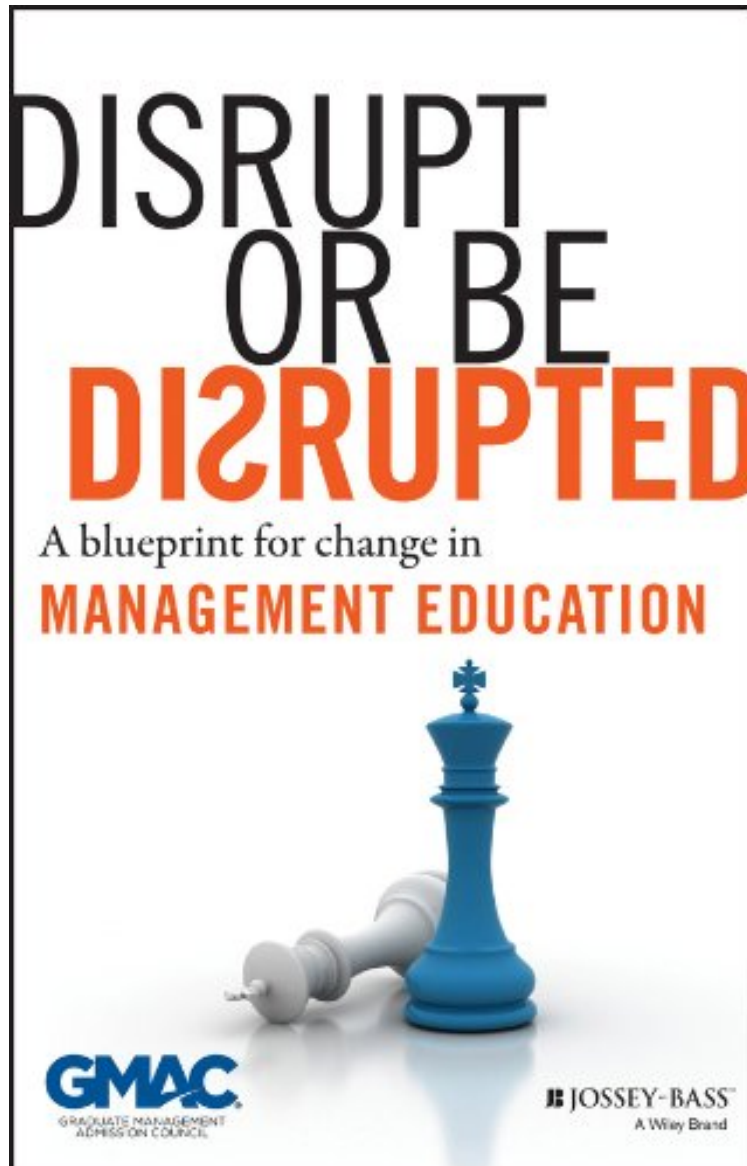


(Ebook pdf) Disrupt or Be Disrupted: A Blueprint for Change in Management Education

Disrupt or Be Disrupted: A Blueprint for Change in Management Education

GMAC (Graduate Management Admission Council)
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GMAC (Graduate Management Admission Council) : Disrupt or Be Disrupted: A Blueprint for Change in Management Education before purchasing it in order to gauge whether or not it would be worth my time, and all praised Disrupt or Be Disrupted: A Blueprint for Change in Management Education:

0 of 0 people found the following review helpful. Good one...By AbhiCompiled by the Graduate Management Admission Council (GMAC) and with contributions by administrators and professors from the top global MBA

programs, this book provides business school decision-makers with an evidence-based approach to improving the practice of graduate management education. The book is designed to help navigate the pressures and create revolutionary platforms that leverage a school's unique competitive advantage in a design distinctly tailored for today's business realities. There are two bold pronouncements at each end of "Disrupt or be disrupted," a landmark book edited by Erich Dierdorff and Frederick Morgenson whose subtitle promises "a blueprint for change in management education." The volume greets the reader with the boast that "The MBA program, the flagship of business schools, was the greatest educational innovation of the twentieth century" (p.vii) and bids farewell with the warning that "we must choose to disrupt, renovate, and renew our current approaches to graduate management education, least we allow ourselves to drift into continued complacency and, ultimately, irrelevance." The book is designed to help navigate the pressures of today's market and create revolutionary platforms that leverage a school's unique competitive advantage in a design distinctly tailored for today's business realities. Disrupt or Be Disrupted offers a unique handbook for improving graduate management education and contains contributions from an international group of deans and professors that lead MBA programs. GMAC is the sponsor of this book. GMAC is a non-profit organization of leading graduate business schools and owner of the Graduate Management Admission Test (GMAT[®]) used by over 5,000 programs worldwide. The Council has offices in the USA, UK, India and Hong Kong; and in addition to the GMAT exam, provides a variety of products and services designed to serve the graduate management education community worldwide. The GMAC mission is to be the leader in the discovery and evaluation of talent, through assessments, for management education and practice around the world.

2 of 2 people found the following review helpful. A terrific resource

By Sarah Fisher Gardial I will start with the disclosure that I am a colleague of two chapter authors in this book. So, take that as you may. I have been in B-School education for over thirty years and leadership positions for the past 15 of those. Our industry has always been challenged from without regarding issues of relevance, accountability, and ROI. Those things never change, nor should they. However, I also believe that the forces that are transforming virtually every industry in the world, including higher education and B-Schools, are more urgent and unpredictable than ever before. The B-School challenge is significant for all of the reasons that are well-noted in this book. It provides a comprehensive and compelling treatment of the nature of the changes, and it then goes the next step by injecting data and research into the discussion, as well as suggesting possible frameworks to guide decision makers looking to lead change and transformation in their programs. Rightly, they conclude that there is no silver bullet - the future will demand change on many fronts - and that there is no reason to believe that every school will come to the same conclusion. In fact, we have mercifully moved past the time in which all B-Schools felt the need to emulate those with the highest reputations. We now understand the importance of creating programs that are differentiated in ways that are responsive to our individual institutions' missions, resources, and markets. So, don't look here for specific answers. Those will need to be derived school by school. But this is a helpful resource that provides solid footing for those who are on the journey.

0 of 1 people found the following review helpful. Important -

By Loyd Eskildson Business schools, especially those purveying the MBA degree, face many new challenges that originate from the fact that they are both business practitioners and academic institutions. The latter makes it difficult to observe what goes on inside them. It also can create divergence of interests between the school and individual faculty members - thanks to the schools being part of research-oriented universities. (Most of Europe's highest-ranked business schools are stand-alone or have very loose links with a parent university - 8 of the top ten in the Financial Times 2012 ranking.) The drive for research that seldom augments teaching means that less than half of faculty time is relevant to teaching, and creates a high-cost opening for potential alternatives - eg. MOOCs. My own experience was that a highly disproportionate amount of time was spent on trivial issues that happened to coincide with the instructors' interests. More importantly, managers see the expanding volume of research that business school faculty publish as increasingly trivial and lacking practical value. Teaching is seldom assessed by measures of student learning - instead, faculty efforts are often examined through student ratings which do not correlate highly with actual learning. Nor do we measure motivation or attitudes. Another problem - too many schools continue to emphasize functional areas at the expense of achieving more integrated approaches to problem solving. Harvard famously confronts this problem with its emphasis on case studies; in addition, its doctoral business students' research usually involves building additional business cases for teaching use. American universities have raised tuition 5X that rate of inflation since the mid-1980s; student loan debt and delinquency rates exceed those of credit card debt. At the same time, inflation-adjusted state funding for higher education has fallen about 75-80% during the same period. At the same time, Asia business students are increasingly staying near home and attending new schools on their own continent, reducing the total number of applications to U.S. schools. Meanwhile, the conflict between academia and business practice has been exacerbated by the common practice of appointing former business executives as deans. Another significant new problem for business schools is that of rankings. The pursuit of better rankings can increase applications and improved teaching; it can also prove to be a frustrating diversion. The 'good news' is that there is significant growth in specialized graduate business programs, particularly in finance, taxation, and accounting. Another growth area - top-tier executive education programs. 'Disrupt or be Disrupted' is valuable largely because it uses an evidence-based approach to help school leaders.

An evidence-based approach to improving the practice of graduate management education Compiled by the Graduate Management Admission Council (GMAC) and with contributions by administrators and professors from the top global MBA programs, this book provides business school decision-makers with an evidence-based approach to improving the practice of graduate management education. The book is designed to help navigate the pressures and create revolutionary platforms that leverage a school's unique competitive advantage in a design distinctly tailored for today's business realities. Offers a unique handbook for improving graduate management education Contains contributions from an international group of deans and professors that lead MBA programs Sponsored by GMAC, owner of the Graduate Management Admission Test (GMAT) exam used by over 5,000 programs worldwide This important resource gives academics a proven approach for improving graduate-level management programs.

an interesting book which deserves to be read by all of us involved with management of any description A thoroughly recommended read. (Project, July 2014)From the Inside FlapIn the past twenty-five years, dramatic marketplace transformation, technological advances, and globalization have led to completely new ways of interacting, sharing, learning, and doing that challenge the very core of graduate management education. Responding to today's challenges while balancing relevance, value, and reputation will require business school administrators to engage in unprecedented amounts of strategic thinking, creativity, stakeholder engagement, and interpersonal effectiveness. But to a troubling degree, some business school activities still seem relatively impervious to change. *Disrupt or Be Disrupted: A Blueprint for Change in Management Education* describes the diverse ways in which schools can meet the challenges confronting graduate management education. *Disrupt or Be Disrupted* outlines the formidable challenges that face the leaders of graduate management education—including financial pressures, shifts in student origin and age, and more—offering evidence-based solutions designed to help position graduate business schools for the future. The authors look, for instance, at specific examples of different business schools' financial models and discuss how a school might be able to change its financial model, and what the advantages might or might not be. And they attempt to answer such key questions as: Is the typical curriculum of today's MBA programs meeting the needs of organizations and society as we move further into the 21st century? How much and what kinds of engagement does a management school want to encourage? And why does this type of education even matter? Since the 1960s, business schools and graduate management education have made impressive advances overall and have introduced many constructive changes. Despite these accomplishments, critics abound, and the need to make fundamental changes in graduate management education is the central theme in these critiques. How to get from here to the future is the overriding issue and is addressed throughout this book.

From the Back CoverPraise for *Disrupt or Be Disrupted* "All those charged with leading schools of business, both academics and external advisory board members, should read this book." —Robert E. Witt, chancellor, the University of Alabama System "If you believe, as I do, that business schools are vital to the economy and at an inflection point, then *Disrupt or Be Disrupted: A Blueprint for Change in Management Education* is a must-read. Packed with insight, challenges, and options from internationally renowned business school thought-leaders, this is a call to arms for everyone—academics, employers, or students—who wants to engage in this important transformation." —Rona Fairhead, CBE; MA (Law), Cantab; and Honorable Fellow, St. Catharine's College, Cambridge "Anyone in a position of leadership in the world of management education—indeed, anyone with any interest in the subject—needs to read this book. The rules of engagement in the business of business education are changing by the minute. This GMAC-sponsored book, written by some of the leading figures in the field, offers a retrospective on how we got here and—more importantly—a survival handbook for the turbulent future ahead. It is also a suitable reminder of the outstanding contribution GMAC's president and CEO Dave Wilson has made to the industry as his nineteen-year tenure draws to a close." —Eric Cornuel, CEO and director general, EFMD "This book does a great job of tackling the many different issues facing graduate business schools today. The authors represent a wide range of schools and perspectives. It is essential reading for all those involved in the leadership of business schools, not just faculty but also those executives who sit on advisory boards and governing bodies. I recommend that deans give copies of this book to all their board members." —George Yip, professor, China Europe International Business School "This book is a comprehensive and stimulating assessment of the world of management education. All stakeholders of business schools would profit from its insights and wisdom." —Robert F. Bruner, dean and Charles C. Abbott Professor of Business Administration, Darden School of Business, University of Virginia