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Pepperdine University
Graduate School of Education and Psychology

IDENTIFYING CRITERIA FOR A NEW MBA PROGRAM MODEL:
A QUALITATIVE STUDY OF MBA STAKEHOLDER PERCEPTIONS OF 21ST
CENTURY MANAGEMENT AND LEADERSHIP

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Christopher Arthur Najera

December, 2014

June Schmieder, Ph.D. – Dissertation Chairperson

This dissertation, written by

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under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

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ABSTRACT

Much attention has been paid to the current state of graduate business education, specifically the MBA degree, and the seeming disconnect between industry needs and what business schools are preparing MBA graduates for. A comprehensive study on the state of MBA education was completed in 2010 by Datar, Garvin, and Cullen (2010), the goal of which was to document the forces reshaping business education and the institutional responses to them, as well as provide suggestions on a path forward for MBA education. This research picked up where Datar et al. (2010) left off: the purpose of this study was to identify criteria for a new model MBA. The Datar et al. (2010) study defined the unmet needs, but what remained undefined were the (a) skills; (b) capabilities; and (c) techniques that are central to the practice of 21st century management, and the (d) values; (e) attitudes; and (f) beliefs that should be part of a 21st century leader's world-view and professional identity. This study used a qualitative approach to add meaning to the variables defined above; specifically interviews with 14 participants were used to gather perceptions of 21st century leadership and management from MBA stakeholders as part of an in-depth and detailed inquiry. This study also reviewed five Southern California business schools in order to identify best-practices curricula. Based on the data gathered in this study a new model MBA was posited. A discussion of the findings and the implications for MBA education was included in *Chapter 5*.

Chapter 1: Introduction

It is well documented that the world economy remains in a precarious position. The 2008-2012 global recession continues to affect the entire world economy and economists believe that less-than-optimal conditions will continue through 2016 (Appelbaum, 2012; Congressional Budget Office, 2014). In United States the government has done much to stimulate the economy, but a heavy reliance on debt and high unemployment (above 6%) continue to hamper the US economic outlook (Congressional Budget Office, 2014). Traditionally, when economic conditions are poor, school enrollments rise. Workers return to school in order to gain new skills, change careers, or become eligible for promotions. For the management-track oriented, the Master of Business Administration degree (MBA) has long been viewed as the degree of choice for high-profile and prestigious positions.

The MBA and similar business degrees are not new. Harvard University, the first to offer an MBA degree, established its Graduate School of Business Administration in 1908. However, the popularity of the degree has grown exponentially, and universities world-wide offer this degree or a variant. In the United States, the number of students receiving a master's degree in some area of business has grown six fold over the last three decades from 21,561 in 1970 to 150,211 in 2007 (Datar, Garvin, & Cullen, 2010, p.18).

The popularity of US MBA programs has resulted in a varied and heterogeneous landscape as it relates to program design, since business schools are under increased pressure to differentiate and prove the value-add of their MBA programs. Business schools regularly differentiate architectural elements such as program length, curriculum, pedagogy, course design, and method of delivery. Among American business schools common variants include traditional 2-year, 1-year, dual specialization (e.g., MBA/JD), part-time, executive MBA, hybrid, and online

MBA programs (Datar et al., 2010). In fact, traditional 2-year programs account for only 40% of the master's degrees conferred by AACSB accredited business schools (Athavaley, 2008; Damast, 2008; Datar et al., 2010).

Increases in variation and specializations of the MBA have affected business-education costs for students commensurately. Mean total costs (tuition and fees) nearly doubled from 2000 to 2006 for public school in-state residents; in 2014 tuition for the top-5 MBA programs hovers around \$60,000 per year (Datar et al., 2010; US News & World Report [USNWR], 2014). While tuition continues to stay on the rise, it is worthwhile noting that enrollments continue to grow. Combined, enrollments at the top-36 US MBA programs increased 10.7% between 2000 and 2008 (Datar et al., 2010, p.24).

Business-school-ranking is an important element that plays into cost and enrollment considerations, both for the school and for prospective students. Blackburn (2011), James, Baldwin, and McInnis (1999), and Vidaver-Cohen (2007) all found that reputation is one of the most important factors in deciding what university to attend. Publications such as Business Week, US News & World Report, Forbes, and the Wall Street Journal regularly publish lists of the best business schools using largely congruent ranking methods. The results are usually predictable with Harvard, Stanford, and University of Pennsylvania (Wharton) trading the number 1, 2, and 3 spots respectively depending on the year. For the business schools, while arbitrary rankings may not carry the same weight as respectability in academia they are keenly aware of the weight rankings carry within the business periphery. Well-regarded companies such as McKinsey and Boston Consultant Group only hire MBA graduates coming from top-ranked business schools, and other companies know the reverse is true: graduates coming from top-ranked business schools only want to work for the top organizations within their industry of

interest (Badenhausen, 2011). In order to keep atop of the rankings game, business schools invest millions of dollars in recruiting and retaining the best faculty, nurturing and growing alumni networks, and focusing on creating value for students looking for lucrative careers, post-degree. For the students, the return-on-investment for top-ranked business schools is often well worth the high cost of tuition and forgone salaries. For example, MBA graduates of Harvard's class of 2006 saw median salaries soar from \$79,000 before school to more than \$230,000 post-degree in 2010 – an increase of 191% over a 4 year period (Badenhausen, 2011, para. 1).

Between attempting to stay relevant, innovate, retain top talent, actively recruit new students, and continue to justify their value-add to students and business-organizations alike, business schools have become mired in complexities that many academics imply may be insurmountable (Almog-Bareket, 2011; Bennis & O'Toole, 2005; Bruce, 2009; Datar et al., 2010). Everyday business schools face new criticisms about the general relevance of MBA programs to current business environments, the lack of focus on practical management skills, the misalignment of the curricula taught in business schools and the knowledge actually required in real-world management and leadership situations, and rising costs that are perceived to be out-of-step with the value being provided to the student (Ashton, 2012; Almog-Bareket, 2011; Bennis & O'Toole, 2005; Bruce, 2009; Christensen & Eyring, 2011; Datar et al., 2010). In addition, business schools are starting to feel the effects of substitute goods within the education market, a phenomenon Christenson and Eyring (2011) are labeling a disruption in higher education. Variability among MBA programs will be discussed at length, but it is important to note that for the low-end segment of the MBA market (i.e., low-ranked business schools), students are forgoing the sizeable cost of traditional full-time MBA programs for much more flexible and cost-effective options (Christensen & Eyring, 2011; Datar et al., 2010). Online-only

MBA programs (from both accredited and unaccredited institutions) have become very attractive to adults looking to balance economic, family, and career development considerations. In fact, a quick Google search for the term *online MBA* returns approximately 171M results, and variants of this search term are consistently ranked among the most expensive in Google's AdWords advertising product – a clear sign of high demand (Kim, 2011). Anecdotally, conventional thinking that the MBA is a *golden-passport* or a *ticket to the top* is being replaced by the idea that success hinges more on providence than any degree collected at Harvard or Stanford. Of the top 50 wealthiest people in the world, only three have MBA degrees, and many of these individuals were college drop-outs (e.g., Bill Gates, Larry Ellison, Michael Dell, Mark Zuckerberg, Steve Jobs, etc.) (Ashton, 2012, para. 1).

The MBA degree is unique in higher education because it is so affected by market-forces, and public sentiment. Whereas most higher education fits within the paradigm of a public-good, the MBA degree does not. The purpose of business education, going as far back as the 19th century, has always been to supply industry with capable technicians and managers (Khurana, 2007). Academics can wax philosophic about the public-interest inherent in higher education, but the reality is that the MBA degree was never intended to serve the public-interests, but rather private industry. In that regard, the movement of business education into the structure of the university system was a matter of gaining perceived academic legitimacy (Christensen & Eyring, 2011; Datar et al., 2010; Khurana, 2007). While business education has evolved into a legitimate academic discipline within higher education, there exists an uneasy and tumultuous relationship among interested stakeholders (i.e., students, the business community, faculty, alumni, and parents). More so than any other degree, the MBA is primarily looked at through an economic lens. Many empirical studies about the MBA degree center on graduate return-on-investment,

graduate career opportunities, differentials in pay between MBA graduates' and their non-MBA peers, perceived value by employers of MBA graduates, and longitudinal studies on performance-differences between CEOs with MBAs and those without (Bailey, Chow, & Haddad, 1999). The uneasy relationship is the result of the economic lens through which this degree is viewed (Bailey et al., 1999). When business schools are innovating, and producing MBA graduates that revolutionize particular industry processes, or create inordinate amounts of wealth, the relationship amongst stakeholders is strong. We can view this from the perspective of business schools *supplying* private-industry with a product—valuable MBA graduates—that it *demand*s. However, when economic conditions change, or when business schools move in a direction that is perceived to be out-of-step with the industry it is beholden to, the critics come out in full force. For example, many of the criticisms levied against business schools in the early 1990s—when MBA enrollments decreased significantly—are almost identical to the criticisms currently being levied against business schools today (Bailey et al., 1999; McKendall & Lindquist, 1997;). Unlike other graduate academic disciplines that are perceived to exist as a public-good (e.g., Masters of Fine Arts, Master of Public Health), and are therefore more impervious to change, graduate business education does not enjoy this luxury. Business schools are viewed by stakeholders external to the academic-environment as purely businesses: in that frame, a business school that is not responsive to the environment in which it operates will fail.

Across the literature there is broad consensus that graduate business schools are again out-of-step with private industry (Ashton, 2012; Christensen & Eyring, 2011; Datar et al., 2010; Kiki, 2011). The current concerns voiced by multiple stakeholders indicate that a more thorough review of the problems facing the MBA degree, and a more thorough analysis of possible outcomes for the future of the MBA degree (if these concerns are not identified and addressed) is

warranted. While MBA enrollments are on a growth trajectory, and businesses continue to hire MBA graduates (over comparable non-degreed candidates) several disturbing signs suggest that the traditional 2-year MBA degree is once again at a crossroads and the entire concept of the MBA needs to be rethought (Ashton, 2012; Christensen & Eyring, 2011; Datar et al., 2010, p. 17; Symonds, 2011).

Statement of the Problem

There are many systemic challenges facing graduate business education. Researchers have posited various frames or perspectives, all which point to deficiencies or inefficiencies in the MBA program model. DeAngelo, DeAngelo, and Zimmerman (2005) argue that business schools are managing for the short term, caught up in a vicious cycle of trying to evolve toward business school rankings rather than the actual needs of students, faculty, universities, and businesses. Feldman (2005) concurs, asserting that graduate business schools are reactionary (e.g., changing curriculum based on trending topics) leading to poor leadership-decisions by business-school deans and further exacerbating the disconnectedness between industry and higher education. Datar et al. (2010) views these challenges from a microeconomic perspective, describing the overall problem as an issue of supply and demand, asserting that the current MBA programs are not creating value (e.g., producing capable graduates) for a business environment that has become much more global, and far more complex. Christensen and Eyring (2011) view these challenges from a similar perspective, but add in the concept of disruptive innovation to describe a scenario where current institutional norms are being supplanted by a low-cost-novel-approach (e.g., online learning) allowing both for-profit and traditional not-for-profit institutions to rethink the entire traditional higher education model (p.18). Bennis & O'Toole (2005) argue that the challenges facing business schools rests with out-of-touch faculty who are more

concerned with abstract scientific research and narrow focuses, and less concerned with giving students the multidisciplinary, practical, and ethical perspectives of business they truly need. Mintzberg (2005) takes this even further and questions whether the goals of the MBA degree are even achievable. Mintzberg argues, in part, that MBA students are not actually interested in learning about the dynamics of business, but are enrolled in an MBA program because they believe it is the shortest route to money, power, and status; well-regarded business schools continue to reinforce this mindset. Vaara and Fay (2011), in a review of relevant literature, see three key issues in the debate around graduate business education: (a) the outcomes of MBA programs; (b) the inculcation of potentially problematic values and practices through matriculation; and (c) the potential of self-regulation, such as accreditation and ranking for impeding the development of MBA education (p.27).

No matter how the challenges of graduate business education are framed the common conclusion reached within the literature and anecdotally from stakeholders (i.e., students, parents, universities, businesses, and alumni), is that the MBA degree (as it is currently conceptualized) has become irrelevant and needs to be rethought.

Study Framework

This research extends a study completed by Datar et al. (2010) and documented in a publication titled *Rethinking the MBA*. The Datar et al. (2010) study is based on the following premises: (a) stakeholders are questioning the economic and intellectual value of the MBA; (b) current economic conditions are making the MBA less attractive; and (c) shifts in MBA enrollments, changes in recruiting patterns, and a rising chorus of concerns from deans, faculty, executives, students, and the public at large make rethinking the MBA necessary. The goals of the Datar et al. (2010) study were to document both the forces reshaping business education and

the institutional response to them, prompt a dialogue and reflection about the future of the MBA, and provide a path forward. The study focus was leading or *top-ranked* MBA programs in the United States and Europe—the rationale for examining only *top-ranked* institutions is that these institutions are frequently indicative of broader trends, and the time and resources of the research team were limited. The study informally examined business education and trends in Asia and Latin America, and programs within non-business schools teaching leadership and management.

Datar et al. (2010) distinguish their study from other similar studies by noting that related topical research is narrowly focused on the relevance, value, or purpose of the MBA and may not elucidate the comprehensive nature of the problems facing graduate business education. In addition Datar et al. (2010) find that studies within this field are by and large created by academics for academics, an issue that appears repeatedly across the literature (Bennis & O’Toole, 2005; Feldman, 2005; Vaara and Fay, 2011). The key distinguishing factor of the Datar et al. (2010) study is its heavy use of longitudinal quantitative data, and access to data sources not apparent in related topical research (e.g., the AACSB assisted in assembling, compiling, and interpreting critical data about its member schools for this study, which is not a common practice).

The Datar et al. (2010) study followed a mixed-method approach, since it was necessary to use both qualitative and quantitative data in developing a more thorough response to the guiding research question, *what are the unmet needs within the current MBA paradigm?* The quantitative portion of the study consisted of a review of leading business schools using longitudinal data supplied by the institutions Datar et al. (2010) examined, the Association to Advance Collegiate Schools of Business International (AACSB), the Graduate Management Admissions Council (GMAC), and the Graduate Business Administrators Group (GBAG). The

period for the data compiled was 10 years, and pertained to applications, enrollments, tuition and fees, faculty hiring, student demographics, and school rankings. The qualitative portion of the

Datar et al. (2010) study consisted of three main sections as follows:

1. A review of eleven leading MBA programs—using purposeful sampling—in order to develop a composite portrait of curricula.
2. Semi-structured interviews with business school deans from leading MBA programs in the US and Europe, and current and former executives from well-regarded US firms who had responsibility for, or were familiar with MBA graduate recruiting.
3. Development of six case-studies, each featuring a single business school currently responding to various aspects of the opportunities and needs cited by business school deans and executives.

The overall findings and conclusions of the Datar et al. (2010) study are as follows. Datar et al. (2010) identified and defined eight unmet needs, listed in order of importance:

1. Developing leadership skills
2. Gaining a global perspective
3. Acting creatively and innovatively
4. Thinking critically and communicating clearly
5. Recognizing organizational realities and implementing effectively
6. Honing integration skills
7. Understanding the role, responsibilities, and purpose of business
8. Understanding the limits of models and markets

Datar et al. (2010) conclude that businesses schools need to execute two changes in order to overcome the deficiencies present in the current paradigm. First business schools must reassess the facts, frameworks, and theories that they teach; Datar et al. (2010) refer to this change as affecting the *knowing* aspect of an MBA education. Second, business schools must rebalance curricula; specifically (a) more attention needs to be paid to developing the skills, capabilities, and techniques that lie at the heart of the practice of management; and (b) more attention needs to be paid to developing the values, attitudes, and beliefs that form managers' worldviews and professional identities. Datar et al. (2010) refer to this change as affecting the *doing* and *being* aspects of an MBA education.

This research extended research based upon the findings of the Datar et al. (2010) study to identify the skills, capabilities, and techniques that are central to the practice of 21st century management, and the values, attitudes, and beliefs that should be part of a 21st century leader's world-view and professional identity. This research did not make use of a theoretical lens, save for the framing of this inquiry within the context of Datar et al.'s (2010) study. Not all qualitative approaches rely on an existing theoretical framework, which is appropriate when the inquiry is characterized as inductive, emerging, and shaped by the researcher's experience in collecting and analyzing the data (Creswell, 2007, p.19; Patton, 2002). Instead this study was informed by Bennis & O'Toole's (2005) critique of MBA education and the practices of business schools as it relates to (a) being too focused on *scientific* research; (b) hiring professors with limited real-world experience; and (c) graduating students who lack the skill-sets to deal with complex and unquantifiable issues (p.1).

Purpose and Importance of the Study

Both empirical and anecdotal evidence suggest that the MBA degree is at a crossroads and needs to be rethought. The Datar et al. (2010) study presents a detailed case of the state of graduate business education, a comprehensive needs assessment of the current MBA paradigm, and identifies a path forward by stating that a retooled MBA program should pay more attention to (a) developing the skills, capabilities, and techniques that lie at the heart of the practice of management; and (b) developing the values, attitudes, and beliefs that form managers' worldviews and professional identities (p.7). Bailey et al. (1999), Bennis & O'Toole (2005), and Datar et al. (2010) refer to the necessity of rebalancing of MBA education to make it relevant for the 21st century business environment: this may be a valid way of approaching this discussion, and framing the goals of this research. It is not that the current MBA paradigm is nonsensical,

obtuse, or provides no value; rather it is that the stakeholders believe that the current MBA paradigm is falling short in key areas, which is why the MBA degree needs to be rethought. Thus, this research was not an attempt to devise or propose dramatic changes to the current MBA paradigm, (although the findings of this study led the researcher to posit criteria that were different from what is currently practiced in graduate business education).

The purpose of this research was to continue down the path of inquiry begun in the Datar et al. (2010) study and identify criteria for a new MBA paradigm. Datar et al. (2010) study had already defined the unmet needs, but what remained undefined were the (a) skills; (b) capabilities; and (c) techniques that are central to the practice of 21st century management, and the (d) values; (e) attitudes; and (f) beliefs that should be part of a 21st century leader's world-view and professional identity. By defining these variables this research posited criteria for a new model MBA that was in step with the needs of stakeholders dependent on a sustainable model of graduate business education.

The importance of this research is inherent in the mounting evidence that the current MBA paradigm is unsustainable. The role, purpose, and function of the MBA degree continues to be called into question and stakeholders are losing faith in the model as it is currently conceptualized (Ashton, 2012; Christensen & Eyring, 2011; Datar et al., 2010; Kiki, 2011; Mintzberg, 2005).

Study Approach and Research Questions

This study used a qualitative approach to add meaning to the variables identified by Datar et al. (2010). The variables were the (a) skills; (b) capabilities; and (c) techniques that are central to the practice of 21st century management, and the (d) values; (e) attitudes; and (f) beliefs that should be part of a 21st century leader's world-view and professional identity. While a

discussion of the appropriateness of a qualitative approach for this study follows in *Chapter 3*, a qualitative approach was chosen because the nature of this research lent itself to an in-depth and detailed inquiry that was unencumbered or constrained by predetermined categories of analysis (Patton, 2002). Specifically, research in the areas of leader and manager traits and skills, and leader and manager values, is not new (Yukl, 2010). Seminal studies on *leader traits* [Kirkpatrick and Locke (1996); Lord, DeVader, and Alliger (1986); Mann (1959); Stogdill (1948, 1974)], *leader skills* [Katz (1955); Mumford, Zaccaro, Harding et al. (2000)], and *leader values* [Beauchamp and Bowie (1988); Burns (1978); Greenleaf (1970, 1977)] are all examples of the body of knowledge that already existed as it related to variables *a - f*. What was previously unexplored was how these variables were conceptualized and thought to apply within the context of a 21st century business environment; the goal of this research was to illuminate how key MBA stakeholders conceptualize, define, and operationalize variables *a - f*.

The population for this qualitative inquiry was purposefully selected, and study participants were drawn from three stakeholder groups—MBA faculty, employed MBA graduates, and MBA graduate recruiters. These groups were selected because they were “information rich and illuminative and offer[ed] useful manifestations of the phenomenon of interest” (Patton, 2002, p.40). An interview guide was prepared as part of a semi-structured approach (i.e., it specified the background of the inquiry; provide base definitions of variables *a - f*, etc.).

Research questions. Research questions are as follows:

1. How do MBA program stakeholders—MBA faculty, employed MBA graduates, and MBA graduate recruiters—describe their perceptions of the skills, capabilities, and techniques that are central to the practice of 21st century management?

- 1.1 According to *MBA faculty*, what are the skills, capabilities, and techniques that are central to the practice of 21st century management?
 - 1.2 According to *employed MBA graduates*, what are the skills, capabilities, and techniques that are central to the practice of 21st century management?
 - 1.3 According to *MBA Graduate Recruiters*, what are the skills, capabilities, and techniques that are central to the practice of 21st century management?
2. How do MBA program stakeholders—MBA faculty, employed MBA graduates, and MBA graduate recruiters—describe their perceptions of the values, attitudes, and beliefs that should be part of a 21st century leader’s world-view and professional identity?
- 2.1 According to *MBA faculty*, what are the values, attitudes, and beliefs that should be part of a 21st century leader’s world-view and professional identity?
 - 2.2 According to *employed MBA graduates*, what are the values, attitudes, and beliefs that should be part of a 21st century leader’s world-view and professional identity?
 - 2.3 According to *MBA Graduate Recruiters*, what are the values, attitudes, and beliefs that should be part of a 21st century leader’s world-view and professional identity?
3. According to a review of five well-regarded Southern California MBA programs what are the common curricula, which are considered best-practices?
4. What is a new model for an MBA Program considering the input of research questions one through three?

Limitations

Both limitations and delimitations were present in this study. The primary limitation was the qualitative method used in this study. Inherent in the use of a qualitative method is the lack of generalizability. Another limitation considered for this the study was the prior knowledge study participants might have had of the Datar et al. (2010) study findings; none of the study participants expressed that they were familiar with Datar et al.'s (2010) study.

Delimitations considered included population size, the employed MBA graduates selected as participants, the MBA graduate recruiters selected as participants, the MBA faculty selected as participants, the exclusion of business school deans from the study, and the business schools selected as part of a review of curricula considered best-practices (i.e., UCLA – Anderson; UCI – Paul Mirage; UC Riverside – A. Gary Anderson; Pepperdine University – Graziadio; USC – Marshall).

Definition of Terms

Attitudes: a feeling or emotion toward a fact or a state (Merriam-Webster, 2008).

Beliefs: a conviction of the truth of some statement or the reality of some being or phenomenon (Merriam-Webster, 2008)

Capabilities: possessing the attributes (as physical or mental power) required for performance or accomplishment (Merriam-Webster, 2008).

Case: When used in the context of a qualitative case study, a *case* is the unit of analysis, or the phenomenon or phenomena occurring in a bounded context that will be examined through detailed inquiry (Creswell, 2007, p.73)

Master of Business Administration: commonly referred to as an MBA, the Master in Business Administration degree is the second-most popular graduate degree in America and a

common requirement for entry into upper level management positions in large established corporations; it is also a common entry point into occupations such as consulting, investment banking, and private equity (Khurana, 2007, p.15). Business schools offer the MBA in a variety of formats, with highly differentiated program structures and architectures. Common variants include traditional 2-year, 1-year, dual specialization (e.g., MBA/JD), part-time, executive MBA, hybrid, and online MBA programs. In most MBA programs there are eight required core courses: financial accounting, finance with a capital markets emphasis, microeconomics, marketing, strategy, organizational behavior or leadership, operations, and decision sciences or statistics (Datar et al., 2010, p.57).

Non-profit Private, Public, and For-Profit Private Business Schools: In the context of this study *non-profit private and public business schools* refer to prototypical and regionally accredited higher education institutions that award *Master of Business Administration* degrees. *For-profit business schools*, in contrast, are narrowly classified as proprietary, nationally or regionally accredited, higher education institutions that award *Master of Business Administration* degrees. The *for-profit* designation also references the private, profit-seeking aspects of these proprietary institutions (Lechuga, 2006).

Professional Identity: how one views his or her self, in relation to his or her role; these views may be inter- or intra-discipline (Brott & Myers, 1999).

Skills: the ability to do something in an effective manner (Yukl, 2010).

Techniques: the methods used to accomplish a desired aim (Merriam-Webster's Collegiate Dictionary, 2008).

Values: Internalized attitudes about what is right and wrong, ethical and unethical, moral and immoral (Yukl, 2010).

World-view: A world-view is a set of subjective presuppositions and assumptions which an individual, group, or culture holds about the basic constitutions of reality, and serves as the framework through which an individual, group, or culture interprets the world and interacts with it (Sire, 2004).

Summary

In *Chapter 1* an introduction to the topic, *identifying criteria for a new MBA program model* was discussed. A background on the state of MBA education, including current criticisms, challenges, and changes was provided. A statement of the problem, that MBA education is at a crossroads and needs to be rethought, was articulated. The framework of the study, Datar et al. (2010) as described in the publication *Rethinking the MBA*, was outlined and major findings significant to this study were elucidated. The purpose and importance of the study was defined, which was to continue down the path of inquiry begun in the Datar et al. (2010) study and identify criteria for a new MBA paradigm. The study approach was also discussed, including the rationale for a qualitative method of inquiry. The four research questions guiding this study were:

1. How do MBA program stakeholders—MBA faculty, employed MBA graduates, and MBA graduate recruiters—describe their perceptions of the skills, capabilities, and techniques that are central to the practice of 21st century management?
2. How do MBA program stakeholders—MBA faculty, employed MBA graduates, and MBA graduate recruiters—describe their perceptions of the values, attitudes, and beliefs that should be part of a 21st century leader's world-view and professional identity?
3. According to a review of five well-regarded Southern California MBA programs what are the common curricula, which are considered best-practices?
4. What is a new model for an MBA Program considering the input of research questions one through three?

Finally, study limitations and delimitations were noted, and a definition of terms was provided.

Chapter 2: Review of Relevant Literature

This chapter is a review of relevant literature related to the topic of inquiry, which is identifying criteria for a new MBA program model. The researcher uses a topical approach beginning first with a brief discussion of higher education in the US, before transitioning into a structured discussion of the history of the MBA degree, the purpose of the MBA degree, the current MBA paradigm, the economics of the MBA degree, and critiques and challenges for the MBA degree. The researcher concludes with a review of five well-regarded Southern California MBA programs.

Higher Education in the United States

In the United States postsecondary education (i.e., higher education) can refer to any schooling beyond high school, and the Department of Education (DOE) broadly defines postsecondary education as a formal instructional program whose curriculum is designed primarily for students who are beyond the compulsory age for high school (i.e., 16 – 18 years of age); the DOE definition includes programs whose purpose is academic or vocational, as well as continuing professional education programs, and excludes avocational and adult basic education programs (US Department of Education, 2012a). Vocational, continuing education, avocation, and adult basic education programs are out of the scope of this discussion, and this literature review will focus on higher education from the context of *degree granting institutions*, which grant associate's or higher degrees (i.e., bachelor's, master's, and terminal degrees).

Higher education in the United States predates the Declaration of Independence in 1792, and is widely recognized to have begun at Harvard in 1636 (Christensen & Eyring, 2011). In the early days of higher education the focus was on clergy; scholarship, at least from a positivist approach, was not a central theme. For example, when Harvard started advanced degrees were

not conferred, and the degrees that were conferred were generally considered of low quality (Christensen & Eyring, 2011). While many of the colleges that were founded during American colonial times had humble beginnings, today they form the ivy-league group of universities: America's most elite institutions (e.g., Harvard, Yale, Princeton, Brown, Dartmouth, and Columbia).

As America evolved from a colony to an industrial powerhouse, the nature and face of higher education changed as well. Variety and growth characterized college building during the mid-nineteenth century, but it was the 1870s through the 1910s that many historians view as being higher education's gilded age (Riesman, 1956). During the Progressive Era higher education benefited from societal interests in scholarly pursuits, and from industrial capitalists whose generous endowments led to the founding of many well-known research institutions (e.g., Vanderbilt, Cornell, John Hopkins, etc.) (Khurana, 2007). In the same period, a shift towards a research-oriented focus in higher education also occurred; the Progressive Era and the immediate years following coincides with the founding of accrediting bodies such as the AACSB, and the founding of the Carnegie Foundation for the Advancement of Teaching, which helped to reshape the quality and focuses of the American university system ("Carnegie", 2012).

The period following WWII was also a significant time in the evolution of higher education. The publication of the *Higher Education for American Democracy* report, requested by President Harry Truman, directly precipitated the rise of community colleges in the US and led to creation of the transfer system between community colleges and universities still in use today (University of California Santa Barbara, the American Presidency Project [UCSB], 2012). The rise of peer-reviewed research (and the physical expansion of universities) also boomed during this period as money poured in from government sources funding public and top-secret

projects in aerospace, mathematics, physics, chemistry, the behavioral sciences, and agriculture (Christensen & Eyring, 2011). During the 1970s-80s the rise of large university systems continued to increase, with the notable examples being the University of California system, and the California State University system; colleges also grew bigger and more complex, which allowed academic departments and intercollegiate teams to become more specialized (Christensen & Eyring, 2011).

The expansion of higher education leading into the 1990s cooled significantly as state sponsored funding dried up and colleges and universities began to focus on building private endowments in anticipation of rising costs (Daniels, 1989). However, in the late 1990s colleges and universities once again prospered, enrollments increased, and institutions of higher education began to focus on integrating technology, teaching, and learning (Christensen & Eyring, 2011). As the US moves through the 21st century higher education continues to be an important facet of American society; yet informed individuals both inside and outside of academia question the direction and value of higher education in comparison to rising costs and diminishing quality (US Department of Education, 2006).

The National Center for Education Statistics (NCES) which monitors the progress of education in the United States projects that higher education will grow substantially based on current trends. Enrollment in degree-granting postsecondary institutions increased by 9% between 1989 and 1999, but between 1999 and 2009, enrollment increased 38%, from 14.8 million to 20.4 million (US Department of Education, 2012a). With anecdotal evidence supporting the idea that undergraduate postsecondary education may not be enough for America's future job market, (whilst the number of students successfully completing secondary education trends upwards through 2021), it is reasonable to assume that growth in higher

education will be profound (University of South Florida, 2012; US Department of Education, 2012a).

Institutions of higher education can be placed into three broad categories: public institutions, private nonprofit institutions, and private for-profit institutions. The main distinctions between the three types are as follows:

1. Public institutions are operated by publicly elected or appointed school officials and are primarily supported by public funds.
2. Private nonprofit institutions are controlled by an individual or agency other than the government, do not rely on public funds to operate, and the individual(s) or agency in control receives no compensation, excluding operating expenses, for the assumption of risk.
3. Private for-profit institutions are controlled by an individual or agency other than the government, typically do not rely on public funds to operate, and the individual(s) or agency in control does receive compensation, outside of operating expenses, for the assumption of risk (US Department of Education, 2012a, p.320).

Approximately 18 million undergraduate students attended degree granting institutions in the United States in the fall of 2010, and 2.9 million students were enrolled in post-baccalaureate programs during the same period (i.e., master's level or higher) (US Department of Education, 2012a). Of the 18 million undergraduates, 10% attended private for-profit institutions, 15% attended private nonprofit institutions, and 76% attended public institutions. While the percent of students attending private for-profit institutions seems relatively low it is notable that in 2009-10 the number of postsecondary degrees conferred by these institutions increased by a larger percentage than the number conferred by public institutions and private nonprofit institutions

across all levels (i.e., bachelor's, master's, and terminal degrees); this indicates that the influence of private industry will begin to weigh heavily on how higher education is conceptualized in America (Christensen & Eyring, 2011; US Department of Education, 2012a).

Across the spectrum of higher education, the focus of study for undergraduate and graduate students is becoming more homogenous. More than half of the 1.7 million bachelor's degrees awarded in 2009-10 were in five concentrations: business, management, marketing, and personal and culinary services; consequently, of the 693,000 master's degrees awarded in 2009-10 more than a quarter were concentrated in business (i.e., MBA or a variant) (US Department of Education, 2012a, p.95-96). Of interest to this research was the upward trend in business-oriented degrees, which Lutz (2011) attributes to an economic environment that rewards “number-crunchers” (i.e., jobs and opportunity for individuals who understand balance-sheet-driven management).

Higher education in the United States is big business: in 2009-10, total revenue was \$506 billion combined (i.e., public, non-profit, and for-profit). Yet this kind of revenue generation comes at a price for students, since tuition and fees per student were 12% higher in 2009-10 than in 2004-05 (US department of Education, 2012a, p.102). More importantly, much of this revenue was derived from federal financial aid sources (i.e., grants and loans)—85% of full-time undergraduate students receive financial aid—implying that this level of revenue may be unsustainable in the long-term as states cut funding for public institutions, and student loan and grant programs receive more legislative scrutiny (Clemmitt, 2011). Within the private for-profit sphere over 92% of enrolled students receive financial aid, and recent criticisms have highlighted a perceived conflict of interest between educating students and seeking profits (e.g., for-profit institutions are known to practice aggressive and questionable recruitment tactics, including

coercing students to take out school loans that they cannot afford) (Clemmitt, 2011; US Department of Education, 2012b).

While enrollments are up, and tuition continues to rise, the graduation rates for postsecondary education have stayed relatively flat. Predictably, graduation rates are higher for private nonprofit institutions where admission acceptance rates are low (i.e., 65% graduation rate for private nonprofit versus 28% for private for-profit) (US Department of Education, 2012, p.109). On a related note, the number of degrees conferred by all institution-types is also on the rise, but this trend may be the result of more students seeking a postsecondary education as opposed to any structural or procedural changes in higher education (US Department of Education, 2012a).

The most recent comprehensive report on the state of higher education in the United States was published in 2006 by former Secretary of Education, Margaret Spellings. The report titled *A Test of Leadership: Charting the Future of US Higher Education* gives a broad overview of the current postsecondary education model, and posits several findings as follows:

1. Value of higher education: the transformation of the world economy increasingly demands a more educated workforce; it is estimated that 90% of the fastest-growing jobs in the new information and service economy will require some postsecondary education; the financial benefits to those who hold postsecondary degrees is substantial.
2. Access to higher education: underserved and nontraditional groups will make up a majority of the population in the next 20 years, yet these are the same groups that are not participating in, or completing higher education; access is limited due to inadequate preparation starting at the secondary level, lack of information about postsecondary opportunities, and increasingly high costs.
3. Cost and affordability: state subsidies are declining, tuition is rising, and the cost per student is increasing faster than inflation or family incomes; colleges and universities have little incentive to lower costs because in many instances funding is subsidized through federally backed financial aid; the public may lose confidence in higher education if costs continue to rise, but the value of higher education is perceived as diminishing.
4. Financial aid: the government's financial aid system is confusing, complex, and inefficient, and populations that could truly benefit from the system lack access; the way that the government determines need has not kept pace with inflated tuition.

5. Learning: many colleges and universities have decreased the quality of learning outcomes, as well as the economic value of a postsecondary education; postsecondary institutions are not producing the informed and skilled citizens who can compete in a global marketplace; other countries are catching up or surpassing the US in terms of the overall quality and value of higher education.
6. Transparency and accountability: a lack of transparency and accountability exists in higher education, which erodes public trust; colleges and universities are dependent on rankings and accreditation, but have not developed a comprehensive strategy to provide adequate internal accountability systems or public information.
7. Innovation: colleges and universities have lost the ability to translate scholarly research into meaningful applications and innovations; government and institutional policies created for a different time and era continue to hamper the expansion of models designed to meet the nation's workforce needs (US Department of Education, 2006, p.7-16).

A similar report by Cornelius (2011) discusses the state of education in general, calling it a global crisis. Based on a survey of business, government and education leaders of 50 nations, Cornelius (2011) contends that the global achievement gap between what *industry* expects and what education delivers is caused by a failure to provide opportunity for creativity, collaboration, context, and practical application (p.50). Institutions of learning have largely failed to recognize that the world has changed, and our knowledge-based economy is much more agile, pull-oriented, media-rich, and increasingly accessible; knowledge and information are commodities and institutions should be focused less on adding difficult coursework, and focused more on demanding mastery of existing content at all levels (Cornelius, 2011, p.50).

In sum, higher education in the United States is expected to grow substantially over the next decade. A knowledge-based economy, globalization, rising tuition, a consensus that higher education is not meeting the needs of students and industry, and growth in the private for-profit sector of education all pose challenges to the current model of higher education. The model as it is currently situated may not be sustainable, since many of the students matriculating through institutions of higher education rely on government backed financial aid. If this funding source goes away public and private for-profit institutions will be hurt most, and minority groups that

cannot afford to pay for postsecondary education through their own means will be adversely affected. Of importance to this research is the idea that the issues plaguing higher education at the macro level may be affecting all areas and disciplines, including the MBA degree. Many of the criticisms aimed at higher education are very similar to the criticisms aimed at the current MBA paradigm; since a majority of graduate degrees that are conferred are business-focused (e.g., MBA, MS Finance, etc.) this may contribute to the perception that only graduate business education is flawed when in fact the entire higher education model is flawed.

History of the MBA Degree

In order to describe the history of the MBA degree, one must first describe the history of business education within the United States, and the evolution of a loosely organized occupation, management, to its current state as a legitimate profession in American society. The world's first business school is widely recognized as ESCP Europe (Ecole Supérieure de Commerce), which was founded in 1819 in Paris (ESCP Europe, 2012; Grey, 2004). The first collegiate business school opened in the United States in 1881 as the Wharton School of the University of Pennsylvania—this was done at the behest of industrial magnet Joseph Wharton who sought to create a school that could prepare young men to assume control of the complex economy that was unfolding (Wharton, 2012a, para. 1). Between 1898 and 1916 six more business schools were established—Booth (Chicago), Haas (Berkeley), Tuck (Dartmouth), Harvard Graduate School of Business, Columbia School of Business, and Stern (NYU) (Khurana, 2007).

At the time of the founding of the Wharton School there were many social, economic, and technological changes occurring in American society (Khurana, 2007; Wharton, 2012a). The Second Industrial Revolution (1870-1914) spawned many technological advances in areas such as energy, materials, transportation, communication, medicine, and chemicals, but also changed

the nature of business and organizations as factors of production changed, and companies took advantage of the economies of scale presented by increases in technology (Khurana, 2007; Mokyr, 1990; Wharton, 2012a).

The change in industry from many fragmented loci of production to a small number of large and interconnected loci of production fundamentally changed the labor needs of organizations. Where as in the past the main actors in industry were *laborers* and *owners*, the evolution of organizations into complex structures necessitated the introduction of a new type of labor force, *management*, to facilitate inputs, outputs, and throughputs (Wharton, 2012a). Khurana (2007) describes a situation where the advent of management as a concept, and managers as an occupation was somewhat confusing to 19th century American society. Managers were members of a new and unfamiliar economic and social group whose role required explanation: managers were not actually supplying labor per se, and they did not own the means of production—in short, managers lacked legitimate power (Khurana, 2007, p.13).

Despite any reservations American society might have had about the role of manager as a legitimate profession, economic progress during this era was dependent on management processes that reduced waste, and increased the efficiency and effectiveness of operations. Between 1870 and the 1920s, the number of salaried managers increased from 12,501 to 2.6 million (Khurana, 2007). Titans of 19th century industry, such as Carnegie, Ford, and Rockefeller, understood that managers performed crucial economic functions that they as *owners* could no longer perform for themselves; this gave rise to the novel phenomenon of managers running enterprises they did not own (Khurana, 2007, p.37)..

As the concept of management and the manager began to take root in American society there still remained the question of legitimacy for this new profession. Whereas doctors, lawyers,

and clergy had defined rules of entry and required specific apprenticeships or academic credentials, the view of management was that it was an *occupation*, not a *profession*. Friedson (1988) explains the distinction between occupation and profession as a perception with European roots, where professions require extensive training and result in knowledge work, and occupations are concerned with physical labor; in 18th century European society the high professions were in the fields of law, theology, and medicine. As the field of management naturally evolved and grew—which was the result of America’s changing economic and social structure (e.g., Northern industrial capitalists became the new American aristocracy after the Civil War)—interested stakeholders (i.e., industrial capitalists, academics, and the new management class) began a quest to legitimize management as a profession (Khurana & Nohria, 2008; Khurana, 2007; Mokyr, 1990).

Institutional entrepreneurs, both academics and enlightened business leaders, saw the rise of the large corporation as a profound challenge to the existing social order (Khurana & Nohria, 2008, p.72). As ownership and control of the factors of production moved away from a sole-proprietorship model to a corporate model with shareholders, the right of multiple stakeholders (e.g., shareholders, policy makers, laborers, etc.) to direct these new entities became a point of contention (Khurana, 2007; Khurana & Nohria, 2008). Industry needed a neutral and objective party who could look out for the interests of all of the stakeholders involved in the enterprise; the obvious choice was the manager.

Khurana & Nohria (2008) posit that business school was conceived as a way of legitimizing the claim of managers to control publicly owned corporations and balance stakeholder concerns. Industrial capitalists, academics, and the new management class worked in concert to create a structure with educational underpinnings, certifications, and codes of conduct

for the purpose of aligning management with the practices of accepted professions of the time. The capitalists gave generous endowments, the academics created the business school structures within established university environments, and the new management class attended the schools that were established. In the end, it was the linkage of management and managerial authority to existing Progressive Era institutions—science, noted professions, and the American research university—that solidified the perception of management as a legitimate profession, and served as the foundation for the modern graduate business school model (Khurana, 2007).

The MBA degree. The Master of Business Administration degree was first offered at the newly formed Harvard Graduate School of Business Administration in 1908; a decision was reached by the Harvard Corporation to teach business at the graduate level only (hence the MBA program), with a 5-year experimental authorization under the wing of the Department of Economics (HBS, 2012a). In 1908 the curriculum included courses in accounting, commercial law, economic resources, industrial organization, banking and finance, transportation (with an emphasis on railroad management), and insurance (HBS, 2012b). In comparing the eight core courses that make up modern MBA curricula (i.e., financial accounting, finance with a capital markets emphasis, operations, marketing, strategy, organizational behavior or leadership, operations, marketing, and decision sciences or statistics) we can see that not much has changed; course names have changed, but it would seem that the focus on quantitative knowledge and knowledge of organizations in MBA curricula has remained consistent. In support of what Bailey et al. (1999) and McKendall and Lindquist (1997) imply—that MBA program curricula shifts with the times—we can see that Harvard offered courses in transportation (railroad management), which was an important mode of transportation during the 19th century.

Reviewing the eight core courses noted above we see that presently there is a focus on capital markets and leadership.

Between the 1920s-50s we see an uptick in the number of business schools offering a MBA degree; the MBA programs during this period were typically 2 years long and required full-time study. In 1925 Harvard Graduate Business School introduced the *case method* within its MBA program, a model that it still uses (and that many other business schools have since copied) (HBS, 2012a). Wharton came aboard with its MBA program in 1921, which was followed by the introduction of its Industrial Research Unit that married academic research with business practices (Wharton, 2012a). Columbia joined the ranks in 1945, and the Thunderbird School of Global Management followed suit in 1946. Of note, in 1943 the Booth School of Business (University of Chicago) introduced the world's first Executive MBA program.

The introduction of a variant of the MBA degree (i.e., the Executive MBA degree) was a new direction for business schools in terms of the types of students recruited, and the widening of the market for business school education. While business schools had offered evening MBA programs as early as 1938 (e.g., Booth School of Business), the Executive MBA (EMBA) represented uncharted waters for American business schools. The Booth School of Business experiment proved to be successful and other business schools latched onto the idea that programs could and should be varied in order to attract a more heterogeneous population of students (e.g., Wharton, Columbia Business School, Stern, etc.). In describing how business schools are picking up the pace in terms of program variation Gerdes (2005) states:

First came the full time, 2-year MBA program. As its popularity grew, a weekend executive variation was developed for promotion-hungry managers whose companies often sponsored them. Then followed part-time degrees for students whose busy schedules could accommodate only limited classroom hours. Now comes the latest innovation, the drive-through MBA—miniaturized programs that let students earn degrees in half the time. The trend started in Europe, where top business schools like

INSEAD began offering intensive, full-time programs in as little as 10 months. Now some European schools are also offering a 1-year pre-experience masters [*sic*] in management for recent undergrads. The trend is coming to the US, where schools scramble to attract fence-sitting candidates who hesitate to take 2 years off from work but are also wary of spending half a decade pursuing a degree part-time (p.81).

The focus on crafting MBA program variation is a trend that is likely to continue as business schools seek new ways generate revenue and manage the burgeoning student populations expected by 2021 (Gerdes, 2005; US Department of Education, 2012a). At present, the AACSB counts 648 accredited member institutions offering MBA degrees or a variant as of April 2012 (AACSB, 2012).

In sum, the MBA degree has a 106 year history coinciding with various social, economic, and technological changes occurring from the 19th century to the present. The advent of the MBA degree was the result of a push by 19th century industrial capitalists, academics, and the new management class to legitimize the concept of management and the role of the manager in business and American society. Since 1908, when Harvard first introduced the MBA degree, little has changed about its curricular focus, but many variations of the MBA program have emerged.

Purpose of the MBA Degree

There is broad consensus among scholars, practitioners, and business schools that the purpose of an MBA degree is to develop and hone leadership and management skills and potential (Bennis & O'Toole, 2005; Datar et al., 2010; Khurana, 2007; Sahlman, Stevenson, Roberts et al., 1999); perspectives on how this purpose should be accomplished within an MBA program engenders much debate, and there are many flavors and approaches within graduate business education. The purpose of the Harvard Business School MBA is to educate leaders who make a difference in the world, and impart knowledge that will allow gradates to manage across

any function, learn to make decisions in the face of ambiguity, and lead with a global perspective (HBS, 2012c). The purpose of the Wharton MBA is to transform leaders, and impart knowledge that is relevant, global in scope, and that gives students the opportunity to innovate and be introspective (Wharton, 2012b). The purpose of the Stanford MBA is to transform the brightest and most passionate people in the world, and impart knowledge that will allow graduates to think critically and analytically, be creative and innovative, and develop their personal leadership (Stanford, 2012). In each of the three purposes noted we can see elements of the main purpose specified above (i.e., leadership and management). Following is a deeper discussion of these two elements in relation to the MBA degree.

Leadership. The focus on leadership in business schools, and specifically as an integral part of MBA curricula is a relatively new phenomenon; before the 1990s, the focus was strictly on management and leadership was viewed as an epiphenomenon (Khurana, 2007). Zaleznik's (1977) seminal article on the differences between leaders and managers—"Managers and Leaders: Are they Different?"—arguably shaped the approach that most business schools take in relation to this subject: leadership and management are presented and taught as two distinct constructs (Khurana, 2007). Yukl (2010) and Northouse (2007) note that well known theorists within the field of leadership (i.e., Burns, Bass, Stogdill, Rost, Kotter) have observed that there is a lack of consistency in terms of how leadership is defined in leadership research, and definitions may change from one study to the next. While Khurana (2007) contends that the existing leadership body of knowledge is so confused that it cannot possibly be taught with any semblance of coherence in business schools, Northouse (2007) sums up the lack of a widely accepted theoretical framework by stating that leadership is like the words *democracy*, *love*, and *peace*: although people intuitively understand what leadership means, leadership is highly

contextual and therefore has different meanings for different people (p.2). Khurana (2007) finds that leadership is taught in one of three ways at top-ranked business schools. The first approach focuses on content and transmission of explicit knowledge—this approach draws from well-established academic theories in psychology, sociology, and economics; the second approach focuses on the development of interpersonal skills and their application to small groups—this approach views leadership as tacit knowledge that must be mastered through hands on learning; the third approach focuses on personal growth and self-discovery—this approach gives students the latitude to self-develop using assessments such as the Myers-Briggs Type Indicator (MBTI) (Khurana, 2007, p.369-371). The approaches described by Khurana (2007) fit well into the Level of Conceptualization for Leadership model developed by Yukl (2010) where leadership can be conceptualized as an individual process, a dyadic process, a group process, and an organizational process.

It is quite evident that leadership is a popular theme in MBA programs and the preponderance of leadership over the other focuses (i.e., management, entrepreneurship, and scholarship) cannot be denied. A recent development for the MBA leadership-focus is the emphasis programs are placing on global leadership, or creating global leaders. The rise of multinational companies, globalization, and changes in expectations of how 21st century managers should view and interact with increasingly diverse business environments, have fueled the interest in global leadership as a distinct subset of the leadership construct. The global leader is described as having (a) an expansive and cosmopolitan outlook that is not parochial; (b) the skills necessary to lead across cultures and physical borders; (c) strong conceptual skills implying that they can identify critical issues in the ordinary, involve those affected by the issue, and achieve results in relation to the issues raised (Baik, 2003; Mercer, 1996; Roome, 2005;

Suutari, 2000; Terrell, 2011; Treverton & Bikson, 2003). While business schools aspire to develop global leaders, there remains the concern that perhaps there is a gap between what business schools aspire to do, and what they are actually doing (Datar et al., 2010; Khurana, 2007). On the one hand Suutari (2000) suggests that having a global outlook is not something that is taught, but is rather endemic among global leaders (e.g., global leaders are born not made). On the other hand Caligiuri (2006) finds that there are ten tasks that are common or unique to global leaders, implying that individuals can be taught to be global leaders. Conner (2000) concurs and posits two areas of focus for developing global leaders: (a) identifying potential global leaders early on in their careers; and (b) using multiple approaches for developing global leadership skills and capabilities. While the question of the efficacy of MBA curricula in preparing graduates for a global business environment remains, companies continue to demand that MBA graduates be prepared technically, conceptually, and interpersonally (i.e., possess all of the skills necessary to lead within a global environment) (Datar et al., 2010).

Management. Business schools have focused on management from their inception, and the first MBA curriculum at Harvard Graduate School of Business Administration, as well as present core MBA curricula, bears witness to the importance business schools place on teaching management principles. To say that business schools were the locus of origin for the concept of management would be somewhat misleading since organized activities and managers—in the most basic sense of the role—have been around since the Egyptians built the pyramids. Yet it was the advent of business schools, and the vanguard of 19th century industrial capitalists, academics, and the new management class that vaulted the concept of management from an undefined state, to a concept that would later undergo systematic investigation, acquire a common body of knowledge, and become a formal discipline (Robbins & DeCenzo, 2008, p.22).

It was within the 19th century business school environment that the body of knowledge that we recognize today as management studies was developed. Many early business schools borrowed heavily from the curricula of more well established disciplines (i.e., science, economics, and mathematics), or simply included courses that were more practitioner based (Christensen & Eyring, 2011; Khurana, 2007). Business schools needed a discipline to call their own, and industrialists and academics alike took great interest in the ideas posited by Frederick Winslow Taylor, who in 1911 published a book titled *The Principles of Scientific Management*. Commonly referred to as the father of scientific management, Taylor espoused the use of the scientific method to define the *one best way* for a job to be done. Taylor sought to create a mental revolution amongst workers and managers by creating clear guidelines for improving production efficiency; this fit well within the context of what business schools were attempting to provide to their students: a formal theory to guide managers in running their organizations (Robbins & DeCenzo, 2008, p.23; Khurana, 2007). Taylor's ideas proved to be a tour de force: the Harvard Graduate School of Business Administration declared Taylor's approach the standard for modern management and adopted it as the core around which all courses would be organized; Taylor also became a Harvard lecturer subsequent to Harvard adopting his ideas (Robbins & DeCenzo, 2008, p.24). Other contributors to scientific management during the Progressive Era include Gilbreth—famous for his motion studies—and Gantt—whose eponymous graphic bar chart is used by project-managers worldwide.

As business schools continued to evolve during the 20th century, the concept of management as a distinct discipline took root. Notable research by Harvard professors Hugo Münsterberg (1913)—the father of industrial psychology—and Elton Mayo (1927)—known for the Hawthorne Studies—furthered the idea that the concept of management and the role of

manager could be approached systematically and empirically. By the 1960s almost every innovation and growth in the body of management knowledge was the direct result of academic work and research being done in business schools. Well-known management theorists and contributors to management and organizational studies during this period were also professors— e.g., Douglas McGregor (Theory X and Theory Y, MIT Sloan School of Management); W. Edwards Deming (quantitative approach to management, Columbia Graduate School of Business); Peter Drucker (social management, NYU and Claremont Graduate University); Alfred DuPont Chandler (management structures, Harvard, MIT, and John Hopkins University); Ronald Harry Coase (Theory of the Firm, University of Buffalo, University of Virginia, University of Chicago); Henry Mintzberg (Managerial roles, McGill University); etc..

The construct of management continues to serve as the cornerstone of the MBA degree: in many ways management has become an all-encompassing discipline with research in management crossing into many different areas of business. In the core curricula of top-ranked MBA programs described by Datar et al. (2010) the discipline of management is manifest in such courses as operations, marketing, strategy, organizational behavior or leadership, and decision sciences. Yet, similar to the element of leadership, recent critiques have suggested that business schools are more focused on theories and models, and less focused on preparing MBA graduates to manage in a real-world context (Almog-Bareket, 2011; Ashton, 2012; Bennis & O’Toole, 2005; Bruce, 2009; Christensen & Eyring, 2011; Datar et al., 2010). While business schools likely have a different opinion about how successful they have been in preparing graduates with relevant skill-sets, approximately three-quarters of all MBA graduates assume formal managerial roles and engage in significant managerial activities (Rubin & Dierdorf, 2009); the fact that

MBA graduates continue to find gainful employment implies that business school critics are naysayers, or employers have few pools from which to recruit.

In sum, the purpose of the MBA degree is to develop leadership and management skills and potential. Business schools have always been focused on providing an environment for individuals to gain relevant management skills, but since the 1990s business schools have focused more on leadership. As it concerns leadership, the current focus is on global leadership, but scholars have varying opinions about whether having a global mindset can be taught. As it concerns management the consensus among researchers is that business schools are doing a poor job equipping MBA graduates with relevant skill sets.

Current MBA Paradigm

While the science of managing organizations has remained the focus of MBA programs since Harvard's 1908 program, the structural elements of what comprises an MBA program have changed markedly creating a heterogeneous landscape in the current MBA paradigm.

Academics and curricula. In a comprehensive study of MBA core curricula across a sample of 25 top-ranked universities Segev, Raveh, and Farjoun (1999) identified six core curricular focus areas: communications and ethics, finance/marketing, decision/public, economics/international, industrial/human, and information systems. Of significance to this research is their finding that the top five leading MBA programs have vastly different structures in terms of overall curricular focus; this indicates that no single model can be looked at as the premier model; rather different programs excel based on institution-specific variables (e.g., student body, faculty, endowment, prestige, etc.) (p.562).

In examining whether or not MBA program curricula is relevant to the competencies required of managers Rubin and Dierdorf (2009) found a general misalignment between the

practice of management and course-content. Rubin and Dierdorf reviewed curricula at 373 AACSB accredited schools, and found that the MBA programs in their study leaned heavily towards courses related to the managerial task environment, and administration and control, and focused least on decision making processes, human capital management, and strategy and innovation. Rubin and Dierdorf (2009), citing Rubin and Dierdorf (2006), previously identified six primary managerial behavioral competencies, of which human capital management is most important. Overall, Rubin and Dierdorf (2009) contend that MBA programs by-and-large accomplish what they set out to deliver, which is content that is relevant to general managers.

One criticism of top-ranked MBA programs is that they are extremely exclusionary on the basis of cost, pedigree, or academic profile. While exclusivity is expected at prestigious business schools like Harvard, or Stanford, we must consider that not every student is capable of thriving in high caliber academic environments. McEvoy (2011) citing Hancock (2002) reported that students with weak conceptual skills learn more when a class is highly structured whereas students with strong conceptual skills do better in unstructured class settings. If a Professor were to experiment with an experiential learning method, or a simulation, this could put less intellectually-qualified students at a significant disadvantage. Bennis & O'Toole (2005) touched on this issue lamenting that Professors often teach down, instead of up, and DeAngelo et al. (2005) stated that even at top ranked business schools MBA students want to be spoon-fed with PowerPoint slides instead of taking their own notes. Along the same lines both Datar et al., (2010) and DeAngelo et al. (2005) note that across all business school environments there is a general decline in student engagement with the learning process, and students are giving less priority to academics, and more time to extra-curricular activities like networking, recruiting, planning club activities, and pursuing post-degree opportunities.

Finally, the effectiveness of MBA programs in transferring useful knowledge may not be an issue of content within an MBA program, but rather an issue with student perceptions of MBA course usefulness. Cheng (2000) found that when MBA graduates perceived that a course they had taken was useful they were very likely to apply that knowledge within their work environment. Perceptions of course usefulness may also speak to the pedagogic approach taken by most highly ranked MBA programs, which is the case method. Lately business schools such as UCLA Anderson School of Business and USC Marshall School of Business have been experimenting with simulations and experiential learning with great success (Marshall, 2012; UCLA, 2012).

Distance education (online learning). While the advent of online MBA programs is less than a decade old, the impact of online business schools on the MBA paradigm is significant.

In describing the disruptive innovation of online learning Christensen and Eyring (2010) state that current trends favor online educators: (a) the speed of the internet continues to increase—allowing for a much richer virtual experience; (b) online courses are being designed much better, and in a format that is more appealing to students; (c) the economic downturn has forced cost cutting at traditional higher education institutions; (d) for-profit and non-profit institutions alike now have access to a growing body of skilled instructors (p.212-213).

For business schools offering traditional MBAs the threat of the online-school is no longer a threat; it's a reality. While graduate degrees conferred by for-profit private institutions in 2011 only represented 6% of the total graduate degrees conferred nationwide, the number of graduate degrees coming out of the for-profit arena continues to trend upward (US Department of Education, 2012). There remains debate among pundits as to whether or not this trend is a positive development for higher education (Christensen and Eyring, 2010; Johnson, 2011).

Rossett (2002) discusses some of the misconceptions of distance education—specifically e-learning—finding that many believe (a) e-learning saves money—it can but schools do not plan appropriately for implementation; (b) e-learning is as simple as throwing a document online and asking students to retrieve it—that is called content delivery and it is not an effective pedagogic method; (c) e-learning is convenient—this is only true when the right infrastructure behind the technology has been established.

While many for-profit, private, and public business schools have successfully implemented fully online or hybrid MBA programs, creating a quality learning experience may require more time than professors realize. In a study that examined the effect of technological, pedagogical, and student characteristics on student learning in internet-based MBA courses Arbaugh (2000) found that what was most important in perceived student learning was (a) ease of interaction in the virtual environment; (b) emphasis on interaction by the instructor; and (c) virtual classroom dynamics. In order for learning to take place in a virtual environment—whether synchronous or asynchronous—there must be commitment from all participants to interact and learn together. Arbaugh (2000) raises the point that perhaps the idea of using online courses as a cost reduction tool for delivering MBA programs is unfounded given that the investment of time on the part of the participants may be more than what normally occurs in a physical classroom environment.

Faculty. For most elite business schools, finding, recruiting, and retaining the right faculty is part of what builds on the prestige and image of an institution. World-class institutions have an image to sell, and part of that image is related to the pedigree of its faculty. Yet there is a bifurcation in the approach that business schools take in selecting faculty between the elite business schools, and other institutions. Lower ranked business schools make use of a much larger pool of adjunct faculty, while elite schools tend to invest in full-time and tenured tracked

faculty (Christensen & Eyring, 2010). Cross and Goldenberg (2009) found that 68% of faculty appointments are not on a tenure track, and many faculty work part time. Datar et al. (2010) cite statistics showing the number of tenure tracked professors is on the decline, whilst the number of adjunct faculty increased by 37% between 2000 and 2006. The most commonly cited reasons for the rise in adjunct faculty include competitive pressures in the higher education market, public demands for universities taking public funds to lower expenses, and faculty labor expense savings (Bettinger & Long, 2010).

Business degree programs make ample use of adjunct faculty, but unlike most degree programs, (which are being pushed toward a temporary workforce model for economic reasons), the use of adjunct faculty in business courses is a necessity because of the applied nature of what is being taught (Khurana, 2007). Consider a tenured professor teaching marketing, yet the professor has never actually sold a product. While this might seem farfetched Bennis & O'Toole (2005) assert that this happens regularly when schools become more focused on esoteric research, and less focused on the practitioner aspects of business. In Bettinger and Long's (2010) study on the impact of adjunct faculty on students, Bettinger and Long found that adjuncts are often more effective when it comes to fields that are directly tied to a profession (i.e., business, education, and engineering). Second, the overuse of adjuncts is not typical in elite institutions. For example Harvard Business School uses very few adjunct professors in its MBA faculty lineup, but for-profit schools like the University of Phoenix were only able to sustain their rapid growth because of the use of adjunct faculty (Datar et al., 2010; Bettinger & Long, 2010; Cross & Goldenberg, 2009). A unique aspect of Harvard Business School is that it only offers one version of its MBA degree (excluding joint degree opportunities), which enables Harvard to

preserve tenured faculty. In contrast business schools with multiple MBA program-variants rely heavily on adjuncts because of the faculty resources required to fulfil course specialization.

Bettinger and Long (2010), Christensen and Eyring (2010), and Cross and Goldenberg (2009) seem to agree that the adjunct faculty model is here to stay. As Bettinger and Long (2010) posit, as long as an institution has an integration plan on how to effectively use the adjunct-model, universities can benefit from the wealth of knowledge and experience active practitioners bring into the classroom.

Business school accreditation. The major accreditation body for elite business schools worldwide is the Association to Advance Collegiate Schools of Business (AACSB). Founded in 1916 by elite universities seeking to legitimize the standing of their business schools, it has become a symbol of excellence for the business schools that are able to attain AACSB accreditation. AACSB accreditation is notoriously hard to achieve and costs are sometimes cost prohibitive for smaller business schools seeking to legitimize their standing. In one study, a school reported spending over \$100,000 just on the preliminary application process (Roberts, Johnson, and Groesbeck, 2006). Because of the exclusivity of the schools within its ranks, many of the for-profits have had a hard time getting in. For example, the University of Phoenix's School of Business has never been admitted to the AACSB and took a different accreditation with the Association of Collegiate Business Schools and Programs (ACBSP) (University of Phoenix, 2014).

The purpose of accreditation is to set standards to ensure quality in the education process; in most cases accreditation is a voluntary, nongovernmental process that is comprised of an independent review of a school's ability to provide quality programs. (AACSB, 2012). In order for a business school to even be considered for AACSB accreditation there are a few

prerequisites including (a) joining AACSB international; (b) being a degree granting school in business or management; (c) possessing sufficient capital resources; and (d) ensuring that all degrees granted by an institution are reviewed simultaneously (AACSB, 2012).

While the AACSB is highly respected, it is not without its critics. Studies by Francisco, Noland, and Sinclair (2008), Heriot, Austin, and Franklin (2009) , and Roberts, Johnson, and Groesbeck (2006) all highlight the high cost and bureaucratic structure of the AACSB. While these studies were not exclusively critical, the studies did bring to light the fact that the application process is very taxing on financial, faculty, and administrative resources. In a review of the AACSB accreditation process by Henderson and Jordon (1990), the authors noted that the AACSB has been criticized because it is dominated by deans at large research universities and the standards are applied in ways that severely limit the number of schools that can realistically aspire to be accredited (p.1); a recent review of the AACSB board of directors by the researcher confirms that this critique is largely still valid (AACSB, 2012).

Business school rankings. Perhaps one of the stranger aspects of the MBA paradigm is business school rankings because of what Bradshaw (2007) calls the *love hate relationship*: there is broad consensus that business school rankings are flawed, inconsistent from year to year, and inconsistent between and among the publications that bother with business school rankings (Adler & Harzing, 2009; Bradsahw, 2009; Fee, Hadlock, & Pierce, 2005). Yet Adler and Harzing (2009), Bradsahw (2009), and Fee, Hadlock, and Pierce (2005) all point to the same issue: business schools fall prey to the rankings game. Fee, Hadlock, and Pierce (2005) found that drops in ratings coincided with deans either stepping down or being removed.

To be dependent on an arbitrary ranking system is a flawed approach to self-regulation and evaluation, yet this behavior is institutionalized, both by business schools and by students.

Students regularly use published rankings to assess where to pursue an MBA, and in the same vein, 96 out of the top 100 business schools on the *Financial Times* refer to their ranking on their website (Bradshaw, 2009).

Playing the rankings game comes with long term consequences according to DeAngelo et al. (2005). DeAngelo et al. (2005) found that rankings myopia creates a highly chaotic business school environment, whose turmoil impedes student learning and faculty knowledge creation; distortions in the MBA curriculum; pressure to trade instructional quality in undergraduate and other graduate programs; adverse changes in the student composition of MBA programs versus other programs; temptation to manipulate school data being supply to the media; and reduced emphasis on Ph.D. education, with long-run damaging consequences for future knowledge creation (p.20-21).

Economics of the MBA degree. All business schools dependent on a market transaction to generate income, (whether for-profit, non-profit, or public), are subject to market forces. The basics of supply and demand tell us that the more something is desired, or the more unique it is, the higher its price can be; conversely if something is not desired, or is very common, its price will be lower. Demand for higher education is somewhat inelastic, though with business schools this is usually not the case. It is well-documented that business school admissions are cyclical, and university administrators often retool their programs during market downturns (DeVise, 2012). Yet DeVise (2012) highlights some worrisome trends including: (a) full-time MBA admissions have dropped by one-fifth between 2010 and 2011; and (b) the number of American students taking the GMAT is at a 5-year low. In an empirical analysis of supply and demand forces in the business school market Sohi, Son, and Tang (2008) found that while employers are

demanding that business schools prepare graduates with particular skills and knowledge, business schools are doing an inadequate job.

Business schools used to be able to make a sound argument that lost opportunity costs experienced by students attending full-time MBA programs would be recouped in a few years-time; now this is no longer the case. Many starting salaries of new MBAs are much less than the cost of attendance, and even more troubling: new MBA graduates are finding it hard to even get a job, much less a high paying salary (DeVise, 2012). Damast (2010) reports that American business schools are increasingly looking abroad for new a new market (e.g., Africa, India) since the higher education market in the US is becoming increasingly volatile. With signs that an economic recovery is still years away, business school deans are evaluating their options, albeit very few have the resources to take the kind of action that is necessary to retool entire programs (Appelbaum, 2012). USC's Marshall School of Business recently retooled its MBA curriculum; however Marshall shares in USC's 3.5 billion dollar endowment (USC Marshall School of Business [Marshall], 2014). Smaller for-profit business schools have less overhead and can offer alternative MBA programs (e.g., fully online) without risking much in terms of reputation; more prestigious business schools have larger endowments to fall back on. Mid-ranked business schools are caught somewhere in the middle with little to attract new MBA students at current program costs (Black Issues in Higher Education, 2003).

In a free-market actors who do not conform to the rules of the market inevitably fail. Business schools are at the precipice of failure because they are no longer providing a relevant product, but yet are continuing to charge a premium when demand is shrinking for its flagship product: the 2-year MBA program. Christensen & Eyring (2011) argue that universities have largely been immune from fluctuations in the economy because of the inelasticity factor, and

because of the power of prestige in the higher education marketplace. Because the value-add of the product is hard to measure, actors rely on past performance as a predictor of future gains. Specifically, employers take it for granted that top-tiered business schools will produce high-caliber MBA graduates, and prospective students take it for granted that the prestige associated with a particular business school is a professional value-add that others in the market will recognize. While accreditation has been discussed it is important to highlight its role as a buffer between higher education, and the market forces that should be driving corrective action. The external oversight inherent in the accreditation process is an important piece of an institution's ability to provide quality programs; it is also a criterion by which outsiders judge the merits, reputation, and overall-health of a particular program. Yet, if the oversight being provided is led exclusively by academic-insiders, many who may even be directly involved in auditing their own institution, the whole process is arguably fraught with conflicts of interests (Christensen & Eyring, 2011). A review of the AACSB 2014 board of directors reveals that almost all members are exclusively from academia implying that the diverse and heterogeneous perspectives needed for change may not be present (AACSB, 2014).

It would appear as though this seeming free-ride is at an end, and business schools must now deal with the reality that they are vulnerable. The theme consistently weaved throughout the Spellings Commission Report discussed in an earlier section is without serious self-examination and reform, institutions of higher education risk seeing their market share substantially reduced and their services increasingly characterized by obsolescence (US Department of Education, 2006, p.xiii). Business schools are operating in some of the worst economic conditions since the great depression, and the lifelines that sustained them in the past are getting further from reach. In 2009 even Harvard had to implement retrenchment strategies (i.e., cost cutting measures)

because its endowment shrank by over \$11 billion dollars (Christensen & Eyring, 2011).

Companies have become reticent to subsidize MBA degrees, even going so far as to consciously shun MBA graduates in favor of internally mentored and developed human resources (Ashton, 2012; DeVise, 2012). The government has also started shifting attention and resources to other areas of higher education such as public 2-year colleges, and there still remains the question of whether or not the more than \$1 trillion in US student loan debt is sustainable (Bonner, 2012). Finally business schools are feeling the heat from competitors in the for-profit market who have fundamentally changed the landscape of higher education. It is not so much that for-profits are doing a better job of creating a better educational product or learning experience; rather, for-profits are playing according to the rules of the market and thus are more agile, responsive, and administratively efficient (Christensen & Eyring, 2011). In the for-profit space program specializations that are not profitable are quickly axed, and rises in program demand are met by drawing heavily on non-tenured adjuncts and professors of practice (Datar et al., 2010, p.26).

Critiques and Challenges for the MBA degree

Blass and Weight (2005) in a review of the state of graduate business education found that the primary challenge for the MBA degree is that the market is no longer certain of its value. Recruiters are no longer sure that MBA graduates are capable of fulfilling senior management roles, graduates are no longer sure that the price of the degree is worth the expense and lost opportunities, and business schools keep focusing on esoteric business research.

The change in the perceived value of the MBA degree by private business is arguably the biggest challenge for business schools today (Bailey et al., 1999; Hindo, 2002; Khurana, 2007; Kiki, 2011). Many companies would rather nurture and develop employees internally rather than hire novice graduate students that may not have practical business experience, or that lack an

understanding of their organizational culture (Datar et al., 2010, p.32). Overall, there is a general consensus among professionals and academics alike that graduates are unprepared for the realities of management and leadership (Blass & Weight, 2005).

In relation to the perceived value of an MBA, perhaps a novel way of approaching this issue is to consider why an economic lens is usually the lens through which we evaluate and question the worth of the MBA degree. Baum & McPherson (2011) pose the question *is education a public good or a private good?* Baum & McPherson conclude that it is not one or the other, but it is a relevant inquiry for the MBA because of how most graduate business students perceive the MBA (i.e., the quickest route to power, status, and financial gain) (Mintzberg, 2005). Monetizing the value of education simply because there is a cost attached to it is a slippery slope. On the one hand most of the individuals in the market for a full-time MBA can ill-afford not to have a return on their investment; yet this perspective may be one reason why so many practitioner-based programs are filled with specialty tracks and focuses. The UCLA Anderson School of Business has three different career tracks for full-time MBAs, and the Marshall School of Business at USC has a flexible curriculum it calls its *core*; tuition in both programs is approximately \$50,000 per annum (Marshall, 2012; UCLA Anderson, 2012). The point is that with such a high-cost of attainment schools feel pressured to offer more to students in the way of flexibility and specialization, a practice that McKendall & Lindquist (1997) argue is actually reducing the value of graduate business education considerably. Revisiting Baum & McPherson's (2011) original question: there are social goods associated with higher education, but most MBA programs are tailored to the individual (e.g., *I* versus *we*). While there are MBA specializations for non-profits, to the extent that an MBA degree is explicitly tailored to better society has been debated. Khurana (2007) argues that business schools were originally formed

for a public good to provide structure to America's evolving industrial society. McMahon (2009) argues that there are social many goods that are overlooked when evaluating the value of education to society at large including better health, better child education, better child cognitive development, greater longevity, more efficient household, purchasing, among many other benefits (Jaschik, 2009, para. 1). We can certainly assume that MBA graduates will enjoy many of these benefits in tandem with earning higher wages, but the reality is that one's investment in an MBA is always going to be perceived as highly-personal as long as MBA programs are marketed and viewed through an economic lens.

Within the sphere of legal considerations related to the challenges facing MBA programs, one issue stands out: the regulatory context surrounding for-profit institutions of higher learning and access to Title IV funds (Johnson, 2011, p.3). Considering that the number of for-profit institutions granting MBA degrees is expected to rise significantly by 2021, examining how current and proposed legislation affects the ability of for-profit institutions to operate is important (US Department of Education, 2012b).

Financial growth in the for-profit education industry has evolved at an astounding rate. Between 2000 and 2003 the stocks of for-profit postsecondary institutions rose 460%, and only as of late has this growth rate tapered off (Johnson, 2011). For-profit institutions of higher education are not new, but the transformation of loosely associated *fly-by-night* schools into lean, efficient, and tightly integrated corporations is unprecedented. Corporations like the Apollo Group (University of Phoenix), Career Education Corporation (American InterContinental University), Corinthian Colleges, Inc. (Everest College), DeVry, Inc. (DeVry University), and Laureate Education (Walden University) are Wall Street darlings churning out billions of dollars revenue each year. The largest of these corporations, the Apollo Group, had revenues of \$4.925

billion in 2010, a 36% rise over 2 years (Christensen & Eyring, 2011; Johnson, 2011). The idea that for-profit institutions of higher education are changing the way that Americans view quality and access to education has become apparent; in fact, in 2009 the University of Phoenix enrolled 355,800 new students, roughly 150,000 more than the total enrollment for the University of California school system (Christensen & Eyring, 2011, p. 8).

The current success of the for-profit model is due to various legislation and amendments passed in 1965, 1972, and 1979 that gave students at for-profit institutions of learning access to the government's Guaranteed Student Loan Program, and access to federally backed student loans from private lenders (Johnson, 2011). The ability of their students to receive government aid is largely what allows for-profit institutions to even exist. The University of Phoenix alone received an estimated \$1 billion from Pell Grants in 2010, along with \$4 billion from federal loans (Cary, 2010, para. 4). Albeit the legislation enabling students at for-profit institutions to receive government aid is dated, the market forces pushing Americans to pursue higher education are relatively new. Whereas in years-past the importance of secondary education was disputed, the transformation of America's economy into a knowledge-economy has resulted in a situation where most professional jobs require, at a minimum, an undergraduate degree. Rapid transformations in America's economy also threaten the value of a bachelor's degree because of the degree's commonality in the face of an increasingly competitive job market (University of South Florida, 2012, para. 2). Thus, the attractiveness of pursuing a graduate level degree at a for-profit institution is attractive, especially for individuals that are excluded from entry into more traditional non-profit institutions of learning.

The continued success of for-profit institutions of higher learning is critically tied to their ability to secure federal financial aid support for their students under Title IV of the Higher

Education Act (Johnson, 2011, p.4). However, regulators are growing increasingly worried that the melt-down that occurred in the subprime mortgage market is going to be replicated in the student debt market. Approximately one in four students making use of student-loans at for-profit institutions are unable to pay those loans back three years after they enter repayment (Sridharan, 2012, p.1). While public universities and non-profits have multiple revenue streams, revenues at for-profit institutions are primarily generated by student-enrollments meaning that for-profit institutions place a heavy emphasis on recruitment, even if this means encouraging students to take on debt that they likely cannot afford (Clemmitt, 2011; Johnson, 2011; Sridharan, 2012;).

In 2010 the US Department of Education established new student aid rules to better protect borrowers, as well federal tax payers who ultimately bear the cost of student-loan defaults. Four key areas were addressed: (a) accountability for gainful employment; (b) protection from misleading or overly aggressive recruiting practices, and state oversight responsibilities; (c) student eligibility; and (d) program eligibility and appropriate aid amounts (US Department of Education, 2010). However, recent analyses of these changes by stakeholders within academia imply that the changes do not go far enough in curtailing the actions of for-profits who pressure unqualified students into expensive programs that provide little or no meaningful training or job prospects simply to prop up enrollment numbers and stock prices (Johnson, 2011, p.3).

While many questions about the effectiveness of the regulatory environment for for-profit institutions remain unanswered, the affect these institutions have on the future of MBA programs is quite apparent. Considering the sheer number of students gravitating toward for-profit schooling, the market forces pushing America's workforce to attain graduate level degrees, and

the way for-profits have fundamentally changed pedagogical methods through online-technology, future legislation will need to address how to best integrate the for-profit education model into the fold. In addition, the framework for future MBA programs must also integrate the ideas and contributions of the for-profit MBA model, since a significant subset of the education market has already adopted their product.

A final challenge to note is the issue of business schools trying to find a balance between application and the pursuit of research: research which may or may not be relevant to practicing managers (Almog-Bareket, 2011). Many academics have called for a balance between a research model and a practitioner model (Bennis & O'Toole, 2005; Vaara & Fay, 2011), and Khurana (2007) goes as far as asserting that business should be considered a profession, similar to medicine or law. Yet we must remember that no amount of schooling can replicate what actual work experience does for an individual in a particular position. Even if MBA programs did require a 2-year practicum the reality is that there is a finite amount of time for which practicum can be considered relevant. When we look at other practitioner based disciplines such as the legal and medical fields, no amount of residency can replicate what time and experience in the field does for personal and professional development. The question must then be posed, should we reasonably expect MBA programs to provide well-polished and apprised graduates? Or more specifically should the students who are graduating already have a good command of the interpersonal and conceptual skills necessary to be an effective manager or leader? Hollenbeck and McCall (2003) argue that competence, not competencies is what is necessary to make global executive development work. Professional development begins with a clear focus of the business need, and experience drives development. In many cases the actual business-needs of a particular firm are not defined in relation to the goals of any single MBA program so it is highly unlikely

that MBA graduates will come into an organization with the exact skill sets necessary to perform perfectly from day-one. While it is true that interpersonal and conceptual skills are, in general, soft-skills that transcend any single environment, the reality is that each organization (and the culture of the organization) is different. Yukl (2010) states that the facilitating conditions of effective leadership are the characteristics of the leader, the follower, and the environment, implying that firms should not have unreasonable expectations when it comes to evaluating the merits or value of the MBA degree.

In sum, there are several challenges facing the MBA degree. The primary challenge is that the MBA degree is facing an identity crisis and its perceived value among private industry is diminishing. As private industry grows weary of what it sees as a diminishing return, new players have entered the market and are offering alternative products of much lower quality thereby further diluting the market and exacerbating quality and connectedness issues. Pundits at all levels are calling on business schools to become better aligned with private industry needs, but there are concerns that business schools have become too specialized. Following is a review of five Southern California MBA programs.

Review of Five Southern California MBA Programs

The researcher presents a review of five Southern California MBA programs along the lines of curricula, pedagogical approach, program structures and architectures, methods of program delivery, rankings, tuition, and student demographics. The researcher used each business school's website as the primary source of data, and no attempt was made to verify the information beyond what each institution posits to be factual information about their respective business schools, programs, and methods; in addition US News & World Report's 2015 Best Business Schools list was used as the source of ranking data (USNWR, 2014). The data

presented in this review was used in the inquiry of research question 3 as described in *Chapter 3*; findings and discussion were included in *Chapter 4* and *Chapter 5*, respectively. This review focuses only on the full-time MBA programs at each institution listed below, though the researcher does make note of important program variations (e.g., EMBA, FEMBA, etc.). The schools reviewed by this research were:

1. *A. Gary Anderson Graduate School of Management (AGSM) at the UCR School of Business Administration*
2. *UCLA Anderson School of Management*
3. *Graziadio School of Business and Management at Pepperdine University*
4. *USC Marshall School of Business*
5. *Paul Merage School of Business at UC Irvine*

A. Gary Anderson Graduate School of Management, University of California

Riverside. The A. Gary Anderson Graduate School of Management (AGSM) is co-located with the University of California Riverside's undergraduate business program within the UCR School of Business Administration (SoBA). AGSM dates back to 1970 when it was called the UC Riverside School of Business Administration, but the name was changed subsequent to a \$5 million dollar donation by the A. Gary Anderson Foundation in 1994 (A. Gary Anderson Graduate School of Management [AGSM], 2014). AGSM is AACSB-accredited and has been since 2003 (University of California, 2003). AGSM offers a standard 2-year full-time MBA program, but recently began offering an Executive MBA Program (EMBA); SoBA has plans for a Business Ph.D. Program starting in 2013 (AGSM, 2014). As one of the few research universities in the Inland Empire region of Southern California, AGSM likes to tout its various business partnerships with Inland Empire companies specializing in biotechnology, nanotechnology, information technology, communications, and health care and pharmaceuticals (AGSM, 2014). The four main specialties of research at SoBA include behavioral decision research (BDR), e-commerce—within its Sloan Center for Internet Retailing, supply chain

management—within its Research Center for Supply Chain Management, and finance—within its Institute of Empirical Financial Research. Table 1 represents a concise summary of the important aspects of the full-time MBA program at AGSM.

Anderson School of Management, University of California Los Angeles. The UCLA Anderson School of Management founded in 1935 during the Great Depression began as a vocational business school; the school taught business skills such as typing, shorthand, and penmanship to practitioners. Though the board of UC Regents authorized an MBA program in 1939, its primary concentration on graduate education did not occur until the mid-1950s (UCLA Anderson School of Management [UCLA Anderson], 2014). Currently UCLA Anderson offers both degree and non-degree programs, but its core focus is on its full-time MBA and Executive MBA programs (UCLA Anderson, 2014).

UCLA Anderson is structured around specialized research centers and practices included economic analysis and consulting, finance and investments, entertainment, entrepreneurship and business innovation, real estate, and international business (UCLA Anderson, 2014). The MBA program is structured around four career tracks: marketing, consulting, finance, or custom, with each track requiring a combination of electives and extracurricular activities. Students also have the option of customizing the core courses that they take, as part of UCLA Anderson's market-facing curricular model; while certain core courses must be completed by all MBA students, the order or sequence in which requirements can be fulfilled is largely up to the student. In selling the program, UCLA Anderson primarily focuses on its location in Southern California, its curriculum, its faculty, its alumni network, and its diverse student body. The program accepts 360 students per year into its full-time MBA program, and students follow a cohort model, which is common in most full-time MBA programs (UCLA, 2012). UCLA Anderson was accredited by

AACSB in 1939. Table 2 represents a concise summary of the important aspects of the full-time MBA program at UCLA Anderson.

Graziadio School of Business and Management, Pepperdine University. The Graziadio School of Business was founded at Pepperdine University in 1969 as the School of Business. Graziadio began by offering undergraduate and graduate business degree programs, but did not actually offer a full-time MBA program until 1988 (Graziadio School of Business and Management [Graziadio], 2014). At the present Graziadio offers MBA programs for working professionals, full-time students, and executives. For part-time students Graziadio offers a Fully Employed MBA, and a joint bachelor's and MBA; for executives, an Executive MBA, and Presidents and Key Executives MBA; and for full-time students a full-time MBA, International MBA, JD/MBA, MBA/Master of Public Policy, and a 5-year BS/MBA.

As a private Christian university Pepperdine is primarily focused on service, values, and leadership; this approach filters down to its business school as Graziadio's stated mission is to develop values-centered leaders and advance responsible business practices (Graziadio, 2014). Graziadio places a significant emphasis on student-service, as well as scholarly pursuits in the areas of leader-values, ethics, global corporate citizenship, and sustainability. Graziadio also partners with nonprofit organizations that are aligned with the business school's values-centered approach (Graziadio, 2014). Graziadio has a very broad market profile for its MBA programs and solicits to a wide range of students with diverse needs and backgrounds. A unique aspect of the variability within its program offerings is its tiered EMBA offering: an executive program for those with at least 7 years-experience in a management position, and a president's program for those with at least 10 years-experience in a senior management position. Graziadio enrolls approximately 376 students into its full-time MBA program each year (Graziadio, 2014). Table 3

represents a concise summary of the important aspects of the full-time MBA program at Graziadio.

Marshall School of Business, University of Southern California. The Marshall School of Business at the University of Southern California was founded in 1920, and is the oldest AACSB accredited school in Southern California. Marshall serves both the undergraduate and graduate community, and offers degrees at the bachelor's, master's, and doctoral level. Marshall places an emphasis on entrepreneurship and innovation, collaborative research, social responsibility, and creating a global environment for its students. It is one of the few MBA programs in the United States that requires overseas fieldwork as part of its PRIME experiential learning experience.

In 2010 Marshall retooled its MBA curriculum creating what it calls its Core, which allows students to personalize their learning experience but provides a structure that ensures discipline-based depth (Marshall, 2014). Marshall has also replicated this approach within its undergraduate accounting and business administration programs as well.

Marshall invests heavily in its image as a research university, producing world class research in the fields of accounting, finance and business economics, information and operations management, marketing, management and organization, management communication, and entrepreneurship. Research in these fields takes place in one of 11 Centers of Excellence, with Marshall ranked as number 12 in the world in research productivity based on rankings compiled by the University of Texas (Marshall, 2014).

When marketing its full-time MBA program, Marshall prides itself on its world-class faculty, strong alumni network, and very diverse student body. Marshall hosts a student body of

approximately 220 full-time MBA students each year (Marshall, 2011). Table 4 represents a concise summary of the important aspects of the full-time MBA program at Marshall.

Paul Merage School of Business, University of California Irvine. The Paul Merage School of Business at the University of California Irvine was founded in 1965 as the Graduate School of Administration. Beginnings for the business school were humble and only five master's students were admitted in its inaugural class. By 1971 that number had grown to 41 master's students, but the school also added 20 doctoral students. Today Merage has a graduate body averaging about 900 students, with full-time MBA students comprising 22% of the total; part-time MBAs, executive MBAs, and doctoral students make up the remaining 78% (UCI Paul Merage School of Business [Merage], 2014).

Merage is structured around six Centers of Excellence, with research practices in the areas of innovation and entrepreneurship, global leadership, real estate, health care management and policy, digital technology, and investment and wealth management. Within its MBA program Merage focuses on global leadership and technology as topics of emphasis. For example its optional capstone course, EDGE, explores the crucial roles of globalization, technology, and strategic innovation in leader decision making (Merage, 2014).

Merage also focuses on creating what it calls real-world learning opportunities. Examples include its business plan competition—which allows students to compete for potential seed money up to \$1 million dollars, its social responsibility initiative—which allows students to work on a pro bono basis with nonprofit organizations, and its Polaris Investment competition—which allows students to manage hedge funds with seed capital provided by outside investors; at the end of the competition students are able to keep the proceeds to help pay for tuition.

While Merage is relatively young (under 50 years old) it has racked up a number of impressive accomplishments including its MBA program being ranked among the top 50 business schools nationally, and in the top 20 among US public business schools (Merage, 2014). Part of the success of the Merage MBA program is related to its selective student recruitment practices, focus on faculty, and strong corporate relationships. Table 5 represents a concise summary of the important aspects of the full-time MBA program at Merage.

Table 1

AGSM Full-Time MBA Program Key Information

Statement of Purpose	<ul style="list-style-type: none"> The motto of the MBA program at the A. Gary Anderson Graduate School of Management (AGSM) is "Leading Thinkers, Leading Growth," a reflection of our mission to produce leaders whose ability to think about the challenges they face will provide them with skills to lead growth in both our region and the world.
Pre-requisite Course(s)	<ul style="list-style-type: none"> Quantitative Methods for Management
Core Courses	<ul style="list-style-type: none"> Organizational Behavior and Theory, Statistics for Management, Financial Management, Managerial Economics, Information Systems, Operations Management for Competitive Advantage, Marketing Management, Financial Accounting, Strategic Management
Elective Courses or Areas of Study	<ul style="list-style-type: none"> Accounting, Entrepreneurial Management, Finance, General Management, Human Resources Management/Organizational Behavior, International Management, Management Information Systems, Management Science/Operations Management, Marketing
Fieldwork Method	<ul style="list-style-type: none"> Internship
Capstone Course	<ul style="list-style-type: none"> Integrative course using team-teaching
Pedagogic Approach(es)	<ul style="list-style-type: none"> Lecture, case method, structured seminars, directed-study, self-study
Program Structures and Architectures	<ul style="list-style-type: none"> Number of Required Courses: 9 Number of Required Elective Courses: 7-9 Order of Core Courses: *Flexible Concentrations or Specializations: **Non-specific
Method of Delivery	<ul style="list-style-type: none"> Classroom format
Ranking	<ul style="list-style-type: none"> Rank not published by US News and World Report, 2015 data
Tuition	<ul style="list-style-type: none"> In-state, full-time: \$12,748 per year (\$25,496 total) Out-of-state, full-time: \$16,830 per year (\$33,660 total)
Program Length	<ul style="list-style-type: none"> 2-years
Alternative Formats	<ul style="list-style-type: none"> Part-time MBA, Executive MBA (EMBA)
Student Demographics	<ul style="list-style-type: none"> Gender: Men: 47%, Women: 53% Origin: Domestic: 23%, Foreign: 77%, Student Profile: Average age: 25, Average total years of work experience: 2.9 years

Note. Based on data from AGSM (2014) and *US News & World Report's* 2015 Best Business Schools report (USNWR, 2014).

*Refers to the pre-requisite structure of core-courses. If students can take core courses in any order this research has noted this as *flexible*; if a specific order is required the researcher has noted this as *rigid*

**If no specialization or concentration is specified (e.g., entrepreneurship) then the term *non-specific* will be used

Table 2

UCLA Anderson Full-Time MBA Program Key Information

Statement of Purpose	<ul style="list-style-type: none"> The mission of UCLA Anderson School of Management is to lead management thinking and prepare the next generation of leaders for institutions across the globe. 		
Pre-requisite Course(s)	<ul style="list-style-type: none"> Differential calculus 		
Core Courses	Marketing Track	Finance Track	Consulting Track
	<ul style="list-style-type: none"> Market Assessment Consumer Behavior Brand Management Online Marketing & Web Analytics New Product Development Applied Management Research (AMR) Program 	<ul style="list-style-type: none"> Corporate Finance Investment Management Venture Capital and Private Equity Global Macroeconomics Financial Statement Analysis Applied Management Research (AMR) Program 	<ul style="list-style-type: none"> International Business Strategy Market Entry Strategy Global Operations Strategy Economic Consulting Pay & Rewards in Organizations Applied Management Research (AMR) Program
	Basic Core Courses Data and Decisions, Financial Accounting, Managerial Economics, Foundations of Finance, Organizational Behavior, Operations Technology Management, Marketing Management, Business Strategy, Communication Development for Leaders I & II		
Elective Courses or Areas of Study	<ul style="list-style-type: none"> Accounting, Marketing, Strategy and Organization, Finance, Production and Operations Management, Human Resource Management 		
Fieldwork Method	<ul style="list-style-type: none"> Internship 		
Capstone Course	<ul style="list-style-type: none"> Applied Management Research (AMR) Program 		
Pedagogic Approach(es)	<ul style="list-style-type: none"> Lecture, case method, simulations, team projects 		
Program Structures and Architectures	<ul style="list-style-type: none"> Number of Required Courses: 9 Number of Required Elective Courses: 14 Order of Core Courses: Flexible Concentrations or Specializations: Marketing, Finance, Consulting, Custom 		
Method of Delivery	<ul style="list-style-type: none"> Classroom format 		
Ranking	<ul style="list-style-type: none"> #16 out of the top 100 business schools in the United States 		
Tuition	<ul style="list-style-type: none"> In-state, full-time: \$52,112 per year (\$104,224 total) Out-of-state, full-time: \$57,112 per year (\$114,224 total) 		
Program Length	<ul style="list-style-type: none"> 2-years (21 months) 		
Alternative Formats	<ul style="list-style-type: none"> Fully Employed MBA (FEMBA), Executive MBA (EMBA), Global EMBA for Asia Pacific, Global EMBA for the Americas 		
Student Demographics	<ul style="list-style-type: none"> Gender: Men: 66%, Women: 34% Origin: Domestic: 68%, Foreign: 32%, Student Profile: Average age: 29, Average total years of work experience: 5.0 years 		

Note. Based on data from UCLA Anderson (2014) and *US News & World Report's* 2015 Best Business Schools report (USNWR, 2014).

Table 3

Graziadio Full-Time MBA Program Key Information

Statement of Purpose	<ul style="list-style-type: none"> The mission of the George L. Graziadio School of Business and Management is to develop values-centered leaders and advance responsible business practice through education that is entrepreneurial in spirit, ethical in focus, and global in orientation. As a professional school growing out of the tradition of a Christian University, we seek to positively impact both society at large, and the organizations and communities in which our students and graduates are members. Therefore, we affirm a higher purpose for business practice than the exclusive pursuit of shareholder wealth. We believe that successful management seeks collective good along with individual profit and is anchored in core values such as integrity, stewardship, courage, and compassion.
Pre-requisite Course(s)	<ul style="list-style-type: none"> For 1 year MBA only: Macroeconomics, Microeconomics, Managerial Accounting, Financial Accounting, Managerial Finance (upper division), Marketing Management (upper division), Statistical Methods
Core Courses	<ul style="list-style-type: none"> Financial Accounting, Cost Accounting, Economic Concepts, Applied Data Analysis, Managerial Economics, Information Resources and Technology, Finance, Marketing, Managing Within the Legal, Ethical and Governmental Environment, Personal Development for Leadership, Theories and Models of Organization, Macroeconomic Analysis, Technology and Operations Management, Quantitative Business Analysis, Strategic Management
Elective Courses or Areas of Study	<ul style="list-style-type: none"> Digital Innovation and Information Systems, Dispute Resolution, Entrepreneurship, Finance, Leadership and Managing, Organizational Change, or Marketing
Fieldwork Method	<ul style="list-style-type: none"> Education to Business (E2B) program, Study Abroad
Capstone Course	<ul style="list-style-type: none"> Strategic Management
Pedagogic Approach(es)	<ul style="list-style-type: none"> Lecture, team projects
Program Structures and Architectures	<ul style="list-style-type: none"> Number of Required Courses: 15 Number of Required Elective Courses: 8 Order of Core Courses: Flexible Concentrations or Specializations: Dispute resolution, Entrepreneurship, Finance, Marketing, Leadership and Managing Organizational Change
Method of Delivery	<ul style="list-style-type: none"> Classroom format
Ranking	<ul style="list-style-type: none"> #76 out of the top 100 business schools in the United States
Tuition	<ul style="list-style-type: none"> Full-time (20 month program): \$87,860 total
Program Length	<ul style="list-style-type: none"> 1 year, 15 month, and 20 month options available (depending on work history and undergraduate degree focus)
Alternative Formats	<ul style="list-style-type: none"> Fully Employed MBA (FEMBA), International MBA, JD/MBA, MBA/MPP, Executive MBA (EMBA), Presidents and Key Executives MBA, 5-Year BS/MBA, Joint BSM and MBA Study abroad (Fall semester in year-2 of the full-time MBA program)
Student Demographics	<ul style="list-style-type: none"> Gender: Men: 46%, Women: 54% Origin: Domestic: 59%, Foreign: 41%, Student Profile: Average age: Not specified, Average total years of work experience: Not specified

Note. Based on data from Graziadio (2014) and *US News & World Report's* 2015 Best Business Schools report (USNWR, 2014).

Table 4

Marshall Full-Time MBA Program Key Information

Statement of Purpose	<ul style="list-style-type: none"> The USC Marshall School of Business aims to be a leader in educating tomorrow's global business leaders, creating knowledge of management and the business environment, and addressing critical problems facing business and society, both locally and across the world. We will build on our strategic foundations in educational programs and thought leadership and fully activate our distinctive assets so that USC Marshall becomes a global hot spot for education, study, and advancement of business and society
Pre-requisite Course(s)	<ul style="list-style-type: none"> Calculus Orientation course, Three-week Course with coursework in leadership, ethics and management communication, strategy, microeconomics, statistics, and financial accounting
Core Courses	<ul style="list-style-type: none"> Management Communication for Leaders, Accounting Concepts & Financial Reporting, Microeconomics for Management, Managerial Statistics, Organizational Behavior for Leadership, Management Accounting, Contemporary Issues in Competitive Strategy, Operations Management, Marketing Management, Corporate Finance, Operations Management or Marketing Management or Corporate Finance, Global Context of Business
Elective Courses or Areas of Study	<ul style="list-style-type: none"> Accounting, Entrepreneurship, Finance, Information and Operations Management, Management and Organization, and Marketing
Fieldwork Method	<ul style="list-style-type: none"> Internship, international exchange program, PRIME
Capstone Course	<ul style="list-style-type: none"> *GSBA 580, The Global Context of Business
Pedagogic Approach(es)	<ul style="list-style-type: none"> Case method, experiential learning, simulations, limited lecture
Program Structures and Architectures	<ul style="list-style-type: none"> Number of Required Courses: 11 Number of Required Elective Courses: 20-24 Order of Core Courses: Rigid Concentrations or Specializations: Non-specific
Method of Delivery	<ul style="list-style-type: none"> Classroom format
Ranking	<ul style="list-style-type: none"> #27 out of the top 100 business schools in the United States
Tuition	<ul style="list-style-type: none"> Full-time: \$56,736 first year, \$47,280 second year (\$104,016 total)
Program Length	<ul style="list-style-type: none"> 2-years (20 months)
Alternative Formats	<ul style="list-style-type: none"> MBA for Professions and Managers (Part-time MBA), Executive MBA (EMBA), IBEAR MBA (1-year accelerated MBA),
Student Demographics	<ul style="list-style-type: none"> Gender: Men: 69%, Women: 31% Origin: Domestic: 77%, Foreign: 23%, Student Profile: Average age: 28, Average total years of work experience: 5

Note. Based on data from Marshall (2014) and *US News & World Report's* 2015 Best Business Schools report (USNWR, 2014).

*GSBA 580 must be taken during the second-semester of the first year of instruction; the second year of instruction is comprised of elective courses of study (based on specialization)

Table 5

Merage Full-Time MBA Program Key Information

Statement of Purpose	<ul style="list-style-type: none"> The Paul Merage School of Business will enhance socially responsible and sustainable growth in the global economy through: strategic innovation, analytic decision making, informational technology, and collaborative execution.
Pre-requisite Course(s)	<ul style="list-style-type: none"> Orientation course, Management of Complex Organizations
Core Courses	<ul style="list-style-type: none"> Management of Innovative Organizations, Statistics for Management, Management Science, Operations Management, Organizational Analysis, Financial and Managerial Accounting, Microeconomics, Macroeconomics or Business and Government, Information Technology for Management, Marketing Management, Managerial Finance, Business Strategy
Elective Courses or Areas of Study	<ul style="list-style-type: none"> Accounting, Finance, Marketing, Economic/Public Policy, Information Systems, Operation and Decision Technologies, Organization & Management, Real Estate, Strategy
Fieldwork Method	<ul style="list-style-type: none"> Internship, 10-week team project
Capstone Course	<ul style="list-style-type: none"> EDGE
Pedagogic Approach(es)	<ul style="list-style-type: none"> Case method, experiential learning, simulations, lecture
Program Structures and Architectures	<ul style="list-style-type: none"> Number of Required Courses: 13 Number of Required Elective Courses: 10 Order of Core Courses: Rigid Concentrations or Specializations: informal and accomplished through elective selection
Method of Delivery	<ul style="list-style-type: none"> Classroom format
Ranking	<ul style="list-style-type: none"> #45 out of the top 100 business schools in the United States
Tuition	<ul style="list-style-type: none"> In-state, full-time: \$38,449 per year (\$76,898 total) Out-of-state, full-time: \$47,088 per year (\$94,176 total)
Program Length	<ul style="list-style-type: none"> 2-years (21 months)
Alternative Formats	<ul style="list-style-type: none"> Fully Employed MBA (FEMBA), Executive MBA (EMBA), Healthcare Executive MBA (1-year accelerated MBA),
Student Demographics	<ul style="list-style-type: none"> Gender: Men: 67%, Women: 36% Origin: Domestic: 60%, Foreign: 40%, Student Profile: Average age: 29, Average total years of work experience: 5.5

Note. Based on data from Merage (2014) and *US News & World Report's* 2015 Best Business Schools report (USNWR, 2014).

Summary

In *Chapter 2* a review of the relevant literature related to this research inquiry was presented. The main topics covered in this literature review included a discussion of the state of higher education, including how many of the general criticisms of higher education have filtered down as specific critiques of the MBA; a discussion of the history of the MBA including the formation of business schools at the end of the 19th century and how early business schools

served as incubators for the body of knowledge we now recognize as management; a discussion of the purpose of the MBA, and the reasoning for the focus on leadership and management; an overview of the current MBA paradigm, including a discussion of academics, faculty, and the economics of the MBA degree; a discussion of challenges and critiques of the MBA degree; and finally a review of five Southern California business schools.

Chapter 3: Methodology

A qualitative case study method was been selected for this study on MBA stakeholder perceptions of the (a) skills; (b) capabilities; and (c) techniques that are central to the practice of 21st century management, and the (d) values; (e) attitudes; and (f) beliefs that should be part of a 21st century leader's world-view and professional identity. The purpose of this research was to continue down the path of inquiry begun in the Datar et al. (2010) study—outlined in *Chapter 1*—and identify criteria for a new MBA paradigm.

The nature of this inquiry, and antecedent data gathered in the Datar et al. (2010) study, supported the use of a qualitative method. First, in accepting the Datar et al. (2010) study as a valid framework, it was position of the researcher that the mixed-methods used by Datar et al. (2010) to define the current MBA paradigm did not have to be replicated since the researcher did not seek to replicate their study. Second, the nature of the research questions being asked were more appropriately addressed using information-rich *cases* and in-depth understanding, rather than empirical generalizations (Patton, 2002, p.230). It was the position of the researcher that the use of existing knowledge on effective leader and manager skills, values, attitudes, and beliefs within the context of a quantitative approach—e.g., a survey where a respondent chooses from a list of accepted managerial skills for the purpose of creating statically significant results—was not consistent with the spirit of deep inquiry needed to identify criteria for a new MBA program model.

The researcher took a postpositivist approach in that the researcher viewed this inquiry as a series of logically related steps, believed in multiple perspectives from participants rather than a single reality, and espoused the use of rigorous methods of qualitative data collection and analysis (Creswell, 2007, p.20). This research did not make use of a theoretical lens, save for the

framing of this inquiry within the context of Datar et al.'s (2010) study. Not all qualitative approaches rely on an existing theoretical framework, which is appropriate when the inquiry is characterized as inductive, emerging, and shaped by the researcher's experience in collecting and analyzing the data (Creswell, 2007, p.19; Patton, 2002). This inquiry was inductive and sought to add meaning to the variables (i.e., *a - f*) identified by Datar et al. (2010) using emerging themes, dimensions, codes, and categories from deconstructed data gathered during the interview process. The researcher developed the method for this inquiry using Michael Q. Patton's *Qualitative Research and Evaluation Methods* and John W. Creswell's *Qualitative Inquiry & Research Design: Choosing among Five Approaches* as primary references.

Qualitative Case Study Research Design

Case study research involves the study of an issue explored through one or more cases within a setting or context (Creswell, 2007; Patton, 2002). A case analysis involves organizing data by a specific *case* or *cases* for in-depth study and comparison. In the case study approach *cases* are units of analysis and the definition of the *case* or *cases* is usually determined during the design stage and becomes the basis for purposeful selection in qualitative inquiry (Patton, 2002, p.447). *Cases* can be individuals, groups, programs, or activities: in this inquiry the *case* is defined as the individual sharing his or her perceptions of the skills, capabilities, and techniques central to the practice of 21st century management (Creswell, 2007).

Case study research was an appropriate approach for this inquiry because the researcher had a well-defined (i.e., bounded) phenomenon for which he sought to provide an in-depth, systematic, and comprehensive understanding (see the definition of *case* in *Chapter 1, Definition of Terms*) (Creswell, 2007; Patton, 2002).

Data sources. In creating a bounded system for the *case* to be studied in this inquiry, it was necessary to limit the population from which data was sourced to five Southern California business schools (i.e., UCR-AGSM, UCLA-Anderson, Pepperdine-Graziadio, USC-Marshall, and UCI-Paul Merage). Limiting the population was both a matter of convenience, (i.e., saved the researcher time, money, and effort in collecting data), and a matter of staying as close as feasible to the framework of Datar et al. (2010). In the qualitative portion of Datar et al.'s (2010) study, deans and executives with associations to highly-ranked business schools in the US and Europe were interviewed. While the time and resources of the researcher precluded him from defining the population as only *top-ranked* business schools (i.e., 1 to 5 on the US News & World Report 2015 Best Business Schools report [USNWR, 2014]) the researcher selected well-regarded or ranked business schools within a reasonable distance from where he conducted this study. Four of the five Southern California business schools selected for this study were ranked within the top 100 business schools in the US. Table 6 enumerates the five Southern California business schools by US News & World Report 2015 ranking (USNWR, 2014).

Group 1: employed MBA graduates. This group was defined as presently-employed MBA graduates with at least 2-years working experience post-degree, with a degree awarded from one of five Southern California business schools purposefully selected for this study.

Group 2: MBA faculty. This group was defined as current MBA program faculty at any of five Southern California business schools purposefully selected for this study. In addition, program faculty had to be presently instructing in a “core” or required MBA course within their respective programs.

Group 3: MBA graduate recruiters. This group was defined as presently-employed human-resource managers or executives that had responsibility for, or familiarity with, recruiting

of MBA graduates from one of five Southern California business schools purposefully selected for this study.

Table 6

Five Southern California Business Schools by Ranking

Institution	Rank (1-100)	Location
UCLA Anderson School of Management	16	Los Angeles, CA
USC Marshall School of Business	27	Los Angeles, CA
Paul Merage School of Business at UC Irvine	45	Irvine, CA
Graziadio School of Business and Management at Pepperdine University	76	Multiple Campuses in S. California
A. Gary Anderson Graduate School of Management (AGSM) at the UCR School of Business Administration	Unpublished	Riverside, CA

Note. Based on data from *US News & World Report* 2015 Best Business Schools report (USNWR, 2014).

Research questions and approach to data collection & analysis. This section represents a concise discussion of the research questions addressed in this inquiry, including data collection procedures, and data analysis approaches. A more informed discussion of the strategies and techniques employed in this research follows in the sections *Data Generation Strategies* and *Data Analysis Strategies*.

Research question 1 (R1). R1 consisted of a primary research question and three related research questions (R1.1 – R1.3):

- R1: How do MBA program stakeholders—MBA faculty, employed MBA graduates, and MBA graduate recruiters—describe their perceptions of the skills, capabilities, and techniques that are central to the practice of 21st century management?

- R1.1: According to MBA faculty, what are the skills, capabilities, and techniques that are central to the practice of 21st century management?
- R1.2: According to employed MBA graduates, what are the skills, capabilities, and techniques that are central to the practice of 21st century management?
- R1.3: According to MBA Graduate Recruiters, what are the skills, capabilities, and techniques that are central to the practice of 21st century management?

The data collection procedures for R1 and R1.1 – R1.3 were as follows:

- R1: R1 was informed through the inquiry of R1.1, R1.2, and R1.3 and therefore did not have a direct data collection procedure.
- R1.1: The data source was MBA Faculty from five Southern California business schools defined earlier; the researcher worked with a research assistant to recruit participants from this stakeholder group. The method of inquiry was one (1) face-to-face semi-structured interview with study participants; interviews lasted between 15 minutes and one half-hour. The location of each interview was determined by each participant, but was in Southern California. Data collected during the interview was used in support of all research questions falling within the scope of R1, R2, and R4.
- R1.2: The data source was employed MBA Graduates from five Southern California business schools defined earlier; the researcher worked with a research assistant to recruit participants from this stakeholder group. The method of inquiry was one (1) face-to-face semi-structured interview with study participants; interviews lasted between 15 minutes and one half-hour. The location of each interview was determined by each participant, but was in Southern California. Data collected during the interview was used in support of all research questions falling within the scope of R1, R2, and R4.

- R1.3: The data source was MBA graduate recruiters who had experience sourcing applicants from five Southern California business schools defined earlier; the researcher worked with a research assistant to recruit participants from this stakeholder group. The method of inquiry was one (1) face-to-face semi-structured interview with study participants; interviews lasted between 15 minutes and one half-hour. The location of each interview was determined by each participant, but was in Southern California. Data collected during the interview was used in support of all research questions falling within the scope of R1, R2, and R4.

The data analysis procedures for R1 and R1.1-R1.3 were as follows:

- R1: R1 was informed through the inquiry of R1.1, R1.2, and R1.3. Data collected through interviews with study participants was transcribed, coded, aggregated, and emergent themes were synthesized.
- R1.1 Data collected through interviews of MBA faculty was transcribed, coded, aggregated, and emergent themes were synthesized.
- R1.2 Data collected through interviews of MBA graduates was transcribed, coded, aggregated, and emergent themes were synthesized.
- R1.3 Data collected through interviews of MBA graduate recruiters was transcribed, coded, aggregated, and emergent themes were synthesized.

Research question 2 (R2). R2 consisted of a primary research question and three related research questions (R2.1 – R2.3):

- R2: How do MBA program stakeholders—MBA faculty, employed MBA graduates, and MBA graduate recruiters—describe their perceptions of the values, attitudes, and beliefs that should be part of a 21st century leader’s world-view and professional identity?

- R2.1: According to MBA faculty, what are the values, attitudes, and beliefs that should be part of a 21st century leader's world-view and professional identity?
- R2.2: According to employed MBA graduates, what are the values, attitudes, and beliefs that should be part of a 21st century leader's world-view and professional identity?
- R2.3: According to MBA Graduate Recruiters, what are the values, attitudes, and beliefs that should be part of a 21st century leader's world-view and professional identity?

The data collection procedures for R2 and R2.1 – R2.3 were as follows:

- R2: R2 was informed through the inquiry of R2.1, R2.2, and R2.3 and therefore did not have a direct data collection procedure.
- R2.1: The data source was MBA Faculty from five Southern California business schools defined earlier; the researcher worked with a research assistant to recruit participants from this stakeholder group. The method of inquiry was one (1) face-to-face semi-structured interview with study participants; interviews lasted between 15 minutes and one half-hour. The location of each interview was determined by each participant, but was in Southern California. Data collected during the interview was used in support of all research questions falling within the scope of R1, R2, and R4.
- R2.2: The data source was employed MBA Graduates from five Southern California business schools defined earlier; the researcher worked with a research assistant to recruit participants from this stakeholder group. The method of inquiry was one (1) face-to-face semi-structured interview with study participants; interviews lasted between 15 minutes and one half-hour. The location of each interview was determined by each participant, but was in Southern California. Data collected during the interview was used in support of all research questions falling within the scope of R1, R2, and R4.

- R2.3: The data source was employed MBA Graduate Recruiters from five Southern California business schools defined earlier; the researcher worked with a research assistant to recruit participants from this stakeholder group. The method of inquiry was one (1) face-to-face semi-structured interview with study participants; interviews lasted between 15 minutes and one half-hour. The location of each interview was determined by each participant, but was in Southern California. Data collected during the interview was used in support of all research questions falling within the scope of R1, R2, and R4.

The data analysis procedures for R2 and R2.1-R2.3 were as follows:

- R2: R2 was informed through the inquiry of R2.1, R2.2, and R2.3. Data collected through interviews with study participants was transcribed, coded, aggregated, and emergent themes were synthesized.
- R2.1 Data collected through interviews of MBA faculty was transcribed, coded, aggregated, and emergent themes were synthesized.
- R2.2 Data collected through interviews of employed MBA graduates was transcribed, coded, aggregated, and emergent themes were synthesized.
- R2.3 Data collected through interviews of MBA graduate recruiters was transcribed, coded, aggregated, and emergent themes were synthesized.

Research question 3 (R3). R3 consisted of one primary research question:

- According to a review of five well-regarded Southern California MBA programs what are the common curricula, which are considered best-practices?

The data collection procedure for R3 was as follows:

- The population was five Southern California business schools with fulltime MBA programs purposefully selected for this study. The focus of inquiry was documents

describing the MBA program and MBA curricula. Documents in support of R3 were acquired by visiting the websites of the five business schools examined in this study; documents that were not publically accessible via website download were not be used in support of R3.

The data analysis procedure for R3 was as follows:

- Documents collected from five Southern California business schools with MBA programs were deconstructed, coded, aggregated, and emergent themes were synthesized.

Research question 4 (R4). R4 consisted of one primary research question:

- What is a new model for an MBA Program considering the input of research questions one through three?

The data collection procedure for R4 was as follows:

- R4 was informed through the inquiry of R1, R2, and R3.

The data analysis procedure for R4 was as follows:

- An amalgam of the results of R1, R2, and R3 were presented as criteria for a new model MBA program.

In sum, R1 and related sub-questions, and R2 and related sub-questions, were informed through the analysis and interpretation of data collected in interviews with study participants. R3 was informed through the analysis and interpretation of documents gathered from the websites of five Southern California business schools. R4 was informed through an amalgam of the results of R1 – R3. See *Appendix D: Matrix for Study* for a representation of how research questions, data sources, the researcher, and methods of analysis aligned.

Data generation strategies. Extensive data collection is typical of case study research drawing on diverse sources of information such as “observations, interviews, documents, and

audiovisual materials” (Creswell, 2007, p.75). This study generated qualitative data by conducting in-person interviews with study participants from each of the three stakeholder groups noted, and also generated qualitative data by reviewing documents related to fulltime MBA programs at five Southern California business schools. To gather documents related to MBA programs the researcher visited the website of each MBA program reviewed in *Chapter 2* and downloaded or printed-to-PDF relevant information. To conduct in-person interviews the researcher worked with a research assistant who recruited study participants meeting the stakeholder group criteria defined earlier. This inquiry involved human-subjects and was therefore subject to review by an institutional review board (IRB). Pepperdine University’s IRB reviewed this researcher’s submitted IRB application and all ancillary materials. Upon review, the IRB determined that this study met the requirements for exemption under the federal regulations (45 CFR 46) that govern the protections of human subjects.

A detailed discussion of the data generation strategies employed in this study follows.

Interviews. Qualitative interviewing begins with the assumption that the perspective of others is meaningful, knowable, and able to be made explicit; the purpose of interviewing then was to glean the perspective of others, a significant element of what was gathered in this research inquiry (Patton, 2002, p.341). In order to glean the data sought in this study, participants meeting the criteria of each stakeholder group were identified. Qualitative inquiry typically focuses on relatively small samples, which was the case for this study since the population was limited to five Southern California business schools. Patton (2002), citing Polkinghorne (1989), recommends that the researcher interview between five and 25 individuals from each sample: the researcher interviewed 14 participants total.

Recruitment strategy. The researcher worked a research assistant to recruit study participants using criteria given to her by the principal investigator. The purpose of using a research assistant was to ensure the confidentiality of the study participants in relation to the principal investigator and the research being conducted. The research assistant was a Pepperdine University Graduate School of Education student who had relevant and recent study-participant-recruitment experience. The research assistant sent out a recruitment letter on behalf of the principal investigator to potential participants using three modalities: an actual written letter, an email, and postings on the following social networking platforms: Yammer (Pepperdine), Linked-In, and Google Plus (see *Appendix A*). The research assistant processed all correspondence. Upon receipt of confirmation of a willingness to participate in this study, the research assistant forwarded a consent letter written by the principal investigator, to each study-participant to print and sign, ahead of the execution of the interview, and ahead of any data collection. The number of study participants recruited for this study was 14, which fit within the range of 6 to 15 subjects initially proposed for this study (i.e., at least two, but no more than five, participants from each of the three stakeholder groups). Upon receipt of the consent letter, the research assistant scheduled an interview with the study participant at a location neutral to the participant, and neutral to the principal investigator (e.g., Starbucks, a city library, etc.). The purpose of arranging the interview at a neutral location was to preserve the confidentiality of the study participants in relation to the principal investigator and the research being conducted. At the time of interview the only information known to the principal investigator was the name of the participant, and the stakeholder group to which the participant belonged (i.e., MBA graduate, faculty, or graduate recruiter). Again, the goal was to preserve the confidentiality of the study participant in relation to the principal investigator and the research being conducted.

Execution of the interview. The quality of the information obtained during the interview is dependent on the interviewer and the field procedures developed to conduct face-to-face interviews in a consistent manner (Patton, 2002, p.341). Field procedures for this study are noted in *Appendix C: Interview Procedural Guide*. Because the purpose of the interview in this inquiry was to gather information about a defined topic, a semi-structured-interview approach was used. The semi-structured approach allowed both the researcher and study participants to remain free to word questions and responses spontaneously, but do so in a way that was bounded by the topic of inquiry (Patton, 2002, p.343). All interviews took place in Southern California; specific locations were arranged once a participant consented to being a part of the study. During the interview the researcher digitally recorded and took electronic notes of the session; recorded data was transcribed for coding. Interviews lasted between 15 and 30 minutes.

Document review. As part of the data collection strategy defined, (and included in *Chapter 2*), the researcher reviewed documents related to MBA program curricula at five Southern California business schools. Creswell (2007), citing Yin (2003), finds that documents can corroborate or augment evidence from other sources and can serve as a primary source of data. Data collected through document review was used to identify best-practices curricula and was also used as a means of comparison to data collected in the interview process. The documents reviewed included MBA program marketing materials, and business school course catalogs (where available); the researcher looked for course syllabi, but none of the five business schools reviewed in this research made MBA course syllabi available for public download. Documents were sourced directly from the websites of the five Southern California business schools and no attempt was made to obtain proprietary or non-public program material from these institutions. Findings and discussion are included in *Chapter 4* and *Chapter 5*, respectively.

Data Analysis Strategies

Patton (2002) states that the challenge of qualitative analysis lies in making sense of unstructured and massive amounts of data; a substantial amount of data was compiled by the researcher during the data gathering process. Creswell (2007) states that a researcher should explore and organize data before analysis begins and Patton (2002) concurs, noting that the research must evaluate what information is relevant. In this study there were two main sources of information: interview data and data generated through the document review.

Interview data. The data the researcher gathered in interview formed the basis of his approach in answering research questions 1 and 2. To begin the analysis the researcher first organized all data digitally, separating the data from each interview (i.e., recorded audio and electronic notes) into uniquely named folder directories on his computer (e.g., StakeholderGroup_Interview_Data_070707). The master folder directory was backed up to Amazon Cloud, a secure file storage service; Patton (2002) suggests that it is prudent to make backup copies of all data for safekeeping (p.441).

Upon confirming that all data was safe, the researcher began the process of transcribing recorded audio from his interviews. Digitally recorded information was transcribed verbatim; electronic notes taken during the interview were compared against the transcribed interview for consistency. Each transcript was saved to its corresponding directory upon completion.

As noted in the Interview Procedural Guide (*Appendix C*) the researcher asked study participants guided questions to glean particular types of information or perspectives on the topics at hand. Throughout the interview the researcher took electronic notes and time-stamped when study participants started and finished their responses to his guided questions. These time stamps corresponded to the running timer on his digital recorder, which was active during each

interview. Noted timestamps were transferred to the written transcript during the transcribing process. The overall purpose for incorporating time stamps into this process was to make the organization of variable constructs much more efficient for the researcher and consistent during analysis. An example is shown in Table 7.

Table 7

Timestamp Record Example

Question	Topic Start	Respondent Start	Respondent End	Notes
Guided Question 1	1:29:30	1:30:53	1:34:27	
Guided Question 2	1:36:29	1:37:00	1:40:32	

While using a timestamp made the organization of variable constructs during the coding process more efficient, this was not a fool-proof technique as study participants often went off-topic, or revisited a previous topic. For this reason the researcher took notes (noted as a column in Table 7) so that the context of particular responses would be clear to the researcher after the fact.

Each transcript was deconstructed, and study-participant responses were organized within categories representing the major variable constructs specified (i.e., skills, capabilities, techniques, values, attitudes, and beliefs). Responses were further distilled until single corresponding constructs emerged. An example is shown in Table 8.

Table 8

Response Deconstruction, Categorization, and Coding Example

Parsing Stage	*Guided Question	Response	**Category
Pass 0 (Initial Response)	1	“Well I think that managers really need to know how to deal with people, and especially with the younger generations. I had this manager who was always giving the new kids out of college a hard time because he didn’t think they were capable but they always proved him wrong”	S (Initial Category)
Pass 1	1	Know how to deal with people; be able to manage across generational divides; treat others fairly; accept change	S, V, B
Pass 2	1	Interpersonal skills (S); Accepting (V); Age is not always a determinant of success (B); Fairness (V)	S, V, V, B

* Guided Question 1: “What kind of knowledge do managers need to have to be successful in today’s business environment?”

** S = Skills, C=Capabilities, T=Techniques, V=Values, A=Attitudes, B=Belief

As illustrated in Table 8, during the data parsing process primary responses that were initially categorized under a single corresponding variable construct were eventually parsed into multiple variable constructs; the distillation of responses into finer more granular constructs was common for longer responses.

Upon completion of the deconstruction and coding process for each individual transcript, identified constructs were aggregated in a new list, with the major variable constructs again serving as master categories (i.e., skills data cluster, capabilities data cluster, etc.). Constructs within each cluster were then parsed and further refined until no new themes emerged. A simplistic example is shown in Table 9

Table 9

Data Cluster Parsing Example

Parsing Stage	Skills Data Cluster
Pass 0 (Initial Aggregation)	Knows how to read a balance sheet; knows how to use a computer; knows how to manage a portfolio; knows how to install a hard-drive
Pass 1	Knowledge about methods, processes, procedures, and techniques for conducting a specialized activity, and the ability to use tools and equipment relevant to that activity
Pass 2	Technical Skills

Using the coding process described in this section the researcher developed a composite of the perceived skills, capabilities, and techniques central to the practice of 21st century management, and the perceived values, attitudes, and beliefs that should be part of a 21st century leader’s world view and professional identity.

The researcher made use of NVivo 10—a qualitative data management and analysis software tool—to facilitate data storage, coding, retrieval, comparing, linking, and the identification of relationships and dissimilarities; all data analysis was completed by the researcher. See *Appendix E* for an overview of NVivo 10.

Document data. The purpose of reviewing documents pertaining to the MBA programs of five Southern California business schools was to identify common curricula, which are considered best-practices (research question 3); compare best-practices curricula against the skills, capabilities, and techniques identified by study participants as being central to the practice of 21st century management (research question 1); and compare the purpose of each MBA program reviewed against the values, attitudes, and beliefs identified by study participants as being part of a 21st century leader’s world view and professional identity (research question 2).

In his review of five MBA programs the researcher gathered data fitting within the following categories: statement of purpose; pre-requisite course(s); core courses; elective courses or areas of study; fieldwork method; capstone course; pedagogic approach(es); program

structures and architectures; method of delivery; ranking; tuition; program length; alternative formats; and student demographics.

To begin the analysis, the researcher organized core courses into major categories within each respective program; where published, learning outcomes or content covered was described. Major categories were determined based on learning outcomes or course content. An example is shown in Table 10.

Table 10

Organization of Courses into Major Categories Example

Course	Classification	Learning Outcomes or Content Covered	Major Category
30A Principles of Accounting I	Core	Emphasis on financial accounting concepts including the corporate financial statements, their content and interpretation, and the impact of financial transactions upon them.	Accounting

Note. Based on data by Merage (2014)

Upon organizing and categorizing core courses, tallies were assessed for each major category (e.g., 3 core accounting courses, 2 core marketing courses, etc.). This process was completed for each of the five MBA programs reviewed. Tallies for all five MBA programs were aggregated for a final master-count of the representation of courses falling into each major category. Best practices curricula were identified by enumerating the representation of courses in each major category from most commonly represented to least commonly represented. An example is shown in Table 11.

Table 11

Enumeration of Courses Falling into Major Categories by Classification Type, From Most Commonly Represented to Least Commonly Represented Example

Classification	Accounting	Marketing	Strategy	Leadership
Core	15	10	5	1

Note. This is a sample table and the data included is for example purposes only

The next portion of the document analysis involved identifying major categories within the learning outcomes or content defined for each course; the purpose of this portion of the analysis was to identify major categories of skills, capabilities, or techniques being imparted to MBA students through curricula. Upon identifying major categories of skills, capabilities, and techniques for each program, result sets were aggregated and further distilled into a master set of general themes, which were then compared against the skills, capabilities, and techniques identified by study participants as being central to the practice of 21st century management. The researcher performed this analysis only for courses classified as *core*, since core courses are defined as the essential courses of an MBA program (AGSM, 2014; Graziadio, 2014; Merage, 2014; Marshall, 2014; UCLA Anderson, 2014). The identification of major categories of skills, capabilities, and techniques were framed within the definitions provided for *skills*, *capabilities*, and *techniques* in the Definition of Terms, *Chapter 1*. The major categories identified went through multiple deconstructive passes: (e.g., specific skills that were identified initially were merged with similar or related skills to create more general categories before the final distillation process was completed). An example is shown in Table 12.

The final portion of the document analysis involved identifying major categories within the statement of purpose for each MBA program; the objective of this portion of the analysis was to identify major categories of values, attitudes, and beliefs being imparted to MBA students through the stated approach of each MBA program. Upon identifying major categories for each program, result sets were aggregated and further distilled into a master set of general themes, which were then be compared against the values, attitudes, and beliefs identified by study participants as being part of a 21st century leader's world view and professional identity. The identification of major categories of values, attitudes, and beliefs were framed within the

definitions provided for *values, attitudes, and beliefs* in the Definition of Terms, *Chapter 1*. An example is shown in Table 13.

Table 12

Major Categories of Skills, Capabilities, and Techniques Derived from the Learning Outcomes for a Core Accounting Course Example

Course	Learning Outcomes or Content Covered	Skill	Capability	Technique
30A Principles of Accounting I	Emphasis on financial accounting concepts including the corporate financial statements, their content and interpretation, and the impact of financial transactions upon them.	Read and understand a financial statement	Interpret the implications of data within a financial statement	None

Note. Based on data by Merage (2014)

Table 13

Major Categories of Values, Attitudes, and Beliefs Derived from the Statement of Purpose Example

Statement of Purpose	Values	Attitudes	Beliefs
The motto of the MBA program at the A. Gary Anderson Graduate School of Management (AGSM) is "Leading Thinkers, Leading Growth," a reflection of our mission to produce leaders whose ability to think about the challenges they face will provide them with skills to lead growth in both our region and the world.	Growth, thinking, perseverance, learning	Confidence	I am prepared to lead

Note. Based on data by AGSM (2014)

The researcher used NVivo 10 to assist with thematic identification and coding; all data analysis was completed the researcher.

Researcher Credibility, Role, Rapport, and Neutrality

In qualitative research it is important to note the role of the researcher as both the instrument of data collection, and the conduit of analysis. Patton (2002) states that a well-structured qualitative report should include some information about the researcher since the subjectivity of this type of inquiry gives rise to questions of credibility. While there are no specific guidelines to how this should be accomplished, the general rule is that researchers

should report any personal and professional information that may affect data collection, analysis, and interpretation (Creswell, 2007; Patton, 2002). As it relates to professional information, the researcher is currently employed as core faculty in a MBA program teaching six courses: Organizational Leadership, Strategic Management, Global Strategy and Management, Principals of Management, Professional Applied Project, and Globalization of Business. In addition the researcher is also employed as the Director of Information Technology for a national engineering firm, overseeing six direct reports and an annual budget of \$3M. As a result of 6 years of experience in both roles the researcher acknowledges that he has developed predisposed notions about what skills, capabilities, and techniques are central to the practice of 21st century management, and what values, attitudes, and beliefs should be part of a 21st century leader's world-view and professional identity.

The role of the researcher is that of principal investigator, which includes the role of interviewer. Within the role of investigator the researcher gathered and reviewed documents related to the MBA programs of five Southern California business schools, worked with a research assistant to lead study-participant-recruitment, structured and executed fieldwork procedures (i.e., conducted interviews), interacted with study participants during and after interview proceedings, and followed approved ethical procedures governing his interactions. As the principal investigator, the researcher acknowledged the subjectivity inherent in the qualitative process, while simultaneously advocating that qualitative inquiry is a valid approach for research. Patton (2002) notes that qualitative rigor has to do with the quality of the observations made by an evaluator, and does not hinge on a narrow view of *objective* versus *subjective*. Even *objective* research is based on someone's subjective opinion of what to measure and how to measure it (Patton, 2002, p.574).

Rapport is the relationship that the researcher has with his cases; it is a stance vis-à-vis the person being interviewed (Patton, 2002). Neutrality is concerned with objectivity, or a stance vis-à-vis the content of what is shared during the interview. The researcher acknowledges that it was important to display empathy and understanding during interview proceedings, but in a manner devoid of judgment. Another way to approach rapport is from the perspective of *reactivity*, or how the presence of an investigator affects the quality of the data gathered (Patton, 2002). If an interviewer does not develop rapport with a study-participant, an awkward social situation might develop leading to false-starts, misleading, or incomplete responses during interview proceedings. The researcher made sure each participant felt as though the interview setting was a warm and open environment.

Reliability and Validity

Validity does not have the same meaning in qualitative research as it does in quantitative research, though some connotations may be similar (Creswell, 2009). Creswell (2009), citing Gibbs (2007), states that *qualitative reliability* indicates that the researcher's approach is consistent across different researchers and different projects, and *qualitative validity* means that the researcher checks for the accuracy of the findings by employing rigorous procedures (p.190).

In order to strengthen the reliability of this study the researcher checked transcripts to ensure that they did not contain obvious mistakes made during the transcription process; ensured that the coding process stayed consistent by using NVivo 10 qualitative data management software; and by corroborated evidence from multiple sources contributing the same type of data. In this study, interview data on study-participant perceptions of key variables *a - f* within the context of leadership and management was gathered from three different stakeholder groups.

In order to strengthen the validity of this study the researcher determined whether the findings were accurate from the standpoint of the researcher, and the study participants.

The researcher prepared an interview procedural guide, which defined the general process for how the researcher conducted each interview (see *Appendix C*). To help build validity into this process and strengthen the validity of the guided questions to be used during the interview, the researcher distributed his procedural guide to five research practitioners, who possessed at least a master's degree from a WASC or AACSB accredited university. The research practitioners were asked to provide their feedback and recommendations about the proposed interview process, as well as their feedback and recommendations concerning the proposed guided questions.

Upon receipt of all feedback and recommendations the researcher incorporated this information into an updated interview procedural guide. Two MBA faculty and three current doctoral students assisted with providing feedback and recommendations.

Creswell (2009) notes terms in qualitative literature that speak to the idea of validity including trustworthiness, authenticity, and credibility (p.191). It is the position of the researcher that the use of three distinct sources of data (i.e., MBA faculty, graduates, and graduate recruiters) in this study increases validity, which is supported by Creswell (2009), Creswell (2007), and Patton (2002). The researcher also included a discussion of the *bias* he brought to the study—in *Chapter 5*—so that readers might understand how his interpretation of the findings is shaped by his background, personal, and professional frameworks (Creswell, 2009, p.192).

Limitations of Methodology

There are two notable limitations of this research project. The first limitation is the limitation of the population to five Southern California business schools. The time and resources

of the researcher were limited, which precluded including highly-ranked MBA programs (i.e., business schools ranked 1 to 5 based on *US News & World Report's* 2015 Best Business School rankings [USNWR, 2014]) as a population; this research acknowledged that highly-ranked MBA programs would more closely align with Datar et al.'s (2010) original study. The second limitation is the exclusion of a fourth sample, business school deans. It is the position of the researcher that drawing from a sample of business school deans has limited impact and value for this research because their perspectives, experiences, and opinions are manifest in the state of the current MBA paradigm.

Summary

In *Chapter 3* a description of the research methods used in this study was discussed. A discussion of the appropriateness of the qualitative case study approach was outlined, and pertinent research questions in this inquiry were presented along with concise data collection and data analysis procedures. A general discussion of procedures related to data generation, as well as a discussion of the data analysis strategies used in this study was presented. In light of the subjective nature of qualitative research a discussion of the researcher's role in relation to establishing credibility for this study was had. Along the lines of credibility, a discussion of study reliability and validity in the qualitative paradigm was provided. Finally, a discussion of the limitations of the methodology was presented.

Chapter 4: Research Findings

The purpose of this research was to continue down the path of inquiry begun in the Datar et al. (2010) study—outlined in *Chapter 1*—and identify criteria for a new MBA paradigm. Data sources included interviews with MBA faculty, MBA graduates, and MBA graduate recruiters, all of whom were associated with five Southern California business schools; in addition, institutional documents from five Southern California business schools were used as a data source. In this chapter, deconstructed and coded data collected from these sources is presented as the findings of this research. Moreover, the findings of this research are presented within the context and structure of this study's research questions:

R1. How do MBA program stakeholders—MBA faculty, employed MBA graduates, and MBA graduate recruiters—describe their perceptions of the skills, capabilities, and techniques that are central to the practice of 21st century management?

R2. How do MBA program stakeholders—MBA faculty, employed MBA graduates, and MBA graduate recruiters—describe their perceptions of the values, attitudes, and beliefs that should be part of a 21st century leader's world-view and professional identity?

R3. According to a review of five well-regarded Southern California MBA programs what are the common curricula, which are considered best-practices?

R4. What is a new model for an MBA Program considering the input of research questions one through three?

Data Collection

This study generated qualitative data by conducting in-person interviews with 14 study participants, comprised of MBA faculty, MBA graduates, and MBA graduate recruiters; qualitative data was also generated by reviewing institutional documents related to fulltime MBA

programs at five Southern California business schools. The five business schools comprising the population for this study were:

1. *A. Gary Anderson Graduate School of Management (AGSM)* at the UCR School of Business Administration
2. *UCLA Anderson School of Management*
3. *Graziadio School of Business and Management* at Pepperdine University
4. *USC Marshall School of Business*
5. *Paul Merage School of Business* at UC Irvine

To assist with the process of conducting in-person interviews, this researcher made use of a research assistant who recruited study participants meeting the MBA stakeholder group criteria defined in *Chapter 3*. To gather documents related to five Southern California MBA programs the researcher visited their respective websites and downloaded or printed-to-PDF relevant information.

In-person interviews. The process of recruiting and conducting in-person interviews was rather simple. The research assistant distributed a recruitment letter, created by the principal investigator, to potential study participants via email, and also via Linked-In.

To gain access to MBA faculty the research assistant visited the websites of the MBA programs reviewed in *Chapter 2*, and extracted the email addresses of faculty meeting the stakeholder group definition described in *Chapter 3*. Four (4) MBA faculty agreed to participate in this research when contacted this way.

To gain access to MBA graduates the research assistant used LinkedIn, a business-focused social networking site, and searched for MBA graduates meeting the stakeholder group definition described in *Chapter 3*. Potential study participants were contacted using *In Mail* and other modalities within the social networking platform. Five (5) MBA graduates agreed to participate in this research when contacted this way.

To gain access to MBA graduate recruiters the research assistant also used LinkedIn, and searched for recruitment or staffing professionals meeting the stakeholder group definition described in *Chapter 3*. Potential study participants were contacted using *In Mail* and other modalities within the social networking platform. Five (5) MBA graduate recruiters agreed to participate in this research when contacted this way.

A total of 14 individuals, meeting the stakeholder group definitions described in *Chapter 3*, agreed to participate in this research. The study methodology called for between six and 15 participants, so the final number of participants fell within that range.

The research assistant facilitated the process of gathering relevant consent forms, as well as arranged the details of the interview (i.e., time and location) with all study participants. A schedule of interviews was developed by the research assistant and passed along to the principal investigator. Within the schedule the research assistant identified the time and location of the interview, the first name of the participant, and the stakeholder group to which the participant belonged (i.e., MBA faculty, graduate, or graduate recruiter). The location for all 14 interviews varied, but primarily took place at various Southern California university libraries, and coffee shops. During the interview the principal investigator used his iPhone, or his computer to capture audio. Some digital notes were taken, but these notes were not included in the findings presented in this study. Table 14 represents a tabulation of the participants, their role, and the length of each recorded interview. Identifying information is not included in this table, nor was it captured by the principal investigator at any time during the data gathering process. The average length of each recorded session was approximately 22 minutes, with the longest interview lasting approximately 36 minutes and the shortest interview lasting approximately 12 minutes. All interviews were completed in 2014.

Table 14

Participants, Roles, and Length of Recorded Interviews

Participant	Role	Recorded Length (approx. minutes)
1. Faculty One	Academic View	36
2. Faculty Four	Academic View	31
3. Faculty Two	Academic View	28
4. Faculty Three	Academic View	28
5. Graduate Recruiter Four	Industry View	24
6. Graduate Two	Practical View	24
7. Graduate Recruiter Two	Industry View	21
8. Graduate Five	Practical View	20
9. Graduate Three	Practical View	19
10. Graduate Four	Practical View	18
11. Graduate One	Practical View	18
12. Graduate Recruiter Five	Industry View	17
13. Graduate Recruiter Three	Industry View	15
14. Graduate Recruiter One	Industry View	12

Note. Data is sorted by length of recorded audio and does not represent the order in which interviews were executed

Table 14 shows the role of study participants. Study participants were categorized into three MBA stakeholder groups (i.e., MBA faculty, MBA graduates, and MBA graduate recruiters), representing three distinct viewpoints. The role of faculty in this research was to capture the academic viewpoint of management and leadership; the role of MBA graduates in this research was to capture the practical viewpoint of leadership and management (i.e., gleaned through work experience post-degree); and the role of MBA graduate recruiters in this research was to capture the industry viewpoint of management and leadership (i.e., gleaned through the knowledge of and experience of hiring MBA graduates).

Table 14 also shows that participants within the faculty stakeholder group had the longest interview sessions with the principal investigator, while the other two stakeholder groups had relatively similar sessions with the principal investigator in terms of interview length. The

average interview length for participating faculty was 30 minutes; 20 minutes for graduates; and 18 minutes for graduate recruiters.

The execution of the interview involved the use of an interview-guide, which the principal investigator used as part of his semi-structured approach. The interview-guide was not shown to the study participants; instead the principal investigator read aloud from the guide in a systematic fashion; an example of the interview-guide is shown in *Appendix C: Interview Procedural Guide*.

Table 15 represents a summary of the study participants and their respective biographic information. Identifying details that study participants might have mistakenly shared with the principal investigator were removed during the transcription process and discarded from the dataset.

Table 15

Study Participants and Summarized Biographic Information

Participant	Biographic Information
Faculty 1	Area of expertise is in accounting; has an MBA and PhD in Accounting; owns several businesses, including several retail stores; has taught for over 13 years; teaches undergraduate and graduate level accounting courses
Faculty 2	Has worked in private industry for approximately 35 years; has held several “C” level positions; currently a consultant helping Fortune 500 companies deal with organizational change; MBA faculty for over 20 years; teaches operations management and supply chain management
Faculty 3	Has been an owner and partner in a boutique CPA firm for over 30 years; has been MBA faculty for about as long; teaches finance and accounting
Faculty 4	Worked in aerospace for 15 years, then in manufacturing for a high-tech firm specializing in medical devices; pursued a PhD in economics after the medical device firm went bankrupt; has been teaching in several MBA programs since 1995; currently the CEO of a project-management consulting firm
Graduate 1	Background is in supply chain; current adjunct faculty at a public university; has had five years of work experience post MBA degree; also currently a project manager for an international firm specializing in entertainment
Graduate 2	Worked at technology firms for most of his career; recently retired, but not because of age; his investment choices have paid off for him; pursued an MBA in the late 90s after he foresaw the dot com bust; has played various leadership roles, up to the level of senior vice president; believes he has a non-traditional view of management because of his professional experiences
Graduate 3	Graduated with her MBA in 2005; ended up moving to a rural western state, where she currently resides; regrets moving to this state because the opportunities there are very scarce; currently in the banking industry, but hasn’t had a promotion to management because of what she perceives is a “glass ceiling”; looking to start a business with her husband soon
Graduate 4	MBA graduate with about 10 years of working experience; currently global marketing manager for her organization; formally the director of global IT for the same firm, where she led global IT deployments in 21 countries; her firm paid for her MBA
Graduate 5	MBA graduate with other advanced degrees; worked in real estate, consumer goods, training, personal development, and now owns a consulting company with two other partners
Graduate Recruiter 1	Currently the Director of Finance Operations for a nationwide engineering firm; possesses a bachelor's degree in accounting and controls; has been in his field for about 11 years; started at the bottom up, but quickly worked his way up to his current management position; has hired at least three MBA graduates coming out of the Southern California business schools reviewed in this study; he finds that MBA graduates are arrogant
Graduate Recruiter 2	Recruiting professional for a large Fortune 500 staffing firm; has been in the business for more than 30 years; has hired lots of MBA graduates; says that MBA graduates tend to be rather aggressive in the recruitment process and tend to be out of touch in terms of salary expectations for roles that they are applying for
Graduate Recruiter 3	Director of Recruitment for a large Fortune 500 staffing firm; been working as a recruiter for 4 years; before that he served as a consultant in South America for an international food supply company; has hired lots of MBA graduates during his tenure as a recruiter
Graduate Recruiter 4	Currently Senior Vice President over HR and administration for a bank; pursued her MBA mid-career because her company paid for it; does not feel it was of value; has hired lots of MBAs in her 15 years of professional experience
Graduate Recruiter 5	Currently a senior executive for a privately held medical group; over 30 years of working experience; more than 2000 direct reports; been involved with hiring and recruiting talent for top positions in his firm for many years

Table 15 reveals that the participants in this study come from very diverse professional backgrounds. The industries represented by the professional experience of the study participants include higher education, aerospace, manufacturing, banking, finance, professional consulting, food supply and distribution, high technology, software development, entertainment, and

healthcare. While demographic information was not collected in this study (as it served little purpose in the research), the principal investigator did visually gauge the age range of his study participants and estimates that participants were as young as 30 and as old as 65, with most participants in their late 40s.

All recorded interview audio was stored in its raw format, WMA or MP4; the audio files were not edited or modified in any way before being stored in the researcher's secure Amazon cloud-storage service. The transcription process followed a systematic approach in order to ready the interview data for insertion into NVivo, a qualitative analysis tool. Upon completing the transcription processes, the researcher uploaded all transcribed data into his NVivo project file.

Institutional documents review. The process of gathering institutional documents, (related to the full-time MBA programs of the five Southern California business schools reviewed in this study), was not as straightforward as the researcher anticipated. While identifying the primary web domains associated with each business program was fairly simple, almost all of the program websites fared poorly in presenting centralized navigation for key MBA program information. Table 16 represents the primary web domains for each of the five full-time MBA programs evaluated in this study, including other domains within the same hierarchy this researcher had to visit in order to glean complete program information. For a review of the raw MBA program data this researcher gathered please see Tables 1-5, included in *Chapter 2*.

The researcher gathered and compiled data fitting within the following categories: statement of purpose; pre-requisite course(s); core courses; elective courses or areas of study; fieldwork method; capstone course; pedagogic approach(es); program structures and architectures; method of delivery; ranking; tuition; program length; alternative formats; and

student demographics. Most of the data collected and compiled for review was aggregated from three main sources on each institution's website:

1. The institution's general catalog, which lists the specifics about degree program requirements, and course descriptions.
2. The institution's program website, which describes the MBA program and its variants (e.g., FEMBA, EMBA), and includes marketing materials, FAQ lists, alumni information, program demographic information, tuition information, and contact information
3. The institution's program brochures, which were downloadable PDF files; these brochures contained additional specific information about the MBA program, such as pedagogic approaches or descriptions about opportunities to study abroad

Table 16

Five Southern California Business Schools: Primary Web Domain and Additional Domains

Institution	Primary Web Domain	Additional Domain(s)
UCLA Anderson	http://www.anderson.ucla.edu/degrees/mba-program	<ul style="list-style-type: none"> • http://www.registrar.ucla.edu/catalog/ • https://www.gdnet.ucla.edu/
USC Marshall	http://www.marshall.usc.edu/mba	<ul style="list-style-type: none"> • http://catalogue.usc.edu/ • http://classes.usc.edu/term-20143/classes/gsba
UCI Paul Merage	http://merage.uci.edu/FulltimeMBA/	<ul style="list-style-type: none"> • http://catalogue.uci.edu/ • http://www.grad.uci.edu/
Pepperdine Graziadio	https://bschool.pepperdine.edu/programs/full-time-mba/	<ul style="list-style-type: none"> • http://bschool.pepperdine.edu/admission/catalog/
UCR A. Gary Anderson	https://agsm.ucr.edu/mba_program/	<ul style="list-style-type: none"> • http://registrar.ucr.edu/registrar/schedule-of-classes/catalog.aspx • http://graduate.ucr.edu/grad_programs.html

The data compilation and aggregation process, (for the institutional documents reviewed), followed a systematic approach in order to ready the data for insertion into NVivo. Upon completing the compilation process, the researcher uploaded all compiled data into his NVivo project file.

Working with data in NVivo. NVivo is a database driven research tool that enables individuals to perform systematic analyses on unstructured or semi-structured data, such as

interviews, surveys, field notes, social media postings, or web pages. The researcher chose this tool because of its ability to assist the researcher with the process of deconstructing and coding raw qualitative data, and because of the application's powerful querying features.

Deconstructing and coding qualitative data by hand (using manual processes) is quite cumbersome and can lead to missed connections or themes in the data. The researcher used NVivo to ensure that the qualitative data he reviewed was analyzed as accurately and consistently as possible.

Upon completing the coding of raw data in NVivo, the researcher used various data analysis toolsets, and NVivo's built in query functions to identify emergent themes and constructs. The process of identifying emergent themes and constructs was iterative, and the researcher went through multiple stages of code-refinement in order to arrive at the findings presented in this chapter.

Overview of Findings

This study used a qualitative approach to add meaning to six-variables—(a) skills; (b) capabilities; (c) techniques; (d) values; (e) attitudes; and (f) beliefs—and deduce what is considered best-practices curricula in leading Southern California MBA programs. The goal of this research was to propose a new model MBA program in line with contemporary perceptions of 21st century leadership and management. This study was an extension of research begun by Datar et al. (2010) – in Datar et al.'s (2010) study, the stated variables were left undefined.

In order to glean specific data addressing the variables in question, this researcher used a semi-structured approach. First, study participants were given baseline definitions for key constructs, eight in total – *skills, capabilities, techniques, values, attitudes, beliefs, world-view,* and *professional identity*. For example, the construct skills was defined in the interview with

each study participant as “the ability to do something in an effective manner”. Next, study participants were given an opportunity to describe their professional background. Finally the researcher posed the guided questions noted in *Appendix C: Interview Procedural Guide*. *Appendix C* notes the questions posed during the interview, the intent of each guided question, and the relation the questions had to the research-questions enumerated in *Chapter 3*.

While there were some notable variations amongst the responses given by individual study participants, overall, participant responses were strikingly similar. Of note: in the following sections the researcher has used shortened labels to identify participants in the study. MBA Faculty has been shortened to Faculty; MBA Graduate Recruiter has been shortened to Recruiter; and MBA Graduate has been shortened to Graduate. Specific findings on the six variables, as gleaned from participant responses to the guided questions, will be discussed at length in later sections: *Research Question 1*, and *Research Question 2*.

Guided question 1. Guided question 1 was stated as: how do you think the definition of management has changed over the last 20 years, if at all?

The primary finding, based on the emergent themes identified, is that the definition of management has grown to encompass leadership. Faculty 2 shared that “when people discuss the definition of management they are looking for much more leadership or coaching”. Similarly Graduate 4 stated the “definition of management has shifted from [traditional views of management] to leadership”. Graduate 5 shared that the “the schools of thought [on the definition of management] have changed recently from management to leadership” and Recruiter 2 stated that “now [management] is more collaborative”. Perhaps, Recruiter 5 sums up the major theme by stating that “the definition or role of management has become more broad and comprehensive”.

There were certainly a few outliers in the dataset, as it relates to the primary finding. Graduate 1 shared that the “definition hasn’t really changed”. Graduate 1 believed that the functions of management continue to remain the same, along the lines of the traditional view (i.e., planning, organizing, directing, and controlling). Faculty 4 seemed to agree stating that management, at its core “is managing people and tasks”. Recruiter 1 was apt to note that “management is also a very political game”; none of the other participants acknowledged any of the power dynamics inherent in the traditional definition of management. In fact, it would appear that most of the participants purposely avoided talking about power, since they seemed to equate power with coerciveness. For example, Faculty 1 showed strong disapproval of managers who “invoke their power over others”, and Faculty 3 addressed management hierarchy as an outdated concept stating that “over the last 20 years we have gone from managers being much more hierarchical to being much more collaborative”.

Guided question 2. Guided question 2 was stated as: how do you think the role of the manager has changed over the last 20 years, if at all? What does the role look like now?

The primary finding, based on the emergent themes identified, is that the role of the manager is increasingly burdensome, filled duties that in the past managers probably did not have to deal with or attend to. Recruiter 1 stated that “managers are more involved in the actual day-to-day work, than they used to be”, with Faculty 3 making the observation that managers are “now doing a significant amount of data filing at almost all levels of the organization”. His point was that in the past the role of the manager was more status based, which gave rise to an abundance of secretaries, and created an environment that was similar to what is currently portrayed on the AMC television show “Mad Men”. However, in today’s environment managers no longer have that luxury and all managers are expected to “do more with less”, as Graduate 4

put it. Faculty 4 went even further stating that managers still have “the same functions to perform” that they did in the past “like evaluating people’s performance”, but now they are involved in “coaching” and other duties that had largely been left to leaders and mentors.

There were a fair amount of responses supporting the primary finding previously discussed, which is that management has grown to encompass leadership. For example Recruiter 3 stated that “today management is more of leadership role”, and Faculty 2 stated that organizations are now “looking for much more involvement from [all levels] of management in communicating vision to the employees within their [respective loci of control]”. Faculty 2 also stated that managers “have to provide much more leadership than they had to in the old days...the role today requires that the manager be much more involved in what's happening in keeping the employees aligned with the corporate vision”. Faculty 1 was more reflective in that she believed “the role [of management] is now about growth and maturity, so that managers can help the organization accomplish its goals”. Graduate 1 stated that “managers have to leaders as well, due to competitive forces, and a more globalized world”.

Guided question 3. Guided question 3 was stated as: what does the practice of management look like in the 21st century?

The primary finding, based on the emergent themes identified, is that the practice of management has become increasingly complex, while the resources afforded to managers have diminished. Graduate 1 stated that “certainly things have evolved along the lines of the scope of management, [including] the nature of the problems that exist, and the challenges facing managers today”. Recruiter 4 found that the practice of management has become more “global than local”; “it is a lot more chaotic and it takes a lot more social skills”. Faculty 4 stated that the “complexity of management has changed”; we are now “managing people working remote,

overseas, offsite, from home, [in] different time zones, which has made managing more difficult”. Faculty 4 also noted that there is an “expectation that managers are accessible 24/7, although that is not feasible”. Graduate 2 noted that within the practice of management, “there is a need to have, as clear as possible, a sense of trade-offs, and return on investments with employees”; “with the move into a service and knowledge economy” the resources that were previously made available to managers are no longer available, “which translates into a more ‘brisk’ type of management”.

Another visible emergent theme is that the practice of management is collaborative. Graduate 1 stated that the “practice of [management] is now empowering people, rather than telling them what to do”, while Graduate 3 stated that the “practice of management in today’s world is definitely collaborative”. Graduate 5 stated that in general, “the practice of management requires taking key employee’s thoughts before decisions are made”, and similarly Recruiter 5 stated “the practice of management really is more direct contact with the individuals you are working with, more hands-on, more interaction, whether its verbal or face-to-face with the team you are working on”.

Guided question 4. Guided question 4 was stated as: what would you say is the main difference between a leader and manager, if any?

The primary finding, based on the emergent themes identified, is that a leader creates the vision for an organization and is responsible for leading change, while the manager is responsible for making sure the organization meets its objectives. Faculty 4 stated that managers are typically responsible for “making sure things are getting done, versus changing an organization”. Similarly, Faculty 2 stated, “the role of management is strictly to be responsible [for direct reports], and to ensure objectives are being accomplished on time and on budget”.

Graduate 1 found that “management and leadership had diverged as distinct constructs” and Graduate 4 stated that the leader “is more inspiring, sets the vision, and is able to communicate the vision to the organization”; furthermore the leader focuses on the vision “and long-term goals, which is distinct from a manager who only focuses on the objectives and tactics necessary to achieve short term goals”. Recruiter 3 stated that a “manager is more focused on tasks, while a leader is the one moving the organization forward”. Recruiter 4 went further and stated that the distinction between a leader and manager is “either you got it or you don’t”.

The irony of the study participants’ responses to the first guided question, versus this question cannot be overlooked. In the first prompt, participants were asked to share their perceptions on management in the 21st century; almost unanimously the participants stated that management had converged with leadership, and that there was little distinction between the two. However, in this prompt study participants were very articulate about drawing a clear delineation between leadership and management.

Guided question 5. Guided question 5 was stated as: who is an example of a current business leader that you admire and why?

The primary finding, based on the emergent themes identified, is that leaders who are most admired are those that are transformational, and create an organizational environment where individuals can find personal fulfillment. Graduate 1 described the leader whom he admired as “empowering people”, “pushing creativity and innovation to a higher level”, and “transformational”. Graduate 4 described the leader that she admired as “putting his money where his mouth is”, “having an open door policy”, and “providing [employees] with an environment where they could find meaning in their work...as well as professional growth”. Faculty 2 described the leader that she admired as “talking about the tough topics when others

don't or won't"; "creating a vision for women to participate in the workforce" in a more equitable manner; and "reaching out to young women while she can still help them transform their thinking" about their place in the workforce.

Guided question 6. Guided question 6 was stated as: are there current business leaders that you don't admire? If so, why not?

The primary finding, based on the emergent themes identified, is that leaders who are the least admired are those that are coercive. Faculty 1 stated that she did not admire leaders who "still try to invoke their power over others, because those are the ones that never last...coercive power isn't a positive influence in the modern leadership paradigm". Faculty 4 stated that she dislikes leaders who say "if you don't do it my way, I'm going to do it anyway". Recruiter 1 stated that the least admired leaders he interacted with during his career were those that "constantly delegated, and were more interested in nitpicking rather than trying to help solve organizational problems".

An interesting point to make is that many of the study participants found the least admirable leadership traits in today's current political leaders. For example Recruiter 5 mentioned his dislike for George Bush; Faculty 2 mentioned her dislike for Barack Obama; Graduate 3 mentioned her dislike for billionaire Sheldon Adelson, who while not a politician, is known for being a major donor to the Republican Party in the United States; Faculty 1 also expressed her dislike for Jerry Brown, the current governor of the State of California; finally Faculty 2 expressed her disdain for Ted Cruz, a Republican politician from the State of Florida.

Guided question 7. Guided question 7 was stated as: what kind of knowledge do managers need to have to be successful in today's business environment?

The primary finding, based on the emergent themes identified, is that managers need to have strong interpersonal skills; interpersonal skills are also known as “people skills”. Faculty 1 stated that managers need to have “a very good knowledge of themselves and they have to have a very good knowledge of other people”. Graduate 3 stated “managers, specifically, need communication skills; that is the number one thing; it doesn't matter what field you are in, you need to know how to communicate with everyone in your organization constructively, and with sincerity”. Similarly Recruiter 5 stated “I think it takes a lot of people skills to be insightful, and to be in tune with the team you are leading, and also to be in tune with the costumers that you are serving; and this isn't just gaining the knowledge one time, but it is continually interacting...because it's a changing landscape no matter what business you are in”.

Guided question 8. Guided question 8 was stated as: are there particular attributes that high performing managers possess that are giving them an advantage in today's business environment?

The primary finding, based on the emergent themes identified, is that high performing managers have the capability to be relatable. Faculty 2 stated that “I think one capability is being able to relate to others, which is important in vision sharing; often times managers don't take the time to get people on their team”. Along the lines of being relatable Graduate 2 stated that managers must “be able to understand that employees approach work from multiple perspectives”, and thus must be able to articulate “a big picture vision that all can relate and buy into”. Graduate 4 stated that managers much be able to “convey, persuade, and inspire” peers and followers alike, towards a “common vision”. Similarly Graduate 5 stated having “the ability to convince employees to get involved in the vision of the organization” is paramount to

management's success; "when employees don't see eye-to-eye with their leaders—[they cannot relate]—it is almost impossible to get them on-board".

Guided question 9. Guided question 9 was stated as: what sort of approaches are the highest performing managers using to achieve results?

The primary finding, based on the emergent themes identified, is that the highest performing managers are using the technique of collaborative decision making. Graduate 3 stated "I think managers that focus on camaraderie and teamwork; on team building; that ask for feedback; essentially those types of things that really emphasize employee needs and customer needs are the leaders that continue to make an impact in today's business environment". Recruiter 5 stated "one of the best techniques is to listen to your employees, listen to what their ideas are, for example, to approve a system or a product, or listening to you employees about how to improve the work environment". Graduate 5 stated "high performing leaders and managers are [consistently] trying to motivate their employees" and "listening to them and integrating them into your decision making process is one way to motivate them".

A secondary finding, based on the emergent themes identified, is that the highest performing managers use the technique of "staying the course" even if such a move is unpopular. Recruiter 2 stated "I believe that if you do the right thing it works; in the long run it always works out for you. I think that sometimes people rise to the top without doing the right thing, but eventually they fail in the long run. Even if it's unpopular, when [managers] do the right thing...they succeed". Faculty 4 stated "It's about putting a plan together and working the plan and making sure that everybody understands where you are going. They may not understand exactly what you are trying to do, but [if the manager] paints a picture of the end result, people can buy into that". Graduate 1 stated "being transformational, and being able to push employees

to be their best, even when they don't want to, or can't see why, will move the organization forward”.

Guided question 10. Guided question 10 was stated as: is there a particular ethical framework that you think is particularly helpful in today's business environment? If so, why do you feel this way?

The primary finding, based on the emergent themes identified, is that the leaders should be honest, and operate with integrity. Faculty 2 stated “I'll keep it simple; I think transparency and telling the truth is the ethical approach everyone should be following; I think that this is particularly important right now because people, are looking—especially the younger generation of workers—for authenticity; so telling the truth is part of building trust, and I think that's key in business”. Graduate 1 stated “as far as ethical frameworks, I would say being honest and having integrity within the scope of the vision of the organization, and with each other”. Similarly Graduate 5 stated, “having honesty and integrity is key; operating within the boundaries of an ethical framework...is important for the leader, and for the organization”. Recruiter 5 stated “I think leaders and managers need to have a strong moral compass; I don't know that there is any one framework; I mean it depends on your background and where you come from, but we are viewed on a regular basis by the employees we work with, by the customers we serve, and by those individuals that we may interact with to get business done. So they are looking for what our moral compass is, and our framework. And they'll react to that in a different way depending on how we approach them; what we value, are we being truthful and respectful; and they'll either want to mirror us if it's good or shy away from us if it's bad”.

Guided question 11. Guided question 11 was stated as: earlier you mentioned a leader that you admire. How do you think he/she might react to a sudden catastrophe?

The primary finding, based on the emergent themes identified, is that admirable leaders in crisis remain calm, and enable resolutions through their team, rather than going at it alone. Graduate 1 stated “the firm recently went through a crisis in New Jersey and I don’t know all of the details, but I do know that [the leader] got his best team together and tackled the issue head on; I believe his firm prevailed”. Graduate 5 stated, “I think [the leader] would step back for a second; evaluate the crisis point or obstacle; and then apply measures to solve the issue; the first step I imagine [the leader] would take, would be integrating his team into the resolution to assist”. Similarly, Recruiter 1 stated, “well I've seen it, [crises] do happen; [when they do, the leader] is the one, no matter the storm, that you can rely on to act; and even under pressure [the leader] puts his team first, and makes sure that the company weathers the storm before his personal interests”. Recruiter 4 stated “[the leader] would be calm, consult his team, and then deliberately do the right thing”.

Guided question 12. Guided question 12 was stated as: Earlier you mentioned a leader that you admire. How does he/she influence his/her followers for the better?

The primary finding, based on the emergent themes identified, is that leaders who believe in and understand the value of human capital (i.e., their followers) are generally the leaders that will thrive in today’s business environment. Graduate 2 states “I think [transformational leaders] have the ability to experience all of the various employee perspectives in the work culture, and they go the extra mile to try and make sure that they are able to see, and truly understand, how other people are experiencing what they are trying to vision and create within the organization; these [leaders] make accommodations for people who have different ideas because they value what each employee brings to the table; they support and actively engage the differences in their environment because it’s diversity that keeps organizations strong”. Graduate 4 states, “he

influences his followers by his vision; he inspires by clearly articulating his vision for the future, but he puts his money where his mouth is because he gives his employees the resources to grow their individual ideas within the context of his vision”. Similarly Graduate 5 states, “I think his followers are influenced by his motivation and the way he engages them; also he is very good about sharing the values of the organization, and demonstrating that he values the organization; he is a role-model for these values; he acts the way he believes, and influences his followers to act the same way; he starts with himself, with high ethics, and then serves as that role model to others in his organization so that they can follow in his footsteps”

Research Questions

In this section the researcher addresses research questions R1 – R4. Specific findings related to the six variables comprising this research—(a) skills; (b) capabilities; (c) techniques; (d) values; (e) attitudes; and (f) beliefs—are presented. For a complete definitions-list of the constructs used throughout this section please see *Appendix F: Constructs Definitions List*.

Research question 1. Research question 1 was stated as: how do MBA program stakeholders—MBA faculty, employed MBA graduates, and MBA graduate recruiters—describe their perceptions of the skills, capabilities, and techniques that are central to the practice of 21st century management?

Tables 17 – 19 represent the tabulation of the skills, capabilities, and techniques central to the practice of 21st century management, identified during the coding and thematic analysis executed on data collected in 14 interviews. The data represented in Tables 17 – 19 is ordered *descending* from most represented in the data, to least represented. The researcher has also included columns detailing whether the construct requires practical experience to learn, and if the construct is suited for a traditional learning environment (i.e., can be taught well in a classroom),

a non-traditional learning environment (i.e., experiential learning; game or scenario based learning), or both. The researcher defines a construct requiring practical experience as one that is best learned through “real-life application”. Information related to the applicability of study constructs to an academic environment is based on the researcher’s 10 years practical experience in academia, as well as in private industry.

Table 17

List of Skills, and Applicability to an Academic Environment

Skills	Reference Count	Requires Practical Experience?	Suited for a Traditional Classroom Environment?	Suited for a Non-Traditional Learning Environment?
Interpersonal	16	Yes	No	Yes
Technical	13	No	Yes	Yes
Leadership	5	Yes	No	Yes
Conceptual	5	Yes	No	Yes
Introspective	2	No	No	No
Creative	1	No	No	Yes
Charismatic	1	No	No	No

Table 18

List of Capabilities, and Applicability to an Academic Environment

Capabilities	Reference Count	Requires Practical Experience?	Suited for a Traditional Classroom Environment?	Suited for a Non-Traditional Learning Environment?
Relatable	12	Yes	No	Yes
Transformative	11	Yes	No	Yes
Empathetic	8	No	No	No
Systematic	7	Yes	Yes	Yes
Adaptive	6	No	Yes	Yes
Transactional	4	No	Yes	Yes
Big Picture View	3	No	No	Yes
Logical	3	No	Yes	Yes
Courageous	3	No	No	No
Self-Improving	2	Yes	Yes	Yes
Resilient	2	No	No	No
Responsive	1	No	Yes	Yes
Knowledgeable	1	Yes	Yes	Yes
Good Listener	1	No	Yes	Yes
Resolute	1	No	No	No

Table 19

List of Techniques, and Applicability to an Academic Environment

Techniques	Reference Count	Requires Practical Experience?	Suited for a Traditional Classroom Environment?	Suited for a Non-Traditional Learning Environment?
Collaborate	14	Yes	Yes	Yes
Consistency	11	Yes	Yes	Yes
Evaluate	10	No	Yes	Yes
Strategic Planning	5	No	Yes	Yes
Develop	5	Yes	No	Yes
Diversify	5	Yes	Yes	Yes
Risk Taking	2	Yes	No	Yes
Transform	2	Yes	No	Yes
Involvement	2	No	Yes	Yes
Openness	1	No	No	Yes
Retrench	1	No	Yes	Yes
Simplify	1	No	Yes	Yes
Networking	1	Yes	Yes	Yes

Research question 2. Research question 2 was stated as: how do MBA program stakeholders—MBA faculty, employed MBA graduates, and MBA graduate recruiters—describe their perceptions of the values, attitudes, and beliefs that should be part of a 21st century leader’s world-view and professional identity?

Tables 20 – 22 represent the tabulation of the values, attitudes, and beliefs that should be part of a 21st century leader’s world view and professional identity, identified during the coding and thematic analysis executed on data collected in 14 interviews. The data represented in Tables 20 – 22 is ordered *descending* from most represented in the data, to least represented. Tables 20 and 21 include columns detailing whether the construct can be taught, and if so, if the construct is suited a traditional learning environment, a non-traditional learning environment (i.e., experiential learning; game or scenario based learning), or both. The researcher defines a “teachable” construct as a construct that is not solely dependent on one’s intrinsic motivation.

Table 22, which details findings on the construct *beliefs*, does not follow the structure of Tables

20 and 21. Beliefs, while “teachable” and “learnable”, would be hard to measure, observe, or assess in an academic setting. Information related to the whether a construct can be taught is based on the researcher’s 10 years practical experience in academia, as well as in private industry.

Table 20

List of Values, and Applicability to an Academic Environment

Values	Reference Count	Can be Taught?	Suited for a Traditional Classroom Environment?	Suited for a Non-Traditional Learning Environment?
Honesty	13	No	N/A	N/A
Integrity	12	No	N/A	N/A
Empathetic	7	Yes	No	Yes
Caring	3	Yes	No	Yes
Respectful	2	Yes	No	Yes
Supportive	1	Yes	No	Yes
Altruistic	1	No	N/A	N/A
Patient	1	Yes	No	Yes

Table 21

List of Attitudes, and Applicability to an Academic Environment

Attitudes	Reference Count	Can be Taught?	Suited for a Traditional Classroom Environment?	Suited for a Non-Traditional Learning Environment?
Calm	12	Yes	Yes	Yes
Open	11	Yes	Yes	Yes
Reflective	8	Yes	Yes	Yes
Humble	7	Yes	Yes	Yes
Centered	6	No	N/A	N/A
Engaged	4	Yes	Yes	Yes
Hardworking	3	Yes	Yes	Yes
Inspirational	3	No	N/A	N/A
Optimistic	3	Yes	Yes	Yes
Enthusiastic	2	No	N/A	N/A
Positive	2	Yes	No	Yes
Flexible	1	Yes	Yes	Yes
Assertive	1	Yes	No	Yes
Friendly	1	Yes	Yes	Yes

Table 22

List of Beliefs

Techniques	Reference Count
People are important and must be valued	6
Doing the right thing is more important than the bottom line	5
Followers perform better when they respect their leader	4
Total agreement is not necessary to be effective	4
Clarity of vision is key	3
Learn from your mistakes	1
Everyone should know themselves	1
The truth hurts!	1
Everyone must be managed differently	1
Collaborative decision making doesn't have to be a drawn out process	1
Leaders must be global in thought	1
Followers need to trust their leader	1

Research question 3. Research question 3 was stated as: according to a review of five well-regarded Southern California MBA programs what are the common curricula, which are considered best-practices?

Table 23 represents the tabulation and enumeration of core MBA courses at five Southern California business schools, by curricular category. Based on a content and thematic analysis of all of the course descriptions the researcher gathered for each institution, the following curricular categories were derived: *accounting, economics, finance, information systems, leadership, management, marketing, political science, statistics, and strategy.*

Table 23

Number of Core MBA Courses by Institution and Curricular Category

Institution	Accounting	Economics	Finance	Information Systems	Leadership	Management	Marketing	Political Science	Statics	Strategy
Pepperdine Graziadio	2	3	1	2	1	2	1	1	1	1
UCI Paul Merage	2	2	1	2	1	2	1	1	1	2
UCLA Anderson	1	1	1	0	2	2	1	0	1	1
UCR A. Gary Anderson	1	1	1	1	0	2	1	0	1	1
USC Marshall	1	1	2	0	2	2	2	0	1	2

Note. Based on data from AGSM (2014), UCLA Anderson (2014), Graziadio (2014), Marshall (2014), and Merage (2014)

Table 24 represents the aggregation of all core MBA courses by curricular category, in *descending* order. A higher value in the “count” column conveys the importance of the respective curricular-categories to the five Southern California MBA programs reviewed, and is considered best-practices curricula.

From the data presented in Table 24 this researcher posits that an MBA program structured according to best-practices curricula would focus on traditional areas of management, with quantitative knowledge areas being core requisites of the curriculum. The ordering of the courses as represented in Table 24 is not dissimilar with what Datar et al. (2010) identified as being the core focus areas of highly ranked MBA programs.

Table 24

Best Practices Curricula

Curricular Categories	Count
Management	10
Economics	8
Accounting	7
Strategy	7
Leadership	6
Marketing	6
Finance	6
Information Systems	5
Statistics	5
Political Science	2

Within the scope of preparing data to answer the primary focus of research question 3, the researcher also investigated two other considerations as follows; (further details are provided in *Chapter 3*, in the section titled *Document Review*):

1. The researcher identified major categories within the descriptions for each course reviewed; the purpose was to identify the skills, capabilities, or techniques being imparted to MBA students through curricula
2. The researcher also identified major categories within the *statement of purpose* for each MBA program; the objective was to identify the values, attitudes, and beliefs being imparted to MBA students through the stated approach of each MBA program

Tables 25 – 27 represent the skills, capabilities, and techniques identified through coding and a thematic analysis of the course descriptions for core MBA courses at the institution reviewed in this study.

Table 25

List of Skills Derived Through Coding and a Thematic Analysis of Core MBA Course Descriptions

Skills	Reference Count
Analyze	11
Communicate	7
Develop	6
Measure	4
Respond	4
Implement	4
Manage	3
Critical Thinking	3
Strategize	2
Innovate	1
Collaborate	1

Table 26

List of Capabilities Derived Through Coding and a Thematic Analysis of Core MBA Course Descriptions

Capabilities	Reference Count
Understand	9
Communicate	6
Analyze	6
Apply	4
Solve	3
Develop	1

Table 27

List of Techniques Derived Through Coding and a Thematic Analysis of Core MBA Course Descriptions

Techniques	Reference Count
Quantitative Analysis	20
Evaluate	6
Strategize	4
Optimize	4
Innovate	3
Communicate	2

Tables 28 – 30 represent the values, attitudes, and beliefs identified through coding and a thematic analysis of the *statements of purpose* of the institutions reviewed in this study.

Table 28

List of Values Derived Through Coding and a Thematic Analysis of Business School Statements of Purpose

Values	Reference Count
Scholarship	5
Altruism	5
Purpose driven	2
Integrity	1
Stewardship	1
Courage	1

Table 29

List of Attitudes Derived Through Coding and a Thematic Analysis of Business School Statements of Purpose

Attitudes	Reference Count
Global	5
Open	4
Positive	3
Centered	3
Studious	1
Traditional	1

Table 30

List of Beliefs Derived Through Coding and a Thematic Analysis of Business School Statements of Purpose

Beliefs	Reference Count
We are preparing the next generation of global leaders	3
Society is enriched when operate responsibly	3

Research question 4. Research question 4 was stated as: what is a new model for an MBA Program considering the input of research questions one through three?

To answer this question the researcher examined the skills, capabilities, techniques, values, attitudes, and beliefs identified through interview. Following, the researcher examined the skills, capabilities, techniques, values, attitudes, and beliefs identified through document review. A comparison of what was similar and dissimilar between the two datasets was performed.

Constructs not present in the document-review dataset, but present in the interview dataset, were posited as *deficiencies* in curriculum or program-approach at the five Southern California MBA programs reviewed in this study. Table 31 tabulates the deficiencies, which are presented as the elements comprising a new model MBA program. In addition to the deficiencies noted, this researcher suggests that a new model MBA program would also be comprised of the courses identified as best-practices curricula (see Table 24). Finally, this researcher suggests that a new model MBA program would be comprised of curricular elements that address the major findings presented earlier in this chapter (i.e., findings for guided questions 1 – 12).

This researcher acknowledges that the reason deficiencies may exist is because some knowledge or practice areas are emphasized over others in the current MBA program approach. For example, in general, the MBA programs reviewed require more management core courses than leadership core courses. Deficiencies might be addressed by simply redefining what is considered *core* in the program. In addition, it should not escape observation that many of the deficiencies identified in this study are rooted in human psychology. For example, empathy was identified as being deficient in the MBA programs the researcher reviewed. Typically, one would not learn to be empathetic in a classroom; instead it may be possible to learn empathy through

life experience, though as Graduate 2 observed “empathy is not something that is taught, and most leaders today lack empathy”.

This researcher has identified that not all of the constructs can be appropriately addressed through traditional or non-traditional methods of instruction (within the scope of required program curriculum). As such, this researcher suggests that these particular elements might be addressed through practicum and fieldwork. While this researcher did not suggest a length of time for fieldwork and practicum, (or suggest at which point in the program fieldwork or practicum be required), this researcher posits that practicum could extend the typical MBA program length from two years to three years. Dillon, McCaskey, and Blazer (2011) found that MBA programs typically require internships during the period between year 1 and year 2, so any further fieldwork or practicum would ostensibly come after year 2. Table 32 presents a concise listing of the elements of a new model MBA. *Appendix H: New Model MBA Program* presents a sample 3-year MBA.

Table 31

Deficiencies in Curriculum or Program-Approaches at Five Southern California Business Schools

Skills	Capabilities	Techniques	Values	Attitudes
Creative■ Introspective■	Relatable Transformative Empathetic■ Adaptive Courageous■ Resilient■ Resolute■	Consistency Diversify Transform Openness	Empathetic Caring Respectful Patient	Calm Humble■ Inspirational■ Enthusiastic■ Friendly
Beliefs ■				
People are important and must be valued – Followers perform better when they respect their leader – Total agreement is not necessary to be effective – Clarity of vision is key – Learn from your mistakes – Everyone should know themselves – The truth hurts! – Everyone must be managed differently – Collaborative decision making doesn't have to be a drawn out process – Followers need to trust their leader				

Note. Constructs marked with a black square indicate that the construct would not typically be addressed through curriculum (both traditional and non-traditional), though this is not to imply that new or novel ways of addressing the construct within the context of curricula is not feasible.

Table 32

Summarized Elements of a New Model MBA

Best Practices Curricula
<ul style="list-style-type: none"> MBA Curriculum would focus on traditional areas of management, with quantitative knowledge areas, such as economics, being core requisites of the program
Deficiencies
<ul style="list-style-type: none"> The MBA program would introduce practicum or extended fieldwork to address the personal-psychological areas identified as needing to be addressed: <ul style="list-style-type: none"> Creativity, introspection, empathy, courage, resiliency, steadfastness, inspiration, humility, and enthusiasm Curricula would be introduced to address other knowledge or practice areas identified as deficient <ul style="list-style-type: none"> Communication, human relations, and diversification
Major Findings of this Study
<p>The MBA program approach would address, be sensitive to, or recognize:</p> <ul style="list-style-type: none"> Management encompasses leadership The managers role is more difficult and the practice of management is more complex Leaders should be focused on change enabled through a strong vision, while managers should support that vision by meeting the objectives of the organization Leaders should be transformational, help their followers find personal fulfillment, not be coercive, should have strong interpersonal skills, should be able to relate to others, should incorporate collaborative decision making practices, should lead with honesty and integrity, should understand the value of human capital, and above all: remain calm during moments of crisis because followers will look to the leader for guidance

Summary

In *Chapter 4* the findings of this research were presented. The researcher described the process of data collection as it related to 14 interviews and the review of institutional-documents from five Southern California business schools. The process of coding and thematic analysis in NVivo was also discussed in order to provide a context for the data presented in subsequent sections within *Chapter 4*. An overview of the findings was presented, structured according to the guided questions the researcher asked during the in-person interviews. Next, the researcher addressed the study findings in relation to research questions 1 – 4. Research question 4 was the culmination of the findings presented in this chapter: data gathered for research questions 1-3 was presented as new model MBA.

Chapter Five: Discussion and Implications

The primary purpose of this research, as stated previously, was to identify criteria for a new model MBA. Analysis of 14 semi-structured interviews and a review of institutional-documents from five Southern California business schools resulted in a number of findings about perceptions of leadership and management within today's business environment; these perceptions were identified through a qualitative analysis of the responses study participants gave in interview as it related to six key variables: the skills, capabilities, and techniques affecting the practice of management, and the values, attitudes, and beliefs affecting the world view of contemporary leaders. These findings are discussed in the subsequent sections of this chapter in an effort to discern the implications for leaders and managers in modern organizations, and the implications for business schools and the MBA programs currently being provisioned in higher education; these discussions are framed by the literature reviewed in *Chapter 2*. The limitations of this study and suggestions for future research are also addressed.

Discussion of Findings

The foundation of this research was a study by Datar et al. (2010), which looked at the state of graduate business education and identified eight unmet needs within the current MBA paradigm. The eight unmet needs, listed in order of importance, were: developing leadership skills, gaining a global perspective, acting creatively and innovatively, thinking critically and communicating clearly, recognizing organizational realities and implementing effectively, honing integration skills, understanding the role, responsibilities, and purpose of business, and understanding the limits of models and markets.

As we move beyond Datar et al. (2010), and into a thorough discussion of the findings of this study, it is important to distinguish this research and what it accomplished, from that of

Datar et al.'s (2010) study. An appropriate place to begin is the deficiencies in MBA curriculum identified in this study (see Table 32, p.128). When comparing the deficiencies identified in this study against the *unmet needs* Datar et al. (2010) defined, we notice that many of the themes, concepts, or constructs are strikingly similar. In the view of the researcher similar findings are positive; especially when two studies are so closely linked. Comparatively speaking, the deficiencies identified in this research confirm the list of unmet needs defined by Datar et al. (2010). A simple example of this is Datar et al.'s (2010) finding that “acting creatively and innovatively” is an unmet need; and this study's finding that being creative is one of the key *skills* central to the practice of management. The primary distinction to draw between Datar et al. (2010) and this study is that this research operationalizes six key variables that Data et al. (2010) left undefined: the *skills*, *capabilities*, and *techniques* important to the practice of management; and the *values*, *attitudes*, and *beliefs* important to the practice of leadership.

While the deficiencies identified in this research align closely with the unmet needs identified by Datar et al. (2010) there are also significant differences. For example, a major deficiency identified in this study is the *value* empathy. Datar et al. (2010) do not even address human-relations values (outside of basic interpersonal skills). The findings in this study strongly suggest that current MBA curriculum avoids addressing human behavior from an interpersonal perspective. Courses such as *organizational behavior* are readily available, but courses on emotional intelligence or empathy are more difficult to find (especially as an integrated core course within an MBA program).

A final distinction to be made about this study versus what Datar et al. (2010) accomplished is that this research posits a new model MBA based on three categories of findings: best-practices curricula, deficiencies, and the primary findings of this study defined in

Chapter 4 (and discussed at length in subsequent sections of *Chapter 5*). Datar et al. (2010) suggested that the unmet needs their research identified could be addressed by rebalancing curricula (by assessing the facts, frameworks, and theories) being taught in business school.

This research takes a different view in that many of the deficiencies identified are not best addressed in a classroom, but require practical experience, or practicum – (practicum as a requirement of an MBA program is a major idea explored throughout this chapter). One *value* identified as a deficiency is *patience*. The researcher poses the question, “how do you teach someone to be patient, within a semester, one day a week?” The answer to that question is that you do not, no matter how the classroom environment and instruction is structured (i.e., experiential learning; gamification, etc.). Instead, the researcher was informed, through the responses of study-participants, that learning patience is a process, which takes time and necessitates prolonged exposure to situations or scenarios engendering a patient response.

Following is the researcher’s discussion of specific findings presented in *Chapter 4*.

Primary findings. The first primary finding in this study was the idea that the definition of management had grown to encompass leadership. From the literature we know that leadership and management can be considered two distinct constructs, though often times the day-to-day activities of a leader and a manager appear very similar (Bass, 1990; Yukl, 2010). The specific items that led to this emerging theme were observations among the participants that organizations were becoming flatter and thus people were beginning to self-manage. Some of the older participants stated that there used to be a hierarchical distinction between different levels of management, but that has given way to organizations where people work autonomously.

Within this same topic, an interesting theme that emerged was the association participants made between collaboration and leadership. French and Raven (1959) made a distinction

between five bases of power, which was thought to apply to five types of influence leaders have over their followers (Yukl, 2010). It would appear as though study participants conceptualized leadership as only being a collaborative relationship (i.e., shared influence). This is an important point because when managers behave in a fashion that is perceived as being collaborative, (or sharing power with subordinates), managers tend to be viewed more as leaders than managers.

Graduate 4 stated:

“I think the definition of management has shifted from management to leadership. What I mean by that is management sometimes can be very ethical, generally it is just completing a task and managing people that are helping you complete a specific task or purpose, but I think it has shifted from that spot process or paradigm to more of a leadership type of process and what I mean by leadership is more management geared towards inspiration, towards a bigger purpose, thinking outside the box, inspiring others to do more with less. I think that has kind of shifted towards more of that than in the past, in which it was focused on task and directive orders”

In flat organizational structures the distance between *decision makers* and *decision*

followers is minimized; individuals become more empowered, which may make it appear as though managers are taking on more leadership roles. In conjunction with this discussion, a second finding in this study was the idea that the role of the manager was increasingly burdensome and filled with extra duties. Elaborating more on a particular response from

Graduate 4, she said:

“The role of the manager now is more towards inspiring other people do to more with less. What I mean by that in the past you are given a task, and you are asked to perform it; now you are given the same task but you have constraints on your resources; constraints on physical resources, such as cost, on scope, or time; this is what you have to work with now. As a manager now you have to be able to convey, persuade and inspire your colleagues and people that are working for you to go above and beyond”

If managers are now expected to operate at a higher level, there should be an expectation within organizations to want better trained or qualified managers. Along the lines of what was discussed in the literature, one reason why there maybe such dissatisfaction with the MBA paradigm is, organizations have unwittingly required more from their managers without ensuring that their

managers can actually perform or have the relevant skill sets to be successful. Thus, with more pressure on managers to be highly skilled and experienced, the “management training” being given in the current MBA paradigm is not adequate. A related third finding was the idea that the practice of management had become increasingly complex, while the resources afforded to managers had diminished. This particular finding is interesting because, when considered with the other noted findings, suggests that organizations may be in the midst of a perfect-storm of conflicting circumstances. If stakeholders have trouble differentiating the roles of a manager and a leader, yet expect poorly-provisioned managers to be high performers in increasingly complex environments, this begs the question of whether or not managers—especially MBAs—will ever be viewed favorably. Recruiter 1 shared:

“The practice of management is a very varied landscape; we still have the older generation of managers that still want to micromanage and tell people what to do; I've had them, and I did not get along with them at all; I've also had very good managers, who were involved, they were willing to share knowledge; I look at those managers differently; the positive managers I've had were more involved, sat down with me, and explained how the whole business worked; so from that perspective management has changed”

What is noteworthy about Recruiter 1’s statement is that it would appear as though a generational gap, changing organizations, and the automation of management into a machine function (enabled through intelligent information systems), has yielded issues that only the right knowledge and expertise can address; and yet, as we learned in *Chapter 2*, the basic structure of the MBA has not changed since it was first introduced at Harvard in 1908.

Revisiting the topic of changing organizational structures and the consolidation of lines of authority (i.e., people are self-managing more), the researcher was surprised that the participants avoided the topic of technology altogether, while giving responses that demonstrated just how powerfully technology had disrupted the practice of management. For example, Faculty

4 remarked that managers were expected to stay engaged and available to the organization 24/7 to a certain extent, and yet Graduate 3 had this to say about work efficiencies and technology:

“...but it seems that top management gives raises based on how many hours you show up, regardless of how efficient you are with the time you are spending in the office. They'd rather see you at work for 13 hours, rather than 8 hours doing something very well. I can tell you that the people that are here at 6:30 in the morning aren't necessarily "just at it". They are just here for show; they are usually on Facebook; I mean I can be more productive in six hours than I can in eight. I don't know how old you are, but I think there is generational animosity. I get tired of the older generation consistently berating the millennial generation and generation "Xers" saying that we are lazy. I'm not lazy, I'm just more efficient. It's funny because technology enables us to do our work remotely, but just because you don't show up in the office now you are considered lazy”

Again the responses demonstrate disconnectedness in expectations between what the organization expects or requires, and how one is treated within the organization. The researcher posed the following question in *Chapter 2*:

Should we reasonably expect MBA programs to provide well-polished and apprised graduates? Or more specifically should the students who are graduating already have a good command of the interpersonal and conceptual skills necessary to be an effective manager or leader? Hollenbeck and McCall (2003) argue that competence, not competencies is what is necessary to make global executive development work. Professional development begins with a clear focus of the business need, and experience drives development. In many cases the actual business-needs of a particular firm are not defined in relation to the goals of any single MBA program so it is highly unlikely that MBA graduates will come into an organization with the exact skill sets necessary to perform perfectly from day-one (p.56).

The researcher suggests that business organizations may not have a clear idea of what is necessary for the enterprise to be successful: within our dynamic and global business environment organizations may be just as lost and unprepared to deal with change as the “unqualified MBAs” they are onboarding.

The researcher also examined the topic of leadership during the interviews and the findings were surprising. While a primary finding of the study was that management was converging with leadership, in later questions study participants went to great lengths to share

their perceptions about the differences between the two roles and constructs. A possibility that should be raised is that many people, including the individuals the researcher interviewed, have no real sense of the differences between leadership and management. As stated in *Chapter 2* Yukl (2010) and Northouse (2007) note that well known scholars within the field of leadership (i.e., Burns, Bass, Stogdill, Rost, Kotter) have observed that there is a lack of consistency in terms of how leadership is defined in leadership research, and definitions may change from one study to the next.

The researcher found that leaders were viewed as creating the organizational vision and leading change within the organization, though the responses showed a very idealized—if not venerated—perception of the leader. Graduate 3 commented:

“I think there is a huge difference between a leader and a manager; I think a leader gets out in the trenches and helps those they want to guide; a manager, on the other hand, sits back and cracks the whip”

Participants seemed to idolize the role of the leader, while negating the value of the role of the manager within the enterprise. Recruiter 4 stated:

“A leader really can look at things more globally and the impact that decisions have more in a broader scale and a longer term scale. Managers tend to be within their unit, or their sphere of influence, and it’s sometimes very hard to pull themselves out of that. So the transition between a leader and manager is: either you got it or you don’t”

The veneration of the leader within the context of creating the vision and leading change was supported by another major finding, which was that the leaders who are most admired are those that are transformational, and who create an organizational environment where individuals can find personal fulfillment. We live an era of Bill Gates, Steve Jobs (now deceased – but no less venerated), Warren Buffet, Marissa Meyer, and Mark Zuckerberg. These individuals are viewed in almost ‘god-like’ terms, but likely for all of the wrong reasons. Consider that one of the

referenced *skills* gleaned in this research was being *charismatic*. Most of what we know of these individuals comes from the popular press, and admittedly so. Graduate 2 said of Warrant Buffet:

“I can’t remember his name but he is the guy from Berkshire Hathaway. He is really transformational. He gives all his money to charity and I think it is important to give back to the communities in which we live”

In a sense what we know of leadership has been *celebritized*; leadership has become a popularity contest, often times at the expense of common decency and concern for others. It is no wonder that *honesty*, *integrity*, and *empathetic* were the most idealized values within the interview dataset analyzed. People profess to want value-based leaders and managers, but popular or celebrity leaders seem to be who we gravitate toward.

Along the same lines, leaders that were described as *coercive* were seen as very poor leaders, and lacking in communication and people skills. In fact, almost all of the participants agreed that managers needed to have strong interpersonal skills and be relatable; operate collaboratively; understand their personal value and the value of their employees; and live with honesty and integrity. Recruiter 5 stated:

“I’ve already mentioned the aspect of emotional intelligence, but there is also the aspect of self-awareness, knowing your strengths and weaknesses...and surrounding yourself with team members that know how to bridge those weaknesses that you have...also being able to admit failure, as well as support your team when they fail and when they succeed; and not taking failure as a weakness, but looking at it as an opportunity to grow and do better the next time.”

In summary, while individuals attempt to draw hard definitions around leadership and management, there would appear to be a general lack of definition between the two constructs. The idealizing of leaders over managers and the ascribing of very positive traits to leaders (while denying that managers are capable of possessing the same traits) demonstrates that people view leadership and management from a prescriptive perspective, and not from a descriptive perspective. The issue with viewing leaders from the perspective of “what they should do” is that

it can lead to weak relationships between the leader and the follower. Yukl (2010) in discussing leader-follower relationships-types found that charismatic leadership (i.e., popular leadership) is a very weak approach because charisma can be ephemeral. A final example is Faculty 2, who discussed her dislike for Barack Obama. She admitted that she used to like him, but he fell out of favor with her because he started to become aggressive in his politics. Barack Obama has been widely cited as a charismatic leader. Implications for the *celebritization* of leadership and management—in relationship to MBA education—are discussed in a subsequent section.

Findings in relation to research questions 1 – 4. In this section the researcher discusses the findings of research questions 1 through 4 (R1, R2, R3, and R4). The main focus of this section is R4, as R4 is what is posited as a new MBA program model.

The discussion for R1 and R2 is related to the six major variables explored in this study: the skills, capabilities, techniques, values, attitudes, and beliefs that are central to leadership and management. Examining first the *skills* findings, the identified skills in this research mirror what was previously identified in *Chapter 2*. Specifically, Katz (1974) seminal article on the skills of an effective manager support the findings of this study (i.e., technical, interpersonal, and conceptual skills). The critical *capabilities* identified in this research were considered synonymous with the *skills* identified in this study, meaning that both *skills* and *capabilities* could be operationalized in the same fashion. For example, having the capability to be “relatable” was comparable to having interpersonal skills.

The findings of this study as it relates to the institutional document review—R3—were also congruent with findings in literature presented in *Chapter 2*. The best practices curricula identified in this study were primarily management and quantitative courses, which was consistent with what Datar et al. (2010) identified in their study (p.32). The focus on technical

courses in MBA programs is not atypical and is supported by the literature: technical skills are one of three skill areas identified by Katz (1975). Yukl (2010) also found that when evaluating the role or stature of a manager at three levels—low, medium, and high—low and medium level managers must be well versed on the technical aspects of the work they are managing, as they are nearer to the line workers doing the technical work. According to Yukl, as individuals move to higher positions or roles within an organization, interpersonal skills become much more important and relevant. Based on the findings of this research (R1 and R2), interpersonal skills should be stressed at all levels of management hierarchies, which would necessitate the need to rethink the areas of focus in current best practices curricula.

A new model MBA, presented as the findings for R4, was not particularly striking, though the findings did suggest that the current program architecture of most well-regarded MBA programs needs to be rethought. The new model MBA, as defined in *Chapter 4*, Table 33, consisted of three elements: best practices curricula, deficiencies, and major findings of the study. Within best practices curricula, the study findings supported the continued focus on management and quantitative courses. As discussed earlier, it is important for a manager to have a firm grasp on the technical aspects of the operation he is leading. Graduate 3 shared that out of all of the courses she took while matriculating through her MBA program, the course she still draws from is *managerial accounting*. Graduate 3's statement would support the idea that technical fundamentals are a baseline for a new model MBA.

Perhaps the most “radical” findings as it relates to R4 are the deficiencies identified. This study found that interpersonal concerns comprised the bulk of the deficiencies, which suggests that the current MBA paradigm may be too theoretical, and not practical. This finding is supported by earlier points raised in *Chapter 2* by Bennis & O’Toole (2005) and Mintzberg

(2005), which both suggested that students were not being given the multidisciplinary, practical, and ethical perspectives of business necessary to be successful. In order to address the interpersonal deficiencies this researcher suggests that a new model MBA program would consist of a period of extended fieldwork or practicum—post coursework—which would focus on giving MBA students practical human-relations experience. For example one deficiency identified by this research was “empathy”. In extended field work, MBA students might travel abroad for three to four months, to countries, states, cities, or environments where there exists large social justice issues. Countries, where much of the population still exists in a state of extreme poverty, might be suitable for such a practical learning experience. Students would interact with and assist local populations to better understand their needs, while building interpersonal skills in the process.

Finally, major findings of the study (R1 and R2) were posited as a third element of a new model MBA. The major findings of the study suggested that a new model MBA would need to address, be sensitive to, or recognize the following:

1. Management encompasses leadership
2. The managers role is more difficult, and the practice of management is more complex
3. Leaders should be focused on change enabled through a strong vision, while managers should support that vision by meeting the objectives of the organization
4. Leaders should be transformational, help their followers find personal fulfillment, not be coercive, should have strong interpersonal skills, should be able to relate to others, should incorporate collaborative decision making practices, should lead with honesty and integrity, should understand the value of human capital, and above all: remain calm during moments of crisis because followers will look to the leader for guidance

As can be seen, the major findings emphasize management in the style of transformational leadership. Yukl (2010), citing others, defines transformational leadership as consisting of four elements: idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation. From a practical perspective transformational leaders inspire their

followers to achieve personal and organizational objectives at an intrinsic level. Within the context of an MBA program, extended fieldwork or practicum might also address some of the major findings, especially as it relates to molding transformational managers. It is worthwhile to note that some aspects of molding transformational managers might include curricular elements, such as what one might find in a Masters or Doctor of Organizational Leadership program. Certainly understanding the theory behind particular leadership practices is integral to ensuring the success of extended fieldwork or practicum, since it is within these contexts that participants would apply what they learned.

Implications for Contemporary Leadership and Management

In a previous section the researcher discussed what he termed the *celebritization* of leadership, which is that people tend to look up to leaders that are well liked, or part of the consciousness of popular culture. This concept is important to explore because of a perceived convergence between leadership and management, by the study participants. Khurana (2007) found that managers are still the lynch-pin in keeping an organization stable, and consistent, and yet the aspects of planning, controlling, staffing, and supervising (i.e., management at its core) is viewed as being old fashioned and out of date.

Perhaps one reason why management is perceived as old fashioned is because of the increasing use of technology to manage the enterprise. Someone may not be telling an individual what to do, but a machine becomes a part of the process of control; a basic example of machines supplanting human-managers is electronic time-cards. A more complex example is automated assembly line efficiency tracking; someone may not be standing over a line-worker's shoulder, but certainly data about that individual is being tracked and monitored for speed and efficiency purposes. Other examples include the consistent tracking of the whereabouts of employees

through company provided electronics like cellular phones, tablets, and other mobile devices. Faculty 4's comment that managers are "expected to be connected and available 24/7" is an example of management via technology.

Irrespective of how management is perceived, the functions of management are still necessary within the enterprise. Individuals, unless they are inspired through transformational means, are generally not intrinsically motivated to achieve organizational objectives; most employees require some kind of incentive to ensure performance (Bass, 1990). If followers within modern business organizations begin to vilify the basic functions of management (i.e., control), and gravitate towards leaders that they perceive as being less old fashioned, there is a chance that objectives will not be achieved successfully.

Organizations should reevaluate the skills, capabilities, and techniques truly needed by their managers. The skills, capabilities and techniques identified in this study are no-doubt important, and are certainly deficient in today's business education; yet all organizations require some kind of structure, and a means of maintaining this structure, which is the role of the manager. For this reason, the core curricula considered best practices, and identified in this study, is still ideal as baseline knowledge for managers and leaders in the 21st century. While discussed at length previously, leaders and managers alike must understand the technical aspects of the organization, and have the relevant technical skills to function in their role. More importantly, interpersonal skills are likely more useful when a manager has the technical expertise in hand as well. Revisiting French and Raven (1959), *expert power* (i.e., influence because of knowledge) is just as important as *formal power* (i.e., influence because of position); leaders that can affect both types of influence are more likely to be respected by their followers (Yukl, 2010).

Implications for Business Schools and MBA Programs

The researcher previously discussed the state of higher education, and specifically MBA education in the United States, in *Chapter 2*. The researcher revisits this discussion, in conjunction with the findings presented in *Chapter 4* along the lines of a new model MBA.

The researcher cited several challenges to higher education in the United States including a knowledge-based economy, globalization, rising tuition, a consensus that higher education was not meeting the needs of students and industry, and growth in the private for-profit sector of education. The researcher raised the point that the issues plaguing higher education at the macro level were likely affecting all areas and disciplines, including the MBA degree. Many of the criticisms aimed at higher education were found to be very similar to the criticisms aimed at the current MBA paradigm.

A review of the specifics of the MBA degree in the literature revealed that the MBA degree had a 106 year history coinciding with various social, economic, and technological changes occurring from the 19th century to the present. The literature also suggested that since 1908—(when Harvard first introduced the MBA degree)—little had changed about the MBA's curricular focus, though many variations of the MBA program had since emerged (e.g., executive MBA, fully-employed MBA, etc.). The purpose of the MBA degree was stated as being to develop leadership and management skills and potential.

As reported in the *Chapter 4* findings, there exists deficiencies in what MBA programs are imparting to graduates as it relates to the skills, capabilities, techniques, values, attitudes, and beliefs MBA stakeholders perceive as being crucial to leadership and management. In order to address the deficiencies in a meaningful manner, institutions will have to redesign MBA programs from the ground up, as suggested by the researcher in his discussion of a new model

MBA. Datar et al. (2010) asserted that business schools need to update the frameworks and methods being used in today's MBA programs, but it is the position of this researcher that this approach does not go far enough. Instead, the findings of this research suggest that extended fieldwork or practicum needs to be a pivotal part of MBA programs going forward.

Within the literature, Khurana (2007) presents a strong case for practicum, and compares it to the requirements of other licensed professions such as doctors of medicine, lawyers, pharmacists, and CPAs. Even contractors, doing miscellaneous manual labor, are regulated and must meet certain qualifications for licensure in the jurisdiction in which work is performed. Yet, companies let MBAs run multi-million dollar operations, or lead teams of people, without ever assessing if they possess the relevant capabilities to do so. In the current model of *supply and demand* (i.e., schools supply MBAs, which businesses supposedly demand) organizations simply trust an MBA degree holder is proficient in every aspect of business. Practically speaking, it is impossible for organizations to assess the core skills, capabilities, techniques, values, attitudes, and beliefs identified in this research, of every MBA that is hired; in that regard organizations are left at the mercy of the business schools they trust to do an adequate job of preparing MBA graduates for industry. While it is not impossible for organizations to fill the void in preparation left by the business schools, most organizations lack the manpower or resources to do so. As noted in *Chapter 1*, for the organizations that have stepped up to fill this void, they have opted to forego hiring MBAs entirely, since ultimately MBA and non-MBA alike will need to be molded according to the demands of the organization. A better approach is for business schools to preempt this cycle of dissatisfied organizations, and unprepared MBA graduates, by implementing extended fieldwork, or practicum, into their MBA programs.

As noted in the review of the literature, there were several challenges facing the MBA degree. The primary challenge was that the MBA degree was facing an identity crisis and its perceived value among private industry was diminishing. There was consensus among researchers that business schools were doing a poor job equipping MBA graduates with relevant skill sets. The literature revealed that the number of institutions offering MBA degrees had grown substantially since 2000, with many offering degrees of low-quality—when compared to highly-regarded programs—thereby exacerbating the quality and connectedness issues cited by pundits critical of the MBA degree. Finally, the literature suggested that critics and supporters of the MBA degree felt that business schools needed to become better aligned with private industry needs, (though there were concerns that business schools—in an attempt to be better aligned—had become too specialized).

Based on the challenges in higher education, the challenges facing the MBA degree, and the deficiencies identified in the findings, the researcher asserts that business schools should move toward a new model MBA program. A new model MBA program, as suggested in this study, will breathe new life and bring about new innovations within the MBA paradigm. Extended field work or practicum, which is the cornerstone of a new model MBA, will afford MBA graduates life- and practical-experience, which is currently missing. Practicum is an element that other professions have long enjoyed because it works. Our future managers and leaders should also be subject to such methods in order to strengthen their effectiveness and capabilities within the enterprise. Organizations trust their leaders and managers to run technically sound operations, operate with integrity and honesty, and move the organization forward in a stable fashion. Yet organizations and business schools, alike, have not provided a means for properly educating the individuals that are entrusted with so much.

Suggestions for the length of time for extended fieldwork or practicum are out of scope for this discussion, as more research in this area must be done (see *Suggestions for Further Research*). However, business schools should begin investigating how a new MBA program model might adapted within their institutions. The world around us has changed, and business education must adapt as well.

Limitations

There were a number of limitations for this study, including the number of study participants interviewed, the number of MBA programs reviewed, the location of the business schools reviewed, and the researcher's limited access to institutional documents.

The study design called for a range of between six and 15 study participants, for which the researcher was able to recruit 14 participants. While the number of participants fell within the range defined in *Chapter3*, compared to the foundational research performed by Datar et al. (2010) the number of participants was low. Datar et al. (2010) interviewed business school deans and faculty from leading business schools in the US and Europe, as well as a fair number of executives from leading companies across the world. The researcher acknowledges that limited time and resources precluded his ability to expand the number of participants.

Limited time and resources were also factors in why five MBA programs in Southern California were selected for examination, instead of a larger (or more geographically dispersed) population of MBA programs. The researcher resides in Southern California, and is associated with Pepperdine University—(one of the institutions comprising the five MBA programs reviewed in this study)—which created efficiencies for him when executing this research.

Finally the researcher's level of access to institutional documents was a limitation. The initial study design called for a review of MBA course syllabi; however, three out of five

institutions reviewed in this study declined to release course syllabi, which necessitated that the method for this study be updated to reflect that the researcher would only analyze documents publically available from the websites of the MBA programs reviewed. While course syllabi were examined in Datar et al.'s (2010) study, Datar et al. (2010) acknowledged that their level of access to information, people, resources, and private institutional data was unique.

Finally the researcher acknowledges that the findings of this study may not be generalizable for all MBA programs, or MBA stakeholders, as a result of the qualitative method chosen.

Suggestions for Future Research

Findings discussed in this chapter suggest that a new model MBA program should be adapted by business schools in order to address the changing leadership and management of needs of today's organizations. Within the literature reviewed, the topic of whether practicum or extended fieldwork could work as a requirement of MBA programs was not found; this may be a result of the unchanging model business schools have employed for over 100 years (Datar, et al., 2010). As scholars and practitioners intuitively know, employers desire or require experience, since it is more efficient and cost effective for the enterprise (i.e., unnecessary resources are not wasted on training, molding, or mentoring) (Dillon, et al., 2011). Yet business schools seem reticent to implement extended fieldwork or practicum as a degree-requirement; as a result, students continue to put the "cart before the horse" by looking to extend their pre-degree work-experience before engaging with the practice of management and leadership in an academic environment. This is evidenced by the average work experience of MBA students—5 years—at the business schools reviewed in this study. The result of this fragmented cycle is that organizations never quite get leadership-ready employees; business schools get students "who

know everything” but fail at the practical aspects of their education; and MBA graduates end their tenure at business school by taking management positions they are unprepared for, which creates undue angst for everyone involved.

When the researcher interviewed Faculty 3, Faculty 3 asked the researcher if he thought there was a place for practicum within the MBA paradigm, to which the researcher responded, “Sure, but who would have the time to complete such a requirement?” Faculty 3 was incredulous and retorted, “Who told you that? Who told you that students don’t have time for practical application?” The reality is that in the current paradigm, fulltime MBA programs are setup to matriculate students in 2-years, and then move on to the next group of students. Graduates become part of powerful alumni networks—(e.g., USC Marshall’s alumni network is comprised of more than 78,000 people)—and then either *make it*, or fade into obscurity. Ironically, the larger the alumni network of a business school becomes, the more an institution touts the network as a real-asset to incoming students – this is a vicious cycle. A better approach is to invest in an MBA program architecture that produces the highest caliber industry-ready leaders and managers through extended fieldwork or practicum.

The researcher suggests that a very valuable focus of future research would be to answer the question posed by Faculty 3: “Who said students don’t have time for practical application?” The question is crudely worded, but it accurately describes where business schools are with practicum: they lack any defensible evidence that practicum can or cannot work in an MBA program, though the topic of fieldwork (including internships) is hotly debated and rife with speculation (Dillon, et al., 2011).

The specific research that the principal investigator is suggesting is a mixed-method study that would examine institutions that have successfully implemented practicum in business

administration or a closely related master-level subject. If a suitable population, with an appropriate sample-size, could be identified, the quantitative portion of the study would analyze data on the inputs and outputs of implementing practicum for the purpose of generalizing the results (i.e., student outcomes, institutional outcomes, expense, implementation time, etc.). The qualitative portion of the study would go in-depth with a subset of the population and create case-studies, which would describe the process of implementing practicum from end-to-end. Stakeholder experiences would be gathered, documented, and included in each case-study as part of a rich description of the process and effects of implementing practicum.

A second—equally valuable—focus of future research would be to investigate the admissions process and requirements for well-regarded, AACSB accredited MBA programs. In the current paradigm, students applying to highly-ranked MBA programs tend to trend similarly in terms of demographics, which suggests that MBA programs may be catering to a particular type of student, with particular types of characteristics. Mintzberg (2005) found that MBA students typically view the MBA as the shortest route to money, power, and status, which may be one reason why this study found that interpersonal characteristics such as empathy and care-for-others are lacking in today's leaders and managers. Future research about the admissions process and requirements might qualitatively and quantitatively examine the success of introducing other types of criteria for admissions such as psychological assessments measuring personality and emotional intelligence. The importance of such research would be to determine if the professional outcomes for MBA graduates might be improved, or the deficiencies for MBA programs, corrected.

The researcher believes that such research is needed to provide guidance to institutions seeking to try something new in graduate business education, (but who may be afraid because they lack clarity, quality research, and objective information on the topic).

Summary

In *Chapter 5* the findings of this research were illuminated. A discussion of the differences between the Datar et al. (2010) study was had. Following, a discussion of the major findings of the research was presented. The findings in relation to research questions 1 – 4 were also discussed, and a new model MBA program posited in *Chapter 4* was further described. Implications for the major findings of this research for leaders and managers, and business schools and MBA programs, were presented. Finally study limitations, and suggestions for future research were discussed.

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Appendix A

Recruitment Letter Sample Form

Dear Mr./Mrs./Dr./_____,

I would like to introduce Mr. Chris Najera, Director of Information Technology at Willdan Group Inc., and a doctoral candidate in Organizational Leadership at Pepperdine University. Mr. Najera is conducting a study about MBA stakeholder perceptions of 21st century management and leadership. I have identified you as a prospective candidate for this study.

The purpose of this study is to identify criteria for a new model MBA. Building off of a similar study completed in 2010 at Harvard, this study seeks to define the skills, capabilities, and techniques that are central to the practice of 21st century management, and the values, attitudes, and beliefs that should be part of a 21st century leader's world-view and professional identity.

The population of this study will include between six and 15 participants from three MBA stakeholder groups: MBA graduates, MBA faculty, and MBA graduate recruiters. Participants will have a direct or indirect association with five Southern California business schools as follows: A. Gary Anderson Graduate School of Management (AGSM) at the UCR School of Business Administration; UCLA Anderson School of Management; Graziadio School of Business and Management at Pepperdine University; USC Marshall School of Business; and Paul Merage School of Business at UC Irvine. (The indirect association applies to MBA graduate recruiters who may be sourcing job-candidates from any of the afore mentioned business schools).

The scope of involvement for study participants is a face-to-face interview, which will last approximately 30 minutes. If you are interested in being a part of this study or would like to know more information, please respond directly to me, [Insert Research Assistant Name]. I can arrange possible dates, times, and locations.

Please know that study is strictly voluntary.

Thank you,

[Research Assistant Name]

[Contact Info]

Appendix B

Informed Consent Sample Form

Consent to Participate in Research

Identification of Investigators & Purpose of Study

You are being asked to participate in a research study conducted by *Mr. Christopher Najera* from Pepperdine University. The purpose of this study is to identify criteria for a new model MBA. Building off of a similar study completed in 2010 at Harvard, this study seeks to define the skills, capabilities, and techniques that are central to the practice of 21st century management, and the values, attitudes, and beliefs that should be part of a 21st century leader's world-view and professional identity. This study will contribute to the student's completion of his doctoral dissertation.

Research Procedures

Should you decide to participate in this research study, you will be asked to sign this consent form once all your questions have been answered to your satisfaction. This study consists of an interview that will be administered to individual participants at a location of their choosing in Southern California. You will be asked to provide answers to a series of questions related to your perceptions of 21st century management and leadership. Audio will be recorded during the interview

Time Required

Participation in this study will require 30 minutes/hours of your time.

Risks

The investigator does not perceive more than minimal risks from your involvement in this study. Besides the time taken to contribute to the study, the location of the interview will be a place of your choosing.

Benefits

While there are no direct benefits to the participant for participation, the benefits of this research as a whole are as follows: adds to the existing body of management and leadership knowledge, presents ideas for a new model MBA, and provides an approach and pathway for other researchers seeking to perform a similarly structured study.

Confidentiality

The results of this research will be presented at Mr. Najera's final dissertation defense, and will be published in a national dissertation database. The results of this project will be coded in such a way that the respondent's identity will not be attached to the final form of this study. The researcher retains the right to use and publish non-identifiable data. While individual responses are confidential, aggregate data will be presented representing averages or generalizations about the responses as a whole. All data will be stored in a secure location accessible only to the researcher. After 5 years from the completion of the study, all information that matches up individual respondents with their answers will be destroyed.

Participation & Withdrawal

Your participation is entirely voluntary. You are free to choose not to participate. Should you choose to participate, you can withdraw at any time without consequences of any kind. You may also refuse to answer any individual question without consequences.

Questions about the Study

If you have questions or concerns during the time of your participation in this study, or after its completion or you would like to receive a copy of the final aggregate results of this study, please contact:

Researcher

Mr. Christopher Najera
GSEP - EDOL
Pepperdine University
██████████@pepperdine.edu

Faculty Advisor

Dr. June Schmieder-Ramirez
GSEP - EDOL
Pepperdine University
Telephone: (951) ██████████
██████████@pepperdine.edu

Questions about Your Rights as a Research Subject

Kevin Collins
Manager, GPS IRB and Dissertation Support
Pepperdine University
6100 Center Drive, 5th Floor
██████████@pepperdine.edu

Giving of Consent

I have read this consent form and I understand what is being requested of me as a participant in this study. I freely consent to participate. I have been given satisfactory answers to my questions. The investigator provided me with a copy of this form. I certify that I am at least 18 years of age.

I give consent to be (*video/audio*) taped during my interview. _____ (initials)

Name of Participant (Printed)

Name of Participant (Signed)

Date

Name of Researcher (Signed)

Date

Appendix C

Interview Procedural Guide (Sample)

Part 1 – Introductions

- Interviewer: “Hello my name is Chris Najera. Thank you for taking the time to participate in this study about your perceptions of 21st century leadership and management from a [INSERT SAMPLE TITLE]’s perspective. Throughout this guided interview I will be posing questions related to the topic of this study; as noted I am interested in your perceptions so please feel comfortable sharing your full opinions and thoughts. If at any time you would like to stop this interview you can. If at any time you would like to change a response, or would like for me to delete a response (from my digital recorder, or from my notes) I will do so following the conclusion of the interview. I promise to keep all responses strictly confidential and will not add any personally identifying information to the data that I collect in this interview. Do you have any questions or objections before we begin?”

Part 2 – Definitions

- Researcher: “I am now going to provide you with some basic definitions related to the topic at hand. You are free to make use of these definitions if you feel as though they will help you articulate some of the responses or thoughts that you share. You can also discard these definitions at any time if you do not find them useful”
- Definitions to be provided to study participants:
 - *Skills*: the ability to do something in an effective manner
 - *Capabilities*: possessing the attributes (as physical or mental power) required for performance or accomplishment
 - *Techniques*: the methods used to accomplish a desired aim
 - *Values*: Internalized attitudes about what is right and wrong, ethical and unethical, moral and immoral
 - *Attitudes*: a feeling or emotion toward a fact or a state

- *Beliefs*: a conviction of the truth of some statement or the reality of some being or phenomenon
- *World-view*: A world-view is a set of subjective presuppositions and assumptions which an individual, group, or culture holds about the basic constitutions of reality, and serves as the framework through which an individual, group, or culture interprets the world and interacts with it
- *Professional Identity*: a socialization outcome that encompasses an emerging sense of professional self which is shared by members of the profession; socialization activities directed toward the development of professional identity are not always undertaken in a conscious manner

Part 3 – Variable and Context Questions

Guided Question	Intent	Related Research Question
“How do you think the definition of management has changed over the last 20 years, if at all?”	Establish definitions around the management and leadership in today’s business environment; establish definitions around the constructs skills, capabilities, techniques, values, attitudes, and beliefs	R1
“How do you think the role of the manager has changed over the last 20 years, if at all? What does the role look like now?”	Establish definitions around the role of the manager in today’s business environment; establish definitions around the constructs skills, capabilities, techniques, values, attitudes, and beliefs	R1
“What does the practice of management look like in the 21st century?”	Establish definitions around the practice of 21st century management; establish definitions around the constructs skills, capabilities, techniques, values, attitudes, and beliefs	R1
“What would you say is the main difference between a leader and manager, if any?”	Establish definitions around the constructions of leadership and management, or leader and manager; establish definitions around the constructs skills, capabilities, techniques, values, attitudes, and beliefs	R2
“Who is an example of a current business leader that you admire and why?”	Establish definitions around positive leadership and management styles; establish definitions around the constructs skills, capabilities, techniques, values, attitudes, and beliefs	R2
“Are there current business leaders that you don’t admire? If so, why not?”	Establish definitions around negative leadership and management styles; establish definitions around the constructs skills, capabilities, techniques, values, attitudes, and beliefs	R2
“What kind of knowledge do managers need to have to be successful in today’s business environment?”	Generate a list of skills	R1
“Are there particular attributes that high performing managers possess that are giving them an advantage in today’s business environment?”	Generate a list of capabilities	R1
“What sort of approaches are the highest performing managers using to achieve results?”	Generate a list of techniques	R1

Guided Question	Intent	Related Research Question
“Is there a particular ethical framework that you think is particularly helpful in today’s business environment? If so, why do you feel this way?”	Generate a list of values	R2
“Earlier you mentioned a leader that you admire. How do you think he/she might react to a sudden catastrophe?”	Generate a list of attitudes	R2
“Earlier you mentioned a leader that you admire. How does he/she influence his/her followers for the better?”	Generate a list of beliefs	R2

Part 4 – Conclusion

Researcher: “Thank you again for participating in this study. I will transcribe your responses and send you a copy. If there are any aspects that are not factual or that you feel misrepresent your thoughts and opinions please let me know. As stated earlier you can opt out of this study at any time; if you do your contributions will be removed from this study’s dataset and destroyed. ”

Appendix D

Matrix for Study

Research Questions, Data Source, Researcher, and Study Analysis Matrix

Research Questions	Data source	By Whom	Statistics or study analysis
1. How do MBA program stakeholders—MBA faculty, employed MBA graduates, and MBA graduate recruiters—describe their perceptions of the skills, capabilities, and techniques that are central to the practice of 21st century management?	Semi-structured interviews	Researcher	Qualitative case method: thematic analysis and coding
2. How do MBA program stakeholders—MBA faculty, employed MBA graduates, and MBA graduate recruiters—describe their perceptions of the values, attitudes, and beliefs that should be part of a 21st century leader's world-view and professional identity?	Semi structured interviews	Researcher	Qualitative case method: thematic analysis and coding
3. According to a review of five well-regarded Southern California MBA programs what are the common curricula, which are considered best-practices?	MBA program documents (retrieved from program websites)	Researcher	Qualitative case method: thematic analysis and coding
4. What is a new model for an MBA Program considering the input of research questions one through three?	Data gathered in research questions 1–3	Researcher	Analysis of all data received in the study

Appendix E

Overview of NVivo 10 Software



An overview of NVivo

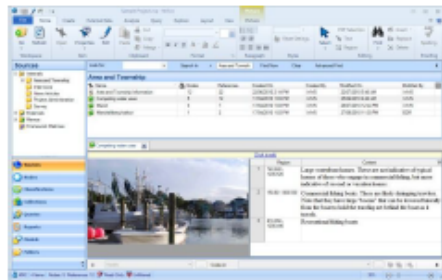
Software to support qualitative and mixed methods research

Every day we're faced with questions and challenges that we need to investigate and find answers for. We look to information to help us deliver insight – and rarely is it just about numbers. Our answers can come from focus group discussions, interviews, surveys, video footage, audio, social media – and everything in between. Whether it's related to your business, your research or your study, we understand that answering your questions quickly and rigorously means you'll achieve better outcomes and make informed decisions.

What is NVivo?

NVivo is software that helps you easily organize and analyze unstructured information, so that you can ultimately make better decisions.

Whatever your materials, whatever your field, whatever your approach, NVivo provides a workspace to help you at every stage of your project - from organizing your material, through to analysis, and then sharing and reporting.



Who uses NVivo?

From health research and program evaluation, to customer care, human resources and product development - NVivo is used in virtually every field. Yale University, World Vision Australia, the UK Policy Studies Institute and Progressive Sports Technologies all use NVivo to harness information and insight. Get up and running fast with a Getting Started guide.

"NVivo is more than a simple qualitative data analysis program, it is a vital resource for planning, team coordination, literature reviews, research design, data analysis and reporting."

Chris Atchison, Department of Sociology and Anthropology,
Simon Fraser University

What does NVivo help you achieve?

For individuals

Use NVivo to:

- Spend more time on analysis and discovery, not administrative tasks.
- Work systematically and ensure you don't miss anything in your data.
- Interrogate your information and uncover subtle connections in ways that simply aren't possible manually.
- Rigorously justify your findings with evidence.
- Manage all your material in one project file.
- Easily work with material in your own language.
- Effortlessly share your work with others.

For organizations

Use NVivo to:

- Get the most out of your data – from customer and employee feedback to information about product performance – to make new discoveries and ultimately, better decisions.
- Easily manage your information and enhance your internal workflow and reporting processes.
- Deliver quality outputs backed by a transparent discovery and analysis process.
- Justify decision making with sound findings and evidence-based recommendations.
- Revisit data easily. Build up the big picture over time.
- Increase productivity and reduce project timeframes.

Website: <http://download.qsrinternational.com/Resource/NVivo10/nvivo10-overview.pdf>

Appendix F

Constructs Definitions List

Skills	Definition, Explanation, or Context
Interpersonal	“People skills”; can work and communicate well with others
Technical	Knows the specifics of the job or the task
Leadership	Can lead change
Conceptual	Can “think on the fly”; can think analytically
Introspective	“The leader knows himself”; “the leader looks inside”
Creative	Self-explanatory
Charismatic	Self-explanatory

Capabilities	Definition, Explanation, or Context
Relatable	“Can get along with others, and others can get along with you”; “people get you, and you get them”
Transformative	Influencing followers to be intrinsically aligned with the vision of the leader
Empathetic	Self-explanatory
Systematic	Leadership approach is structured and thought out; planned
Adaptive	Self-explanatory
Transactional	Leadership approach is based on a “quid pro quo” approach to follower motivation
Big Picture View	Look at a situation, operation, or organization from all levels
Logical	Self-explanatory
Courageous	Self-explanatory
Self-Improving	Self-explanatory
Resilient	Self-explanatory
Responsive	Responsive to others; moves things along rapidly
Knowledgeable	Self-explanatory
Good Listener	Self-explanatory
Resolute	Steadfast

Techniques	Definition, Explanation, or Context
Collaborate	Working with and amongst teams
Consistency	“Staying the course”
Evaluate	Analytical in approach; “data driven”
Strategic Planning	Self-explanatory
Develop	Developing and cultivating one’s self, and others, for the better
Diversify	Bringing in new ideas, approaches, frameworks, or methods
Risk Taking	Self-explanatory
Transform	Helping to transform others, as in a “transformational leader/follower relationship”
Involvement	Getting into the details; showing that, as the leader, you care to get involved in at all levels
Openness	Self-explanatory
Retrench	Willing to turn-back if the path one has taken is not the right path
Simplify	Reduce complexity in the organization
Networking	Network and connect with others

Values	Definition, Explanation, or Context
Honesty	Self-explanatory
Integrity	Self-explanatory
Empathetic	Self-explanatory
Caring	Self-explanatory
Respectful	Self-explanatory
Supportive	Self-explanatory
Altruistic	Self-explanatory
Patient	Self-explanatory

Attitudes	Definition, Explanation, or Context
Calm	Self-explanatory
Open	Open-minded, open to new ideas
Reflective	Self-explanatory
Humble	Self-explanatory
Centered	Assured of one's self; "comfortable in your own skin"
Engaged	Present of mind and body; participating with others
Hardworking	Self-explanatory
Inspirational	Self-explanatory
Optimistic	Self-explanatory
Enthusiastic	Self-explanatory
Positive	Self-explanatory
Flexible	Not rigid in thinking or approach
Assertive	Self-explanatory
Friendly	Self-explanatory

Beliefs	Definition, Explanation, or Context
Doing the right thing is more important than the bottom line	Self-explanatory
People are important and must be valued	Self-explanatory
Followers perform better when they respect their leader	Self-explanatory
Total agreement is not necessary to be effective	Self-explanatory
Clarity of vision is key	Self-explanatory
Learn from your mistakes	Self-explanatory
Everyone should know themselves	Self-explanatory
The truth hurts!	Self-explanatory
Everyone must be managed differently	Self-explanatory
Collaborative decision making doesn't have to be a drawn out process	Self-explanatory
Leaders must be global in thought	Self-explanatory
Followers need to trust their leader	Self-explanatory

Appendix G

IRB Approval Letter

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

March 26, 2014

Christopher A. Najera
[REDACTED]

Protocol #: E0314D01

Project Title: Identify Criteria for a New MBA Program Model: A Qualitative Study of MBA Stakeholder Perceptions of 21st Century Management and Leadership

Dear Mr. Najera:

Thank you for submitting your application, *Identify Criteria for a New MBA Program Model: A Qualitative Study of MBA Stakeholder Perceptions of 21st Century Management and Leadership*, for exempt review to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work you and your faculty advisor, Dr. Schmieder-Ramirez have done on the proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations (45 CFR 46 - <http://www.nihtraining.com/ohsrsite/guidelines/45cfr46.html>) that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b)(2) states:

(b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:

Category (2) of 45 CFR 46.101, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at <http://www.pepperdine.edu/irb/graduate/>).

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact Kevin Collins, Manager of the

6100 Center Drive, Los Angeles, California 90045 ■ 310-568-5600

Institutional Review Board (IRB) at gpsirb@pepperdine.edu. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,



Thema Bryant-Davis, Ph.D.
Chair, Graduate and Professional Schools IRB

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives
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Appendix H

New Model MBA Program

Year 1	Fall Quarter	Winter Quarter	Spring Quarter
	Management Finance Accounting Information Systems Statistics	Management Economics Accounting Marketing Elective	Organizational Behavior Leadership Information Systems Elective Elective
Summer Session I	Internship – Domestic Company (For Profit) – Project Required		
Year 2	Fall Quarter	Winter Quarter	Spring Quarter
	Finance Marketing Information Systems Creativity	Statistics Information Systems Leadership Political Science	Creativity Entrepreneurship Elective
Summer Session II	Internship – Domestic (Non Profit) – Project Required		
Year 3	Fall Quarter	Winter Quarter	Spring Quarter
	Field Work: Global Location 1	Field Work: Global Location 2	Field Work: Global Location 3

The sample new model MBA is a 3-year program. The courses listed within each quarter are the general course-categories identified in this study; additional courses have been added that may address some aspects of the deficiencies identified in this study. For example, students take an organizational-behavior course in the Spring Quarter in year 1 to address the deficiency of being relational (among many other expected learning outcomes). Defining actual course content and learning outcomes is out of scope for this example. The program also consists of three (3) different types of field-work as follows

1. At the end of year 1, students would be required to successfully complete a summer internship at a for-profit company, which would allow students to hone quantitative skills learned during year 1. A project with the organization would be required.
2. At the end of year 2, students would be required to successfully complete a summer internship at a non-profit company, which would allow students to hone creative skills and transformative capabilities gleaned during year 2. A project with the organization would be required.
3. Year 3 would entirely consist of fieldwork in three distinct global locations. The locations chosen would focus on particular interpersonal learning experiences such as empathy, diversity, respect, care for others, or humility. As an example, in the Fall Quarter, students might work on a project focusing on clean water in Sudan – the focus of the trip may be to help the students develop empathy and care for others. Students would work with local peoples to identify resources necessary for project success, while interacting and living amongst the native people in a practical setting.