

The Relevance Of Business School Education, What Do You Think?

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ABSTRACT

Many people believe that the focus of graduate business education become increasingly hemmed in, self absorbed and less relevant to practitioners. I wish to determine if these challenges are true.

INTRODUCTION AND BASIC CONVICTIONS

Business schools are facing an increasing amount of criticism on a national basis. One outspoken critic, McGill University professor Henry Mintzberg, says that business schools are no longer relevant and that the main culprit is a less-than-relevant MBA curriculum. In his book, *Managers Not MBA's*, Mintzberg indicates that the trouble with "management" education is that it is actually "business" education and leaves a distorted impression of management. In his book, he offers a new definition of management as a blend of craft (experience), art (insight), and science (analysis). An education that overemphasizes science, he says, encourages a style of managing the author calls "calculating." He states, "MBA programs not only fail to develop managers but give their students a false impression of managing that, when put into practice, is undermining our organizations and our societies." He goes on to question whether business schools can graduate exceptional 21st-century managers based on a program first introduced in 1908 and not revised since the late 1950's.

In a recent Harvard Business Review article entitled *How Business Schools Lost their Way*, authors Warren G. Bennis and James O'Toole maintain that business schools are hiring professors with limited real-world experience and graduating students who are ill equipped to wrangle with complex, unquantifiable issues. In other words, graduates don't have the "stuff of management."

Are business schools on the wrong track? For many years, MBA programs enjoyed rising respectability in academia and growing prestige in the business world. Their admissions were ever more selective, the pay packages of graduates ever more dazzling. Today, however, MBA programs face intense criticism for failing to impart useful skills, failing to prepare leaders, failing to instill norms of ethical behavior -- even failing to lead graduates to good corporate jobs. These criticisms come not just from students, employers, and the media but also from deans of some of America's most prestigious business schools, including Dipak Jain at Northwestern University's top-ranked Kellogg School of Management. If the number of reform efforts under way is any indication, many deans agree with this Jain. But genuine reform of the MBA curriculum remains elusive. This is probably because the curriculum is the effect, not the cause, of what ails the modern business school.

The actual cause of today's crisis in management education is far broader in scope than most of us want to believe, and it can be traced to a dramatic shift in the culture of *business* schools. During the past several decades, many leading business schools have quietly adopted an inappropriate and ultimately self-defeating-model of academic excellence. Instead of measuring themselves in terms of the competence of their graduates, or by how well their faculties understand important drivers of business performance, schools measure themselves almost solely by the rigor of their scientific research. They have adopted a model of science that uses abstract financial and economic analysis, statistical multiple regressions, and laboratory psychology. Much this research is excellent, but because so little of it is grounded in actual *business* practices, the focus of graduate *business* education has become increasingly circumscribed -- and increasingly less relevant to practitioners.

In their Harvard Business Review article, Bennis and O'Toole raise questions about whether business schools in general have lost their relevance by following "the scientific model" of graduate schools of arts and science as opposed to "the professional model" of medical and law schools. The professional model combines practice and theory and presumes that most or all teachers will have some practical experience.

Virtually none of today's top-ranked business schools would hire, let alone promote, a tenure-track professor whose primary qualification is managing an assembly plant, no matter how distinguished his or her performance. Nor would they hire professors who write articles only for practitioner reviews, like this one. Instead, the best business schools aspire to the same standards of academic excellence that hard disciplines embrace -- an approach sometimes waggishly referred to as "physics envy." In departments such as physics and economics, top faculty members have few responsibilities other than to attend to their disciplines. They are not required to train practitioners or to demonstrate practical uses of their work; they are free to research whatever they choose and produce subsequent, even more focused, generations of scholars. In this scientific model, the university exists primarily to support the scholar's interests.

In *What's Really Wrong With U.S. Business Schools?* (Social Science Research Network, July 2005), authors Harry DeAngelo, Linda DeAngelo, & Jerold L. Zimmerman shine a light on what has become a growing dilemma for business school deans—the yearly scorecard that assigns numerical rankings to selected business programs. The paper describes a “dysfunctional competition for media rankings that leads schools to divert resources from investment in knowledge creation and other important areas to short-term strategy aimed at improving ranking position.” It criticizes business schools for “failing to practice what they preach, particularly about the dangers of managing for the short term, but also about the importance of searching for . . . substance over form in business practices.” The writers point out that “Rankings mania also leads business schools to distort MBA curricula with ‘quick fix, look good’ changes that enhance program marketability at the expense of providing students with a rigorous, conceptual education that will serve them well over their entire careers.”

In a series of articles from Harvard Business School's Working Knowledge (July 2005), author Jim Heskett explores the question: How Can Business Schools Be Made More Relevant? Among the ideas proposed in these articles:

- Many business school management programs place greater emphasis on research as opposed to teaching. This has led to a significant and increasing disconnection between the world of management practice, for which most business school students are being prepared, and the world of the "academy" in which faculty members who teach and research management issues are being prepared, hired, and promoted.
- Much concern exists about business school faculty. In the articles, Chuck Drobny commented, "If the institution places research-focused faculty or graduate students in front of students, and the students lack any perspective gained through experience, the outcome will do little to enhance the managerial skill sets of the graduates." Lisa Marks Dolan, a business school dean, feels that much of the problem lies in the way teachers are trained: "We're being asked to produce graduates who can integrate, adapt, manage global diversity, work in teams, and bring out the best in others, yet these are not the skills that most doctoral candidates are asked to master as part of their training." Leonard Lane reinforces this view in saying that "Relevancy requires that the MBA-level instructor be a true practitioner-scholar who has . . . run or been a key part of a global business and has an advanced degree." As an alternative way of achieving this objective, Bobby Mackie suggests that faculty development "could include more two-way movement of staff, building communication links, and networking between academia and employing organizations."
- Concerns over curricula and research led Paula Thornton to comment: "Trying to get professors to pick up studies that are needed by the business community has been frustrating." Arthur Fullerton includes on his list of today's curricular inadequacies: "The ability to gather and mobilize resources...industry specific knowledge," and emphasis on "more variables [that] enter into people's choices than just value maximizing." Don Cameron thinks that "The problem with research is not the research itself, but what is researched. Let's have less esoteric research on topics that will not make a difference. . . ." If the number of reform efforts under way is any indication, many deans agree with this charge.

The call for relevance of management education is not new. In 1996, two reports on the topic were presented to the AACSB. One of these, A Report of the Faculty Leadership Task Force, advocated a tradeoff between relevance and rigor, “where research meets both theoretical and applied standards.” Richard Mowday, in his 1996 Address as President of The Academy of Management pointed out that “Relevance without rigor is meaningless.” From Management Education at Risk, Report of the Management Education Task Force to the AACSB International Board of Directors, August 2002, the case was made for business schools to adjust dynamically to the shifting agendas of the global marketplace with strong scholarship that both informs what is taught and connects with current and emerging business issues and practices.

To maintain relevance in the global dynamic marketplace, traditional schools need both strong scholarship and a deep connection with current business issues. Schools must pursue current content and use effective pedagogies, including action learning and technology to enhance learning. In Management Education at Risk A Report from the Management Education Task Force Executive Summary, April 2002, Business schools were challenged to remain globally relevant. In addition, the report argued that more “clinical” content of curricula and greater business familiarity among faculty members may be required. The status of non-traditional teachers with rich industry experience may need to be strengthened. In other words, blur boundaries between educational disciplines. Cross-disciplinary programs facilitate market relevance by encouraging boundary spanning teaching and thinking.

Dean Christopher P. Puto of the University of St. Thomas’s MBA program in a column in the May 22, 2005 Minneapolis Star- Tribune put it this way:

Consistent with the season, business magazine are publishing articles questioning the value of the MBA degree. The general tone reflected in this coverage is that the nation's business schools are missing the mark in the way they educate tomorrow's most promising business leaders. Such criticisms are not entirely unfounded. But it is inappropriate to lump all business schools under one heading. In responding to such criticisms, I strive to offer some helpful perspectives for a business community seeking decisive, productive, and ethical new leaders. The MBA degree has emerged in the past 25 years to become the dominant platform for preparing business -- and organizational -- leaders. Programs are praised for attracting people from the sciences, engineering, the nonprofit sector and elsewhere, but in the same breath are criticized for producing graduates who are functionally too narrow, typically limiting their interests and knowledge to a single discipline, such as finance or marketing. A second related, but stronger, charge is that business schools focus too intently on analysis and technique at the expense of key humanistic skills, such as leadership, teamwork, communication and the ability to think outside the box of a discipline -- characteristics manifested by successful leaders in virtually all fields. Most recently, business schools have been taken to task for not incorporating ethics and social responsibility more directly into their degree programs. In fielding such claims, it is important to distinguish between the "established" business schools and the "up-and-comers." Overall, there are fewer differences between the established schools and the emerging schools. But when it comes to innovation, the differences often are vivid. Trapped by the inertia of their past successes and the unwieldy nature of traditional curriculum design, the established business schools -- Harvard, Columbia, Wharton and UCLA -- are restricted in their ability and freedom to innovate. They have too much to lose and too many built-in institutional impediments to achieve rapid change. But in today's environment, the smaller, emerging business schools are freer to operate at the leading edge of program innovation and curriculum development.

PURPOSE OF THIS RESEARCH

The purpose of my research is to determine if these criticisms are valid for business schools. I have developed series of questions from the literature in this topic. They are found in the appendix. Their categories and some sample questions are provided below:

- (a) The Value of an MBA to Individuals and Companies
- (b) The Value of the Research Done in Business Schools to Individuals and Companies
- (c) The Value of the Scientific Method Approach vs. the Professional School Approach as Used in Business Schools to Individuals and Companies

- (d) The Value of the Management Knowledge and the Amount of Influence on Actual Management Practice Generated in Business Schools
- (e) The Learning Value of the Teaching & the Curriculum Provided by Business Schools to Individuals and Companies
- (f) The Value added by the Faculty of Business Schools to Individuals and Companies
- (g) The Value of Various Recommendations to Achieve more Business School Relevance

Using the information developed by the questionnaires, I am interested in determining:

- If the business person's perceptions of business school programs on the issues mentioned above hold true.
- If the business school faculties' perceptions of business school programs on the issues mentioned above hold true.

THE SIGNIFICANCE OF THIS WORK

Using the information I obtain from the questionnaires, I wish to determine if business people and/or school of business faculty in perceive some business schools:

- Produce freshly minted MBAs that lack the skills their organizations need.
- Have insufficiently integrated their curriculum across the various functional areas.
- Have placed an overemphasis on analysis at the expense of developing wisdom, leadership, and interpersonal skills.
- Have faculty with limited interest in, experience with, and understanding of business, and therefore little ability to identify and analyze the real world business problems that MBA students should be taught to address.
- Have appealed to one another as scholarly communities through a plethora of academic journals that are utterly divorced from the challenges of everyday management
- Produce graduates who can talk about business, but have not learned about business.
- Business school research is not influential on management practice.
- Business school faculty see there programs differently than do Twin City business persons.
- Do not originate the best new business ideas.
- Do not deal well with multi-disciplinary issues.

If these perceptions hold true, business school educators need to take these challenges to the MBA degree quite seriously. These challenges, if true, could significantly erode the value of an MBA degree. If this is the case, I also wish to determine the merit of various remedies to enhance the relevance of the MBA business schools. When the information above is obtained, it will offer the administrators of various MBA programs the opportunity to realign their program (if necessary) with the needs of the business community. To me, this is the most exciting part of my work.

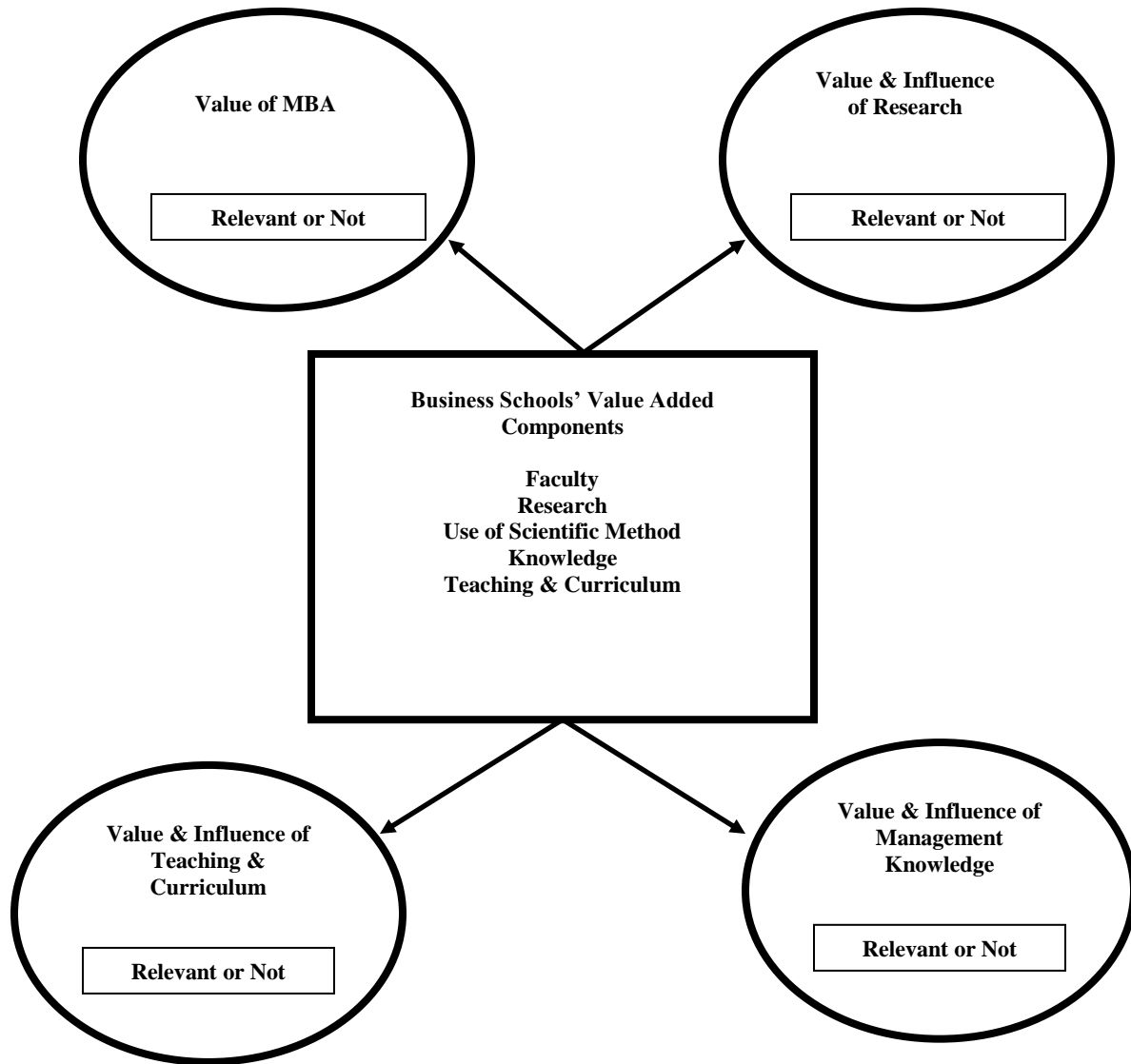
SESSION RESULTS

The participants at our session will be provided with a series of questionnaires that thoroughly examine the relevance of business schools. They also will share in the results of the administration of these questionnaires. These questionnaires, with slight modification, could be used to determine the relevance of programs at their home institution. Using the information they obtained from our session, they will be able to begin to investigate the following:

- What value does their college or university curriculum produce?
- What value should their college or university curriculum produce?
- New ideas and insights aimed at assessing the value of their courses, their students' professional development experiences, and their curriculum.

A diagram showing these issues is provided below.

Factors Which Affect the Value and Amount of Influence on Actual Management Practice Generated by Business schools' Value Added components



The Value and Amount of Influence Generated by Business schools on Individuals and on Companies

QUESTIONS DEALING WITH THE RELEVANCE OF BUSINESS SCHOOLS

Note: The source of the question is supplied in the coded number after the question mark

A. Value Of An MBA To Individuals And Companies

1. A good business education should offer a "tradeoff between relevance and rigor." However, hundreds of academic journals in business clearly evidence devotion to rigor, but what about relevance? While relevance without rigor may be meaningless, rigor without relevance is not good enough to get the job done either. Do you agree that contemporary business education strikes the proper balance between relevance and rigor? (1)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

2. Do you agree that MBA education has become overly academic, fails to teach the right things, and does not adequately prepare graduates for the real world of management? (2), (4)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

3. Do you agree that MBA programs fail to impart useful skills, failing to prepare leaders, failing to instill norms of ethical behavior -- and even failing to lead graduates to good corporate jobs? (6)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

4. Do you agree that freshly minted MBAs, even those from the best schools -- in some cases, especially those from the best schools -- lack skills their organizations need? (6)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

5. Do you agree that during the past several decades many leading B schools have quietly adopted an inappropriate, and ultimately self-defeating, model of academic excellence? Instead of measuring themselves in terms of the competence of their graduates, or by how well their faculties understand important drivers of business performance, they measure themselves almost solely by the rigor of their scientific research? (7)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

6. Do you agree that so little of academic research is grounded in actual business practices, causing the focus of graduate business education to become increasingly circumscribed -- and less and less relevant to practitioners? (6), (7)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

B. Value Of The Research Done In Business Schools To Individuals And Companies:

7. Do you agree that Business schools over-emphasize research and place ivory tower theoreticians in the classroom as opposed to business practitioners? (2)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

8. Do you agree that the relevance of business school research is characterized as a plethora of academic journals are utterly divorced from the challenges of everyday management and tend to be fuzzy, irrelevant, and pretentious? (3)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

9. Do you agree that Business School research proceeds from an intimate knowledge and concern with organizations and the people in them? (3)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

10. Do you agree that faculty publications reveal what professors believe to be important--or, at the very least, what they believe their peers understand to be important? (7)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

11. Do you agree that deans may say they want practitioner-oriented research, but their schools reward scientific research designed to please academics. By recruiting and promoting those who publish in discipline-based journals, business schools are creating faculties filled with individuals whose main professional aspiration is a career devoted to science? (7), (6)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

12. Do you agree that academic publishing a "vast wasteland" from the point of view of business practitioners and that relevance is often systematically expunged from the journals? (6)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

13. Do you agree that business practitioners are discovering that B school professors know more about academic publishing than about the problems of the workplace? (6)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

C. Value Of The Scientific Method Approach Vs. The Professional School Approach As Used In Business Schools To Individuals And Companies:

14. Do you agree that business, like economics, engineering, and journalism, has aspects of both a profession and an academic discipline, and schools must therefore strike a balance between excessive vocationalism, on the one extreme, and pure science, on the other? (2)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

15. Do you agree that though scientific research techniques may require considerable skill in statistics or experimental design, they call for little insight into complex social and human factors and minimal time in the field discovering the actual problems facing managers? (6)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

16. Do you agree that professors see that they have as much responsibility for educating professionals to make practical decisions as they do for advancing the state of scientific knowledge? (6)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

17. Do you agree that faculty fall prey to the temptation to reconceive their professional responsibility in terms of purely academic discourse and research? (7)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

18. Do you agree that the emphasis on research in today's business schools harms students, who receive instruction from professors with limited interest in, experience with, and understanding of business, and therefore little ability to identify and analyze the real world business problems that MBA students should be taught to address? (5)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

18a. Do you agree that the type of research that professors are encouraged to do follows a purely "scientific model" based on the mistaken assumption that business is an academic discipline like chemistry or geology? (6)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

D. Value of the Management Knowledge and the Amount of Influence on Actual Management Practice Generated in Business Schools

19. Do you agree that most of the best ideas in management over the past decade or so did not originate in business schools? (3)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

20. Do you agree that business people are starting to sense that individuals in the academy are not engaged in the same profession they practice? (6)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

21. Do you agree that business schools are increasing their influence on management thought? (3)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

22. Do you agree that the plethora of academic journals is utterly divorced from the challenges of everyday management? (3)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

23. Do you agree that the connection between business schools and the profession of management has diminished over time? (3)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

24. Do you agree that business school scholarship has had a low effect on practice? (3)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

E. Learning Value of the Teaching and the Curriculum Provided by Business Schools to Individuals and Companies:

25. Do you agree that the curriculum taught in business schools has only a small relationship to what is important for succeeding in business? (3)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

26. Do you agree that business school education is characterized by much clinical training or learning by doing-- experiential learning where "concrete experience is the basis for observation and reflection? (3)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

27. Do you agree that students learn to talk about business, but it is not clear they learn business? (3)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

28. Do you agree that the teaching of management is a craft, requiring zest and intuition rather than merely an ability to analyze data and invent strategies? (4)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

29. Do you agree that the integration of disciplined-based knowledge with the requirements of business practice is left to the student? (6)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

F. Value added by the Faculty of Business Schools to Individuals and Companies:

30. Do you agree that business schools are hiring professors with limited real-world experience and graduating students who are ill equipped to wrangle with complex, unquantifiable issues -- in other words, the stuff of management? (6)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

31. Do you agree that business school faculties simply must rediscover the practice of business? Today's business schools are packed with intelligent, highly skilled faculty with little or no managerial experience? (6)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

32. (6 Do you agree that business faculty is often uncomfortable dealing with multidisciplinary issues in the classroom?)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

33. Do you agree that business School Faculty can't identify the most important problems facing executives and don't know how to analyze the indirect and long-term implications of complex business decisions. In this way, they shortchange their students and, ultimately, society? (6)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

34. Do you agree that the central failing of graduate schools supposedly committed to preparing business leaders-
-these schools hire faculty who have little or no experience in the actual world of business? (7)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

35. Do you agree that the fact that business school faculties include tenured professors "who have never set foot inside a real business, except as customers," spells eventual disaster? (7)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

36. Do you agree that few if any of the current business school faculty is particularly well equipped to staff new models of business education that link education to practice? (3)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

SOURCES FOR THE QUESTIONS NUMBER 1 - 36 ABOVE:

The source of the question is supplied in the coded number after the question mark. The references numbered 1 - 10 are supplied below. These references relate to questions numbered 1 - 36.

1. The End of Business Schools?: Zicklin Magazine Fall 2003
2. B-School Relevance, Again: Accepted Admissions Almanac Aug 8, 05
3. The End of Business Schools? Less Success Than Meets the Eye by Jeffrey Pfeffer and Christina T. Fong
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4. But Can You Teach It? May 20th 2004 From The Economist print edition
5. What's Really Wrong With U.S. Business Schools? Social Science Research Network July 2005. Harry DeAngelo, Linda DeAngelo, and Jerold L. Zimmerman; July 2005
6. How Business Schools Lost Their Way, By: Bennis, Warren G., O'Toole, James, *Harvard Business Review*, 00178012, May2005, Vol. 83, Issue 5
7. Review of Bennis & O'Toole from the Christian Post May 2005 by R. Albert Mohler
8. On Rigor And Relevance: Fostering Dialectic Progress In Management Research Freek Vermeulen
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9. Business schools - Bad for business? From The Economist print edition, Feb 17th 2005
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WHAT TO DO ABOUT THE LACK OF RELEVANCE?

1. Business, like economics, engineering, and journalism, has aspects of both a profession and an academic discipline, and schools must therefore strike a balance between excessive vocationalism, on the one extreme, and pure science, on the other." In order to accomplish this, have a two-track faculty, one tenure/research-oriented and the other clinical or "practice track".

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

2. Concentrate on more experienced students, often practicing managers who attend classes episodically and then return to their work environments to confront their learning with their everyday experiences, and vice versa.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

3. Design programs to be multidisciplinary. Recognize the interdisciplinary, interrelated world of modern business. This design leaves these programs to be more veridical with the problems people face in actual management situations, where issues do not arrive to be solved segmented by discipline.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

4. Focus not only on learning concepts and techniques, but also on changing how people think about business issues. Have a clinical or action component. Learning is coupled with the application of that learning, sometimes in groups, and invariably in ways relevant to the individual's current job and company.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

5. There should also be opportunities for managers and academics to engage in joint curriculum development, research, and teaching at both undergraduate and post-graduate levels. Academic staff could work on organizational project teams, thus involving them in real decision making.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

6. Business educators may wish to live in ivory towers, but we've got to get out more often. While relevance without rigor may be meaningless, rigor without relevance is not good enough to get the job done either. Hence, require academic research to pass through a practitioner review process prior to publication. As a consequence, all academic publications would be required to include practitioner reviews of published work. The result could be that both practical relevance and theoretical innovation would benefit.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

7. Let's have less esoteric research on topics that will not make a difference. Insist that research is motivated by problems faced by practitioners. Asking questions that are of importance to reality, while not making concessions in terms of rigor in developing theory and empirical evidence, would provide most value. Relevance is then found in the question, rigor should be present in the method to provide the answer. Therefore, we should do more research that synthesizes rigor and relevance, because it asks a research question that matters while not sacrificing rigor in search of the answer.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

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1. AACSB, 2003. Sustaining Scholarship in Business Schools. Report of the Doctoral Faculty Commission to AACSB International's Board of Directors. www.aacsb.edu/dfc.
2. Dean Christopher P. Puto of the University of St. Thomas's MBA program in a column in the May 22, 2005 Minneapolis Star- Tribune titled Is this degree still worth mastering?
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4. Ghoshal, S., 2005. Bad Management Theories Are Destroying Good Management Practices. *Academy of Learning & Education* (March): 73-91.
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NOTES