Redefining Management Education

A holistic approach

Mind-set - Relevance - Renewal - AI- Holism - Breaking Barriers - Value Creation - Self-Management -

Knowledge / Wisdom / Leadership -

Systems Approach - Reimagining the Institution

K V Subramanian

drkv.subramanian@gmail.com

<https://primeconsultinggroup.in/>

$6.99 - https://www.paypal.com/ncp/payment/RW2E4YK5SQRRA

INR 625 G-pay 9845274369

Table of Contents

[1 Management Education in Crisis: Call for Relevance, Renewal, Holism, Value 9](#_Toc207316162)

[1.1 ‘MBA’ Mirage - A Credential in Search of Substance 9](#_Toc207316163)

[1.2 Crisis of Relevance - Symptoms of a Failing Paradigm 10](#_Toc207316164)

[1.3 ‘MBA’ as a Mind-set, not a Programmed Degree with a Mathematical Formula 12](#_Toc207316165)

[1.4 Beyond Case Method - Learning from Living Systems 13](#_Toc207316166)

[1.5 Myth of Objectivity - Embracing Subjective Wisdom 13](#_Toc207316167)

[1.6 Role of ‘Reflection’- Learning from the Inside Out 14](#_Toc207316168)

[1.7 Call for Holistic Learning 15](#_Toc207316169)

[1.8 Learner’s Journey - from Absorption to Awakening 15](#_Toc207316170)

[1.9 Emotional Intelligence - The Missing Core 16](#_Toc207316171)

[1.10 Reimagining the Curriculum - From Silos to Synergy 17](#_Toc207316172)

[1.11 Educator’s Dilemma - Tradition vs Transformation 18](#_Toc207316173)

[1.12 ‘Educator’ as Facilitator, Not Instructor 19](#_Toc207316174)

[1.13 Institutional Challenge - Breaking the Mould 19](#_Toc207316175)

[1.14 A New Language for Leadership 20](#_Toc207316176)

[1.15 Way Forward - A Call to Action 20](#_Toc207316177)

[2 Crisis of Relevance of MBA Education 21](#_Toc207316178)

[2.1 Holism and Relevance 21](#_Toc207316179)

[2.2 Credential vs Capability 21](#_Toc207316180)

[2.3 Why the Curriculum Fails 22](#_Toc207316181)

[2.4 Real-World Disconnect 22](#_Toc207316182)

[2.5 Need for Paradigm Shift 22](#_Toc207316183)

[2.6 Learner as a Living System 23](#_Toc207316184)

[2.7 What MBA Programs Miss 23](#_Toc207316185)

[2.8 Myth of Repeatability 23](#_Toc207316186)

[2.9 Role of Faculty / Institutions in the emergence and continuity of existing scenario 24](#_Toc207316187)

[2.10 Toward Integrated Learning 24](#_Toc207316188)

[2.11 Journey Ahead 25](#_Toc207316189)

[3 Reconstructing Management Education: Principles, Pathways, Practices 26](#_Toc207316190)

[3.1 From Critique to Creation - Imperative of Redesign 26](#_Toc207316191)

[3.2 Five Pillars of Transformative Management Education 26](#_Toc207316192)

[3.3 Curriculum as Ecosystem - Design for Interconnection 27](#_Toc207316193)

[3.4 Classroom as Living System 27](#_Toc207316194)

[3.5 Faculty as Designers of Transformation 28](#_Toc207316195)

[3.6 Learning Beyond Institution 28](#_Toc207316196)

[3.7 Technology as Enabler, Not Driver 29](#_Toc207316197)

[3.8 Reimagining Assessment - From Metrics to Meaning 29](#_Toc207316198)

[3.9 Institutional Renewal - Culture, Structure, Strategy 29](#_Toc207316199)

[3.10 Way Forward - A Living Manifesto 30](#_Toc207316200)

[4 Learner at the Centre: Reclaiming Agency, Identity, Purpose 31](#_Toc207316201)

[4.1 Beyond Passive Absorption - Learner as Co-Creator 31](#_Toc207316205)

[4.2 Identity as Curriculum - Learning Who We Are 31](#_Toc207316206)

[4.3 Purpose-Driven Learning - Connecting Education to Meaning 32](#_Toc207316207)

[4.4 Emotional Intelligence as Foundational Competence 32](#_Toc207316208)

[4.5 Learning as Dialogue - The Power of Conversation 33](#_Toc207316209)

[4.6 The Learner’s Journey - A Spiral of Becoming 33](#_Toc207316210)

[4.7 Designing for Learner Agency - Principles, Practices 33](#_Toc207316211)

[4.8 Reframing Success - From Achievement to Alignment 34](#_Toc207316212)

[4.9 Learner as Leader - Cultivating Adaptive Capacity 34](#_Toc207316213)

[4.10 A New Covenant - Education as Partnership 34](#_Toc207316214)

[5 Future for Management Education - Models, Experiments, Prototypes 36](#_Toc207316215)

[5.1 From Vision to Practice 36](#_Toc207316216)

[5.2 Learning Through Experienced Complexity 36](#_Toc207316217)

[5.3 Learning in Context 36](#_Toc207316218)

[5.4 Learning as Evolution 37](#_Toc207316219)

[5.5 Reflective Campus - Space for Inner Work 37](#_Toc207316220)

[5.6 Blending Digital and Human 38](#_Toc207316221)

[5.7 Faculty as Co-Learners - Reimagining Roles 38](#_Toc207316222)

[5.8 Evaluating Growth 38](#_Toc207316223)

[5.9 Institutional Prototypes – Case Examples 39](#_Toc207316224)

[5.10 Designing the Future Together 39](#_Toc207316225)

[6 Cultivating Strategic Identity in AI Era 40](#_Toc207316226)

[6.1 Strategic Identity 40](#_Toc207316227)

[6.2 Mind-set as Meta-Competence 40](#_Toc207316228)

[6.3 Learning from the Inside Out 40](#_Toc207316229)

[6.4 Strategic Identity - Navigating the AI Era 41](#_Toc207316230)

[6.5 Educators as Architects of Mind-set 41](#_Toc207316231)

[6.6 Designing for Strategic Identity - Pedagogical Principles 41](#_Toc207316232)

[6.7 Role of AI - Augmenting, Not Replacing Humanity 42](#_Toc207316233)

[6.8 Strategic Identity as Leadership Practice 42](#_Toc207316234)

[6.9 Institutional Implications - Culture, Curriculum, Community 42](#_Toc207316235)

[6.10 Education as Identity Formation 42](#_Toc207316236)

[7 Reimagining the Institution - Culture, Governance, Ecosystem Renewal 44](#_Toc207316237)

[7.1 Institutions as Living Systems 44](#_Toc207316238)

[7.2 Culture as Curriculum 44](#_Toc207316239)

[7.3 Governance for Innovation 44](#_Toc207316240)

[7.4 Institutional Identity - Purpose Beyond Profit 45](#_Toc207316241)

[7.5 Ecosystem Engagement - Learning with the World 45](#_Toc207316242)

[7.6 Faculty Development - Expertise to Facilitation 45](#_Toc207316243)

[7.7 Infrastructure for Transformation 46](#_Toc207316244)

[7.8 Metrics That Matter 46](#_Toc207316245)

[7.9 Institutional Courage - Leading Change 46](#_Toc207316246)

[7.10 Institutional Ethos 47](#_Toc207316247)

[8 Mobilizing the Movement - Outreach, Alliances, Global Resonance 48](#_Toc207316248)

[8.1 From Reform to Movement 48](#_Toc207316249)

[8.2 Crafting the Message - Language That Resonates 48](#_Toc207316250)

[8.3 Building Alliances 48](#_Toc207316251)

[8.4 Platforms for Engagement 49](#_Toc207316252)

[8.5 Storytelling as Strategy 49](#_Toc207316253)

[8.6 Engaging the Disillusioned 49](#_Toc207316254)

[8.7 Global Resonance 50](#_Toc207316255)

[8.8 Metrics of Movement 50](#_Toc207316256)

[8.9 Sustaining Momentum - Leadership / Stewardship 50](#_Toc207316257)

[8.10 Call to Action 51](#_Toc207316258)

[9 Way Ahead - Scaling Impact, Sustaining Change, Shaping the Future 52](#_Toc207316259)

[9.1 Prototype to Paradigm 52](#_Toc207316260)

[9.2 Institutionalizing New Ethos 52](#_Toc207316261)

[9.3 Sustaining Change - Role of Communities 52](#_Toc207316262)

[9.4 Leadership for the Long Haul 53](#_Toc207316263)

[9.5 Policy and Advocacy 53](#_Toc207316264)

[9.6 Technology and Future of Learning 53](#_Toc207316265)

[9.7 Research for Relevance 54](#_Toc207316266)

[9.8 Global Resonance - Shared Future 54](#_Toc207316267)

[9.9 Legacy We Leave 54](#_Toc207316268)

[9.10 A Living Manifesto 55](#_Toc207316269)

[10 Inner Revolution - Self-Management as Core of Leadership 56](#_Toc207316270)

[10.1 Leadership Begins Within 56](#_Toc207316271)

[10.2 Dimensions of Self-Management 56](#_Toc207316272)

[10.3 Case for Inner Work in Management Education 56](#_Toc207316273)

[10.4 Practices That Cultivate Self-Management 57](#_Toc207316274)

[10.5 Educators as Mirrors and Mentors 57](#_Toc207316275)

[10.6 Self-Management in the Age of AI 57](#_Toc207316276)

[10.7 Organizational Implications 57](#_Toc207316277)

[10.8 Learner’s Journey - Absorption to Awakening 58](#_Toc207316278)

[10.9 Definition of Leadership 58](#_Toc207316279)

[10.10 Inner Revolution Begins Now 58](#_Toc207316280)

[11 Leadership - Reframing Power, Purpose, Possibility 59](#_Toc207316281)

[11.1 Leadership as Meaning-Making 59](#_Toc207316282)

[11.2 Power Reimagined - Authority to Stewardship 59](#_Toc207316283)

[11.3 Purpose as Compass 59](#_Toc207316284)

[11.4 Leading Through Imagination 60](#_Toc207316285)

[11.5 Emotional Intelligence as Strategic Capacity 60](#_Toc207316286)

[11.6 Systems Leadership - Seeing the Whole 60](#_Toc207316287)

[11.7 Ethical Leadership - Navigating Competing Truths 60](#_Toc207316288)

[11.8 Leadership as Identity Practice 61](#_Toc207316289)

[11.9 Educating for New Leadership 61](#_Toc207316290)

[11.10 A New Lexicon for a New Era 61](#_Toc207316291)

[12 Curriculum of Becoming - Designing Learning for Identity, Insight, Impact 63](#_Toc207316292)

[12.1 Curriculum as Journey, Not a Grid 63](#_Toc207316293)

[12.2 Anchoring Principles - What Curriculum Must Embody 63](#_Toc207316294)

[12.3 Designing for Depth - Beyond Surface Learning 63](#_Toc207316295)

[12.4 Thematic Studios - Learning Across Boundaries 64](#_Toc207316296)

[12.5 The Spiral Structure - Revisiting with New Eyes 64](#_Toc207316297)

[12.6 Integrating Inner Work - Invisible Curriculum Made Visible 64](#_Toc207316298)

[12.7 Assessment as Insight, Not Judgment 65](#_Toc207316299)

[12.8 Faculty as Designers of Experience 65](#_Toc207316300)

[12.9 Institutional Support - Enabling the Curriculum of Becoming 65](#_Toc207316301)

[12.10 A Living Curriculum for a Living World 65](#_Toc207316302)

[13 Beyond the MBA - Toward a New Educational Identity 67](#_Toc207316303)

[13.1 The ‘MBA’ as a Mind-set, Not a Milestone 67](#_Toc207316304)

[13.2 Rethinking Educational Identity 67](#_Toc207316305)

[13.3 Post-MBA Landscape - Learning Without Borders 67](#_Toc207316306)

[13.4 Credentials vs. Capacities 68](#_Toc207316307)

[13.5 Lifelong Learning as Leadership Practice 68](#_Toc207316308)

[13.6 Institutional Implications - Designing for Continuity 68](#_Toc207316309)

[13.7 Role of Technology - Enabling Evolution 68](#_Toc207316310)

[13.8 Reframing Success - From Prestige to Purpose 69](#_Toc207316311)

[13.9 Toward a New Educational Identity 69](#_Toc207316312)

[13.10 A Future Worth Learning Into 69](#_Toc207316313)

[13.11 Relevant Works on Reimagining Management Education 70](#_Toc207316314)

[14 Essence of Management 71](#_Toc207316315)

[14.1 Core Functions 71](#_Toc207316316)

[Controlling: Monitoring progress and making adjustments to stay on track. 71](#_Toc207316317)

[14.2 Modern Perspectives 71](#_Toc207316318)

[14.3 Dimensions of Management 71](#_Toc207316319)

[14.4 Levels of Management 71](#_Toc207316320)

[14.5 Traits vs. Competencies 72](#_Toc207316321)

[14.6 Why Formal Education Isn't Always the Catalyst 73](#_Toc207316322)

[14.7 Why Traditional Credentials Aren’t Prerequisites 74](#_Toc207316323)

[14.8 Self-management 74](#_Toc207316324)

[14.9 Why It Matters More Than Ever now 75](#_Toc207316325)

[14.10 Core Self-Management Traits 76](#_Toc207316326)

[14.11 Inner Operating System of the Leader 76](#_Toc207316327)

[14.12 What Could Transform MBA Education? 78](#_Toc207316328)

[14.13 Designing Self-Management Training Material 78](#_Toc207316329)

[14.14 Foundational Philosophy 80](#_Toc207316330)

[14.15 Course Module “Holistic Self-Management for Real-World Leadership” 81](#_Toc207316331)

[14.16 Systems Thinking in Education 82](#_Toc207316332)

[14.17 Interdisciplinary and Experiential Learning 83](#_Toc207316333)

[14.18 Ethical and Pedagogical Challenges of Interconnectivity 83](#_Toc207316334)

[14.19 Scenario-Based and Emergent Strategy Training 83](#_Toc207316335)

[14.20 Practical Tools and Curriculum Ideas 83](#_Toc207316336)

[14.21 Cybernetic Influence Diagrams: Mapping Dynamic Interlinkages 84](#_Toc207316337)

[14.22 Experiential Learning - A Holistic Framework 84](#_Toc207316338)

[14.23 Interlinkages between Core Business Functions 85](#_Toc207316339)

[14.24 Scenario-Based Learning 87](#_Toc207316340)

[14.25 Invisible Enemy: What Holds Us Back 89](#_Toc207316341)

[14.26 Why This Matters for Managers 89](#_Toc207316342)

[14.27 Path Forward: Self-Awareness as Strategy 90](#_Toc207316343)

[14.28 Management Beyond MBA – Bridging Knowledge and Practice 90](#_Toc207316344)

[14.29 Self-Management as Meta-Competence - The Foundation of Adaptive Leadership 92](#_Toc207316345)

[14.30 Systems Thinking and Contextual Sensitivity – Seeing the Whole, Not Just the Parts 93](#_Toc207316346)

[14.31 Enemy With-in – Mind-set Barriers to Managerial Effectiveness 98](#_Toc207316347)

[14.32 Management Beyond the MBA - Bridging Knowledge and Practice 99](#_Toc207316348)

[14.33 Self-Management as Meta-Competence 101](#_Toc207316349)

[15 Systems Thinking & Contextual Sensitivity - Seeing the Whole, Not Parts 103](#_Toc207316350)

[15.1 Systems thinking 103](#_Toc207316351)

[15.2 Problem with Mechanistic Models 103](#_Toc207316352)

[15.3 Contextual Sensitivity 104](#_Toc207316353)

[15.4 Mental Models and Decision-Making: 104](#_Toc207316354)

[15.5 Silos to Systems: 104](#_Toc207316355)

[16 Mavericks, Entrepreneurs, Change Agents - Power of Contrarian Leadership 106](#_Toc207316356)

[16.1 Why Mavericks Matter 106](#_Toc207316357)

[16.2 Traits of Change Agents 107](#_Toc207316358)

[16.3 From ‘MBA’ to Maverick 107](#_Toc207316359)

[16.4 Epilogue: Journey Ahead 107](#_Toc207316360)

[*17* *About the Author* 109](#_Toc207316361)

Forward

The objective of this short contrarian book on ‘Redefining Management Education’ is to share one’s perspectives based on learning from diverse real world experiences of over four decades after a doctorate in management from a prestigious Indian institute of Management. The book has attempted to bring to surface limitations of a bounded, logical, convenient, siloed, approved, prescriptive model of teaching management; and the need for a more holistic, open, dynamically evolving model to develop managers for the future. The book highlights significance of some key elements such as Self-management as the foundation of leadership, Emotional intelligence as strategic capacity, Systems thinking and cybernetic modelling, Scenario-based learning for adaptive mind-sets, Reflective practice for inner transformation, Pedagogical redesign for immersive, human-centred education; among others.

The experience / criticism / comment / advice is briefly conveyed under the various brief chapters starting from Chapter 1 debating the Relevance of the MBA in its existing form in the emerging business / management environment as well as the loss of credibility / hyped up value of the MBA, in the last couple of decades, as the ultimate to aim for; in one’s academic / professional / social standing. Chapters 1 to 16 raise issues of relevance, applicability in real life situations, its siloed nature in contrast to real world complex holistic dynamic operational scenario; which demands a highly cross influenced integrated perspective and approach to handle real world business management situations, in the emerging transformative dynamic boundary less management environment. Some of the discussion topics are the need for change of Mind-set of the academic institution as well as the ‘MBA’s, Relevance of the MBA in its current form, need for Renewal under the emerging role of Artificial Intelligence in Management, need for a Holistic approach to the ‘MBA’ vis a vis its existing siloed functional approach, the MBA as a mind-set change for the MBA graduates in venturing into Breaking Barriers vis a vis mechanistic safe compliance approach to functional theory, how the MBA should add value to create a holistic world view to encourage entrepreneurship vis a vis someone trained to mechanically carry out compliance oriented tasks, Value Creation through a holistic / systemic approach daring to differ, incorporating Self-Management as a key element in management education to safeguard ones mental health under demanding environment as well as effectively handle the ‘poisonous’ ecosystem in a competitive world. There is a brief reference to the knowledge - wisdom - leadership transition through a boundary less systems approach, touches upon institutional and academic ecosystem and changes needed to bring about the desired shift. We even need to reimagine the MBA educational institution from a placement oriented subject matter / tools / techniques coaching centre to an entity with the holistic responsibility to bring about fundamental changes in the larger academic ecosystem, Believe the controversial book would be of some value to educational institutions, policy makers, graduates, employers, and prospective MBA students on what to expect and how to derive maximum value from the course



*Cybernetic Influence Diagram*

# About the Author

K V Subramanian (**K**oovelimadom **V**eeraraghavan **S**ubramanian) a graduate Electrical Engineer from National Institute of Technology Karnataka (NITK); earlier Karnataka Regional Engineering College (KREC) Surathkal, in First Class with Distinction. After four years of working in the Electrical Engineering line comprising Shop Floor level Operation & Maintenance, Electrical Power Distribution in a Utility, Engineering Consulting; I joined for the Fellow (Doctorate) Program in Management at the Tier 1 Indian Institute of Management (IIM) Bangalore; and was awarded the title ‘Fellow of the IIM Bangalore’. Post IIMB, I joined Tata Consultancy Services (TCS) as a management consultant; and handled diverse consulting assignments from proposal preparation, marketing, project execution, team management, client management: the entire end to end processes in Management Consulting; in diverse areas such as strategy, organizational structure, process analysis & improvement, marketing, financial analysis / feasibility, impact evaluation, bid evaluation, computerization, objections against tariff increase, … for clients in the private sector, state & national level government organizations in the infrastructure (Water, Electricity) and development sector , international funding agencies such as the World Bank, UN, European Commission, ADB. After two decades in TCS, I was heading (Director) of an independent consulting and infrastructure education organization (Symbiosis of Technology Environment and Management - STEM, an initiative of IIM professors), at director level; followed by handling the management education department (MBA/BBA) of a Private University (Garden City University) in Bangalore. This was followed by freelancing for Academic support (assignments, research, dissertation, proposals) for MBA students across geographies as well as management consulting for clients across geographies’ online. I have also authored couple of e-books on management (contrarian views on management education, value adding from 3.5 decades of diverse practical experience) and developed my own website <https://primeconsultinggroup.in/>; as a follow up to the proprietorship company ***Prime Consulting Group*** I created to take up independent consulting assignments for the government. I am interested to put my formal education, extensive diverse practical experience, my professional / personal interests to good use and look for opportunities for professional collaboration as employee, partner, consultant or mentor; online / offline / hybrid / part time. I am based in Bangalore India, active professionally, open to constructive professional association. Email drkv.subramanian@gmail.com