusing on getting access to particular competencies in your network, you will probably meet people with a wide array of skill-sets that will prove to be more valuable in addressing the complex challenges of the 21st century business environment.

Now, would this not apply to business school education as well? Keeping in mind that the same politicians who argue for the relevance of business school programmes also argue for the necessity of innovation to power growth, the comparison is probably not too farfetched. Business school programmes with a focus too narrow might run the risk of becoming obsolete as the business environment evolves. As innovation and disruption become the default for successful businesses, it becomes increasingly difficult to predict what specific skills will be sought after in the future.

PREPARING PROFESSIONALS FOR BUSINESS IN THE TWENTY-FIRST CENTURY

Despite this seemingly paradoxical situation, politicians tend to second-guess which qualifications are needed in the future labour market and push business schools to implement measures in their programs that will push to teach students selected skills and tools. This way of thinking has unsurprisingly contributed to a somewhat tool-oriented teaching approach at business schools.

William Sullivan, co-author of the book *Rethinking Undergraduate Business Education*, did some extensive research on undergraduate business education in the US and found clear traits of this approach: "The programs (Undergraduate business education) were probably pretty effective in providing students with different kinds of tools they would need for employment in business. But they didn't do a lot in enabling students to understand the role of business, for example, in society. They didn't spend a lot of time enabling students to think critically and carefully about the kind of identity that they might want to assume, the kinds of roles they might want to play in business, in part because there was so little attention to the context of business itself. So our first big finding was to argue that that's not good enough for higher education that's going to prepare professionals for business in the 21st century in the global economy."



This calls for new measures in business education. If business graduates are not prepared for doing business in the complexity of the 21st century global economy, they will most likely struggle to get any kind of employment, regardless of political interventions. Actually, this might already be the case for some. A participant at the Copenhagen workshop revealed that some organizations are not keen on hiring MBAs as they generally are thought to be too superficial. What the organizations are looking for are graduates with a so called 'real degree', who can actually think for themselves. If business schools wish to educate the business professionals of tomorrow, they should maybe teach the students how to think – not just what to think.

THE RELEVANCE OF HUMANITIES

Achieving this, however, requires not only new teaching methods but also new curricula. Sullivan and his co-authors argue that humanities and liberal arts will prove valuable in these efforts. Humanities are, according to researcher Ellen O'Connor, about cultivating the person, and developing a moral compass, while understanding the problem of value, and the complexity of all this. Humanities are in other words somewhat all-encompassing of the human being and his or her role in society. It is exactly because of this that it can assist business graduates in obtaining a more nuanced and reflective approach to business and society.

This does, however, sound quite elusive. There are no concrete examples or measurable outcomes of the value of humanities. No one can really point to where humanities add some measurable value. There is yet to be presented a grand argument that once and for all can justify humanities role in business education, and its relevance to the labour market.

Nonetheless, the Vice-President at University of St. Gallen Ulrike Landfester is certain that it should play a central role in business education. At University of St. Gallen, all business majors must take courses in contextual studies as part of their studies, as it has been so for over 100 years. So, Landfester has some historical backing for her claim, with also confirmation shown by the satisfaction of University of St. Gallen alumni. Even though few students understand the value of contextual studies during the course of their education, Landfester explained, a couple of years after their graduation they report back that exactly these courses are the ones that have stuck with them and have proven most valuable to their professional careers.

Landfester is, partly because of this positive feedback, not afraid to credit the contextual studies program much of the reputation that the university has built, shown by its good ratings and high employment rates among graduates. She has no numbers to prove it, and she admittedly struggles to legitimize the contextual studies for the people who want to see a clear correlation between courses, skills, and relevance for the labour market – but she holds firm to her view.

A similar dilemma can reasonably be seen at the Business Administration and Philosophy program at Copenhagen Business School. This program is also under a lot of pressure to justify philosophy's relevance at a business school, and its applicability to the labour market is constantly questioned. Still, Study Director Jacobsen could report that even during this time of high youth unemployment, the employment rate of the Business Administration and Philosophy graduates was an impressive 100 %.

Despite lacking measures for proving the value of humanities in business education, it seems that graduates who have in fact been educated in the humanities during their studies have no trouble either finding a job or acknowledging the relevance of humanities. Whether this comes down to humanities focus on the human being, its ability to tackle complex issues, the historical context of its subject matters, or maybe just pure coincidence, it at least suggests that thinking about employability afterall might not be the best way to get employed.

WORKSHOP FOR THE HUMANITIES IN BUSINESS EDUCATION—A TOOLBOX IN THE MAKING

Camilla Falkenberg, Grasp

THE CARNEGIE FOUNDATION FOR ADVANCEMENT OF TEACHING PUBLISHED A REPORT, 'RETHINKING UNDERGRADUATE BUSINESS EDUCATION' WHICH SPARKED A DEBATE AMONG EUROPEAN- AND US-BASED SCHOLARS ABOUT THE INTEGRATION OF THE HUMANITIES AND SOCIAL SCIENCES IN BUSINESS EDUCATION. AFTER STOPS IN BOTH AMERICA AND SWITZERLAND THE TRAIN MADE ITS LATEST STOP IN COPENHAGEN AT THE CONFERENCE "WORKSHOP: HUMANITIES AND SOCIAL SCIENCES IN MANAGEMENT EDUCATION: WRITING – RESEARCHING –TEACHING". WHAT WORKED, WHAT DID NOT, AND WHERE IS THE DEBATE HEADING NEXT? WE ASKED ONE OF THE ORGANIZERS TO REVIEW THE COPENHAGEN CONFERENCE.

With fellow organizers Timon Beyes and Mathias Adam Munch from Copenhagen Business School (CBS), Rasmus Johnsen, Assistant Professor at CBS, is pleased with the result. "It went above my expectations. One of the professors said that he was impressed both with the amount of effort that was put into it, but also with the students, who were able to reflect on their point of view, stand by it and respond to the question posed by a vice president of a university. For me, that was one of the best comments I got," says Johnsen.

THE HANDS-ON APPROACH

The second Carnegie Report from 2011 was what started the meetings. The report advocated that business leaders be educated not only in the financial methods of business but also for the societies and the people it impacts, especially in light of the 2008 financial crisis. And it is the constant development, not only of business, but society as well, that the disciplinary star-gazers discuss.

"We try to give the students a broader sense of the practice of business by bringing humanities, philosophy and sociology to the table. We ask questions like: What is the practice of business itself? What problems will the students encounter after graduation? How should they deal with dilemmas in their work life? These meetings are a sort of toolbox in the making that the students can use when they enter the engine room of the business community," Johnsen explains.

After attending the two previous meetings, Johnsen wanted a discussion that was more practice oriented. He wanted a hands-on approach.

"One of the characteristics of the meetings has been an enormous interest, but also a kind of perplexity that often occurs when people with the same beliefs come together to discuss them. We first needed to establish that we were all on the same page. That was fine for the first two meetings, but I felt that something needed to happen at the third meeting," Johnsen says.

He elaborates: "We needed to be more practical, asking questions such as: How do we actually build a curriculum by combining two seemingly different disciplines? How can we implement this in our lectures? And also, who are the students? Generally we call them students, but the conference participants are teaching students at schools in America, Europe and Scandinavia, from different layers of society. We need to keep in mind that the classrooms of Denmark are different from the ones in France and USA."

To move the process forward, summaries of the lectures given by some of the participants, journalistic articles and a brief report were implemented in the workshop in Copenhagen. And to support the goal of a more practical approach, the conference held a workshop in collaboration

with the philosophical business economics Bachelors program at CBS, FLØK.

"FLØK is almost a philosophical laboratory at CBS and it is constantly a work in progress. FLØK explicitly address purposes and responsibilities for the business sector for society, national and global, and aims to cultivate humanistic thinking, education and reflexivity in its students. The workshop aimed to contribute to current efforts at CBS to enhance the effectiveness of the program by enlisting the workshop participants in an analysis and design exercise," Johnsen explains.

WHAT IS THE NEXT STOP?

Johnsen's overall aspiration was to share experiences with the other professors, but also to establish a catalogue of ideas for the toolbox in the making. Even though he is very happy with the results of the workshop, there is still room for improvement.

"If I have to say something critical it is that I would have liked it to be even more practice oriented and by that I mean, not just a reflection of the ideas of how it should be, but also how it is actually done. St. Gallen, CBS and many more already teach these things. How do they go about it? What are the difficulties? What works? That needs to be on the agenda from now on," Johnsen assesses.

Apart from the summaries, articles and mini report, some of the participants gave lectures on their current research projects. These projects are contributions to what will eventually result in the upcoming book, Routledge Companion the Humanities and Social Sciences in Management Education.

"My expectations are that we meet again next year and continue the debate and keep momentum. But I also hope that we can pass on the torch to another university aside from CBS or the University of St. Gallen," Johnsen concludes.



LOCATIONS AND MAPS - COPENHAGEN

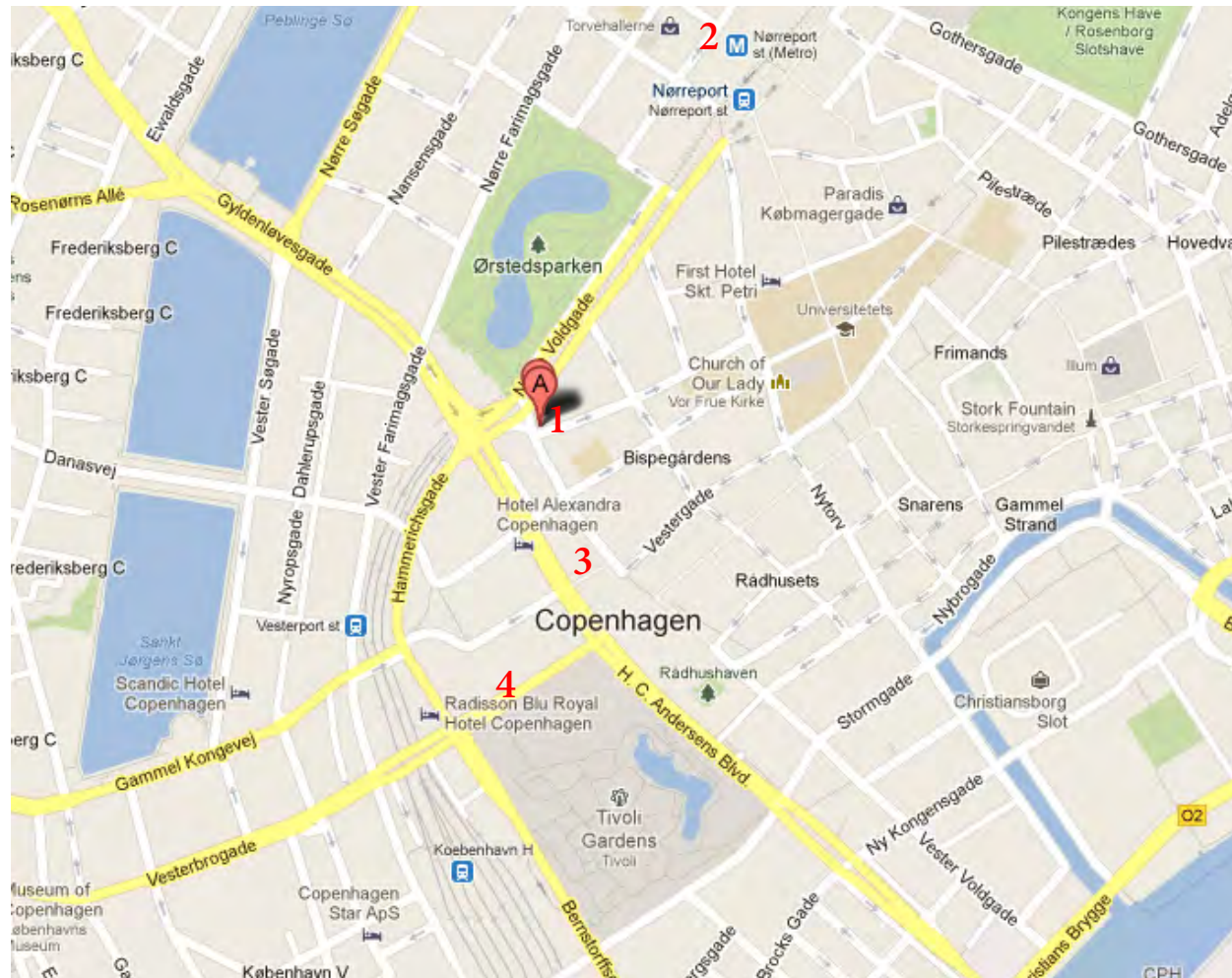


WELCOME TO COPENHAGEN

- (1) HOTEL FOX - PAGE ##
- (2) CARLSBERG ACADEMY - PAGE ##
- (3) COPENHAGEN BUSINESS SCHOOL - PAGE ##
- (4) TIVOLI GARDENS - PAGE ##

LOCATIONS AND MAPS

HOTEL FOX



ADDRESS:

Hotel Fox

Jarmers Plads 3

1551 Copenhagen V

Tel: +45 33 13 30 00 - Press "2" to reach the reception.

GETTING TO THE HOTEL FROM COPENHAGEN AIRPORT

BY PUBLIC TRANSPORTATION (ABOUT 30 MINUTES, INCLUDING WALK)

Take the Metro from Copenhagen Airport (anyone will do, they all stop at Nørreport).

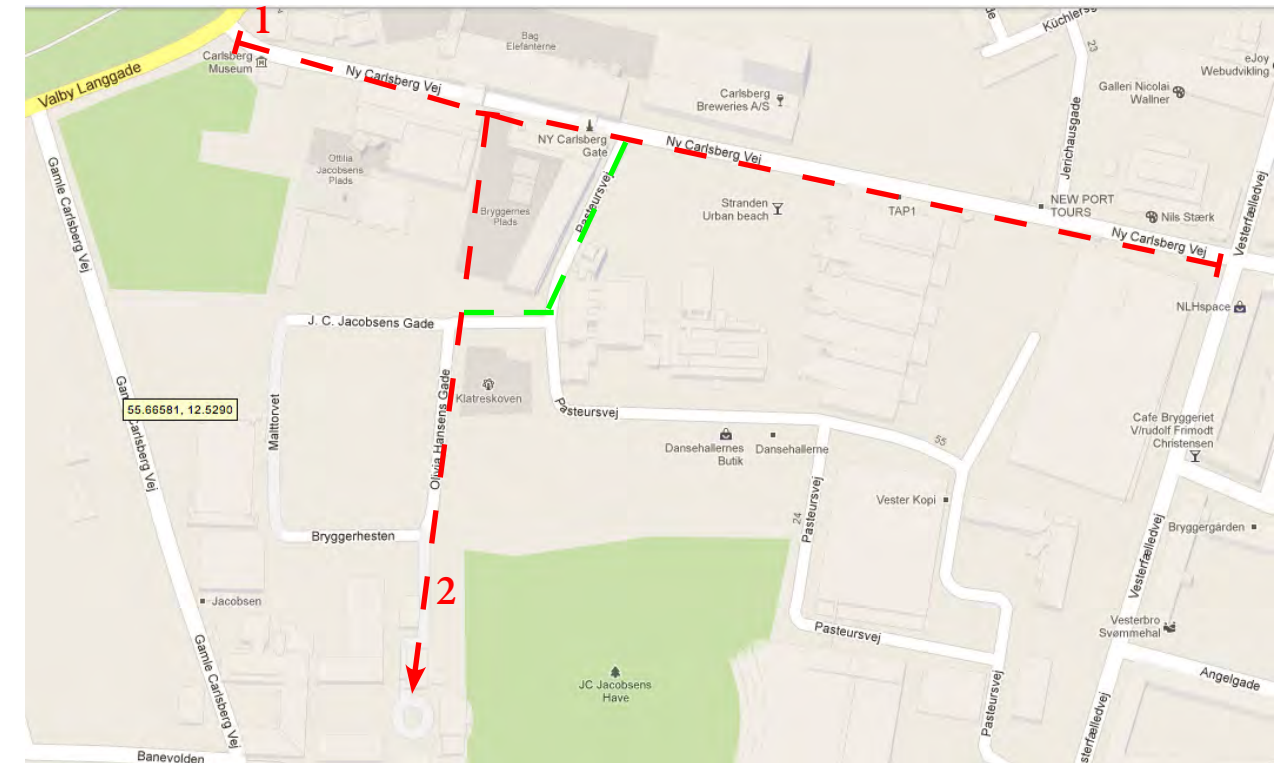
Get off at Nørreport (2) and walk along "Nørre Voldgade" down to Fox Hotel (1).

BY TAXI (ABOUT 25 MINUTES)

Give the address and the name of the hotel to the taxi-driver. He will know the way.

LOCATIONS AND MAPS

CARLSBERG ACADEMY WEDNESDAY 5TH



Address:

Carlsberg Academy

Bryggerhesten 2, 2500 Valby

BY PUBLIC TRANSPORTATION

- FROM HOTEL FOX: (ABOUT 30 MINUTES INCLUDING WALK)

Walk down to Rådhuspladsen (200m), take BUS 26 towards "Ålholm Plads". Ask the bus driver to let you off at "Kammasvej". The bus leaves every 10 minutes from Rådhuspladsen

You are now at (1) marked on the map. Walk under the famous elephants that mark the entrance to the Carlsberg area. Follow the route on the map. You will see a big gate (2). If you arrive at 12, we will be waiting for you there. If you arrive later, please call us when you are near and let us know - we will come meet you at the gate.

- FROM COPENHAGEN AIRPORT (ABOUT 55 MINUTES INCLUDING WALK)

Take the Train (not the Metro) to Copenhagen Central Station (Hovedbanegården).

From there, take BUS 26 towards "Ålholm Plads". Ask the bus driver to let you off at "Kammasvej". The bus leaves every 10 minutes.

Get off at "Kammasvej" (1) marked on the map. Walk under the famous elephants that mark the entrance to the Carlsberg area. Follow the route on the map. You will see a big gate (2). If you arrive at 12, we will be waiting for you there. If you arrive later, please call us when you are near and let us know - we will come meet you at the gate.

- BY TAXI (10 MINUTES FROM FOX, 20 MINUTES FROM COPENHAGEN AIRPORT)

Ask the taxi-driver to take you to "Bryggerhesten 2, 2500 Valby" at Carlsberg. When you arrive, there is a large gate (2). We will meet you there. If you arrive later, please call us when you are near and let us know - we will come meet you at the gate.

LOCATIONS AND MAPS

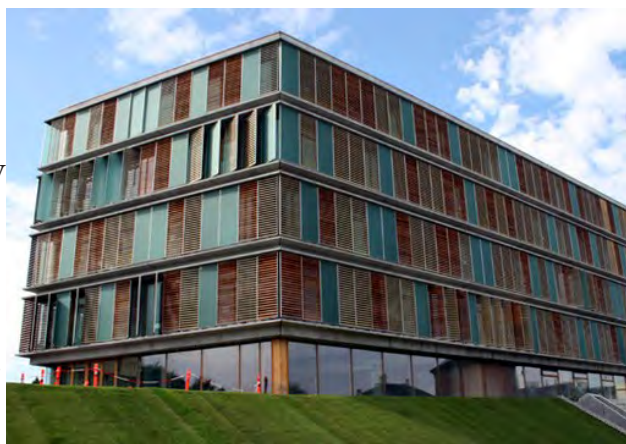
COPENHAGEN BUSINESS SCHOOL 6TH - 7TH



GETTING TO CBS - PUBLIC TRANSPORTATION

Copenhagen Business School campus stretches along the Metro line, which makes it very accessible by public transportation. From Hotel Fox, walk down to Nørreport Station (800 meters) and take the Metro towards “Vanløse”. Nørreport Station is currently under construction, but follow the signs or ask one of the many nice people at the station to guide you towards the Metro. Get off at “Fasasnevej” (2). When you are above ground, you can actually see Kilen (1) which is where the workshop is.

Kilen (1), commonly referred to as “The Wedge”, was opened in 2006 and includes 10,000 m² of student classrooms, study spaces, and offices for research and administration. Designed by Lundgaard & Tranberg Architects, the four-story wedge-shaped building features a large oval-shaped atrium that extends the height of the building. The exterior is covered with full-story screens made of wood, matte glass or copper, which rotate in response to the Sun and weather. Kilen has been the recipient of numerous architecture and design awards.



CBS is an urban university primarily located in four modern buildings in Frederiksberg, close to the heart of Copenhagen. The main complex, Solbjerg Plads (3), was opened in 2000 and includes 34,000 m² of student and office space surrounded by gardens and outdoor living space. This is where we will eat lunch on Thursday 6th. Designed by Vilhelm Lauritzen Architects, the complex consists of interconnected concrete, glass and tile-sided buildings of varying heights that house student auditoriums, faculty office space, a cafeteria, the main library, a student bar and the campus bookstore.

LOCATIONS AND MAPS

TIVOLI GARDENS WEDNESDAY 5TH



Tivoli Gardens opened in 1843, and is the second oldest amusement park in the world (after Dyrehavsbakken, north of Copenhagen). Tivoli Gardens is more than an amusement park, it is equally as popular as a place to go dining or to enjoy the many sights. The 21-acre park is beautifully landscaped with fountains and flower beds. The park prides itself in the more than 111,000 custom-designed lights that illuminate it at night and the more than 400,000 colorful flowers, including 65,000 tulips.

FROM FOX HOTEL TO TIVOLI GARDENS

Walking to Tivoli Gardens main entrance from Fox Hotel is only 500 meters. On the Fox Hotel map, you can see the Tivoli Gardens main entrance marked with (4). This is where we will meet Wednesday evening at 19:15 and walk in together.

We will dine at Madklubben (1), which is located inside Tivoli Gardens. After the dinner, you are welcome to go out and explore the gardens.

The address is:
Vesterbrogade 3, 1620 Copenhagen

PRACTICAL INFORMATION

COPENHAGEN BUSINESS SCHOOL MAIN ADDRESS:

Solbjerg Plads 3
2000 Frederiksberg

ANY QUESTIONS OR PROBLEMS DURING YOUR STAY? PLEASE CALL OR WRITE THE

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