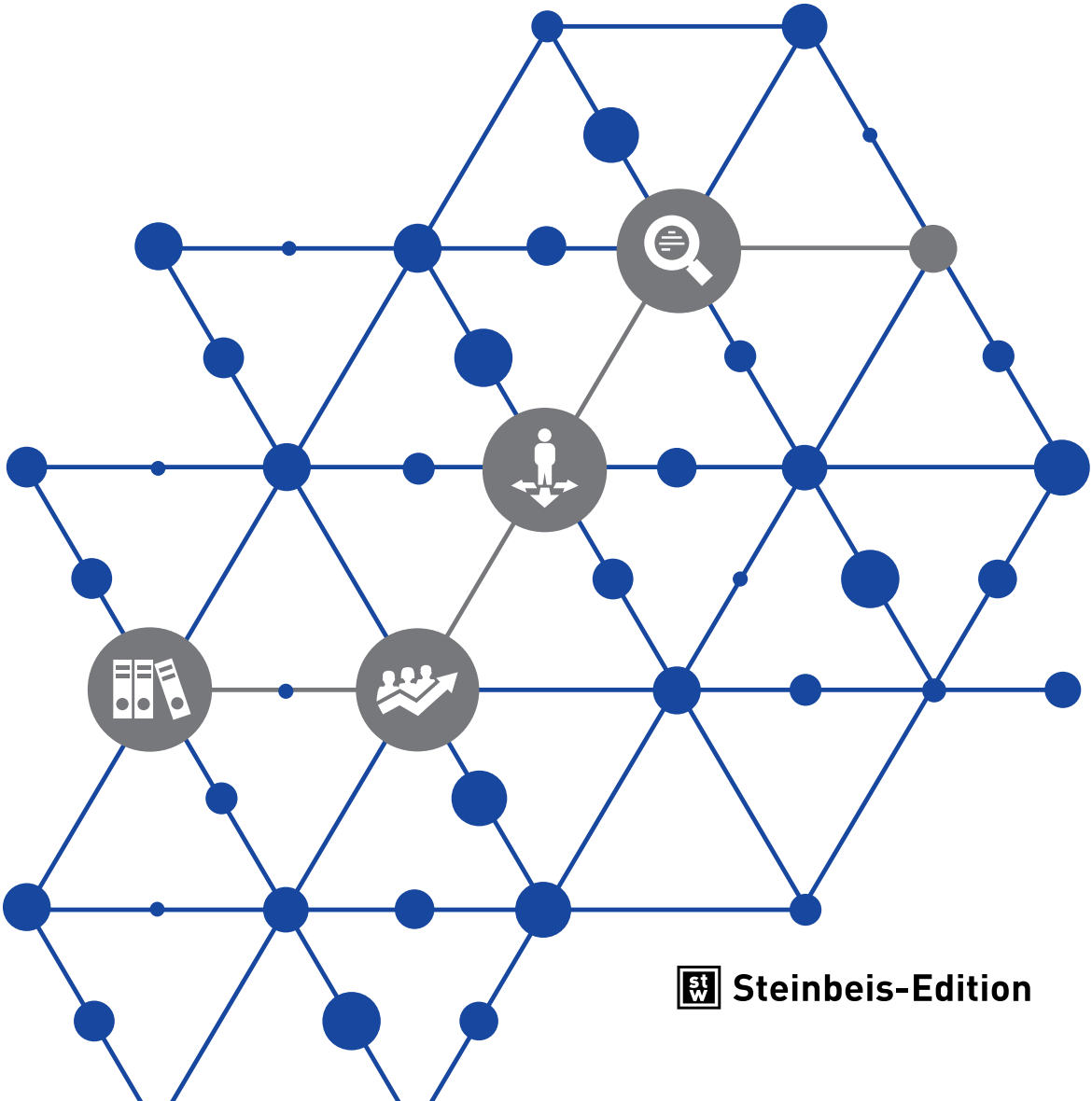
Ardin Djalali

A didactic perspective on leadership education – focussing on the development of competencies within MBA programs



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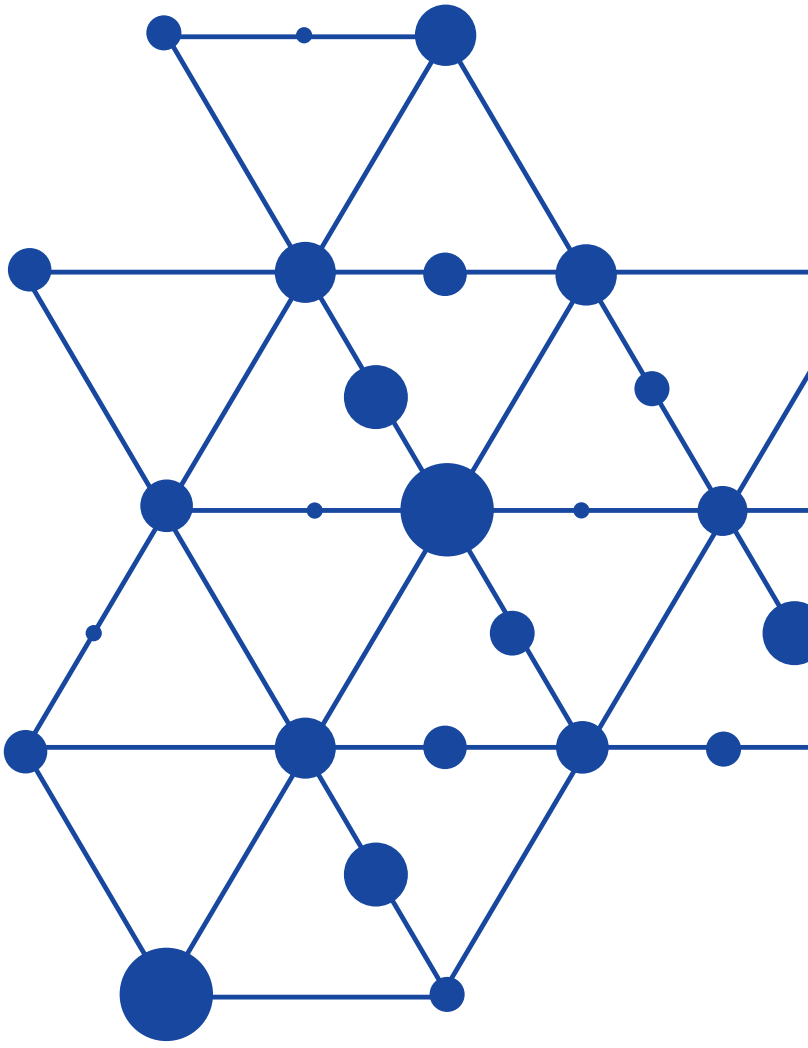

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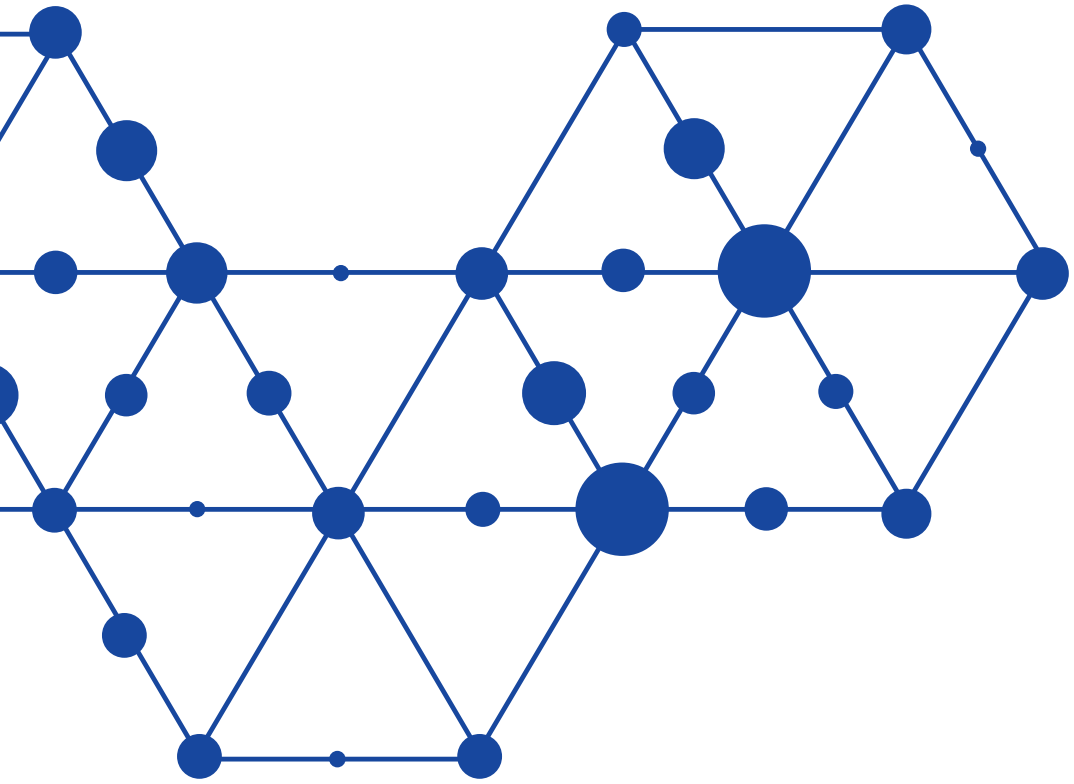

LMU LUDWIG-MAXIMILIANS-UNIVERSITÄT MÜNCHEN

SCHOOL OF INTERNATIONAL BUSINESS AND ENTREPRENEURSHIP
STEINBEIS UNIVERSITY BERLIN

Ardin Djalali

A didactic perspective on leadership education – focussing on the development of competencies within MBA programs

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Preface

Nowadays, companies are confronted with large and varied challenges. The following areas should be listed as examples:

- Securing the future: In times that are defined by a high degree of change and flux, in times where it is not clear if the existing business model of a company will be viable in future, in such times which are now considered normal, companies require a clear vision of the future. Only with a clear understanding of possible future scenarios can goals and strategies to secure the future viability of a company be defined. Companies need to manage the future.
- Globalization: The wave of globalization that has now lasted for over two decades has created enormous competitive pressures for companies, and at the same time offers great opportunities to open up new markets and to cooperate with new suppliers, institutions, and research centers.
- Sustainability: In the interests of future generations, companies must design their business models in such a way that they limit the requirements for natural resources and protect plants, animals and the wider foundations for life on earth. They must ensure that the earth can regenerate itself and that future generations will have the living conditions to continue to be able to lead dignified human lives (Rio Declaration of the UN).
- Digital Transformation: Digitalization, the possibility of deploying artificial intelligence systems, automatization and digital transformation with the goal of securing competitiveness and opening up new viable processes and business models all present a significant challenge and, at the same time, a great opportunity for businesses.
- War for Talents: In order to successfully design their futures, companies need employees and leaders with personality. People who have the knowledge, the qualifications, the skills, the character, the identity, and the virtues and values that are required to independently and responsibly shape the future of the company over the long-term in this challenging and unsettled situation. There is enormous global competition to secure such employees and leaders, from which companies need to emerge successfully.

- Quality of Innovation: The areas listed above require a high degree of innovation from companies. Innovation for the development and introduction of new products and services, innovation for opening up new markets, innovation for developing and implementing new competitive organizational structures, innovation for expanding the base of suppliers, innovation to develop new production processes and business processes, and innovation to develop and introduce new business models. Nowadays, in doing so, it is no longer sufficient to implement incremental innovations to maintain the competitiveness of a company, but in addition, constant and more disruptive and radical innovations are needed. The added challenge consists in executing those ideas that contribute to value creation and therefore bring a high quality of innovation to the company.

The listed challenges will need to be met by a high degree of quality leadership, i. e. leadership towards a good, successful, and sustainable future for the company. The significant and decisive success factor for designing and securing the future of companies is leadership. Leaders with skills, leaders with personality, leaders with the appropriate education.

How the education of leaders is didactically and substantively designed and internationally implemented in the course of Master of Business Administration (MBA) study programs is the focus of Ardin Djalali's research.

Teaching objectives, course contents, teaching methods, teaching media, and exam formats in different MBA programs are analyzed and compared with regionally-specific development of competencies and profiles.

In his work, Ardin Djalali is able to provide inspiration for a future-oriented teaching framework for Master of Business Administration study programs, which does justice to the demands of business.

I sincerely hope that the readers find this to be an interesting and informative study.

Herrenberg, March 2017
Werner G. Faix

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Abbreviations

AACSB	Association to Advance Collegiate Schools of Business
ACT	Audit Coaching Training
AGSM	Australian Graduate School of Management
AJAX	Asynchronous JavaScript and XML
AMBA	Association of MBAs
ANOVA	Analysis of Variance
B2B	Business-to-Business
BiMBA	Beijing International MBA
C2M	Cleantech to Market
CEIBS	China Europe International Business School
CEO	Chief Executive Officer
CEU	Central European University
CSS	Cascading Style Sheets
DISG®	Dominanz, Initiative, Stetigkeit und Gewissenhaftigkeit
e. g.	example given
EBC	Experience Based Curriculum
ELP	Experiential Learning Program
EOI	Escuela de Organización Industrial
EQUIS	European Quality Improvement System
ERP	Enterprise Resource Planning
ESADE	Escuela Superior de Administración y Dirección de Empresas
ESAN	Escuela de Administración de Negocios para Egresados
ESCP Europe	Ecole Supérieure de Commerce Europe
ESSEC	École Supérieure des Sciences Économiques et Commerciales
ET & A	Entrepreneurial thought and action®
et al.	et alia
etc.	et cetera
EU	European Union
F	Variance of the group means
FIELD	Field Immersion Experiences for Leadership Development
FIFO	First in first out
GMAT	Graduate Management Admission Test
GOTO	Global Opportunities and Threats: Oxford
H	hypothesis
HBS	Harvard Business School
HEC	École des hautes études commerciales
HKUST	The Hong Kong University of Science and Technology
HR	Human Resources

HRM	Human Resource Management
HTML	Hypertext Markup Language
http	Hypertext Transfer Protocol
i. e.	id est
IE Business School	Instituto de Empresa Business School
IESE	Instituto de Estudios Superiores de la Empresa
I-Lab	India Lab
IMC	integrated marketing communications
IMD	International Institute for Management Development
INCAE	Instituto Centroamericano de Administración de Empresas
INSEAD	Institut Européen d'Administration des Affaires
IPADE Business School	Instituto Panamericano de Alta Dirección de Empresa
ISB	Indian School of Business
ISP	Integrated Strategy Project
IT	Information Technology
ITAM	Instituto Tecnologico Autonomo de Mexico
JBS	Judge Business School
KODE®	Kompetenz-Diagnostik und Entwicklung
KODE®X	Kompetenz Explorer
KPO	Knowledge Process Outsourcing
KSA	Knowledge, skills and attributes
LAW	Learning Assessment Week
LCA	Leadership and Corporate Accountability
LDP	Leadership Discovery Program
LIFO	Last in first out
LIFO®	Life Orientations
L-Lab	Leading Sustainable Systems Lab
MBA	Master of Business Administration
MBTI	Myer-Briggs Type Indicator
Mercosur	Mercado Común del Sur
MIT	Massachusetts Institute of Technology
MT	Master Thesis
N	Total Number
NEO-FFI	NEO-Fünf-Faktoren-Inventar
NGO	non-governmental organization
O*NET	Occupational Information Network
Org	Organization
P	Presentation
P	Problem
p.	page
PG Lab	Personal Growth Lab
PR	Public Relations
Q&A	Questions and answers

QS Report	Qaucquarelli Symonds Report
QS-ranking	Quacquarelli Symonds ranking
R&D	Research and Development
ROE	Return on Equity
ROI	Return on Investment
RQ	Research Question
S. P. Jain Institute of Management and Research	Sahu Shreyans Prasad Jain Institute of Management and Research
SBS	Saïd Business School
SDA	Scuola di Direzione Aziendale
SIBE	School of International Business and Entrepreneurship
SUB	Steinbeis University Berlin
SPJIMR	Sahu Shreyans Prasad Jain Institute of Management and Research
SPSS	Statistical Package for the Social Sciences
TDR	Transfer and Documentation Report
TP	Transfer Paper
UCY	University of Cyprus
UK	United Kingdom
US	United States
USA	United States of America
USB	University of Stellenbosch Business School
vs.	Versus
WAC	Weighted Average Costs
WT	Written Test

Abstract

Future economic growth and social progress rely in knowledge societies on innovation. Leaders and entrepreneurs require the formation of competencies as the fundamental condition for innovation and sustainable entrepreneurial success.

Many business schools today state that their mission is to educate leaders who will advance the well-being of the economy and society. There are some signs that the adoption of a new leadership mission and the design of new development models – in the light of the widespread failures in leadership worldwide – are having some impact on the field. However, there is a lack of credible leadership education research that is conducted with rigor while still being relevant and useful to practice, to examine and revise these transformations.

Within this doctoral thesis, the author contributes to this challenge by focussing on Master of Business Administration (MBA) programs at first analyzing empirically the status quo of 75 MBA curricula in five different world regions. Secondly, the author introduces a systematic presentation of large scale, action-based and experiential learning methods in current MBA curricula.

Thirdly, an in depth content analysis of 20 European and one US MBA curriculum in regards to teaching aims, teaching content, teaching methods, teaching media and assessing learning success is conducted.

Additionally, the results are compared with the MBA curriculum of Steinbeis School of International Business and Entrepreneurship (SIBE), where action-based or experiential learning methods have been implemented on a programmatic basis and students complete 50 % of their degree program through experience-based means.

Furthermore, in the present work, the KODE®X assessment process is introduced and the competence development of 144 SIBE MBA students realizing real world projects over the entire study period is demonstrated. Lastly, a first glance on the assessment of 250 competence profiles of international MBA students from five different countries across the world is presented.