

The Second Half-Century:

**Will Research-Based
Business Schools Flourish
through 2050?**

Three Eras

- 1950 Gordon and Howell (1959)

“The general tenor of our recommendations was that the business schools ... [need] more scholarly faculties that are capable of carrying on more significant research, and with a greater appreciation of the contributions made to the development of business competence by” the underlying disciplines.

- 2000 Discipline-Based Research

- Strategy 1.0 Intellectual Arbitrage

- Strategy 1.1 One-Way Street

- 2050 Problem-Based Research

- Strategy 2.0 Problem-Inspired Research

- Strategy 2.1 Two-Way Street

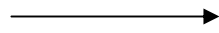
Strategy 1.0

(Intellectual Arbitrage)

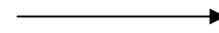
XYZ will *leverage discipline-based research* to be a world leader in the development and initial delivery of curriculum innovations that reshape managerial education and practice.

Intellectual Arbitrage

Kahneman
and
Tversky



Bazerman
and
Neale



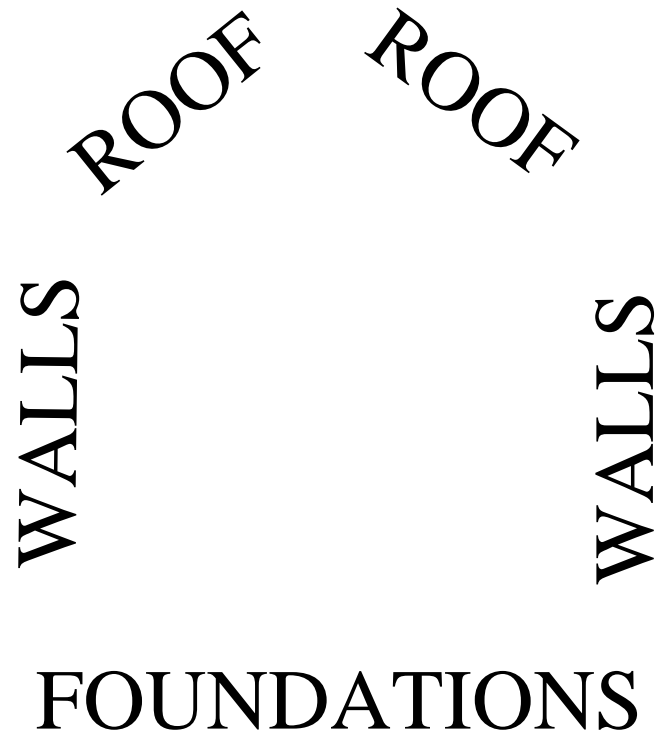
Negoti-
ations

Strategy 1.1

(One-Way Street)

XYZ will create and leverage discipline-based research to be a world leader in the development and initial delivery of curriculum innovations that reshape managerial education and practice.

Stanford GSB Organization?



Notes: One-way street, within academy

Strategy 2.0

(Problem-Based Research)

XYZ will create and leverage *problem-based* research to be a world leader in the development and initial delivery of curriculum innovations that reshape managerial education and practice.

Problem-Inspired Research

(Carnegie ~ 1955)

“[W]hen we set up [Carnegie’s] Graduate School of Industrial Administration, one of the things that motivated some economists to come there ... was not simply that they wanted to make the world better by teaching the people at U.S. Steel how to manage but also because they felt that very good basic economic questions, fundamental questions about human behavior in economic environments and organizations, would arise out of their contact with the real world of business and with the real world of affairs.”

(Simon, 1986: 241-2).

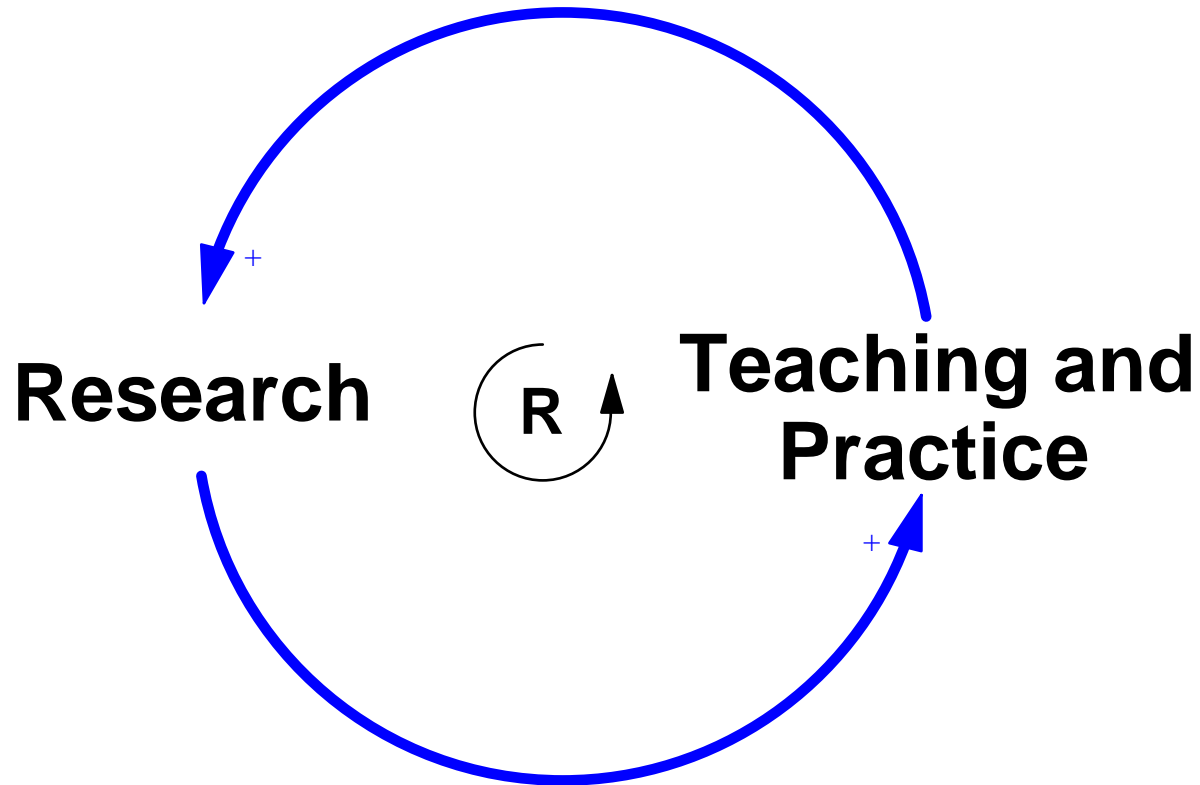
Strategy 2.1

(Two-Way Street)

XYZ will create and leverage problem-based research to be a world leader in reshaping not only managerial education and practice, but also relevant sectors of the affiliated disciplines.

Logo

(Wallet cards, decals, & bumperstickers)



Appendix

Implementing Strategy 2.1

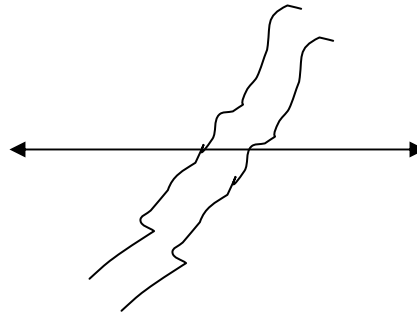
Competitive Advantage for a Problem-Based Business School?

- create value (for whom?)
- capture value (from whom?)
- *deliver value* (with whom?)

Mike Spence, Fall 1979

(Problem-Inspired Research?)

Littauer



HBS

- learning curve
- sequential entry

- Porter
- BCG
- Execs

Specialization

(Heterogeneity, Life Cycle)

BUS
SCH
FAC



ECON
DEPT
FAC

Integration

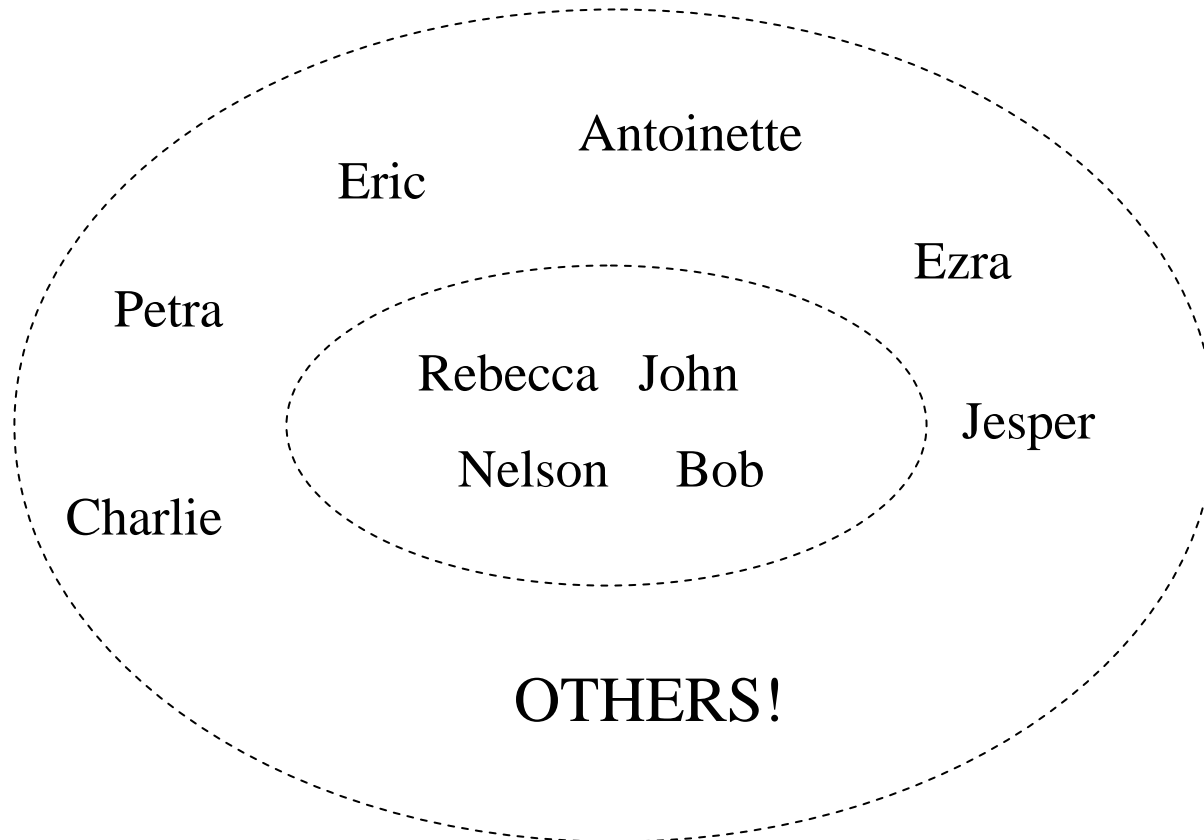
(Within-Group: Org Econ)

Sherlock Rebecca Josh George Bob

Bengt Oliver Mycroft

Integration

(Between Groups: PIMO)



Managing Strategy 2.1

“Organizing a professional school ... is very much like mixing oil with water: it is easy to describe the intended product, less easy to produce it. And the task is not finished when the goal has been achieved. Left to themselves, the oil and water will separate again. So also will the disciplines and the professions. Organizing, in these situations, is not a once-and-for-all activity. It is a continuing administrative responsibility, vital for the sustained success of the enterprise.”

(Simon, 1967: 16).

