A SOCIAL CONTRACT WITH BUSINESS AS THE BASIS FOR A
POSTMODERN MBA IN A WORLD OF INCLUSIVE GLOBALISATION
A CRITICAL METASYNTHESIS

JOPIE COETZEE

COLOUR and BLACK & WHITE COPIES OF ALL FIGURES TO
SUPPLEMENT THE PRINTED EDITION IN GREY SCALE

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Figure 1: The overall research process with key outcomes

1\textsuperscript{st} Intellectual Moment
A new archaeology of knowledge

2\textsuperscript{nd} Intellectual Moment
A new genealogy of knowledge

3\textsuperscript{rd} Intellectual Moment
A transformative re-definition

Metasynthesis of 88 Global Icons

1

The Author's lived experiences

Review of the Business School Academics’ Discourse

Strategic options for graduate business schools – concept and proposals from academics around the world

2

The Social Contract with Business: A trichotomy of global responsibility

An End-purpose (kosoryoku) Statement of Visions of a new world order, society, business, business leadership, the postmodern MBA: to deliver a world order of inclusive globalisation (WOIG); requiring... a society that finds its greatness in protecting both its humanity and its economy as a whole; requiring... World-class businesses – financially robust across business cycles, with global stewardship as the dominant business logic; requiring... global business leaders with an ability to envision the WOIG, and then to lead thereto, in an entrepreneurial and path-breaking manner while exerting leadership qualities associated with the Golden Rule of Humanity; requiring... an MBA that educates and inspires the business leader to lead (and, to co-lead with societal and political leaders) the planetary turn-around to a WOIG. For this, a fundamental change of context for the MBA is a prerequisite; requiring... conscientização from Graduate Business School faculty; delivering MBA graduates who can lead any business in any industry sector in any country towards positive sustained results for all stakeholders.

The postmodern MBA in a WOIG:

Cultivation of a global mindset
Globalisation
Sociology
Global stewardship
Intergenerational economics
A personal renaissance

Competence in critical reasoning
Philosophy
Systems thinking
Logic
Decision making
Business analysis
Business research

Competence in designing wealth
Creativity
Strategy
Finance
Marketing
Business development
Holistic innovation management

Competence in building wealth
Path-breaking business leadership
Strategy implementation
Building the enterprise
Holistic risk management

Competence in managing wealth
Management
Functional management
Figure 2: Harlow Person's pyramid curriculum (1916)


Figure 3: Changing the shape of the human pyramid

Source: A scenario-planning game board constructed by the Author (2008) leveraging from Global Trends 2015 (2000). The metaphorical names for the four scenarios were proposed by Sunter and Illbury (2001).
The pretense of knowledge
Ideology-based gloomy vision
Excessive truth-claims based on partial analysis and unbalanced assumptions
Negative assumptions become real through the process of double hermeneutic
Casual determinism and denial of any role of human choices and intentions
Theories influence practice, and managers adopt theorists’ worldview

Source: Ghoshal (2005).

Figure 6: The economic pyramid

<table>
<thead>
<tr>
<th>Tier</th>
<th>Purchasing power Parity in U.S. dollars</th>
<th>Population In millions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>&gt; $20,000</td>
<td>75-100</td>
</tr>
<tr>
<td>Tiers 2-3</td>
<td>$1,500-$20,000</td>
<td>1,500–1,750</td>
</tr>
<tr>
<td>Tier 4</td>
<td>$1,500</td>
<td>4,000</td>
</tr>
<tr>
<td>Tier 5</td>
<td>&lt; $1,500</td>
<td></td>
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</table>

Figure 7: Anticipated shift in primary product offerings by business schools

<table>
<thead>
<tr>
<th>High</th>
<th>Traditional MBA</th>
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</thead>
<tbody>
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<td>Time on Campus</td>
<td>Traditional MBA</td>
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<td>Executive Education</td>
<td>Low</td>
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<tr>
<td>Low</td>
<td></td>
</tr>
</tbody>
</table>

Primarily Market-Based Criteria
Formal Accreditation and Market-Based Criteria

Source: Friga et al. (2003).

Figure 8: The Master of Business Leadership

The MBL

Intellectual Capital

Developmental Capital (including collateral capital)

Temporal Capital

Social Capital

Personal Capital (including ethical & intercultural capital)

Source: Blass and Weight (2005b).
Figure 9: Structure of the MBA discourse

Legend:
1. Critique of the MBA
2. Closing the relevance gap
3. Strategies to remain financially viable
4. Unanswered visionary questions
5. Global debate on a future world order by political, business and societal leaders

Figure 10: A new agenda for the discourse on the future of the MBA
Figure 11: Overall research design – cascading structure

A  RESEARCH ENTRY LEVEL  Plato Ansoff (1987)

B  RESEARCH CONTEXTUALISATION  Mouton (2005)

C  RESEARCH DESIGN  Lee (1999)
     |   |  Critical Management Research (CMR)
     |   |  Meta-science
     |   |  Methodological approaches
     |   |  Real life objects
     |   |  Scope of qualitative research options
     |   |  Options to research related studies
     |   |  Author as bricoleur

D  STRATEGY OF INQUIRY  Jensen and Allen (1996)
     |   |  Leedy and Ormrod (2005)

E  RESEARCH METHODOLOGY  Sandelowski (1993)

F  RESEARCH STEPS TO GAIN INSIGHT  Alvesson and Deetz (2000)
     |   |  Walsh and Downe (2005)

G  RESEARCH STEPS TO CRITIQUE

H  TRANSFORMATIVE REDEFINITION

Figure 12: Overall research design – decision tree structure
Figure 13: Structure of critical metasynthesis

Source: Constructed by the Author from Alvesson and Deetz (2000) and Walsh and Downe (2005).

Figure 14: Schematic view of Research Steps 3 and 4

Legend
Z = Socratic questions
X = Building blocks:
• the current state
• the end state
• the journey

Categorisation of inputs from step 3
Hermeneutic – identify emerging concepts from individual categories
Dialectic – understand the truth underpinning such emerging concepts

Step 5
Figure 15: The metasynthesis model from Research Steps 3 and 4

Figure 16: A schematic view of Research Step 5

Doing the metasynthesis to gain insight

<table>
<thead>
<tr>
<th>Socratic question</th>
<th>The 1st intellectual moment</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A new archaeology of knowledge</td>
</tr>
</tbody>
</table>

1. The current state
2. The end state
3. The journey

Tools: Three structures
- Visiograms
- Logic strings

Core theme(s) | Sub theme(s) | Refutational
Figure 17: Schematic view of Research Steps 5, 6 and 7

Step 5
1st intellectual moment
Research to gain insight

Step 6
2nd intellectual moment
Critique and deconstruction

Step 7
3rd intellectual moment
Transformative re-definition

Review of Business School Academics’ Discourse, and Author’s lived experiences

New archaeology of knowledge
end-state + journey statement per Socratic question [as per Global Icons]

New genealogy of knowledge
end-state + journey statement per Socratic question [as per Author]

Author argues thesis statement

A new conscientização
A social contract with business A postmodern MBA in a WOIG
<table>
<thead>
<tr>
<th>Research objectives</th>
<th>Socratic questions</th>
<th>Current state</th>
<th>The end state</th>
<th>The journey</th>
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<tbody>
<tr>
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<td>Comparison with humanity’s core values</td>
<td>Vision</td>
<td>Mission</td>
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<tr>
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<td>What future?</td>
<td>a</td>
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<tr>
<td>The social contract is...</td>
<td>What society?</td>
<td>2</td>
<td>A</td>
<td>B</td>
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<td>What business?</td>
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<td>What business leader?</td>
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<tr>
<td>What MBA?</td>
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</tbody>
</table>

**Figure 18: Research Step 4c - Dialectic Interpretation of Global Leaders**

(Theme distribution per Socratic question)

**Theme Categories:**
- Main theme
- Theme
- Sub-theme
- Emergent theme

**Postmodern MBA Curriculum Drivers:**
- Leadership make-up ["To have"]
- Leadership output ["To do"]
- WOIG statement ["To become", or "Not to become"]
### Figure 19: Research Step 4c - Dialectic Interpretation of Global Leaders
(Visigrams per Socratic question)

<table>
<thead>
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<th>Research objectives</th>
<th>Socratic questions</th>
<th>Current state</th>
<th>The end state</th>
<th>The journey</th>
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</table>

#### Legend

- **A and B are mutually exclusive**
- **A and B are mutually supportive**
- **A and B partly overlap each other**
- **B is fully contained by A**

#### Theme Categories:

- **Main themes**
<table>
<thead>
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<th>Current state</th>
<th>The end state</th>
<th>The journey</th>
<th>Triggers</th>
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<tr>
<td></td>
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<td>Vision</td>
<td>Mission</td>
<td>Values</td>
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<tr>
<td>What do we want to become?</td>
<td>What are the attributes of what we want to become?</td>
<td>What principles will guide us to these attributes</td>
<td>What do we not know?</td>
<td>What do we have to overcome?</td>
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**Theme Categories:**
- A and B are mutually exclusive
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What kairos event(s) will move us forward?
<table>
<thead>
<tr>
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<td>What business leader?</td>
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<td>Bmt</td>
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<td>What MBA?</td>
<td></td>
<td>13</td>
<td>14</td>
<td>15</td>
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</table>

**Theme Categories:**
- Main theme
- Theme
- Sub-theme
- Emergent theme

**Postmodern MBA Curriculum Drivers:**
- Leadership make-up ["To have"]
- Leadership output ["To do"]
- WOIG statement ["To become", or "Not to become"]
Figure 22: Research Step 4c - Dialectic Interpretation of Nobel Laureates
(Visiograms per Socratic question)

<table>
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<td>The business is...</td>
<td>What MBA?</td>
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Theme Categories:

- A and B are mutually exclusive
- A and B are mutually supportive
- A and B partly overlap each other
- B is fully contained by A

Main themes
Figure 23: Research Step 4c - Dialectic Interpretation of Nobel Laureates
(Visiograms per research question)

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<td>What principles will guide us to these attributes</td>
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<td>8 9 10 11</td>
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Theme Categories:

A and B are mutually exclusive
A and B are mutually supportive
A and B partly overlap each other
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Figure 24: Aligning Plato’s Theory of Knowledge with the Global Icons’ views

Legend – the Author’s deconstruction of Plato’s Modes of Thought to business modes of thought:

- **Intelligence** ≡ Philosophy; **Thinking** ≡ Business science;
- **Belief** ≡ Business experience; **Imagining** ≡ Business trial-and-error

**Source:** Plato’s Theory of Knowledge (Stumpf and Abel, 2002)

Figure 25: Social Contract with Business
**Figure 26: Research Step 6 - Contributions of business to society as per Global Leaders**

(Visiograms per research question)

<table>
<thead>
<tr>
<th>Research objectives</th>
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<th>The journey</th>
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</table>

**Theme Categories:**

- A and B are mutually exclusive
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**Contributions by business to society:**

- Exclusively
- Indirectly
- Jointly
### Figure 27: Research Step 6 - Contributions of business to society as per Nobel Laureates
(Visiograms per research question)

<table>
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### Theme Categories:

- **A and B are mutually exclusive**
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- **A and B partly overlap each other**
- **B is fully contained by A**

### Contributions by business to society:
- Exclusively
- Indirectly
- Jointly
### Figure 28: Research Step 6 - MBA key performance areas per Global Leaders

(V isiograms per research question)

<table>
<thead>
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<th>Research objectives</th>
<th>Current state</th>
<th>The end state</th>
<th>The journey</th>
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<td>What are the attributes of what we want to become?</td>
<td>What principles will guide us to these attributes</td>
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The contextual setting is....

The social contract is....

The basis for a new MBA is....

---

**Theme Categories:**

- A and B are mutually exclusive
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- A and B partly overlap each other
- B is fully contained by A

**MBA - Key performance areas:**

- Design wealth
- Build wealth
- Manage wealth
- WOIG mindset
- Critical reasoning
Figure 29: Research Step 6 - MBA key performance areas per Nobel Laureates
(Visiograms per research question)

<table>
<thead>
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<th>Current state</th>
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Theme Categories:
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MBA - Key performance areas:
- Design wealth
- Build wealth
- Manage wealth
- WOIG mindset
- Critical reasoning
Figure 30: Integration of the five key performance areas for the postmodern MBA

A = Global mindset
B = Critical reasoning
C = Design wealth
D = Build wealth
E = Manage wealth

Figure 31: A longitudinal perspective of the postmodern MBA

**Thirdly:** Re-interpret MBA KPAs in longitudinal manner

Current state (WODG) Social Contract (Business/Society) Kairos ("To have") Rubicon Continuum ("To do") End-state ("To become") WOIG

A postmodern MBA

A social contract with business as a basis for a postmodern MBA

A social contract with business as a basis for a postmodern MBA in a WOIG

A = Global mindset
B = Critical reasoning
C = Design wealth
D = Build wealth
E = Manage wealth
**Figure 32: The overall research process with key outcomes**

<table>
<thead>
<tr>
<th>Metasynthesis of 88 Global Icons</th>
<th>1(^{st}) Intellectual Moment</th>
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<tbody>
<tr>
<td>A new archaeology of knowledge</td>
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<tr>
<th>Review of the Business School Academics’ Discourse</th>
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<tr>
<td>Strategic options for graduate business schools – concept and proposals from academics around the world</td>
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<th>2(^{nd}) Intellectual Moment</th>
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<td>A new genealogy of knowledge</td>
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<td>An End-purpose (kosoryoku) Statement of Visions of a new world order, society, business, business leadership, the postmodern MBA: to deliver a world order of inclusive globalisation (WOIG); requiring... a society that finds its greatness in protecting both its humanity and its economy as a whole; requiring... World-class businesses – financially robust across business cycles, with global stewardship as the dominant business logic; requiring... global business leaders with an ability to envision the WOIG, and then to lead thereto, in an entrepreneurial and path-breaking manner while exerting leadership qualities associated with the Golden Rule of Humanity; requiring... an MBA that educates and inspires the business leader to lead (and, to co-lead with societal and political leaders) the planetary turn-around to a WOIG. For this, a fundamental change of context for the MBA is a prerequisite; requiring... conscientização from Graduate Business School faculty; delivering MBA graduates who can lead any business in any industry sector in any country towards positive sustained results for all stakeholders.</td>
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<th>3(^{rd}) Intellectual Moment</th>
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<tr>
<td>A transformative re-definition</td>
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<tr>
<td>The Social Contract with Business: A trichotomy of global responsibility</td>
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<td>The postmodern MBA in a WOIG:</td>
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<td>Cultivation of a global mindset</td>
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<td>Globalisation</td>
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<td>Sociology</td>
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<td>Global stewardship</td>
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<td>Intergenerational economics</td>
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<td>A personal renaissance</td>
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<tr>
<td>Competence in critical reasoning</td>
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<td>Philosophy</td>
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<td>Systems thinking</td>
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<td>Logic</td>
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<td>Decision making</td>
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<td>Business analysis</td>
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<tr>
<td>Business research</td>
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<td>Competence in designing wealth</td>
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<td>Creativity</td>
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<td>Strategy</td>
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<td>Marketing</td>
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<td>Business development</td>
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<td>Holistic innovation management</td>
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<tr>
<td>Competence in building wealth</td>
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<tr>
<td>Path-breaking business leadership</td>
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<tr>
<td>Strategy implementation</td>
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<tr>
<td>Building the enterprise</td>
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<tr>
<td>Holistic risk management</td>
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<tr>
<td>Competence in managing wealth</td>
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<tr>
<td>Management</td>
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<td>Functional management</td>
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Figure 32: The overall knowledge building process

Aligning the postmodern MBA with the WOIG society’s values and aspirations

- The Postmodern MBA in a World Order of Inclusive Globalisation
- Theory of the Growth of the Firm (re-confirmed + contextualised in a WOIG)
- Social Contract with Business (the raison d’être for postmodern business)
- End-purpose Statement of Visions
- Socratic Dialogue (a new archeology & a genealogy of knowledge)
- Visionary Questions (by eminent B-school academics)
- Nobel Laureates (as a control group – refute/value add)
- Social Leaders
- Political Leaders
- Business Leaders

My place in the turn-around towards a WOIG over the past three years!
APPENDIX: RESEARCH DATA ON A CD-ROM, consisting of:

- A longitudinal evolution of the thesis;
- An overall view of the research process;
- Profiles of each Global Icon;
- Research Steps 1–7;
- Confirmability audit.

(This 125 Mb CD-ROM is excluded from the publication)