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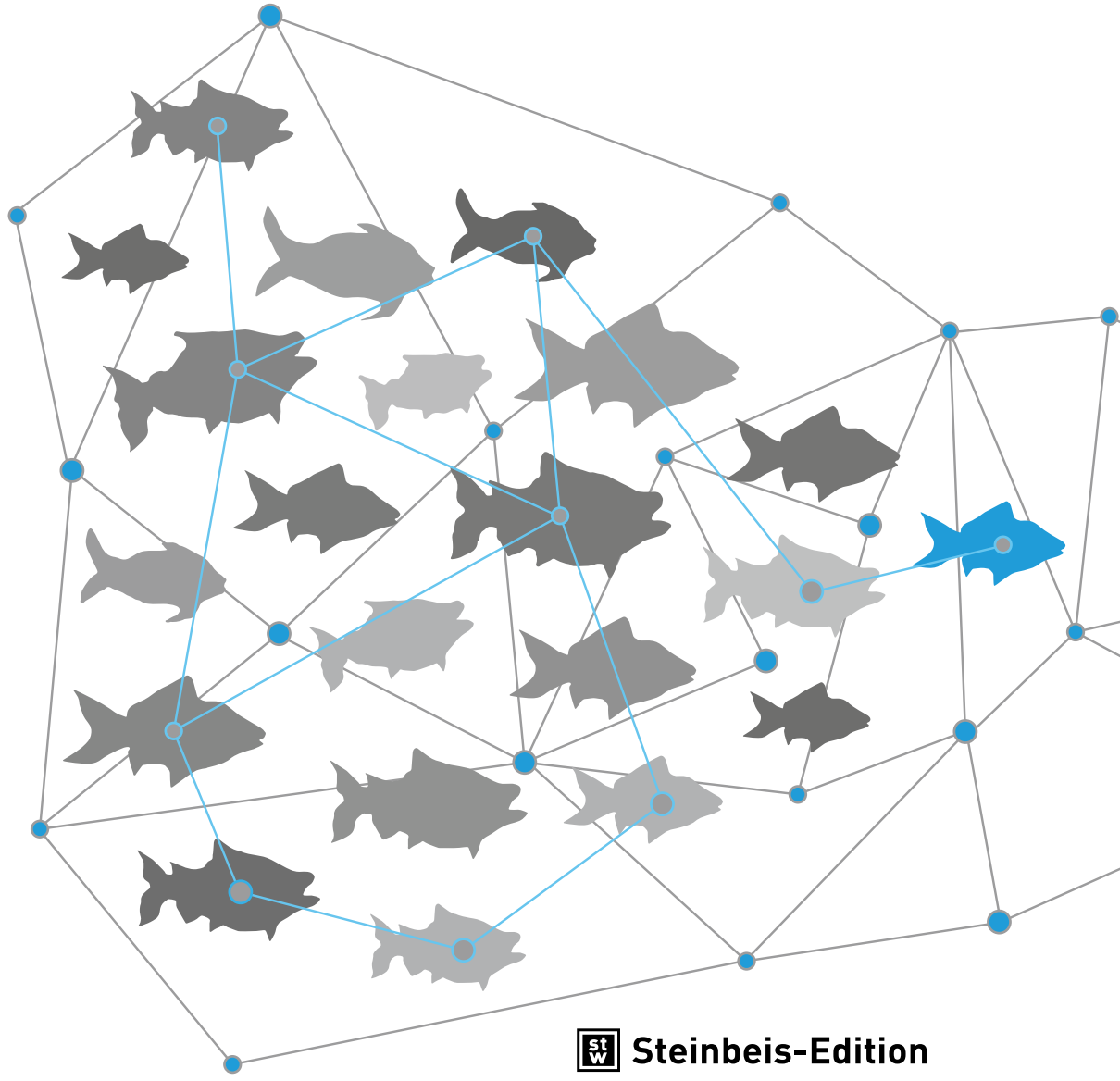
Stefanie Kisgen

The Future of Business Leadership Education in Tertiary Education for Graduates



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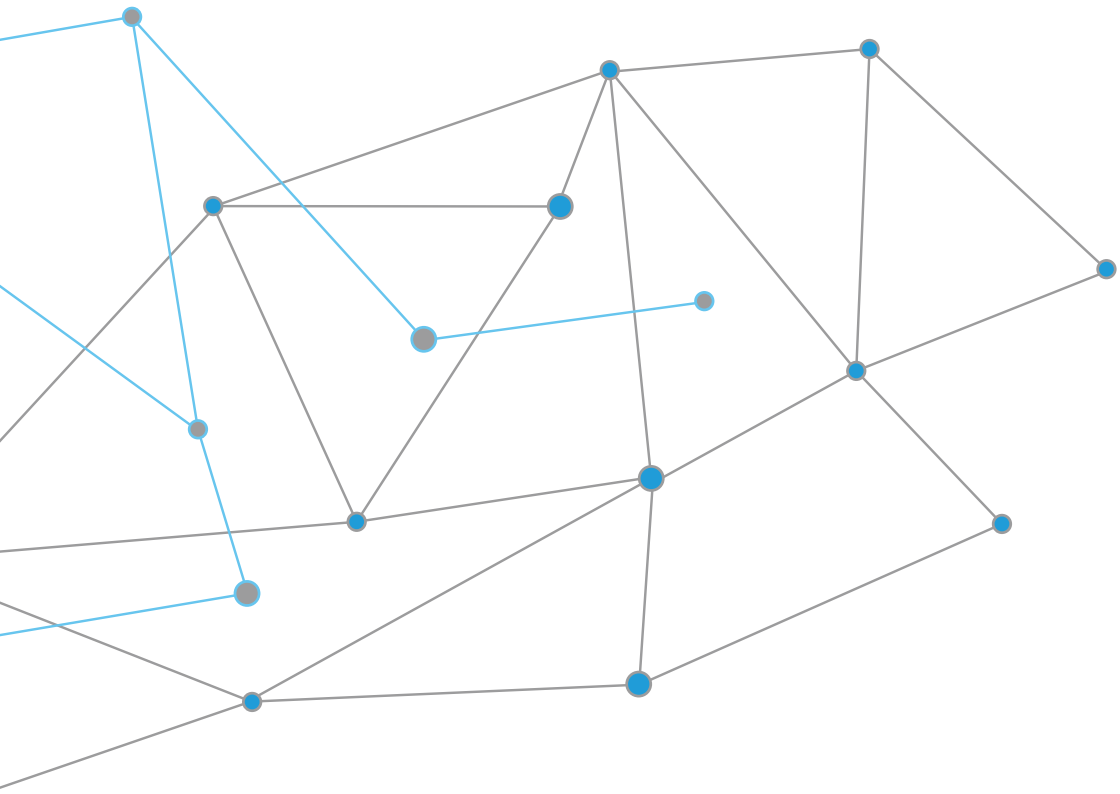

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Stefanie Kisgen
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Stefanie Kisgen
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Preface

We are facing great challenges; both on a societal as well as a commercial level; globally, nationally and individually. The continued, uninhibited growth of the population, the excessive consumption of resources, climate warming, the extinction of species and the dissimilar spread of wealth are only a few, yet significant problems of our earth.

When today, the day at which you read these lines, comes to a close tonight, there will be approx. 250,000 less trees, and approx. 70,000 more fellow human beings net.

Since the United Nations conference on Environment and Sustainability in Rio de Janeiro in 1992, the term sustainability has constantly gained international recognition and - one may discuss this critically - commitment.

In the so-called Rio Declaration, sustainable development is simultaneously geared toward

- Providing all people and nations, particularly the developing countries, with the necessary commercial and cultural opportunities;
- Granting all people a fair share in all resources of this our earth in social justice;
- In the interest of future generations, limiting the utilization of all natural resources, raw materials, plants and animals to an extent that the world is able to regenerate itself under its own steam, ensuring that future generations still find humane living conditions.

Sustainability in the corporate world consequently means carrying the responsibility for creation, the society as well as customers and employees.

The economy - and thus the corporations - is facing great challenges today. (In part entirely) new business and value-creation models have to be developed and realized in light of the scientific and technological developments, the global competition and the emphasis on sustainability. At the same time, the level of innovation quality to be realized has to be immensely greater than in the past in order to maintain and expand competitiveness in the product as

well as the service sector. This also includes more disruptive or even radical innovations.

Next to those mentioned above, catch words for the challenge include: digitization, the usage of artificial intelligence, automation, new organizational structures, the service sector and value creation at the location of the revenue and profit realization, etc.

In order to have these challenges become a value-adding reality for one's own company requires, first and foremost, people with leadership and value-adding powers. In the corporate world, the issues of the past were generally quite solvable by managers with the respective methodical expertise. Today's challenges and those of the future are fundamentally of a corporate nature and require a high degree of entrepreneurship to arrive at a solution. Entrepreneurship with future-oriented and sustainable leadership and executive power. A self-learning algorithm is quickly installed, a 3D printer quickly positioned and a new production site at a new location is realized relatively quickly. However, there is a great deficit in executive leaders who are a credit to their name.

Creative personalities with leadership power are, among other, the result of development processes and thus also development processes in the tertiary educational sector.

With her work, Stefanie Kisgen takes up the discussion about the future-oriented design of business leadership education and provides a consolidated, structured foundation of the discussion status.

With an evaluation of selected Master's programs in leadership education, she shows in a critical and science-based manner the level of things based on clearly defined criteria and thus illustrates that also education is facing major challenges in this sector.

With a Delphi-based scenario study, incorporating more than 100 experts worldwide and consisting of corporate personalities, representatives of business associations, executives from the tertiary education sector, students and politicians, she develops scenarios for the post-graduate business leadership education in the tertiary education sector for the year 2030.

With this thesis, Stefanie Kisgen managed to positively structure the current, understandably controversially conducted discussion about the future-oriented design of leadership education by reducing it to clearly verbalized scenario options. She therefore makes an extremely valuable contribution to the definition of education objectives and the dissipation and realization of respective education strategies. The tertiary education sector is thus enabled to make an essential contribution to the lucrative solution of the aforementioned challenges.

Future needs origin - so the German philosopher Odo Marquard; the future of leadership education has to reflect again on its principles once expressed by Plato, and realize the formation of creative personalities as a sustainable and thus uppermost objective. For the economy, this is the objective of creating educational processes which allow the development of creative personalities who are capable and willing to think, to act and to lead on an entrepreneurial and sustainable level. Stefanie Kisgen's thesis provides much more than just a readable contribution.

I wish a lot of profit with this read.

Herrenberg, March 2017
Werner G. Faix

Acknowledgements

First, I would like to thank my supervisor, Professor Dr. Rudolf Tippelt, for his guidance and advice throughout the process of my doctoral research. I am also thankful to the second reader, Professor Dr. Hartmut Ditton and the third reader Professor Dr. Jörg Jantzen for their interest in my research topic, their time, and willingness to be my examiners.

This doctoral research is part of a joint research project of the Department of Educational Science at Ludwig-Maximilians-University (LMU) Munich, Germany and Steinbeis School of International Business and Entrepreneurship (SIBE), Germany. Therefore, I greatly appreciate the valuable support and contributions made by SIBE. My sincere thanks also go to my business partner and mentor at SIBE, Professor Dr. Dr. h. c. Werner G. Faix for his support, inspiring discussions and thoughtful comments.

I also thank the participants of the cross-country real-time Delphi survey for donating their time to share their valuable insights and suggestions as well as IEL (Brazil) and Post University (USA) for their support and network. In addition, I would like to thank all pretest panelists and workshop participants for sharing their valuable time and contributions.

I would like to thank the following people for their support and advice, especially Dr. Heiko von der Gracht, Dr. Shalaka Sharad Shah, Prachi Nawathe, Friederike Niederberger, and Meike Haverkamp.

Lastly, I would like to thank my parents and my sister for their continuous support throughout my entire life and the process of the dissertation. Last but not least, I would like to extend my heartfelt thanks to my partner Thomas for his unconditional support, patience and encouragement without which the successful completion of this dissertation would have been impossible.

Herrenberg, November 2016
Stefanie Kisgen

Abstract

Purpose

Contributing to further improve and continuously develop business leadership education in tertiary education for graduates to become state of the art, by:

- Introducing the principles of business leadership education in tertiary education based on sound theory
- Uncovering how business leadership education is practiced in contemporary exemplary Master's programs
- Defining objectives and creating different alternatives (scenarios) for business leadership education in tertiary education for the long-term future (2030) that comprise potential systematic pedagogical approaches through which objectives can be achieved

Methodology

Theoretical foundations; qualitative research; Delphi-based scenario study comprising mixed methods analysis of Delphi survey, along with a set of multiple methods of futures studies for scenario development, such as portfolio analysis, cross impact analysis, and scenario axes analysis

Findings

1) Holistic model and definition of business leadership; 2) contemporary holistic human-centered concept of education that allows individuals to develop their personalities; 3) seven principles for curriculum design of business leadership education; 4) four future scenarios, two wildcards for the long-term future (2030) of business leadership education in tertiary education based on Delphi results

Practical implications

Main stakeholder groups (higher education institutions, students, organizations, and politics) obtain an in-depth understanding of the meaning of business leadership and business leadership education in tertiary education, were prepared to cope with different potential future settings that may arise from different alternative scenarios, wildcards and a checklist for transfer into practice. A roadmap was compiled for higher education institutions in order to launch (redefined) Master's programs.

Keywords

business leadership education; tertiary education; curriculum design; personality; competency development; innovation; real-world setting; Delphi-based scenario study

Executive Summary

Business leadership is largely concerned with leadership in the business context, particularly with regard to leadership in business corporations, companies, enterprises, organizations etc. Business schools and business leadership education in tertiary education are faced with multiple challenges. At least since the (global) financial crisis of 2007-2009, critical and controversial debates ensued on the quality of business leadership education, particularly with regard to ethical dimensions. Against this background, and along with the current development of the political, economic, social, and technological environment, business leadership education in tertiary education for graduates has to be scrutinized and – where appropriate – redesigned. In order to equip tomorrow's business leaders with the necessary competencies to cope with the challenges of a complex and uncertain world in the 21st century that is driven by globalization and accelerated technological advancements, a pedagogical infrastructure is required that nurtures the development of a students' (creative) personality.

As traditional leadership definitions and approaches are not adequate, a holistic model and definition of business leadership was elaborated. Furthermore, a contemporary holistic human-centered concept of education was developed. This concept is deeply rooted in humanistic tradition, enriched by contemporary pedagogical perspectives. It aimed at the personal-potential of the individual, to convert it into actions, render it apparent in actions and allows individuals to develop their personalities. Based on the holistic understanding of business leadership and human-centered concept of education, seven principles for curriculum design of business leadership education in tertiary education for graduates were designed as a modus of orientation and guidelines. They laid the foundation for subsequent qualitative research of contemporary exemplary Master's programs in business leadership education. Synthesizing the essential results of the evaluation procedure yielded that the educational approach is diametrically opposed to the earlier findings of this research.

To define the objectives for the long-term future (2030) of business leadership education in tertiary education, the Delphi-based scenario study was proposed. A rigorous systematic research approach was applied to enhance quality and validity of different scenarios. 16 projections concerning four strategic perspectives of stakeholders on business leadership education in tertiary education were formulated and surveyed regarding the probability of occurrence, desirability and impact in case of occurrence. 105 experts (13.78%) from 13 countries and 16 industries participated in this real-time Delphi survey. Quantitative and qualitative data were interpreted separately as well as together. Based on the results of the Delphi survey, a set of multiple methods of futures studies such as portfolio analysis, cross impact analysis and scenario axes analysis were applied, resulting in four different scenarios comprising potential systematic pedagogical approaches through which the respective objectives can be achieved. Two additional wild cards, i.e. extreme situations with low-probability and serious impact in case of occurrence, were developed. The final scenario transfer prepares decision makers to apply theoretical results at their individual practice, based on a checklist for the main stakeholder groups and a roadmap for higher education institutions. Thus, main stakeholder groups were prepared to cope with different potential future settings that may arise. Moreover, this research contributes to further improve and continuously develop business leadership education in tertiary education to become state of the art.

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Abbreviations

AACSB	Association to Advance Collegiate Schools of Business
AC	Assessment Center
ADF	Aalto University Design Factory
B.C.	Before Christ
BMWi	Bundesministerium für Wirtschaft und Energie
CBE	Competency-Based Education
CEMS	Community of European Management Schools and International Companies
CEO	Chief Executive Officer
CERI	Centre for Educational Research and Innovation
CFSB	Constitution of the Free State of Bavaria
CHRO	Chief Human Resource Officer
CIA	Cross Impact Analysis
C-level	C stands for Chief; this adjective describes high-ranking executive titles within an organization
Con	Convergence of opinion (variation of standard deviation)
D	Desirability
DBA	Doctor of Business Administration
EBC	Experience-Based Curriculum
ECTS	European Credit Transfer and Accumulation System
ed-tech	education technology
EP	Estimated probability of occurrence
EHEA	European Higher Education Area
EU	European Union
GDP	Gross Domestic Product
GMAT	Graduate Management Admission Test
HHL	Handelshochschule Leipzig (Leipzig Graduate School of Management / Germany)
I	Impact
IBM	International Business Machine Corporation
ICT	Information and communications technology
InQ	InnovationQuality
IQR	Interquartile range
ISCED	International Standard Classification of Education
IT	Information Technology

KMK	Kultusministerkonferenz
KPI	Key Performance Indicator
LMX	Leader-Member Exchange
LPC	Least Preferred Coworker
MBA	Master of Business Administration
MOOC	Massive open online course
NGO	Non-Governmental Organization
OECD	Organisation for Economic Co-operation and Development
PKS	Projekt-Kompetenz-Studium
ROE	Return on education
RT	real-time
SD	Standard deviation
SIBE	Steinbeis School of International Business and Entrepreneurship (SIBE) GmbH
STEEPL	Social, Technological, Economic, Environmental, Political and Legal framework
TGC	Talent Growth Curriculum
TOEFL	Test of English as Foreign Language
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
VDL	vertical dyad linkage
VUCA	Volatility, Uncertainty, Complexity, Ambiguity
WEF	World Economic Forum
WFS	World Future Society
WHU	WHU Otto Beisheim School of Management/Germany

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Glossary

The attentive reader of this research may ask about concrete disambiguation of similar but different terms. Therefore, please consider the following notes to the pivotal concepts of this research.

1. Business leadership

Although a very similar core notion of leadership that may be generalized for different domains, military, political, educational, or business leadership, may differ in a particular way due to the specific missions of the domain (Palmer, 2009). The term *leadership* in this research is largely concerned with leadership in the business context, particularly with regard to leadership in business corporations, companies, enterprises, organizations etc. For reasons of unambiguousness, leadership in this research is specified as business leadership (Gordon, 1961; Harvey, 2001; Palmer, 2009). A holistic model and definition (see Part 2, chapter 3.1.4.5 / 3.1.5) for business leadership are elaborated in a deductive process.

2. Business leadership, management, entrepreneurship and intrapreneurship

There are several discussions regarding the terms *leadership* and *management* (see Part 2, chapter 3.1.1). If there is a differentiation between management and leadership, it is not to be conceived based on traits or behavioral aspects rather than the basis of the time horizon, a leader or manager focusses on. Based on the pyramid of needs for companies (see Figure 3), one may conclude that management primarily focusses on company's need to survive, while leadership focusses on the company's need to grow and shape the future. However, it must be stated clearly that there is no unambiguous differentiation between management and leadership, as overlaps are possible.

Additionally, reference is made in this research to the terms *entrepreneurship* and *intrapreneurship*. Generally, the term entrepreneurship refers to the creation of new companies and intrapreneurship refers to leaders within a company, which act like an entrepreneur but do not take the entrepreneurial risk and autonomy. Considering Schumpeter's oeuvre, the terms entrepreneurship and intrapreneurship are closely connected with the term *business leadership*

due to the immense importance of innovations as one of the main tasks required from business leaders. Based on Schumpeter, who described the entrepreneur (intrapreneur) as not merely an innovator but also as leader, the construct of *entrepreneurial leadership* emerged only recently. By combing, integrating, and exploring both entrepreneurship and leadership, the entrepreneurial leader is expected to cope with a rapidly changing business environment (see Part 2, chapter 3.1.2.3).

3. Business leader

The English term *leader* or *business leader* in this research corresponds to the German term *Führungskraft*, which is based on the principal direction of this research and the principal understanding of leadership and management in this research.

4. Education

In this research, the English term *education* corresponds to the German term *Bildung* "as a kind of umbrella term" (Autio, 2014, p. 18). It has to be noted that the term *Bildung*, which is a central concept in educational sciences, has a long tradition. However, it appears exclusively in the German language and has no equivalent in any other (Raithel, Dollinger & Hörmann, 2009). In this research, the English term *education* is used in a broad sense, comprising such concepts as nurture and socialization among others, which is in line with Faix and Mergenthaler (2015).

5. Personality

The English term *personality* (vs. *character*) in this research corresponds to the German term *Persönlichkeit*. In line with Faix and Mergenthaler (2015), character is subsumed under personality, namely that "'[p]ersonality means something more than 'Character'" (Faix & Mergenthaler, 2015, p. 14).

6. Competence and competency

After reviewing literature on competencies, it can be stated that various terms are used in the context of competencies, which are closely connected, yet not exactly the same according to different fields of research, different concepts and different languages. First, the terms skills, abilities, qualifications, key

qualifications, and potentials are very often used synonymously for competencies both scientifically and in the every-day language (Weinert, 1999). Second, the English language uses both spellings of "competency" and "competence". Strebler, Robinson and Heron (1997) provided a plausible reasoning. Thus, "competency" has been used to refer to the behaviors individuals need to express (behavioral approach); whereas "competence" has been used to refer to minimum standards of competent performance (standard approach). In this research, the English spelling and term *competency* (vs. *competence* or *skill*) corresponds to the German term *Kompetenz,* based on Strebler, Robinson and Heron (1997). The interpretation of competencies in this research is based on the work of Erpenbeck (2012a / b); for details please see Part 2 (chapter 3.1.4.4).

7. Curriculum

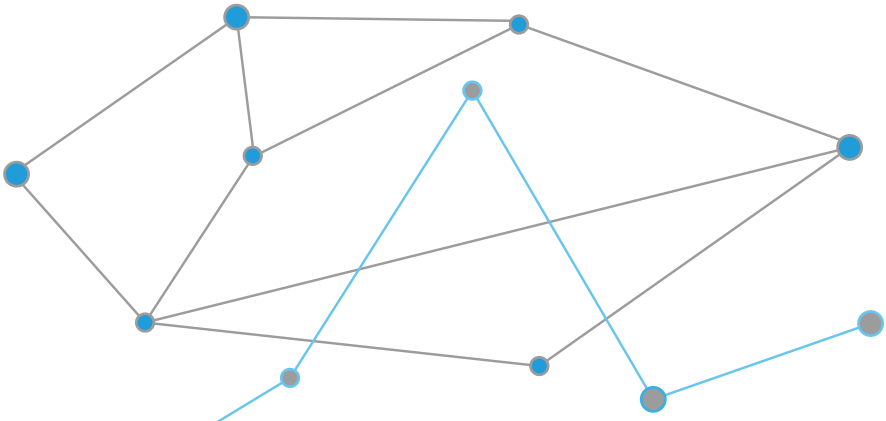
In line with Lattuca and Stark (2009), the terms *curriculum* or *program of studies* are used synonymously and in a broad conception as an "academic plan", which is embedded in a complex sociocultural context with its various influence factors. In this broad sense, a curriculum comprises at least the educational purpose and goals, educational contents and sequence, resources, teaching and learning processes as well as assessment and evaluation. Furthermore, a curriculum is conceived being dynamic in process that has to be continuously adjusted.

8. Tertiary education and higher education

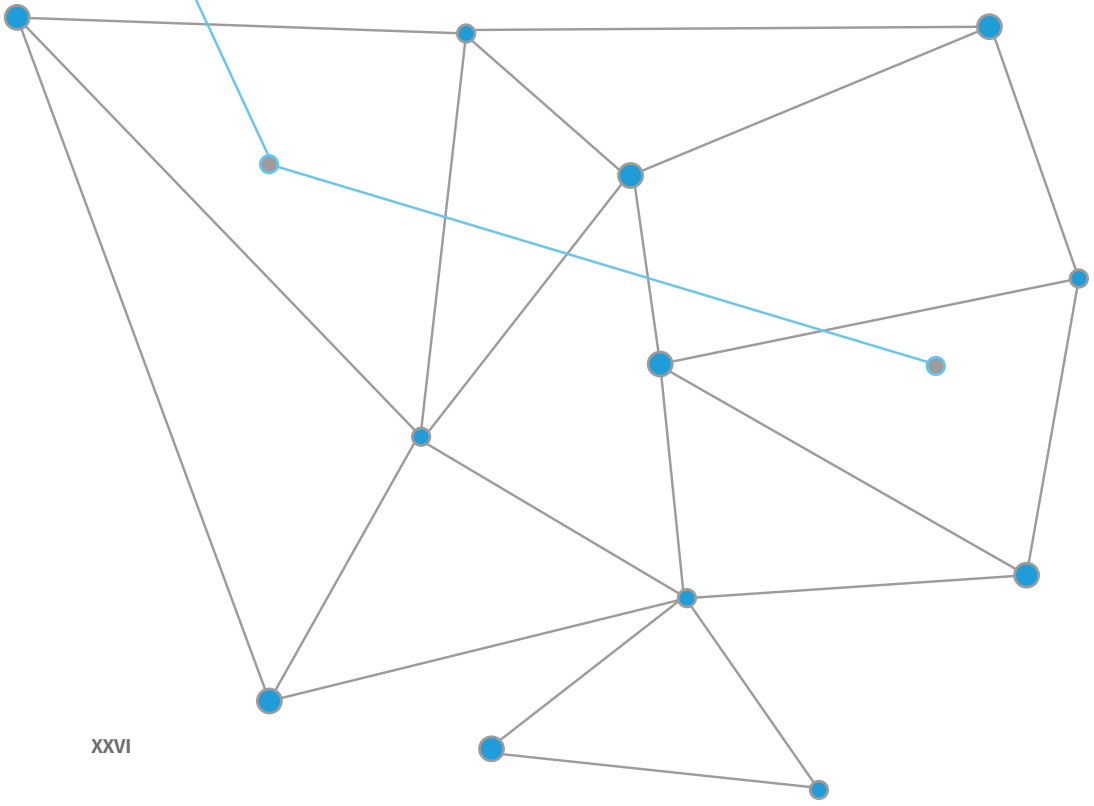
Tertiary education - provided by universities or other higher education institutions that are approved by the competent state authorities - is the level of education following secondary schooling. According to the International Standard Classification of Education (ISCED) provided by UNESCO, the term tertiary education was chosen as the official term in this research. The terms *tertiary education* and *higher education* are used synonymously.

Notes to linguistic usage

Wherever possible and advisable, quotations and references in this research are based on reliable translations of the original works, e.g. Plato's (1969) *Poilteia* (*Rebublic*), Humboldt's (1793 or 1794 / 2000) *Theorie der Bildung des Menschen* (*Theory of Bildung*).



Part 1: Introduction



Leadership is not a new phenomenon. On the contrary, leadership as a subject is of great interest since ancient times. However, scientific research on leadership is barely one hundred years old (Yukl, 2013). This, in turn, coincides with the emergence of business leadership. Business leadership, as the term implies, is largely concerned with leadership in the business context, particularly with regard to leadership in business corporations, companies, enterprises, organizations etc. (Gordon, 1961; Harvey, 2001; Palmer, 2009). The origins of business leadership are located in the USA and can be considered a consequence of industrialization, mass manufacturing and the need for management (Canals, 2011a; Thomas et al., 2014). Consequently, business schools and business programs evolved as academic institutions and domains, where the principles of management and leadership could be systematically learned, developed, and researched. Nevertheless, business schools and business programs today are faced with multiple challenges. At least since the (global) financial crisis of 2007-2009, critical and controversial debates ensued on the quality of business leadership education, particularly with regard to its ethical dimensions. Against this background, and along with the current development of the political, economic, social, and technological environment, business leadership education in tertiary education for graduates has to be scrutinized and – where appropriate – redesigned in order to cope with the challenges of the 21st century.

In order to lay the foundation of this research, this introduction explains the research background of the studied topic, defines the aim of research and research questions, explicates the field of research and, ultimately, introduces the research design and structure of this thesis.

1. Research Background

Globalization, technological advancements, and digitization are the main drivers of the global acceleration of transformation, uncertainty, and complexity (DDI, 2015; IBM 2010a). Increased acceleration, in turn, represents an immense challenge for business leadership due to the half-life period of knowledge and shorter product life cycles common in industry and service economy. (Future) competiveness of business corporations, companies, enterprises, organizations etc. largely depends on their capacity for innovation (Faix et